

DfE White Paper and SEND Green Paper

May 2022



Department
for Education

Schools White Paper & SEND Green Paper | Webinar

April 2022

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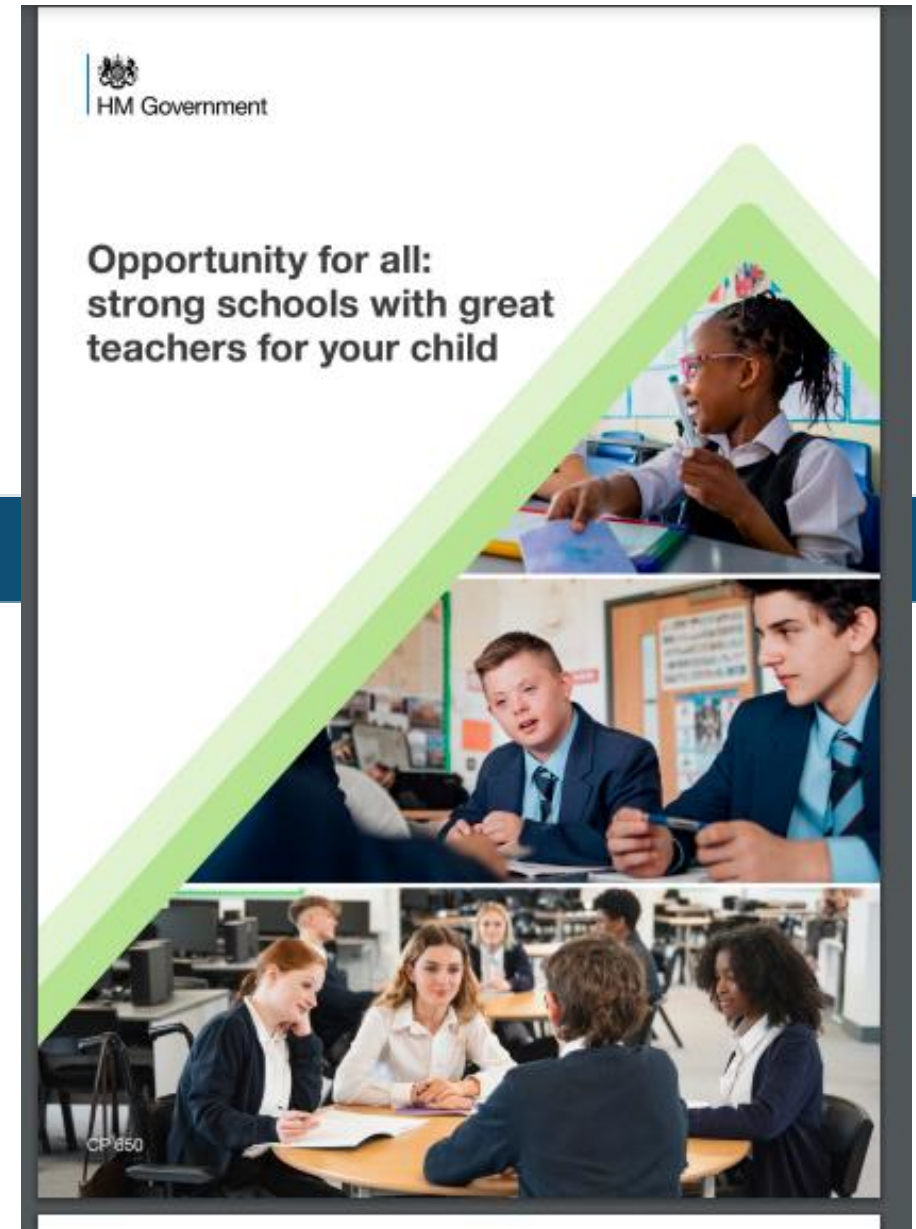
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1. Our challenge & SWP vision, ambitions, strategy

[Opportunity for all - Strong schools with great teachers for your child](https://publishing.service.gov.uk)
(publishing.service.gov.uk)



Our challenge | Over a third of pupils below expected KS2 standards in reading, writing, and maths, with outcomes varying between different groups and regions

Core challenge



35% pupils fail to meet expected standards at KS2 in RWM

- We've made progress since 2016: in 2019 79% met standards in maths (up from 70% in 2016) and 73% (up from 66%) in reading
- But only 65% pupils meet expected standards in reading, writing, and maths combined (RWM) at KS2

Complications



Certain groups almost twice as likely to under-perform at KS2

- ~30% of the population has a vulnerability / disadvantage but they make up ~60% of those not meeting standards
- If extended to those with vulnerability / disadvantage at some point during schooling, they make up 80% not meeting standards



There is also a wide geographical variation in performance

- There is an 8pp gap between top and bottom performing English regions in achieving KS2 standards
- This is even more pronounced at local authority level with a 29pp gap between the highest and lowest performers



COVID-19 has exacerbated these challenges

- In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading
- Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading



Strong trusts drive better outcomes but the system remains mixed

- Over 7/10 sponsored academies now rated Good or Outstanding vs 1/10 of LA-maintained schools they replaced
- Regional variation means not enough strong trusts in areas most in need (e.g. in the North West only 23% schools are MAT vs 52% in the South West)

Our Schools white paper vision, ambitions, and strategy to deliver



Vision

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 - founded on world-class literacy and numeracy as the cornerstone of an excellent education. Delivering on the government's priorities of building back better after the pandemic and levelling up across the country.



