

Policy Briefing April 2022

Issue	Updates
<p>SEND Review Green Paper 'Right Support, Right Place, Right Time'</p>	<p>Better support for children and young people with special educational needs and disabilities (SEND) is at the heart of a new national plan, with a key focus on ending the postcode lottery that leaves too many with worse outcomes than their peers.</p> <p>The green paper, published Tuesday 29 March, sets out the government vision for a single, national SEND and alternative provision system that will introduce new standards in the quality of support given to children across education, health, and care.</p> <p>Key aims:</p> <ul style="list-style-type: none"> • To address a system that leads to 'a vicious cycle of late intervention, low parental confidence and inefficient resource allocation' • To introduce 'A single national SEND and alternative provision system' • Each local area to develop local inclusion plans through the Local SEND Partnership • Improve mainstream provision to be more inclusive (linked to white paper) • Focus on early years to enable earlier identification and support of SEND • Make Alternative Provision an integral part of local SEND systems <p>The Green Paper is available in full here, summary notes here. The DfE are seeking views on the green paper about the changes they want to make to the special educational needs and disabilities (SEND) and alternative provision (AP) system in England, which will close on 1st July.</p> <p>You can read the NNPCF's initial response here.</p>
<p>Schools White Paper 'Opportunity for All'</p>	<p>The first Schools White Paper in six years sets out the national plans from the Education Secretary, aiming to</p>

	<p>ensure every child can reach the full height of their potential.</p> <p>This white paper sets out the Government’s long-term vision for a school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place, at the right time.</p> <p>Key aims:</p> <p>As part of ‘Levelling Up’ – by 2030:</p> <ul style="list-style-type: none"> • increase the proportion of children leaving primary school at the expected standard in reading, writing and math’s from 65% to 90% • increase the average GCSE grades in English and math’s from 4.5 to 5 • all schools in or moving towards a MAT by 2030 • ensure ‘the achievements of the very best schools can reach every corner of the country’ • clarification on roles and responsibilities of various agencies or ‘actors’ <p>The White Paper is available in full here.</p> <p>You can read the NNCPF’s initial response here.</p> <p>Still awaiting clarification:</p> <p>Back stop arrangements for any school not moving towards a MAT by 2030 – ‘we will engage with the sector on how best to achieve a fully trust led system’.</p> <p>Changes to the Ofsted inspection framework to reflect the ambitions of the white paper – expected over the coming year.</p> <p>Implications of Government focus on Education Investment areas.</p>
<p>Independent Social Care Review</p>	<p>Latest updates can be accessed here.</p>
<p>Health & Care Bill</p>	<p>Lords concludes examination of Health and Care Bill https://bills.parliament.uk/bills/3022?fbclid=IwAR1AsrRkDzkkR APuOTQkCr l4jN0a -tsFXu-KZIU7GO tb4IC0iYDTiM0</p>
<p>NHSE/I Core20PLUS5 - summary of survey findings</p>	<p>At the end of last year, the NNCPF responded to an online survey to collate thoughts on Core20PLUS5;</p>

	<p>NHSE/I national approach to reducing healthcare inequalities.</p> <p>A key summary of our findings is available here.</p> <p>One key theme highlighted in the survey feedback was around the need for greater focus on children and young people. In response to this NHSE/I are working to develop a health inequalities improvement approach focusing specifically on this population group.</p>
<p>Mental Capacity Act 2005 and Implementation of the Liberty Protection Safeguard</p>	<p>The Government is seeking views on proposed changes to the Mental Capacity Act 2005 Code of Practice and implementation of the Liberty Protection Safeguard.</p> <p>https://www.gov.uk/government/consultations/change-s-to-the-mca-code-of-practice-and-implementation-of-the-lps</p>
<p>New NICE Guidance for Disabled children and young people up to 25 with severe complex needs</p>	<p>This guidance covers integrated service delivery and organisation across health, social care and education for disabled children and young people with severe complex needs, from birth to 25 years. It aims to encourage education, health, and social care services to work together and provide more coordinated support to children and young people, and their families and carers.</p> <p>https://www.nice.org.uk/guidance/ng213</p>
<p>Government Response to Consultation on Children Not in School</p>	<p>The Department for Education's (DfE's) children not in school consultation sought proposals on:</p> <ul style="list-style-type: none"> - a local authority register of children not attending school - support for home-educating families <p>This consultation closed in June 2019. It was a follow-up to the consultation and call for evidence on elective home education held by DfE in 2018.</p> <p>The consultation response (February 2022) provides details on DfE's commitment to a form of local authority administered register for children not in school. The consultation response outlines government intentions to legislate at the earliest opportunity to implement a duty on:</p> <ul style="list-style-type: none"> - local authorities to: keep a register of all children of compulsory age in their area who are not registered pupils

	<p>at a state or independent school; provide support to home educating families</p> <ul style="list-style-type: none">- parents of children to supply information to such a register- proprietors of defined settings to supply information on relevant <p>https://www.gov.uk/government/consultations/children-not-in-school</p>
Down Syndrome Bill	<p>The Bill has passed the third reading in the House of Lords. As there were no amendments, the Bill is now in its final stages and will receive Royal Assent before the end of the current Parliamentary session, thereby becoming law.</p>