

Annual National Conference of Parent Carer Forums 2022/23

#LetsParticipate23

The 3 Rs: Reconnection, Resilience and Renewal

Partners

Welcome from Conference Hosts

Tina Emery, Co-Chair, NNPCF

**Carolyn Deveney, Head of Parent Carer Participation,
Contact**

Partners

Today's Agenda

10:15 – 11:00	Arrival and getting settled
11:00 – 11:10	Welcome and introductions (NNPCF Co-Chair and Contact)
11:10 – 11:20	Amanda Batten, Contact
11:20 – 11:25	Brief table and online introductions
11:25 – 12:05	Dr Tina Pagett, HMI, Ofsted - the new SEND local area inspection framework
12:05 – 12:45	Keynote from NNPCF Co-Chair – What next for SEND? Shaping a strategy during a crisis
12:45 – 14:00	Lunch and networking
14:00 – 14:45	Q&A Panel – featuring Alison Ismail (Director of SEND and AP at DfE), Dr Tina Pagett HMI from Ofsted, Sue North from NHSE and Amanda Allard from the Council for Disabled Children
14:45 – 15:00	Refreshment and comfort break
15:00 – 16:15	Session led by the DfE: <ul style="list-style-type: none"> • Workshop on National Standards • An interactive co-production session led by the Department for Education looking for thoughts on what should be required as standard as part of ordinarily available provision
16:15 – 16:45	Claire Coutinho MP, Parliamentary Under-Secretary of State for Children, Families and Wellbeing
16:45 – 17:00	Chairs' closing remarks, conference close
17:00	Refreshments and networking
19:30 - Late	NNPCF social with canapes, bar, and disco



PARENT CARER
PARTICIPATION
2021 / 2022

STANDING FIRM AFTER ANOTHER CHALLENGING YEAR

Amanda Batten
Chief Executive, Contact

Our year in numbers



The forums have

110,551

parent and carer members
breaking through the 100,000
mark for the first time

2,231

parent carers were
directly involved in
running the forum
or in organising parent
participation work, an
increase of almost 1,000