Ambitions by 2030

- ❑ Key Stage 2: 90% of pupils meeting the expected standard in maths and reading at Key Stage 2 *and writing*
- ❑ Key Stage 4: National GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

These are national targets, so schools won't be held to account on them; instead they will be the "measure of this white paper's success"

Our strategy



1. Teachers

Ensure we have excellent teachers in all areas of the country, trained in the very best literacy & numeracy approaches



2. Standards

Support our teachers to deliver high standards for all pupils, with a relentless focus on behaviour & attendance, and access to the best-evidenced resources



3. Targeted support

Deploy targeted support for those who need it most, especially the most vulnerable and disadvantaged children



4. System

Underpinning this, ensure that there is a stronger school system, including fair and adequate core funding and every school belonging to a strong trust with strong leadership and governance



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2. Chapter summaries



An excellent teacher for every child

Schools White Paper

Chapter 1



Context & our ambitions

- Teaching quality is the most important in-school factor in improving outcomes, especially for disadvantaged pupils
- Excellent teachers are made, not born. We will ensure access to world-class training and professional development at every stage of their career
- We will ensure high-quality early years provision, building strong foundations for the rest of their time in school
- We have more to do to make teaching an attractive, high-status profession, and recruit and retain the best teachers, in key subjects and areas



Key policies

1. 500k evidence-based¹ teacher training and development opportunities across ITT, NPQs, ECF by 2024, incl. three new NPQs (Leading Literacy, EY Leadership, SENCO²)
2. £180m investment in the EY workforce
3. Establishing the Institute of Teaching as England's flagship teacher training provider
4. Reforming ITT by re-accrediting all ITT providers vs a new quality threshold
5. Recruiting the best teachers
 - Raise teacher starting salaries to £30k
 - New Physics ITT course for engineers
6. Retaining the best teachers
 - Levelling up premiums
 - Continuing to champion flex-working



Delivering high standards of curriculum, behaviour and attendance

Schools White Paper
Chapter 2



Context & our ambitions

- From EY onwards, all children will be taught a **broad, ambitious, knowledge-rich curriculum** with access to high-quality extra-curricular provision
- All children will be taught in calm, orderly, safe and supportive schools with high attendance. We will strengthen support, guidance, and legal frameworks for **behaviour and attendance**
- Children will have fair access to enriched, high-quality education regardless of where they live



Key policies

1. A new arms-length curriculum body to work with teachers across the UK to co-create free, optional, adaptable digital resources
2. Improved **behaviour and attendance** from new national behaviour survey and attendance data solutions, strengthened regs., Behaviour & Culture NPQ funding
3. A new national expectation for the **length of the schools week** for all mainstream state-funded schools
4. Support for an **enriched education** through funding for sports, arts, music, culture
5. Improved **safety and wellbeing** from new Mental Health Support Teams and strengthened RSE and Health education and statutory safeguarding guidance



Targeted support for every child who needs it

Schools White Paper

Chapter 3



Context & our ambitions

- World-class training and teaching is critical to improving children's life chances and raising standards
- Even pre-COVID-19, too many children (especially the most vulnerable) fell behind and never caught up with peers, and C-19 has worsened this
- We need targeted support that complements great teaching and a strong curriculum to get more children back on track when they are struggling, particularly in English and maths
- Every teacher, school, trust must work to identify children at risk of falling behind and provide evidence-based support

