



SEND Review , an update

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SEND Review , Why Change the System ?

Despite some amazing practice in parts

- A system now characterised by anger and disillusionment
- A system which is no longer financially sustainable
- A system which needs to deliver better outcomes
- A system that doesn't yet reflect joint agency delivery and responsibility



What change ?

- A system which builds confidence in all of the parts of it
- A system which actively promotes and incentivises stronger join up between agencies and families
- A system which understands spend and the impact of it
- A system which actively values the lives of children with SEND and promotes better outcomes



The SEND review was announced in September 2019 to improve the support provided to children and young people with SEND

Six years on from the 2014 reforms, the review aims to improve services available to families who need support, equip staff in schools and colleges to respond effectively to their needs, and end the variation of support across the country

- The review followed the government's announcement of an extra £780 million in 2020-21 for pupils with the most complex needs.
- The review is looking at the how the system has evolved since the 2014 reforms and how it can be made to work best for all families.
- Recognising the importance of joined-up support, it is exploring the role of health and care in SEND in collaboration with the DHSC and NHS England.

News story

MAJOR REVIEW INTO SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

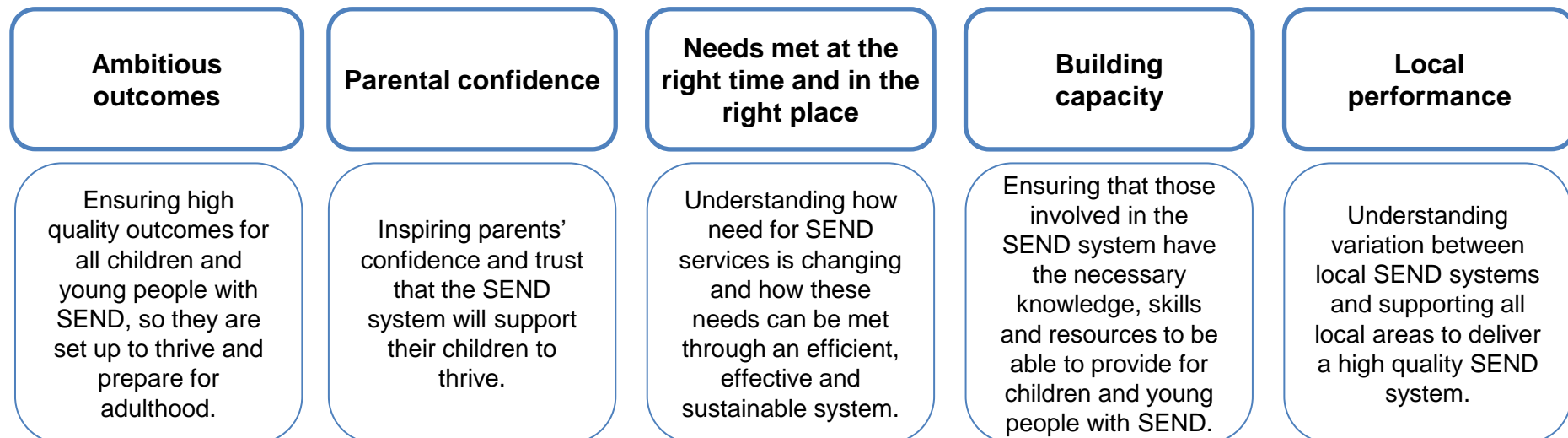
New review launches to improve support for children with additional needs

Published 6 September 2019

From: [Department for Education](#) and [The Rt Hon Gavin Williamson CBE MP](#)

[Link to publication](#)

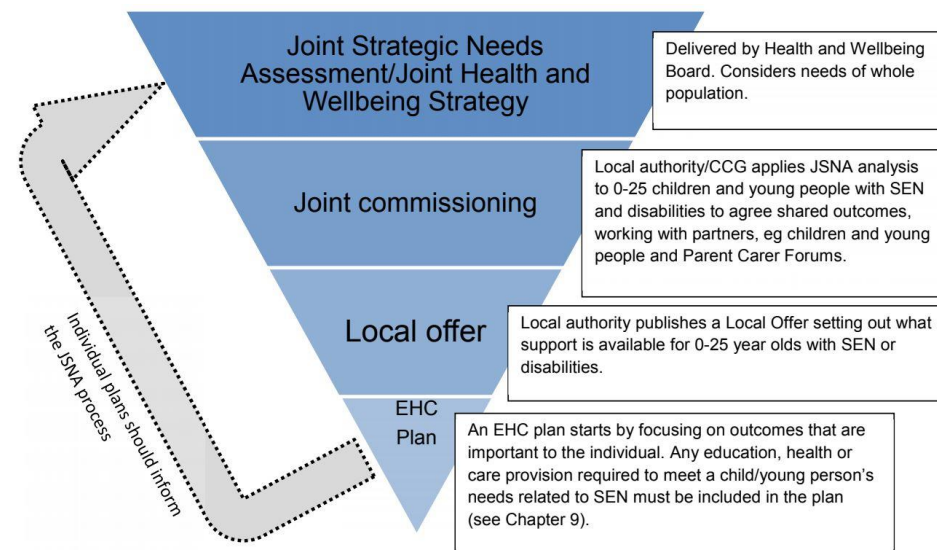
The SEND Review set out to look at five key areas