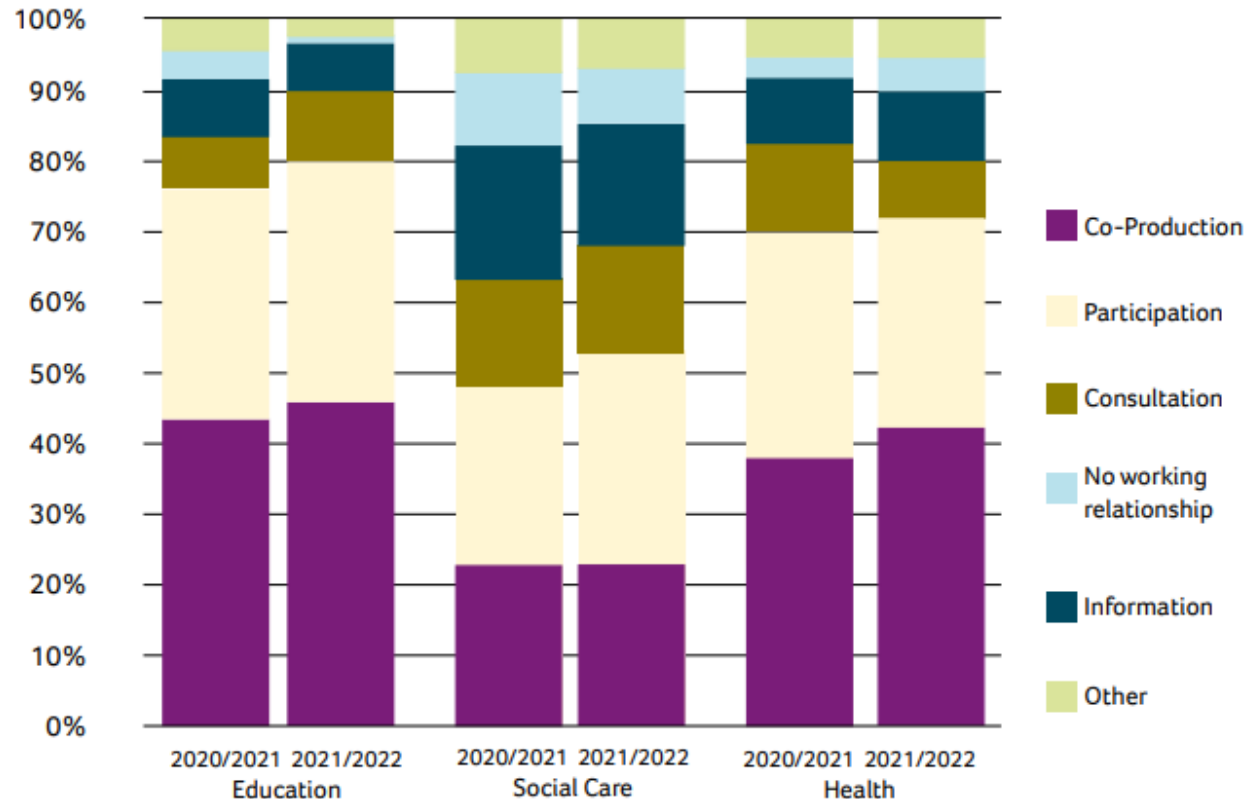


105,637

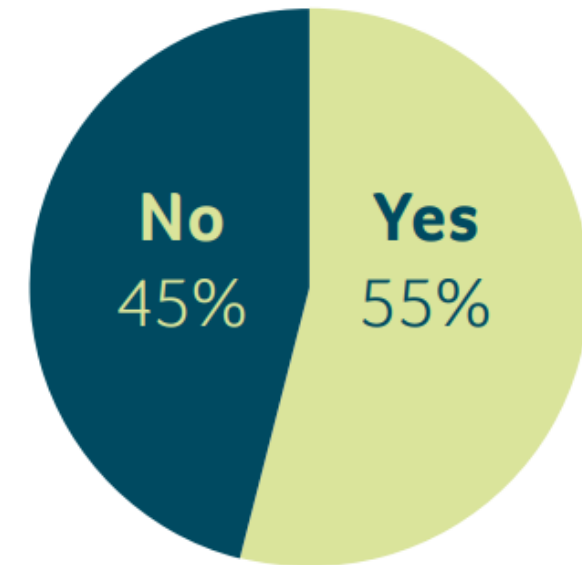
parent carers shared
their vital knowledge
and views of services
via drop-in sessions, surveys,
consultations and more,
providing crucial views to
help forums influence local
decision-makers

Co-production levels and Funding for PCFs

Choose an item which best describes your relationship with:



Did the forum receive funding to support parent carer participation in 2021/2022 (other than the DfE grant)?



Final thoughts: Money... and the stories we tell



'Getting to know you'

Table introductions

Virtual introductions



Area SEND framework

'Working together to support area SEND inspections'

— ..

28 February 2023





Plan for the session

- Key changes under the new framework
- What to expect on an area SEND inspection
- How we gather evidence
- The wider partnership
- After inspection
- Support and challenge following inspection

Background

- In May 2016, Ofsted and CQC introduced a one-off programme of local area SEND inspections.
- The programme of full inspections was completed in April 2022; the revisits continued up to December 2022.
- Aims:
 - To assess how well local areas were implementing the reforms introduced by the Children and Families Act 2014;
 - The extent to which they were meeting their responsibilities towards children and young people (CYP) with SEND.





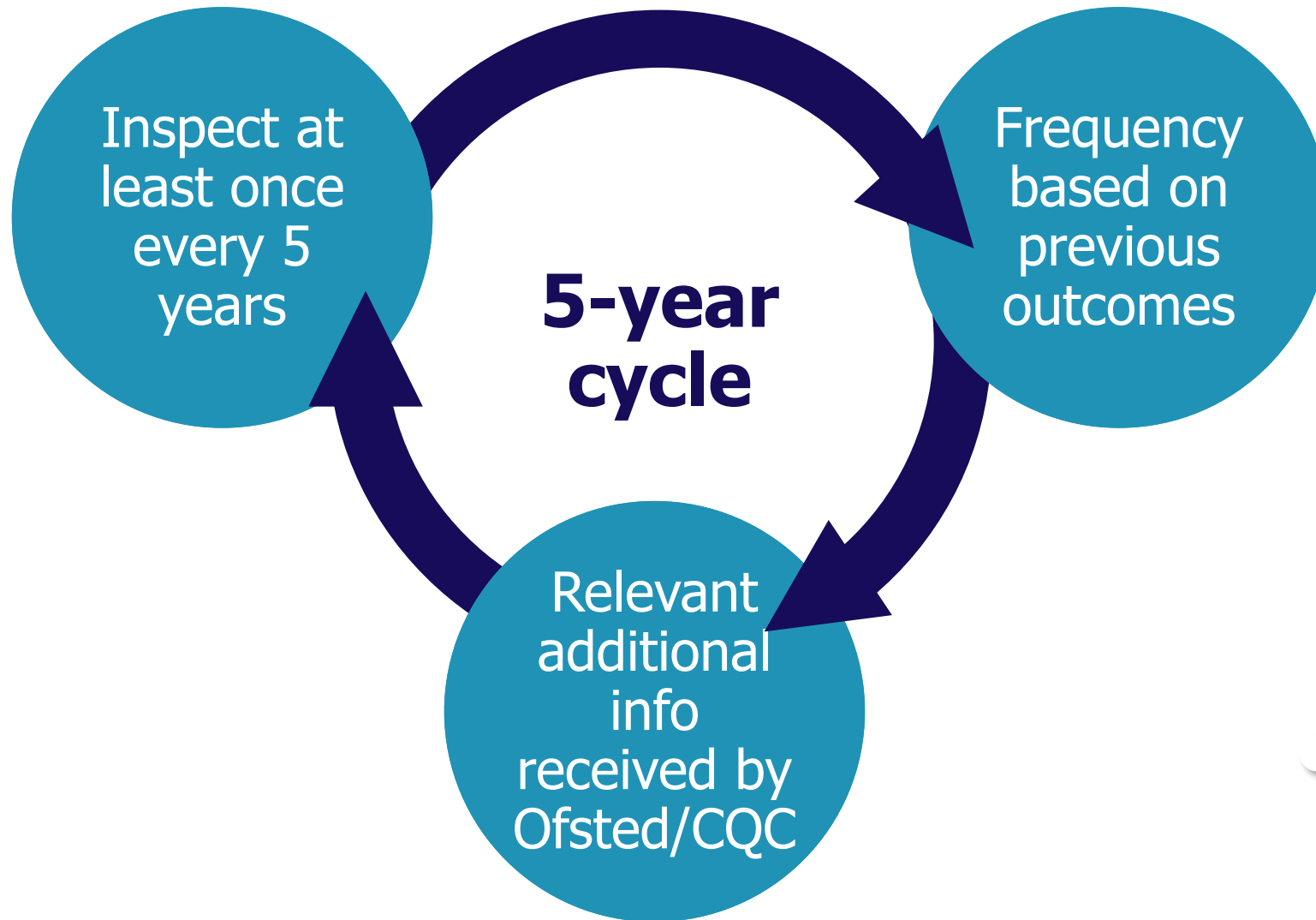
Towards a new inspection framework

- In 2020, DfE, with the support of DHSC, commissioned Ofsted and CQC to develop a new area SEND inspection framework to operate from early 2023.
- Aims:
 - Ensure no accountability gap between inspection frameworks.
 - Include a greater focus on the experience of CYP with SEND and their families
 - Give more prominence to the quality integration and commissioning of education, health and care services
 - Include evaluation of Alternative Provision commissioning



Key changes under the new area SEND framework

A continuous inspection cycle



A reminder of the key changes

Introducing a **continuous cycle** of inspections to encourage better long term strategic planning by the local area

Three distinct outcomes and inspection reports that set out **recommendations** and where **responsibility** for improvement lies

Moving to a system including **full inspections, monitoring inspections** and **engagement conversations**

Evaluating local authorities use and commissioning of **alternative provision (AP)**

Evaluating against a **clearly defined concept of an effective SEND system**

The inclusion of **social care in the inspection team** to better evaluate multi-agency working



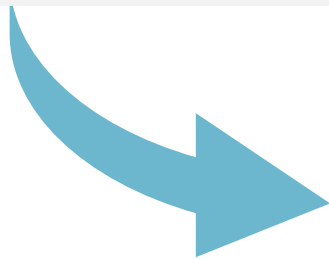
Introduction of three inspection outcomes

- Under the new framework there will be **three distinct inspection outcomes** which determine future inspection activity.
- Inspectors provide an **overall summary judgement** about the local area partnership which reflects their evaluations about the **impact of arrangements** on children and young people with SEND.

Inspection outcome:



The local area partnership's SEND arrangements **typically lead to positive experiences and outcomes** for children and young people with SEND. The local area partnership is taking action where improvements are needed.



1. Full inspection within **five** years
2. Engagement meetings with local area partnerships



Inspection outcome:



The local area partnership's arrangements lead to **inconsistent experiences and outcomes** for children and young people with SEND. The local area partners must work jointly to make improvements



1. Full inspection within **three** years
2. Engagement meetings with local area partnerships



Inspection outcome:



There are **widespread and/or systemic failings** leading to **significant concerns** about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.



1. Submission of **priority action plan**
2. Monitoring inspection usually within **18 months**
3. Full reinspection usually within **three** years
4. Engagement meetings with local area partnerships



Alternative provision



- Inspections under the area SEND framework will look at how **local authorities** commission AP and their oversight of the AP in their area.