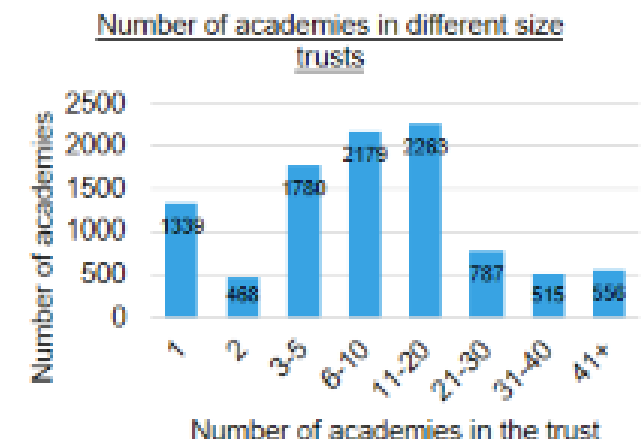
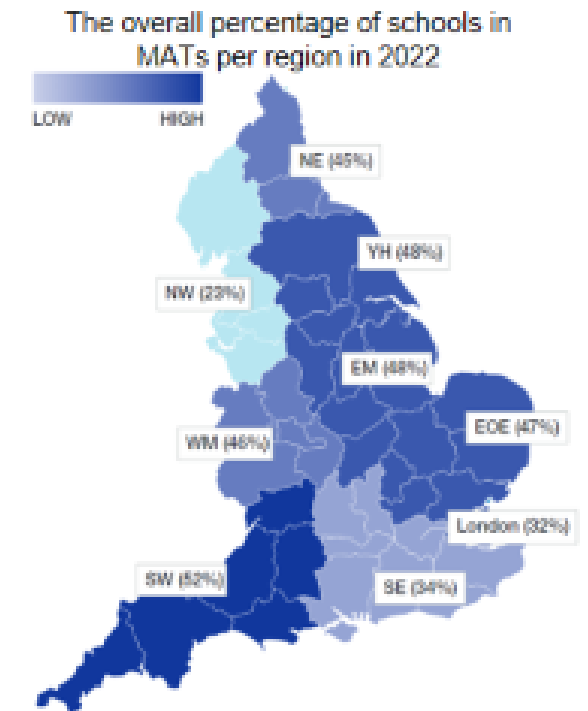
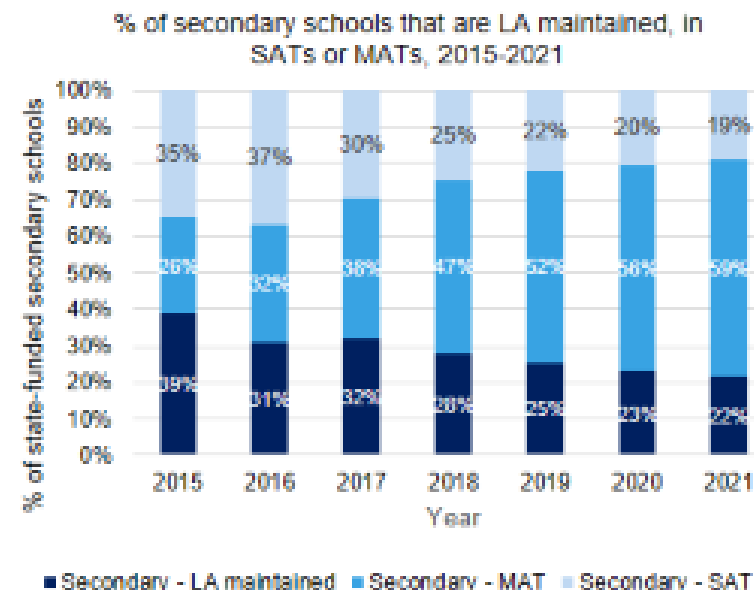
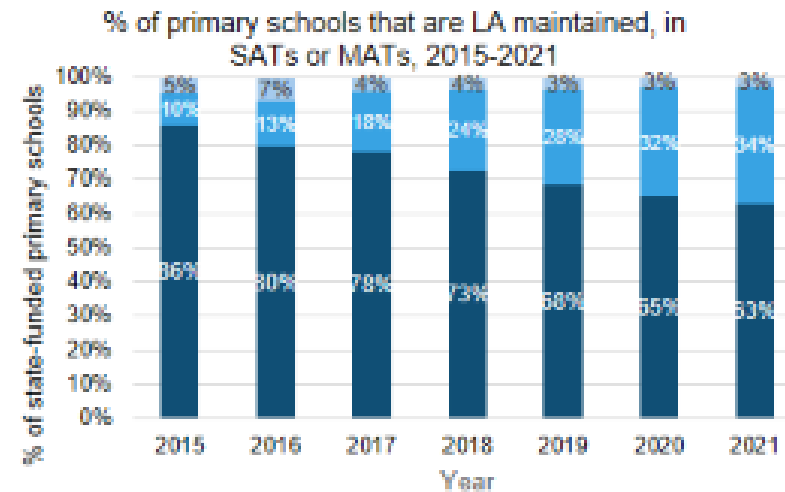


Key policies

1. **Parent pledge**: any child that falls behind in English or maths will receive timely and evidence-based support
2. Education Endowment Foundation re-endowed to secure its future
3. £55 million for our Accelerator Fund to scale-up the best interventions
4. **Menu of recommended evidence-based approaches** to inform use of the Pupil Premium, Recovery Premium and implementation of the Parent Pledge
5. **Up to 6 million tutoring packages** by 2024 (~100 million hours of tutoring when combined with 16-19 tuition)
6. Reform of the **SEND** and Children's Social Care systems

Journey to date

- The school system has undergone significant change over the last decade. In January 2010, there were just 203 academies with fewer than 200,000 pupils.
- In January 2021, over 4.5m pupils were educated in nearly 10,000 academies - over a third of state funded primaries and over three quarters of secondary schools.
- Academy trusts have been transformative - more than 7 out of 10 sponsored academies are now rated Good or Outstanding compared to about 1 in 10 of the local authority maintained schools they replaced
- Whilst the number of academies has increased significantly, this change has not been uniform, with 80% of secondary schools now academies, but only 39% of primaries. The majority of the remaining schools in the local authority (LA) maintained sector are primary schools (10,615 out of 11,362), of which 40% have a faith designation.
- There is also significant regional variation in the % of schools that are LA maintained, in SATs or in MATs.





A fairer and stronger school system

Schools White Paper
Chapter 4



Context & our ambitions

- All children will benefit from being taught in a strong MAT, or their school will have plans to join / form one
- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources, and support to help deliver better outcomes
- The best trusts will work where they are needed most, levelling up standards, and transforming underperforming schools
- Every part of the system will be held accountable to a set of clear roles and responsibilities



Key policies

1. A fully trust led system with a single regulatory approach, through growth of strong trusts and establishment of new ones, including trusts established by LAs
2. By 2030 all pupils will be taught in a strong MAT or their school planning to join one
3. Clear roles across the school system with LAs empowered to champion children's' interests and a new collaborative standard requiring trusts to work with other partners
4. Education Investment Areas (EIAs) to receive increased funding (extra in priority areas)
5. Digital infrastructure investment so all schools can take advantage of modern tech



Education Investment Areas (EIAs) Schools White Paper Chapter 4

In the Levelling Up White Paper published in February, the government announced plans to drive school improvement in England through 55 local authorities selected as Education Investment Areas (EIAs). There is now more detail on the support available to these areas:

- Schools in EIAs that have been judged less than Good in two or more successive Ofsted inspections could be moved into strong trusts to help drive up standards. The Department is currently consulting on plans to support schools not making necessary improvements.
- Levelling Up premium, will be worth up to £3,000 tax-free for eligible maths, physics, chemistry and computing teachers in year 1-5 of their career, working in disadvantaged schools, including in EIAs.
- We have also committed up to £86m in trust capacity funding over the next 3 years, with a particular focus on EIAs.
- Extending the Connect the Classroom (CtC) programme with £150m, including investment in EIAs, to support schools to reach our minimum Wi-Fi standards

We have now also identified 24 Priority Education Investment Areas, listed in our [selection methodology](#). These areas will benefit from intensive investment to address entrenched underperformance, in addition to the support offered to all EIAs - including:

- A share of around £40 million additional funding to address local needs
- A MAT CEO development programme for aspiring trust leaders
- Additional support for digital connectivity through CtC
- Priority access to other DfE programmes - e.g., bids for free schools



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Schools White Paper | Regions Group

The Department for Education will continue to steward the system, setting ambitious standards for trusts and schools, serving the Secretary of State using **a single regulatory approach**.

