

Appendix A

SEND REVIEW GREEN PAPER – Summary of policy proposals

Building on the schools' white paper published on the 28th March, the SEND Review Green Paper (published 29 March 2022) sets out proposals for a system that offers children and young people access to the **right support, in the right place and at the right time**, so they can fulfil their potential and lead happy, healthy and productive adult lives. The consultation will be open for 13 weeks, closing on 1 July 2022.

What does the Green Paper propose?

The SEND Review was commissioned to understand what it would take to establish a system that consistently delivers for children and young people with SEND. The proposals respond to the need to restore families' trust and confidence in an inclusive education system with excellent mainstream provision that puts children and young people first; and the need to create a system that is financially sustainable and built for long-term success.

At a glance, the proposals in the SEND and AP green paper include:

- creating a single, national SEND and alternative provision system
- providing excellent provision from early years to adulthood
- introducing a reformed and integrated role for alternative provision
- reforming system roles, funding and accountability

In developing the proposals in the Green Paper, DfE has listened carefully to children, young people and their families and to a wide range of people working across the system - those working in education across early years, schools and further education; those working across health, care, local government; and the many voluntary and community sector organisations that support children and young people with SEND. The team has been advised throughout by a SEND Review steering group and AP steering group.

Providing your views

During the consultation period, the Department will continue to engage with children, young people and their families and those working within the SEND and AP system to hear their views. There will be virtual and face to face events, and a series of resources have been produced to help understand the proposals and complete the consultation.

You can access a copy of the Green Paper on gov.uk:

<https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>. Alongside the Green paper, DfE has also published:

- A dedicated SEND Review website with further information about the consultation and upcoming events: <https://sendreview.campaign.gov.uk/>
- Supporting resources on gov.uk to help understand the green paper: <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation>
- A press release on gov.uk: <https://www.gov.uk/government/news/ambitious-reform-for-children-and-young-people-with-send>

CORE POLICIES

Chapter 2: A single national special educational needs and disabilities and alternative provision system

- establish a **national special educational needs and disabilities and alternative provision system setting nationally consistent standards** for every stage of a child's journey across education, health and care
- review and update the **SEND Code of Practice** to ensure it reflects the new national standards to promote nationally consistent systems, processes and provision
- **establish new local special educational needs and disabilities partnerships**, bringing together education, health, and care partners with local government to produce a **local inclusion plan** setting out how each area will meet the national standards
- **introduce a standardised and digitised Education Health and Care Plan process and template** to minimise bureaucracy and deliver consistency
- **support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings**, drawn from the local inclusion plan, including mainstream, specialist, and independent settings, that are appropriate to meet the child or young person's needs
- **streamline the redress process**, making it easier to resolve disputes earlier, whilst retaining the tribunal for the most challenging cases

Chapter 3: excellent provision from early years to adulthood

- **invest an additional £1 billion in 2022-23 alone** for children and young people with complex needs as part of a **£7 billion increase in our total investment in schools' budgets by 2024-25, compared to 2021-22**
- **consult on a new SENCo National Professional Qualification for school SENCos**, and increase the number of staff with an accredited Level 3 SENCo qualification in early years settings
- **commission analysis to better understand the support that children and young people with special educational needs and disabilities need**

from the health workforce so that there is a clear focus on special educational needs and disabilities in health workforce planning

- **improve mainstream provision**, building on the ambitious Schools White Paper, through teacher training and a 'what works' evidence programme
- **fund more than 10,000 additional respite placements through an investment of £30 million**, alongside £82 million to create a network of family hubs, to improve wraparound support for families
- **invest £2.6 billion, over the next three years, to deliver new places and improve existing provision** for children and young people with special educational needs and disabilities or who require alternative provision.
- **set out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools**, with their school, including special and alternative provision, in a strong multi-academy trust (MAT), or with plans to join or form one
- **invest £18 million over the next three years to build capacity in the Supported Internships Programme**, and improve transitions at further education by introducing Common Transfer Files alongside piloting the roll out of adjustment passports

Chapter 4: a reformed and integrated role for alternative provision

- **make alternative provision an integral part of local special educational needs and disabilities systems** by requiring the new local special educational needs and disabilities partnerships to plan and deliver an alternative provision service focused on early intervention
- **give alternative provision schools funding stability to deliver a service focused on early intervention** by requiring local authorities to create and distribute an alternative provision-specific budget

- **build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust**, to deliver evidence-led services based on best practice, and open new alternative provision free schools where needed
- **develop a bespoke performance framework for alternative provision** which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- **deliver greater oversight and transparency of pupil movements** including placements into and out of alternative provision
- **launch a call for evidence, before the summer, on the use of unregistered provision** to investigate existing practice

**Chapter 5:
system roles,
accountabilities
and funding
reform**

- **deliver clarity in roles and responsibilities** with every partner having a clear role to play, and being equipped with the levers to fulfil their responsibilities
- **equip the Department for Education's new Regions Group** to hold local authorities and MATs to account for delivery through new funding agreements between local government and the Department for Education
- **provide statutory guidance to Integrated Care Boards (ICBs)** to set out clearly how statutory responsibilities for SEND should be discharged
- **introduce new inclusion dashboards for 0-25 provision**, offering a timely, transparent picture of how the system is performing at a local and national level across education, health and care
- **introduce a national framework of banding and price tariffs for funding**, matched to levels of need and types of provision set out in the national standards
- **work with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area Special Educational Needs and Disabilities**

Inspection Framework with a focus on arrangements and experience for children and young people

**Chapter 6:
delivering
change for
children and
families**

- **invest an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme**, over the next three years, to support those local authorities with the biggest deficits
- **the Special Educational Needs and Disabilities and Alternative Provision Directorate within DfE** will work with parent groups, system leaders from across education, health and care and the Department of Health and Social Care to develop the national special educational needs and disabilities standards
- support delivery through a **£70 million SEND and Alternative Provision change programme** to both test and refine key proposals and support local systems to manage local improvement
- publish a **national Special Educational Needs and Disabilities and alternative provision delivery plan** setting out how and by whom change will be implemented
- establish a **new National Special Educational Needs and Disabilities Delivery Board** to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals