



National Network of Parent Carer Forums

'Our Strength Is Our Shared Experience'

The SEND Green Paper: NNPCF briefing

What does it say and what does the NNPCF think about it?

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Overview

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Background



What's gone wrong in the SEND system?



What does the SEND Green Paper propose?



Summing up



How can you get involved?

The background features a series of overlapping, semi-transparent green triangles and polygons of various shades, creating a dynamic, layered effect. The shapes are primarily located on the right side of the frame, with some extending towards the left. The colors range from a light, pale green to a deep, forest green. The overall composition is minimalist and modern.

Background

The NNPCF played a small part in getting the SEND review set up



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

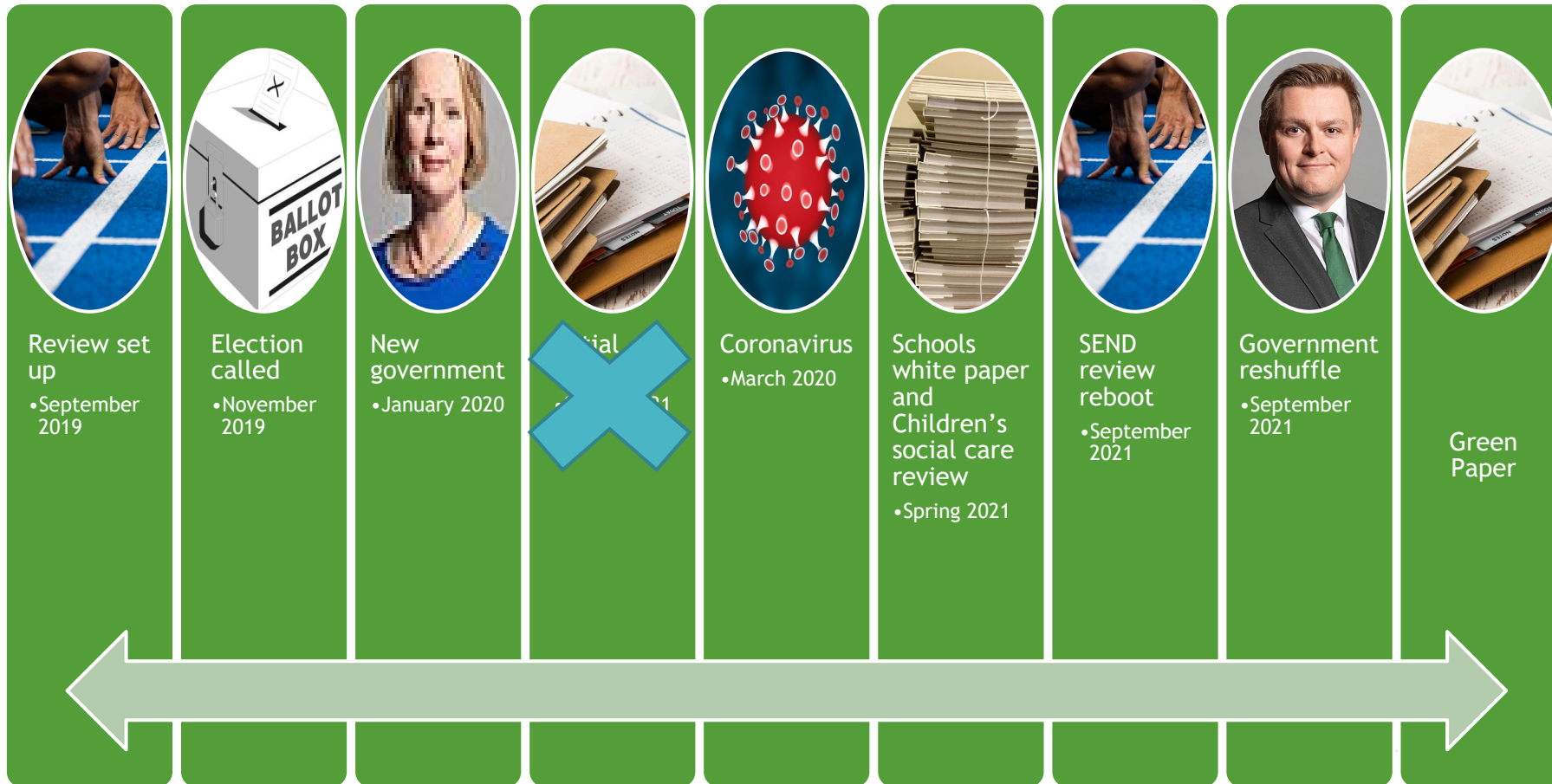


Proper funding for SEND services



A cross governmental strategy to address the issues in the system

The SEND review has been a long time coming...



The NNPCF has had varying degrees of input into the review



What's gone wrong in the SEND system?