- Building on the lessons of the pandemic, we are changing the way the department works with local and regional partners.
- We will establish a new **Regions Group** by summer 2022, bringing together functions currently distributed across the department and the Education and Skills Funding Agency into a single interface.
- The group will consist of nine regions, aligned to the geographies used across the rest of government. To reflect their evolving role, Regional Schools Commissioners will be known as Regional Directors.
- The Regions Group will drive improvement, expanding the reach of our strongest trusts and proactively intervening where trusts are not providing the excellent education we expect.

Schools Bill - May 2022

This Bill “paves the way for all schools to join a strong multi-academy trust”. The Bill provides the framework for a new, legally enforceable set of standards for academy trusts, replacing disparate standards agreed with each trust at the point it was created - so that parents will know what they can expect for their children. It introduces a new legal tool for local authorities to request some or all of their schools join a strong academy trust, in addition to the existing powers that individual school governing boards hold.

Schools Bill [HL]

[AS INTRODUCED]

CONTENTS

PART 1

ACADEMIES

Academy regulation

- 1 Academy standards
- 2 Academy standards: relationship with contractual agreements
- 3 Academies: power to apply or disapply education legislation
- 4 Academies: guidance

Academy proprietors: Secretary of State's intervention powers

- 5 Power to give compliance directions
- 6 Power to give notice to improve
- 7 Powers to appoint or require appointment of directors

Academy agreements and master agreements: termination

- 8 Termination of Academy agreement with seven years' notice
- 9 Termination of Academy agreement where Academy is failing
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Schools Bill - May 2022

- **protections for grammar schools** to retain their current status when joining multi-academy trusts, and for faith schools to similarly retain their existing freedoms
- **new powers for Ofsted** to gather evidence and act against schools operating illegally
- gives a **pledge to parents** that if their child falls behind in English or maths they will receive tailored support to get back on track
- outlines reforms to expand the remit of the **Teaching Regulation Agency**
- outlines a new legal requirement for **local authorities to maintain registers of children not in school** as well as new requirements for schools, trusts and councils to work together to drive the highest possible levels of attendance
- commitment to move to a direct **National Funding Formula**, increasing fairness by making sure every school receives funding on the same basis, wherever it is in the country.
- confirms **£5 billion has been invested in the Government's education recovery programme**, including in the National Tutoring Programme, offering catch-up tutoring for students who fell behind during the pandemic.

Implications for Barnet

Barnet is already well placed to respond to the ambition of the Schools White Paper. There is already a very strong sense that we do already undertake our role as the 'Champion of Children' and have a strong system of challenge and support to all schools corporate ambition of the Education Strategy sits firmly within the White Paper

Barnet is also well placed in the following ways:

1. *Strong teams in BELS and Children's Services:*

- The reputation of the BELS and CS teams is high across all schools and settings in Barnet with good collaboration across services and schools. These teams are well placed to respond to the implementation of the white paper and the proposed changed role for LA's within the paper including:
 - Highly regarded safeguarding support, school improvement support, admissions, school place planning, teams to support vulnerable pupils, attendance and exclusion support and the social, emotional and mental health (SEMH) support from different teams

2. *Strong partners within Barnet:*

- Good links with Teaching School Hub and Behaviour Hubs
- Good links with Westminster Diocese, LDBS and PAJES
- We work very well with the professional associations including the governor associations
- We have strong partnership boards in existence to oversee the white paper
- Our strategies are robust, regularly reviewed and co-produced



Implications for Barnet

- Length of school week - minimum 32.5hrs (by Sept 2023) - expectation not statutory duty (but checked by Ofsted). The expectation will not apply to special schools, pupil referral units, alternative provision, early years or post-16 education. From September this year, schools will be expected to publish their opening hours online.
- By 2030 90% of pupils will leave primary school with expected standard in reading writing and maths. In 2019 the percentage in Barnet was 73% (ranked 9th in the country)
- By 2030 increase the national GCSE average grade in both English language and in maths to 5. In Barnet in 2019 we already achieved this - the average grade in Barnet for English Language in 2019 was 5.6 and for Maths was 5.7.
- Attendance “back to pre-pandemic levels and beyond” - Increased duties for LAs
- Legislation for register of children not in school inc EHE
- Increased SEMH support to schools and students
- Teachers - “a culture of flexible working in schools” Use of technology?
- LAs will receive a “backstop power” to order trusts to admit pupils and take charge of in-year admissions, which academies now handle themselves
- Academy standards e.g curriculum, length of school day/term, handling of complaints etc



Trusts (in LA Trusts)

- “By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one”
- Stand alone academies expected to join a MAT by 2030
- Schools with two Ofsted judgements in a row less than Good expected to join a strong MAT
- “Local authorities will be able to establish new multi academy trusts where too few strong trusts exist, enabling high performing schools with a track record of local partnership to formalise their relationships and add expertise and capacity to the trust system.”

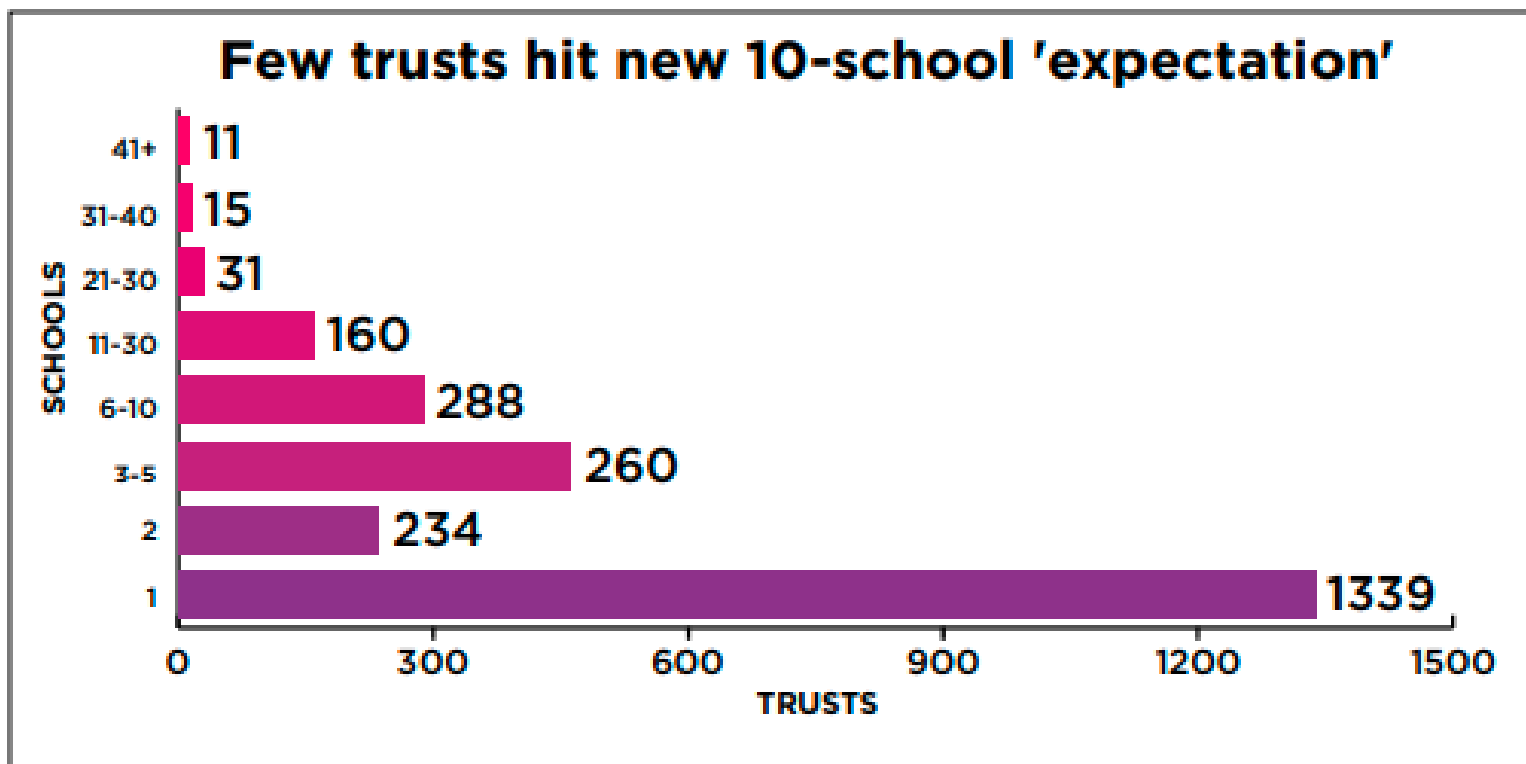
Nadhim Zahawi, the education secretary, said: *“Local government will, I hope, join us on this journey. “Because if they think they're good at supporting schools - set up a trust, and we will back you, but we will treat you equally with every other trust.”*

Caveats:

- limits on local authority involvement on the trust board
- serve a minimum of 7,500 pupils or run at least 10 schools
- no maximum size of trust but a limit on the proportion of schools in local area that can be run by an individual trust.



Trusts (in LA Trusts)



Question - would there be an appetite amongst Barnet schools to create one or more Trusts in the LA?



Schools in Barnet

Primary - 90 schools:

- 39 are community schools
- 2 are foundation schools
- 13 are Church of England Voluntary Aided schools
- 10 are Catholic Voluntary Aided schools
- 10 are Jewish Voluntary Aided schools
- 16 are academies (4 stand alone; 12 in a MAT)

Secondary – 25 schools

- 1 is a community school
- 3 are Catholic Voluntary Aided schools
- 1 is a Jewish Voluntary Aided school
- 20 are academies (12 stand alone; 8 in a MAT)

All-Through – 3 schools

- 1 is Church of England Voluntary Aided school
- 2 are academies (both in a MAT)

Nursery – 4 schools

- 4 community schools

Special – 6 schools

- 3 community schools
- 3 are academies (all currently stand alone)

Pupil Referral Units






– 2 schools (both community schools)

LA role in school improvement

- Strong trusts will be solely accountable for school improvement, delivering a brilliant education for children

Question - if the LA does not create Trusts do they have any role in school improvement?

