



What needs to change in the SEND system?

We all know the problems but what are the answers?

NNPCF input into the SEND review

Outline

The issues with the SEND system

The SEND review

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We can't say we've delivered on the SEND reforms

- Too many children with SEND in mainstream and special schools have a poor experience
 - E.g. The exclusion rate for children and young people is disproportionately high
- Education Health and Care plans are of very mixed quality and often services are not being delivered even when written into a plan
- Families still face the cliff edge when their young person leaves education
 - Lack of aspirational outcomes particularly around employment and greater independence.



The right reforms in the
wrong environment

The right reforms...

- Coproduction not confrontation
- Outcome driven, not provision driven
- Joint working not silo working





The wrong environment

Money

- There just isn't enough money in the system
- The money that is in the system isn't being used effectively

Incentives and accountability of leaders

- Schools aren't incentivised to be inclusive
- SEND is too often a low priority across health and social care
- Poor accountability and few consequences for failure

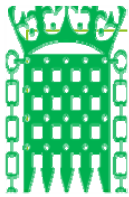
Leaders, managers and staff aren't equipped and supported to deliver

- They don't know the law
- Haven't made the cultural changes

Not enough coproduction

- Strategic
- Individual

The whole sector agrees



Education Select Committee
report into SEND



National Audit Office report
into SEND



Timpson review on school
exclusions



Findings from Ofsted and
CQC local area inspections
The new Ofsted school
inspection framework



HM Courts
and Tribunal
Service

Early findings from the
Single Route of Redress
national trial



Special educational
consortium has issued key
position statements



The Disabled Children's
Partnership has been
highlighting issues

When we met with Nadhim Zahawi in July 2019, we asked for two things:



Proper funding for SEND services



A cross governmental strategy to address the issues in the system

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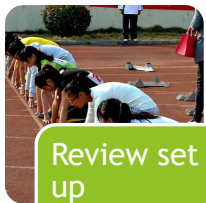
The answers

What was the review set up to do?

The review of support for children with SEND will look at and put forward new actions on:

- ▶ the evidence on how the system can provide the highest quality support that enables children and young people with SEND to thrive and prepare for adulthood, including employment;
- ▶ better helping parents to make decisions about what kind of support will be best for their child;
- ▶ making sure support in different local areas is consistent, joined up across health, care and education services, and that high-quality health and education support is available across the country;
- ▶ how we strike the right balance of state-funded provision across inclusive mainstream and specialist places;
- ▶ aligning incentives and accountability for schools, colleges and local authorities to make sure they provide the best possible support for children and young people with SEND;
- ▶ understanding what is behind the rise in education, health and care (EHC) plans and the role of specific health conditions in driving demand; and
- ▶ ensuring that public money is spent in an efficient, effective and sustainable manner, placing a premium on securing high quality outcomes for those children and young people who need additional support the most