Children and Families Act 2014: The right reforms in the wrong environment

Children and Families Act:

The right reforms in the wrong environment

Coproduction
not
confrontation

Person
centred not
provision led

Joint working
not silo
working

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

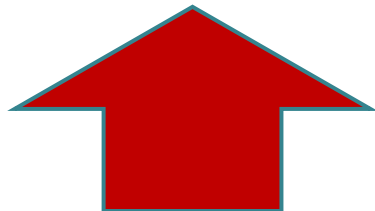
Not enough coproduction

- Strategic
- Individual

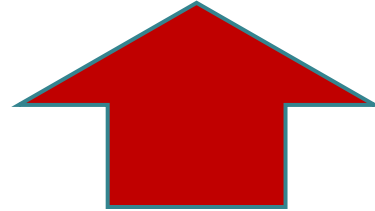
What impact does this have?

- ▶ Too many children with SEND in mainstream schools have a poor experience
- ▶ 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
- ▶ Long waits for key health services
- ▶ Difficulties in accessing children's social care

Anger



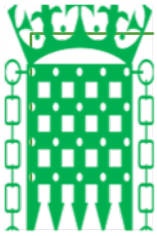
Tribunals



Trust



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

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

The problem in the SEND system

System drivers	Impact	Accountability	Impact	Intervention
<ul style="list-style-type: none">• Players in the system are not incentivised to prioritise SEND• Not enough money in the system so false economies are pursued• Lack of clarity about what should be provided and who should provide it	<ul style="list-style-type: none">• Children's needs are not identified, understood and met promptly• Families do not get the services they need and are entitled to	<ul style="list-style-type: none">• There is a mismatch between responsibilities, powers and accountability in the system• Local authorities, schools, health commissioners and providers, regional schools commissioners, tribunals	<ul style="list-style-type: none">• Families have no simple means of redress• Needs escalate and new needs develop (e.g. behaviour, mental health)• Families reach crisis	<ul style="list-style-type: none">• Finally the system sometimes acts• Too little too late• Conditions may have worsened, emotional cost, trust is lost• Families seek EHCPs and tribunals• Financial cost to system escalates

The culture of coproduction is not embedded

The problem is NOT:



Pushy parents



Expectations too high



Tribunal is too powerful

This is **NOT** a problem with **DEMAND**

This is a problem with **SUPPLY**

If families could get the right services at the right time, there would be no crisis.



What we think needs to change

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



What does the SEND Green Paper propose?

(plus a bit on the Schools White Paper...)

What's in the Green Paper

A single national
SEND and
Alternative
Provision system



Excellent
provision from
early years to
adulthood

A reformed and
integrated tole
for AP




System roles,
accountabilities
and funding
reform

Delivering
change for
children and
families




A single national SEND and AP system

Proposal	Verdict?
New national SEND and AP system setting out nationally consistent standards	
Review and update the SEND Code of Practice	
Establish new local SEND partnerships to produce a local inclusion plan setting out how local areas will meet national standards	<ul style="list-style-type: none">• Will these include parents?
Standardised and digitised EHCP process and template	<ul style="list-style-type: none">• What form will digitisation and standardisation take?• Will it be accessible?
Support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings	<ul style="list-style-type: none">• What happens if a parent does not think any of the schools on the list are suitable?• Will PCFs be involved in drawing up the list?• Will parents coproduce the list for their child?
Streamline the redress process including through mandatory mediation	<ul style="list-style-type: none">• Will mediation be binding?• Will parents still be able to go to tribunal?• Will this just delay redress?



Excellent provision from early years to adulthood

Proposal	Verdict?
Increase total investment in schools budgets by £7bn by 2024-25, including an additional £1bn for CYP with complex needs; an additional £30m for respite placements; invest £2.6bn to build new places and improve existing provision for CYP with SEND	
Consult on a new SENCo National Professional Qualification (NPQ)	
Commission analysis to better understand the support that CYP with SEND need from the health workforce	
Improve mainstream provision building on the School's White Paper	<ul style="list-style-type: none">• What does this mean? (see below)
By 2030 all schools will be in the process of joining a multi-academy trust	<ul style="list-style-type: none">• Some academy trusts are brilliant but many are not
£18m over the next three years to build capacity in the Supported Internships Programme	<ul style="list-style-type: none">• This is not enough - the Green Paper is very light on everything beyond education



A reformed and integrated role for alternative provision

Proposal	Verdict?
Make AP an integrated part of local SEND systems by requiring new local SEND partnerships to plan and deliver	
Give AP schools funding stability to deliver more early intervention by requiring local authorities to create and deliver an AP specific budget	<ul style="list-style-type: none">• Greater stability of funding for APs is to be welcomed, but will LAs have greater funds and stability too?
All AP provisions schools to join a strong multi-academy trust	<ul style="list-style-type: none">• Might provide more accountability for MATs for the pupils in APs• Some MATs “get it”, many don’t
Develop a bespoke performance framework for alternative provision	<ul style="list-style-type: none">• What does this bespoke performance framework look like?
Deliver greater oversight and transparency of pupil movements	
Launch a call for evidence on the use of unregistered provision	


System roles, accountabilities and funding reform

Proposal	Verdict?
Deliver clarity in roles and responsibilities with every partner across education, health care and local government having a clear role to play and equipped with levers to fulfil their responsibilities	<ul style="list-style-type: none">• Incentives, accountability in the current system is a mess• New system must align incentives, responsibilities, powers, accountability and redress.• Not enough detail on how this will work
Equip the DfE's new regions group to hold MATs and LAs to account through new funding arrangements	<ul style="list-style-type: none">• Need to understand how the replacement for the Regional Schools Commissioner will fit into this structure.• Agree that the current set up is not fit for purpose
Provide statutory guidance to new Integrated Care Boards on how duties relating to SEND should be discharged	
Introduce a new national framework of banding and price tariffs	<ul style="list-style-type: none">• Bandings must be sufficient and tariffs should not price certain schools out of the market
Work with Ofsted and CQC to deliver a new local area inspection framework	

Delivering change for children and families

Proposal	Verdict?
Stabilise local SEND systems by spending an additional £300m through the safety valve programme and £85m in the delivering better value programme over the next 3 years	<ul style="list-style-type: none">• We cannot wait for the SEND reforms mk II. The current system must be improved.• See NNPCF webinar
Develop the national standards with leaders from across education, health and care	
Support delivery through a £70m SEND and alternative provision change programme	<ul style="list-style-type: none">• We need to see what is in the SEND and AP change programme
Publish a national SEND and AP delivery plan	<ul style="list-style-type: none">• We need to see what is in this delivery plan but agree that one is needed.
Establish a new national SEND delivery board (includes parents)	

The Schools White Paper

Proposal	Verdict?
Definition of a “strong multi-academy trust” is one that provides a “high quality and inclusive” education	
All schools to be in process of joining a strong multi-academy trust by 2030	<ul style="list-style-type: none">• There are some good trusts and some not so good trusts...
90% of pupils meet the expected standard of reading, writing and maths at key stage 2	<ul style="list-style-type: none">• Will this force schools to be inclusive (provide good support for the 15% of pupils with SEND), or• Will this incentivise schools to be “exclusive” and not welcome pupils who are less likely to hit targets?
Parent pledge that schools will provide evidence based support if a child falls behind in English or Maths	<ul style="list-style-type: none">• Will the extra support include things like therapy and mental and emotional health? Not just academic!
Up to 6 million tutoring courses by 2024	<ul style="list-style-type: none">• Will there be targeted and specialist tutoring available?
Better behaviour and higher attendance through more effective use of data	<ul style="list-style-type: none">• Crude measures and responses to behaviour and attendance concerns penalise CYP with SEND
New arms length curriculum body	<ul style="list-style-type: none">• How will SEND needs be represented in the new body?

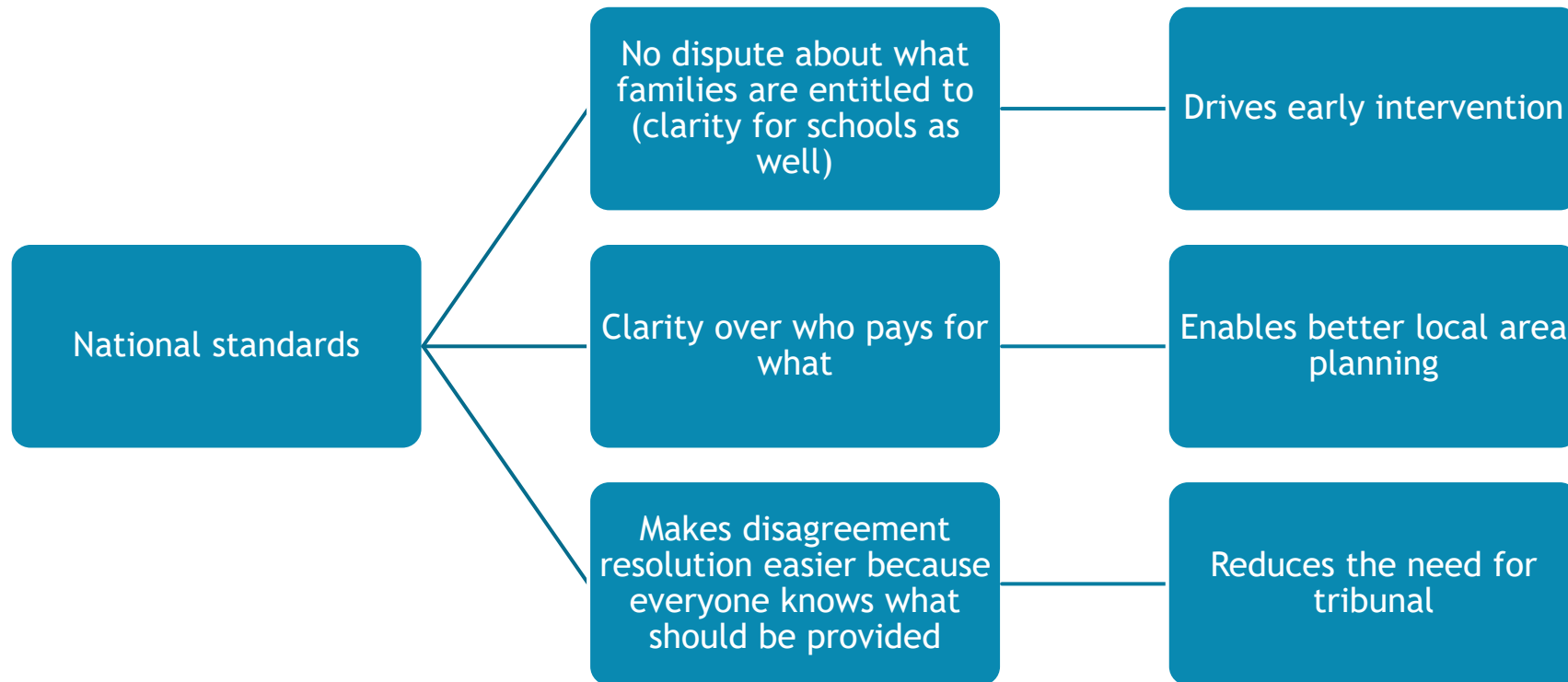
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Summing up

There is much in the Green Paper that we are supportive of...



There are also some things we are very concerned about



Naming a place on EHCPs

- How will naming a place from a tailored list of settings actually work?
- How will the list be drawn up?
- What happens if a family does not think any of the settings on the list are suitable?



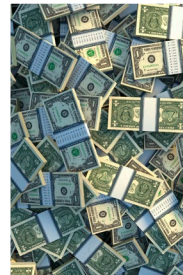
How will the new redress process work?

- Will mandatory mediation be binding and the findings implemented?
- What happens if findings are not implemented?
- What happens if the mediation outcomes don't change outcomes?
- Will tribunals still be accessible?



How does it all fit together?

- How will the new incentives, responsibilities, powers, accountability and regulation in the new system work?
- How will schools, MATs, Local Authorities, DfE regional directors, Integrated Care Systems, Local SEND partnerships, national SEND delivery board all fit together to create a cohesive and aligned system?



Bandings and tariffs

- Will the new national system of bandings and price tariffs mean that some services are no longer available because they are too expensive?
- Will the new tariffs effectively "shut" more expensive provisions?
- What expectations are there on health and social care to contribute towards costs for more complex needs?



Wider outcomes?

- There is not enough in the Green Paper about those CYP who are not destined for further education, training or work?
- What about more holistic outcomes such as independent living and community inclusion?



Health and social care

- There is not a lot in the Green Paper about Health and Social Care

And we can't forget the context

The big picture - SEND must not get lost

- The agenda and priorities for schools are going to be dominated by the schools white paper
- The Health service is going to be focussed on making the set up of ICSs a success
- We await the children's social care review

Implementation is going to be key

- Not enough thought was given to implementation in the 2014 reforms
- Setting up a national SEND delivery board is a positive
- We will wait and see how this works and what delivery plans look like

We can't wait another 5 years - we are in crisis now

- There must be a programme to fix and improve the current system
- We can't wait for these reforms to come in
- Our children won't get these years back
- Parent carer forums must play a key role in driving continuous improvement
- [Department for Education The SEND local area support programme - YouTube](#)

Next steps

NNPCF Engagement events

DfE SEND review team
is attending regional
NNPCF meetings

This webinar - please
share

Minister Quince will
host a national NNPCF
engagement event
11 July 1-2pm

NNPCF will running
workshops with
systems partners to
“stress test” the
proposed new system

Respond to the consultation (individuals,
forums, regions and NNPCF)

[SEND Review: Right support, right place, right time - Introduction -
Department for Education - Citizen Space](#)



Complete the NNPCF survey for parent carers

- ▶ Not everyone will be able to respond to the DfE consultation
- ▶ We have designed a survey for individual parent carers to complete
- ▶ Should take 10-15 minutes
- ▶ Please share this with your membership and ask them to complete
- ▶ We will share the results of the survey with the DfE and it will form a key part of our response

<https://www.surveymonkey.co.uk/r/J63QX22>

PLEASE SHARE THIS WITH ALL PARENT CARERS