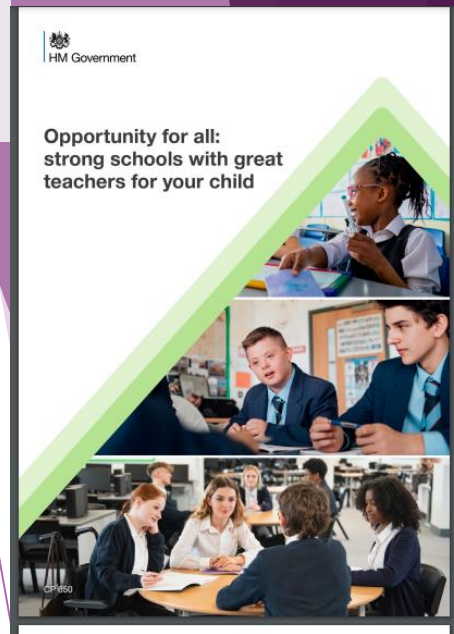
Roles and responsibilities in the future schools system

Local organisation	
Local authority (LA) Plans and secures provision	Multi-academy trust (MAT) Provides education
 <p>Sufficiency</p> <ul style="list-style-type: none"> • Forecasts pupil place needs and identifies viable options (for mainstream, AP and specialist schools) – including via the free school presumption process. • Can object to the Schools Adjudicator about pupil admission numbers (PANs) for mainstream schools, where there is a need for an increase. 	<ul style="list-style-type: none"> • Collaborates with other trusts and with the LA to support the development of place plans and deliver agreed places.
 <p>Admissions</p> <ul style="list-style-type: none"> • Co-ordinates admissions, including managing in-year applications. • Convenes multi-agency in-year placement panels for vulnerable and unplaced children. • Has a backstop power to direct admission of a child if required. 	<ul style="list-style-type: none"> • Develops admission policies and makes decisions. • Participates in multi-agency in-year placement panels for vulnerable and unplaced children. • Establishes an independent appeals panel where needed.
 <p>Safeguarding</p> <ul style="list-style-type: none"> • The Local Safeguarding Partnership (LSP) sets out local safeguarding arrangements. • The LA commissions and oversees the audit process, referring non-compliance to DfE. 	<ul style="list-style-type: none"> • Carries out statutory duties, including completing the LSP's safeguarding audits.
 <p>Attendance</p> <ul style="list-style-type: none"> • Ensures all children in their area are in education. • Works with schools to identify pupils at risk of poor attendance and supports them to attend. 	<ul style="list-style-type: none"> • Supports leadership focus on improving attendance across all its schools, as part of overall trust improvement efforts.
 <p>Ensuring quality</p>	<ul style="list-style-type: none"> • Adheres to the statutory academy standards and proactively develops characteristics of a strong trust.



Implications, Challenges and Context

- The impact of Covid-19 on outcomes and the current capacity of the system
- Key Stage 2 Standard
- Levels of teacher recruitment and retention and shortages in some subject areas
- An already mixed academy landscape which is insufficient to deliver the ambition
- Strong schools in Barnet that are loyal to the LA (inc academies)
- All White Paper recommendations may not get through Parliament



Next Steps – to be confirmed

- Discuss at Partnership Board Meetings
- Start engaging with schools and the DfE during the Summer Term
- Update strategies to incorporate the White Paper

Key Message

No need to rush this! 2030 is 8 years away!

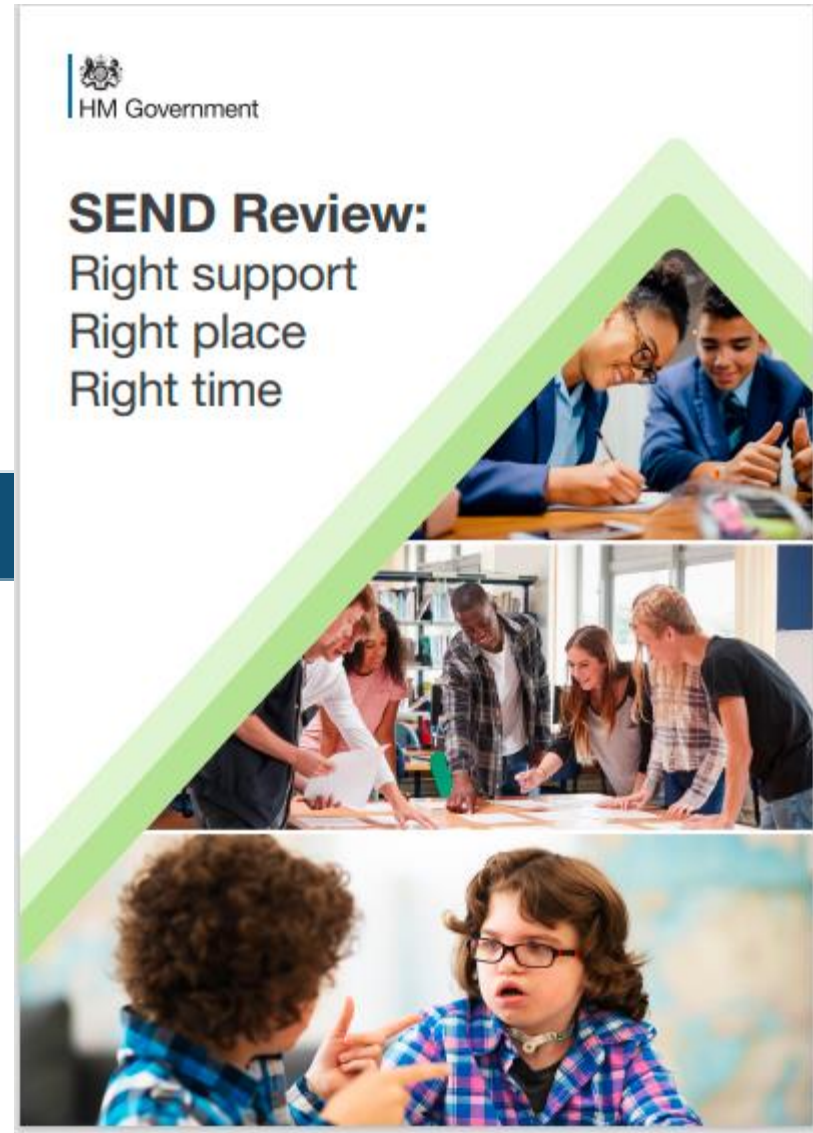
Needs to be carefully planned and thought through