The SEND Code of Practice and CFA sets out the legal responsibilities of education and health sectors to work jointly

Legal duties

Joint commissioning	<ul style="list-style-type: none"> “Local authorities and clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities (SEND Code of Practice, pg. 38)
Contribute to EHC plan assessment	<ul style="list-style-type: none"> “CCGs must co-operate with local authorities in relation to EHC needs assessments and plans and health commissioners must secure the health care provision specified in EHC plans”²
Individually commission	<ul style="list-style-type: none"> “Where there is provision which has been agreed in the health element of an EHC plan, health commissioners must put arrangements in place to secure that provision.” (SEND Code of Practice, pg. 55)
Deliver services	<ul style="list-style-type: none"> “Local authorities must work to integrate educational provision and training provision with health and social care provision where they think that this would promote the wellbeing of children and young people with SEN or disabilities” (SEND Code of Practice, pg. 41)
Appoint a Designated Medical/Clinical Officer	<ul style="list-style-type: none"> “Partners should ensure there is a Designated Medical Officer (DMO) to support the CCG in meeting its statutory responsibilities for children and young people with SEN and disabilities” (SEND Code of Practice, p. 50)



The Code of Practice suggests structures of jointly delivering SEND services between education and health including Health and Wellbeing boards, which have a duty to promote greater integration and partnership working, including through joint commissioning, integrated provision and pooled budgets



Based on stakeholder feedback, Government have identified three key areas of focus:

1. High quality outcomes supported by the most appropriate service across education, health and care.
2. Back mainstream schools to better meet the needs of the majority of children with SEND.
3. Make the EHCP process streamlined and consistent, and increase capacity in the specialist sector to place children close to home, at a sustainable cost.



High quality outcomes supported by the most appropriate service in education, health and care

The SEND system supports a very broad range of needs from ages 0-25.

It is important we get greater consistency in how needs are identified and met, with health and care services playing their part, and that young people are supported to achieve their potential and live as independently as possible.

Identification of need: Offer greater clarity on how needs should be identified and categorised.

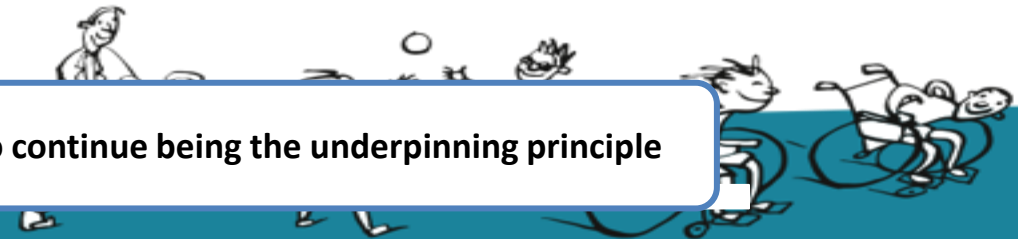
Outcomes for children: Identify appropriate, but stretching, outcomes measure for children and young people with different types of need to support preparation for adulthood.

Early Intervention: Support to identify and support children with SEN at a far earlier stage, so that appropriate support can be put in place to enable children and young people to achieve the best possible outcomes.

Engagement with Health and Care: Developing a common framework to define, identify and support needs would help joint assessment, commissioning and delivery across services.

Post 16 and employment: Any reform to the SEND system will need to take account of the specific needs of post 16, with explicit focus on the post-19 population.

Co-production with children, young people, their families and carers to continue being the underpinning principle



Back mainstream schools to better meet the needs of the majority of children with SEND

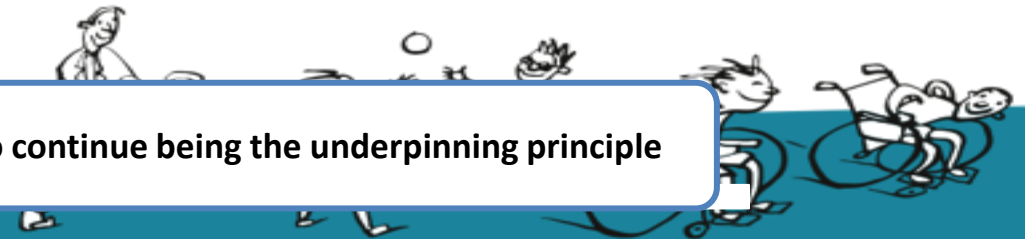
For over 1 million children with SEND, mainstream schools will be where their needs are met.
We must support them to do this and do it well, with fast access to extra help where needed.

Universal Offer: Set out what support we expect schools and colleges to offer to pupils and embed quality teaching approaches, with access to the specialist workforce as required.

Mainstream funding and accountability: Aligning responsibility, funding and accountability must be a core principle of any reforms.

School Groups: Find ways to help schools to pool resources to offer the best possible support to those with SEND.

Co-production with children, young people, their families and carers to continue being the underpinning principle



Make the EHCP process more streamlined and consistent, and increase capacity in the specialist sector to place children close to home, at a sustainable cost.

We need to rebalance the system

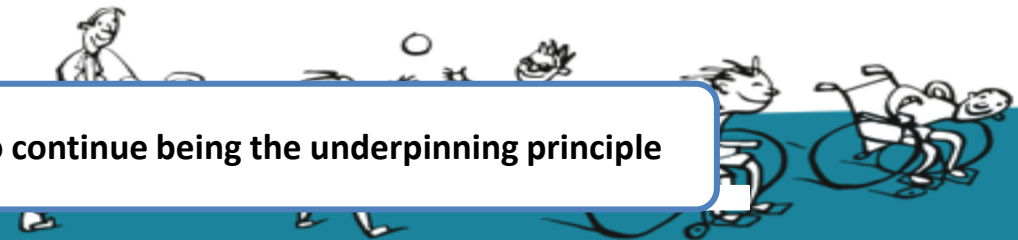
So that, through a strong equal partnership with parents, it delivers high quality local provision for the children who need it most.

Purpose of the EHCP: We need to focus the EHCP as a means of providing joined up support across education, health and care for those with the most complex needs, with every partner playing their part.

Management of the EHCP Process: Streamlining and modernising the EHCP process so that it works more effectively for everyone.

Special school availability and funding: Consider how the specialist sector is used and funded to ensure high quality, good value for money provision is available locally for those with the most complex needs.

Co-production with children, young people, their families and carers to continue being the underpinning principle



What in the Review supports change ?

- Strong political commitment to the review
- A focus on outcomes and an understanding of how to track these
- An opportunity to join up systems effectively , bringing health and social care to the table as equal partners
- A stronger school led system
- Ensuring an amended code provides clearer guidance to all practitioners
- A review which is underpinned by coproduction



What might get in the way?

- A resistance to change and a lack of common focus by stakeholders
- A set of promises which struggle to be embedded in delivery
- A lack of effective financial spend in the right places , a situation exacerbated by Covid



Timelines and next steps

- The SEND Review will be a Green Paper , this means it could potentially lead to legal change
- It is currently on track to be out in the later part of this school term
- It will come out as a consultation document and it will be key ASCL responds

There are a number of other reviews coming out or in progress

- A new all age strategy on Autism
- A Disability Strategy from the Cabinet Office
- Ongoing consultation on the Mental Capacity Act
- A review of children in care
- A new NHS Act



Care Review

Launched in January 2021 An Independent Review;

Aim is ;

How do we ensure children grow up in loving, stable and safe families and, where that is not possible, care provides the same foundations



What does it say about SEND ?

Special Educational Needs and Disabilities

Almost half of children with a social worker also have a special educational need. Children with special educational needs and disabilities are children first and so, as with all children, the review will consider their needs and the support they should receive wherever there is a barrier to them having a loving, stable and safe home, in or out of care. Through the Call for Advice I have heard many moving testimonies from parents of children with special education needs and disabilities who felt that with more support their children could have stayed safely at home – and I am keen for the review to examine this question.