The history



Review set
up
• September
2019



Election
called
• November
2019



New
government
• January 2020



Coronavirus
• March 2020



Initial
Report
• Spring 2021

Outline

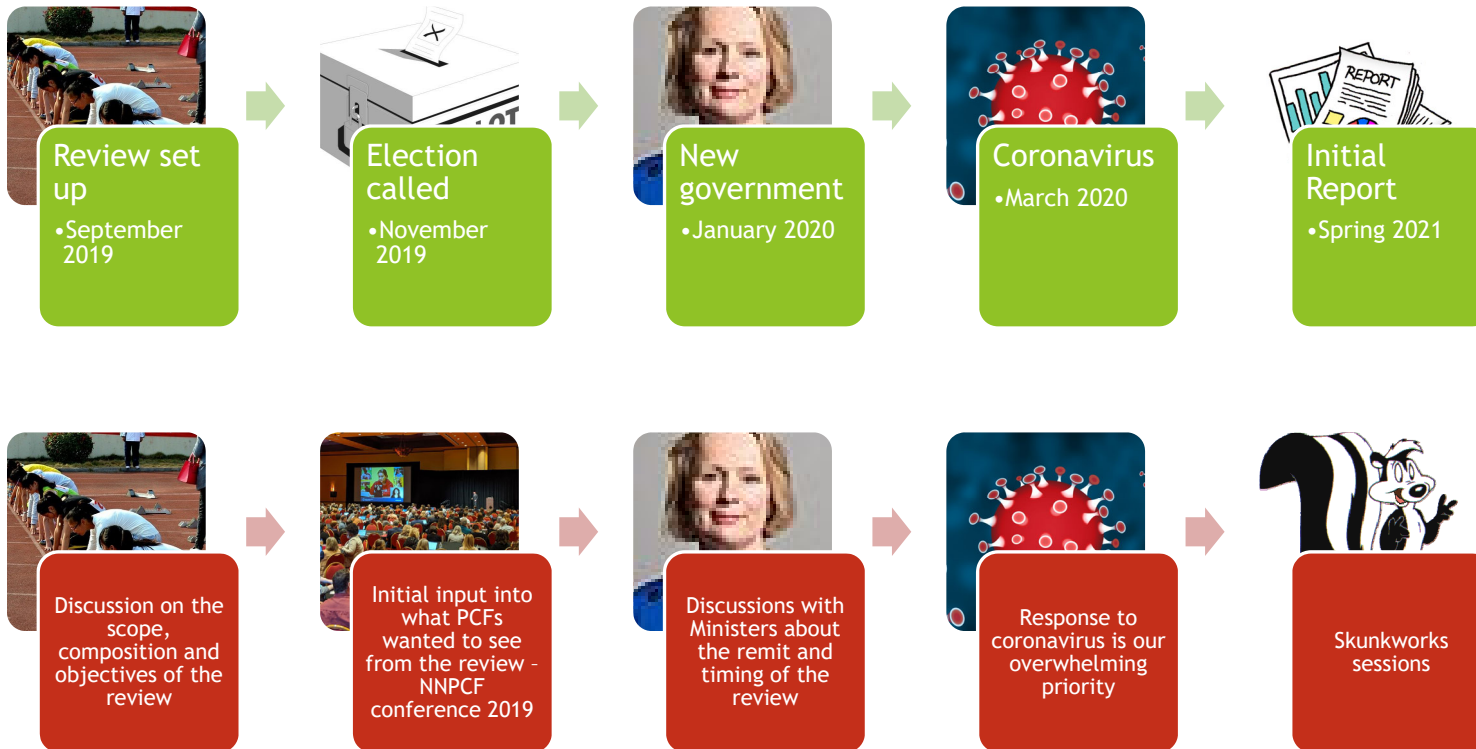
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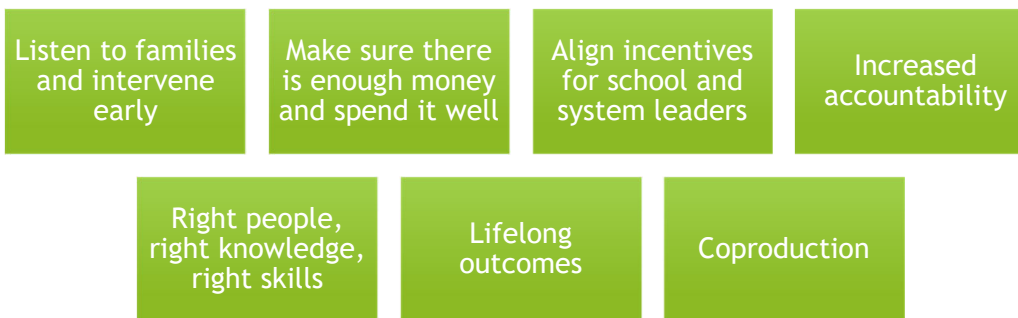
The answers

Overview of NNPCF input



Conference 2019

- ▶ The NNPCF conference in November 2019, held a dynamic and inspirational session in which 200 delegates worked together to provide some recommendations into the SEND review.
- ▶ These were:



- ▶ In September 2020, the steering group decided to revisit these and propose simple solutions for some of the most intractable problems facing the SEND system.

“Skunk works”



A “skunk works” project brings knowledgeable, experienced and passionate individuals together to create strategic and innovative solutions. It is usually run at great pace and outside of normal processes.

- ▶ The NNPCF steering group held four sessions to cover three of the biggest challenges to reforming the SEND system:
 1. How can we save money and spend the money we have more effectively?
 2. How do we make the system listen to families and intervene early?
 3. How do we incentivise mainstream schools to be more inclusive?
 4. How do we change the culture and embed coproduction into the SEND system?
- ▶ We explored the levers that government has to change behaviours such as money, legislation, inspection and data.
- ▶ We did not spend any time defining the problem – collectively, we spend too long doing this and going round in circles.



There *are* some silver bullets

- ▶ Some consistent solutions emerged across the four questions we asked
- ▶ Simple things that make a difference across the board

Minimum standard for services

A consistent national definition of SEND with a minimum standard of services available to families.

This should be linked to time targets for delivery and a set of reasonable adjustments that can be expected.



Money

- Greater clarity about the services that need to be provided across the system meaning planning and commissioning is simpler. Also eliminates the postcode lottery. Many of the interventions would not be expensive and would be covered under the category of reasonable adjustments.



Listening and early intervention

- Every local area, setting, service and family would know what they can expect if they have concerns or issues about specific situations. Greater specificity about universal and targeted services means there would be no debate about what should be provided



Inclusion

- Each school would know what they must ordinarily provide for children within their setting - some of this would be from health and social care partners. This would be published on the SEND information report, referenced to the local offer. It would be clear to families what they can expect.



Coproduction

- A clear definition of coproduction that everyone can work towards and tailor for their own situation.

Clarity on joint commissioning and “who pays for what”

National guidance on “who pays for what” across education, health and social care services including what should be jointly commissioned.



Money

- In conjunction with a list of minimum services, clear guidance would eliminate the gaps, overlaps and disconnects in local commissioning and drive more joined up system working. Local areas would know what they needed to commission themselves and what must be jointly commissioned.



Listening and early intervention

- Delays in delivering services as different parts of the system protect their own budgets would be eliminated.



Inclusion

- Schools would have greater clarity on the services they can access and who is responsible for providing them. This would enable them to support children in their existing settings.



Coproduction

- Proper funding and support for parent carer forums to ensure that they can engage successfully. This would be jointly funded from local authorities and health providers.

How the money is allocated and spent

A change in the funding for SEND in mainstream schools where:

- some money follows the child
- is ringfenced
- spent in coproduction with families
- with improved transparency.



Money

- Will encourage schools to identify SEND early and intervene early saving money across the system. Linked to a clear definition of what constitutes SEND, will limit perverse incentives to over-identify SEND. Greater coproduction and transparency over the use of SEND budgets will ensure that money is being spent effectively.



Listening and early intervention

- Removes the disincentives for schools to identify SEND early and intervening early for fears of draining notional SEND budgets.



Inclusion

- No school should lose out financially because they support children with SEND well.



Coproduction

- Greater involvement and transparency for families around how the money assigned to their child's setting is spent.

Inspections and data

Use the data gathered, and inspection processes to reinforce early intervention and inclusion and coproduction.



Money

- Gather data around use of SEND budgets in schools in a similar way to pupil premium.
- This should be published and available on the school website.



Listening and early intervention

- Collate statistics around requests for early help, how long the response takes and the support finally offered.
- Local area inspections can also review and encourage the culture and practice of early intervention.



Inclusion

- Schools statistics re SEND to be scrutinised in relation local and regional norms. Gather data on unofficial exclusions.
- School inspections continue to increase their focus on early identification and help.



Coproduction

- Gather metrics about the quality of both individual and strategic coproduction in an area.

Right people, right knowledge, right skills

A programme of workforce development to drive a culture of coproduction, early intervention and inclusion.



Money

- Outlines methods for school leaders to increase transparency and coproduction around school budgets and individual provision.

Showcase the benefits of strategic coproduction in producing the JSNA and related budgets and plans.



Listening and early intervention

- Promote the practice and benefits of a culture of early intervention. Listen to families and intervene early.
- Do some “mythbusting” - i.e. that “admitting” that a young person has SEND does not cost more in the medium and long term.



Inclusion

- Workforce development to make sure that every member of school staff and governors understand the culture of inclusion.



Coproduction

- Create a strong leadership narrative around the value of coproduction.
- A simple “how to” guide for the sector supported by evidenced case studies.

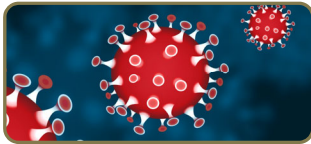


Five things

- ▶ Minimum standards for services
- ▶ Clarity on joint commissioning and who pays for what
- ▶ How the money is allocated and spent
- ▶ Inspections and data
- ▶ Right people, right knowledge, right skills

What's next?

Yesterday, we shared our 4 external priorities for the coming year. All of these are influenced by the work we have done here



Support the recovery from Covid 19

- We haven't yet understood or felt the medium and long term impact of covid on SEND families. We need to learn from the last year and represent what SEND families will need going forward



The NHS Long Term Plan

- Represent SEND families in the development and implementation of the NHS Long Term Plan which includes many important changes that will support our children. There are risks and opportunities here around joint working and prioritisation through ICS



Improve accountability in the SEND system

- Work with Ofsted and the Care Quality Commission to develop the next phase of local area inspections and continue our work on the SEND tribunal single route of redress.



The SEND Review

- Engage in the work of the SEND review to support the DfE to create the far reaching changes we believe are necessary

What's next?

- ▶ The pressure in the system continues to build
 - ▶ The problems that we had in February 2020 haven't gone away
 - ▶ Coronavirus has amplified many of the issues and hurt SEND families in many other ways
 - ▶ The delays experienced by the SEND review have only increased expectation
- ▶ Share this presentation with your communities
- ▶ We will carry on coproducing with you, the SEND review team and the wider system



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