3. SEND Green Paper summary

Right support, right place, right time Government consultation on the SEND and alternative provision system in England

[SEND Review - right support, right place, right time](https://publishing.service.gov.uk)
publishing.service.gov.uk



DfE SEND Review Findings

The green paper is the output of the DfE 'SEND Review', of which the findings were:

- **Alternative provision** is being used to supplement the SEND system
- There are **inconsistencies** in how needs are identified and met, which leads to
 - Lack of clarity, trust and confidence for families on what they can reasonably expect
 - Dependence on EHCPs and specialist provision
- **Increasing requests for EHCPs and specialist provision** result in:
 - Delays in accessing support
 - Reliance on independent/ out of area provision
 - Long journeys to get to school
 - Resources and capacity pulled to the specialist end of the system so less capacity for early intervention



Three main challenges acknowledged in the Green paper:

Navigating the SEND and AP system is not a positive experience for too many CYP and their families.



Outcomes for CYP with SEND or in AP are consistently worse than their peers.



The SEND and AP system is not financially sustainable

SEND Review - Problem diagnosis and theory of change



Symptoms

The green paper identifies three symptoms of a system under pressure: **poor outcomes** for children and young people with SEND and in alternative provision, **low parental and provider confidence**, and **financial unsustainability**.



Problem diagnosis

The green paper's problem diagnosis is that these challenges are driven by a vicious cycle of **late intervention**, **low parental confidence** and the **inefficient allocation of resource** across the system. This both drives - and is driven by - high levels of inconsistency in practice and provision, based on location, rather than need.

Our theory of change



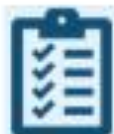
1. Improved mainstream

With high quality teaching and consistent expectations of support so needs are identified accurately and quickly reducing the risk of misidentification and escalation of needs.



2. Appropriate and affordable specialist provision

For children and young people who require it. This should be close to home where possible, preventing the need for long journeys and associated school transport costs.



3. Greater national consistency

On how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support.



4. Strengthened accountability and funding reform

To ensure that all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering these.

SEND and AP Green Paper: our goal is for children and young people with SEND to receive the right support, in the right place and at the right time



A new single national SEND and AP provision system across education, health and care

Statutory national standards on how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support



Excellent provision for early years to adulthood

High quality teaching and consistent expectations of support reducing the risk of misidentification and escalation of needs, with investment in specialist provision for those who require it



A reformed national vision for Alternative Provision

Children and young people getting targeted support in mainstream or access to placements in AP.



System roles, funding reform and accountability

Strengthened accountabilities and greater transparency, with clear roles and responsibilities for all partners



Delivering change for children and families

A well-designed delivery programme that stabilises the system in the immediate term and delivers culture change for an inclusive system in the longer term

Implications for mainstream schools in Barnet

Mainstream provision built on “early and accurate identification of needs, high-quality teaching of a knowledge-rich curriculum and prompt access to targeted support”. But there are “too many examples” where inclusive mainstream schooling “does not happen”. The Department for Education admits accountability measures can be seen as a disincentive. This is combined with a perception that those who welcome pupils with SEND become “magnet schools” and “unsustainable over time”.

- Proposed new national standards will set out “when needs can and should be met effectively in mainstream provision” and what support should be available. The government will “steward and regulate” the system
- School performance tables will also be updated to consider “contextual information” about a school alongside its results data. This will “make it easier to recognise schools” that are “doing well for children with SEND”.

Note: No more details are provided, suggesting ministers are open to feedback about how this would work best

Implications for mainstream schools in Barnet (AP)

Mainstream schools will have a “clear, tiered package of support” for **Alternative Provision**. 3 tiers of support:

1. “targeted support” for children whose needs “lead to behaviour that disrupts theirs or others’ learning”.
2. “time-limited” placements in AP for those who need more “intensive support” to address behaviour or anxiety and “re-engage in learning”. Pupils would be dual-registered, and “supported to return to their original school as soon as is appropriate”.
3. transitional placements for children who won’t go back to their old school, but will be supported to transition to a different school “when they are ready, or to a suitable post16 destination”

We welcome the focus on Alternative Provision within the Green Paper and we propose to carry out a full evaluation of our alternative provision in Barnet to ensure that it meets the requirements of the Green Paper.

Note: No more details are provided, suggesting ministers are open to feedback about how this would work best

Implications for Barnet

- Under the proposals, the government would introduce national SEND standards, standardised education, health and care plans (EHCPs) and national funding bands.
- Rather than councils setting “notional” special educational needs budgets for their schools, the Department for Education would instead use a “single, national formula”
- The government will decide who pays for support and how councils set funding levels, but it plans to consult on whether some “local flexibility” is required.
- Families and councils must engage in mediation on disputes over EHCPs before registering an appeal in the first tier tribunal
- Parents will also be offered a “tailored list” of settings for their child. Councils will allocate the “first available place” in order of the parents’ preference, but the settings “may be outside” the council region.
- The DfE’s new “regions group” - the rebranded regional schools commissioners - will be responsible for holding councils and trusts to account on delivering for cyp with SEND

Implications for Barnet

As the with Schools White Paper, we are already well placed to respond to the ambition of the SEN Green Paper. The corporate ambition of the Education and SEND Strategies sit firmly within the Green Paper.

