

# SEND Review

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NNPCF seminar

March 2021

## What we intend to cover today

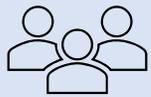
Why	What is the vision we are trying to deliver through the SEND Review?
How	How have we worked with the information you, and other partners have given us?
What	What are you going to recommend?
When	When will the SEND Review publish and what form will it take? When will these changes take effect?

But first... THANK YOU!!!

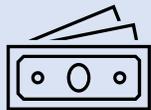


## Problem statement:

**Too often the current system delivers poor outcomes, at high cost with poor experience of getting/ offering help**



- Outcomes are poor. We are not preparing children with SEND well for adulthood, and too many parents feel that they must battle to get support for their children, which favours those with the most resources and social capital.



- Mainstream schools are unable to access the resources to meet straightforward needs early, meaning they escalate – becoming more expensive in the long run.
- The total high needs budget is growing fast, with no equivalent improvement in outcomes.



- The special school system can be seen as a postcode lottery. Both the quality and the threshold for a place can vary.

# The 2021 SEND Review vision and four pillars

A **sustainable** system which puts **families at the heart** and gives children and young people with SEND support at the **earliest opportunity**, so that they can live **healthy and fulfilled lives**



A focus on preparing for fulfilled adulthood through every stage



Identifying needs early and intervening as soon as possible



A strong, clear support system in mainstream settings



A sustainable funding system with corresponding accountabilities

# What the vision means in practice:



## Identifying SEN needs

Existing screening checks are used routinely to flag potential needs early. The EY workforce have the skills they need to support and can have access to specialist advice and support. Parents get access to advice and help and know where they can go for more support.



## SEN support in mainstream

Teachers are confident in meeting SEN needs and can explain what action they are taking to parents, with support from expert SENCOs. Parents know what additional support should be ordinarily available in any school and schools work together to arrange this. Only schools that do this well will be considered Outstanding by Ofsted.



## EHCPs in mainstream

Children who need support that goes beyond what is ordinarily available can apply to have their needs assessed by the LA. There is standard process wherever you are in the country, which is transparent for parents and families. Health and social care needs are assessed in a timely fashion and are accountable for their contributions.



## Special schools and AP

Specialist settings are available close to home for those children who need them, including specialist units in mainstream schools. Special schools and AP work with mainstream schools to support children to stay in mainstream where possible.



## Residential placements

Residential placements are only used where completely necessary, with a focus on keeping children as close to their homes and communities wherever possible. Education, health and social services work together to make sure the right mix of provision is available across a locality.



## Preparing for adulthood

Young people have meaningful pathways planned early on, which guide them to further education and employment. Improved data sharing across schools, colleges and employers improve transitions so that the right support is in place.

Questions for the SEND Review team:



# Questions we're currently wrestling with:

What would make the biggest difference:

- a) to good quality SEN support?
- b) improving EHCPs?
- c) where appropriate, helping children move off their EHCPs?