There is currently a review of SEND provision underway, which is looking at how the system can provide the highest quality support that enables children with SEND to thrive and prepare for adulthood and I intend to look for the synergies between the two reviews



NHS Act

New provisions designed to come into Parliament later in the year ;

Built on a basis of devolved planning in the NHS and integrated care services

Takes away the old CCGs and replaces with bigger Integrated Care Systems

Develops Provider Collaborative system for commissioning

Key is where children are and what services are commissioned for them



Children and young people , how has the pandemic affected them ??

- This consultation aimed to put children and young people at the heart of SEND policy and practice as we create the 'New Normal'
- We delivered focus groups and ran surveys to gather the widest range of voices of children and young people

Total numbers of people who shared their views

Children and Young People (via Survey Monkey).....	218
Children and Young People (via focus groups).....	425+
Parents / Carers.....	128
Professionals / Practitioners.....	110



Background and Context

- FLARE, young SEND advisors to DfE helped to co-design the consultation
- We focussed on hearing from particularly seldom heard young people with SEND

**“It was great being back and telling our side of how covid affects us”
(Young Person)**

“Thank you for taking the time to come to speak to the group and listen to what they have to say. I know it means a lot to them when someone listens and is interested in what they have to say and I am sure you could tell they became very comfortable in talking to you so thank you for a great workshop!” (Professional)



Wellbeing, confidence and social contact

- The impact of lockdown on social contact and family relationships has been significant.
- Isolation and missing family have been key themes highlighted in our report
- There has been significant loss of confidence for children and young people
- Some young people are having to re-learn social skills

"I have been unable to remain in touch with many of my friends and have felt quite isolated and sad. There is only me and mum at home. My sister has never returned from university and I have missed her for the whole year. I have not seen some of my carers in the whole year or been able to join in with my youth groups." (Young Person)

"Lockdown school, I hated it, not seeing my aunty and family or friends. I need to be outside I hate being in the house."
(Young Person)



A welcome respite

- For children and young people who face bullying, social anxiety and struggle in a class environment, lockdown has been a very welcome break
- Where spending time with family has been possible, relationships have deepened for some

"I like that nowhere is busy and people I don't know can't be too close because I have social anxiety and trouble talking with others."
(Young Person)

"Being able to spend more time with my family at home, usually I don't get to see them this much. It was strange at first but we get along a lot better now." (Young Person)

"Socially and emotionally, some have found that socialising online actually suits their needs better, and they can be themselves more online. Some have found it empowering to be able to join online gaming communities for example and feel included."
(Professional)



Education

Zoom sessions are triggering to them due to sensory needs and any group zooms were not tolerated. (Parent)

"Nothing has been good, because unable to see friends and go to college, my disability has taken a step back and I have really struggled." (Young Person)

"The same work is set for all children for home-school without regard for their SEND." (Parent)

"I found online learning difficult quite a lot because it was like the teachers were reading from a script. Not like it is when in class. So sometimes the teacher would go too fast and it wasn't always easy to get their attention to tell them that, then I would worry because I was falling behind." (Young Person)

"I'm in higher sets and am expected to be able to manage at that level. I can't. I need help due to my physical and mental health needs in addition to my specific learning difficulties." (Young Person)

- Almost every child and young person shared that online learning had been difficult for them
- Screen fatigue, Digital Poverty, lack of assistant support, inaccessible and exclusive lessons, feeling overwhelmed, and family arguments were all reasons cited



Mental and Physical Health

Our consultation has explored both the positive and negative impact of lockdown on health

"I get angry more often." (Young person)

"Made me feel lonely and alone. It was nice when I finally got back to school." (Young Person)

"I have enjoyed having more time to reflect on my behaviour, beliefs and thought systems. I have had the time to re-evaluate if the people in my life are causing me more good than bad."
(Young Person)



Young people and parents have not always agreed on the ways that lockdown has affected children and young people.

“I was calmer and more relaxed during lockdown as I didn’t have to go anywhere. My parents think I am less able to socialise now though and are encouraging me to gradually do more stuff outside my room. They think I am less able to cope with the outside world now and it will take a while for me to be willing to go out. That’s why it was good that I went back to school as I feel safe there. My parents think my mental health was worse during the pandemic but I think I am OK.” (Young Person)



Recommendations

- Prioritise emotional, social and mental health recovery
- Keep the things that worked well
- Prioritise family support
- Funding for SEND services needs to be a priority

"Please don't make us have extra school to catch up with what we've missed. School is stressful enough without having to be there even longer. Normal school is exhausting for me as it is."
(Young Person)

"The priority should be on social re-engagement and mental health rather than 'catching-up'. So much of this academic year has been lost, catching-up is an impossible ideal for all kids, let alone those with SEND." (Parent)