➤ **Challenge 1: outcomes for children and young people with SEN or in alternative provision are poor**

- Children in Barnet with SEN do well comparative to nationally, however, detailed investigation of data for vulnerable groups (inc those in alternative provision) would be advantageous to consider how we could do even better for all children and young people in Barnet with SEND i.e. Black African/Caribbean boys, children and young people known to REACH
- Preparing for Adulthood - we need to ensure we have sufficient support for the transition from Post 16 into EET

Implications for Barnet

- ▶ **Challenge 2: navigating the SEND system and alternative provision is not a positive experience for children, young people and their families**
- We will continue to work with Barnet Parent Carer Forum (BPCF) and other parent groups in Barnet to ensure continued parental confidence in the SEND system in Barnet
- The good percentage of parents who respond to the Education Health and Care Needs Assessment (EHCNA) survey providing us with useful feedback
- We plan to introduce half-termly zoom drop in sessions for parents whose children are having an EHC needs assessment in order for them to ask questions and share any concerns or worries.

Implications for Barnet

- ▶ **Challenge 3: despite unprecedented investment, the system is not delivering value for money for children, young people and families**
- As a result of concerns about SEN funding in mainstream schools 10 Head teachers met with the Director of SEND and Inclusion earlier this year to form an SEN Funding Working Group to look at some options for additional funding for mainstream schools in certain circumstances. Comparison top-up rates from other local authorities were looked at by the group, with the conclusion that Barnet's top up rates are roughly at a midpoint when compared with other local authorities. £526,774 were budgeted in the 2022/23 Budget to cover the costs of the recommendations. The recommendations from the group were accepted by Schools Forum
- The Working Group will be reconvened if necessary to evaluate whether the system in Barnet delivers “value for money for children, young people and families”

Recommendations accepted by Schools Forum

- **Fair Share and SEN Notional Funding.**

- ▶ Where the funding for EHCPs in a mainstream school is 60% or more of the SEN Notional funding and the school has a deficit budget, the school will be given additional funding. The amount of funding will be determined by the number of EHCPs and the banded funding rates for the EHCPs, taking account of the school's SEN Notional funding and deficit budget.

- **Full funding of pupils in mainstream schools awaiting specialist placement**

- ▶ Funding would be from the term after the specialist placements panel where it is agreed that a specialist placement is appropriate. This is for pupils who have an EHCP and who have Banded funding of 'D' or above. The maximum top-up funding a school could receive would be £18,000.

- **Exceptional Circumstances Funding for pupils in the process of receiving an EHCP**

- ▶ This would only be applied to pupils where the school's provision map shows a need for Banded funding of 'D' or above. Schools will need to request this and provide the evidence to support the request for early funding. EHCP top-up funding to start 6 weeks early (i.e. at 14 weeks of the process), after the decision to issue has been made.

- **Wording of the EHCP**

- ▶ The final recommendation does not include additional funding for mainstream schools, but it does enable schools to use their SEN funding more flexibly, whilst at the same time ensuring that EHCPs are compliant with the SEND Code of Practice, ensuring that provision is individualised to the needs of the child, specific and quantifiable. Currently, the wording in the EHCP is: "The funding will support X amount of hours a week based on Banding TA hours. To be provided to ensure that all needs are met and (child's name) makes measurable progress". The agreed change to the wording in the EHCP is: "The funding will support X amount of hours a week based on Banding TA hours. This could be delivered in a range of ways, according to the needs of the child, including small group work, paired work, or short bursts of targeted 5 intervention with an adult. The support provided will be designed to ensure that all needs are met and (child's name) makes measurable progress."

Further implications and challenges

Creation of Integrated Care Systems

- ▶ The current system of a Clinical Commissioning Group (CCG) will move to an Integrated Care System (ICS). We welcome the proposal in the paper for there to be a SEND lead on every ICS Board. We will set up a task and finish working group to understand the implications of the Integrated Care System reform lead by social care and health with education as a core group member

Multi Academy Trusts

- ▶ There is an expectation that Special Schools and PRUs will be within Multi Academy Trusts by 2030 (see report on White Paper and Schools Bill). As part of the work with schools on the possible formation of LA MATS we need to decide whether these MATs will be specialist only or mixed.

Next Steps

- ▶ Reply to consultation and encourage others to do so
- ▶ Discuss at Partnership Board Meetings
- ▶ Start engaging with schools during the Summer Term
- ▶ Co-produce planned ways forward involving parent/carers and pupil voice

In Summary

The intent behind the green paper is not revolutionary, it aligns with our SEND Strategy ambitions

We are well equipped as an LA to respond to the proposals although the effectiveness of our Local Area partnership could be further strengthened.

Suggestions align with the improvement work already completed - so decisions should be made on how to accommodate any new national initiatives.

Legislation and associated guidance will raise the profile of SEND and inclusion with every partner across education, health and care. The structures proposed will bring welcomed clarity and accountability.

Aligning resource appropriately will be key to ensure we can respond to increased intelligence, accountability and expectations.

DFE expects Local Areas to progress with realising the vision and intention behind these proposals now. This gives us an opportunity to reflect and review as a local area following the recent Ofsted SEND Area Review in Barnet.