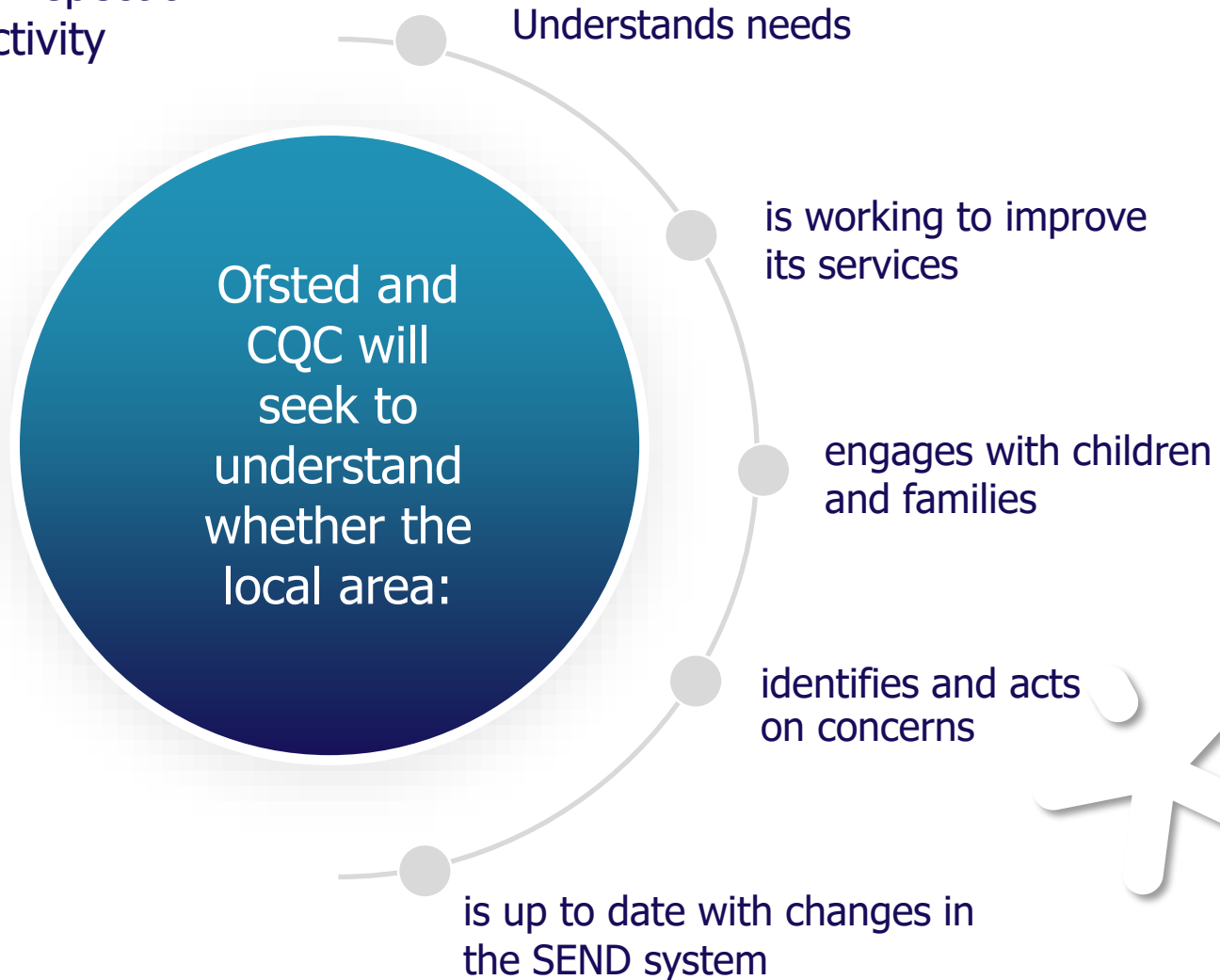


- Inspections **will not** consider the commissioning of AP by **schools** and **other education providers.**



Engagement meetings

Timing will be determined by previous inspection outcomes and any recent inspection activity



Thematic visits

National theme



Focus in-depth



Share learning



Thematic visits: alternative provision

- We are proposing visits to a small number of areas in the **spring and summer 2023**
- We propose to **publish guidance** in early 2023
- We hope to publish the first thematic report on findings in **autumn 2023**





What to expect on an area SEND inspection

Continuity with the old framework



No more revisits

Any area that has not received a revisit will have a full inspection under the new framework within 3 years.



Written Statement of Action will be taken into account by inspectors

Ofsted and CQC will expect local area partnerships to continue working on areas that were previously identified as needing improvement and if there are still concerns in those areas we will report accordingly.



Inspection process

Notification



Offsite

Preparation



Offsite

Evidence gathering



Offsite & Onsite

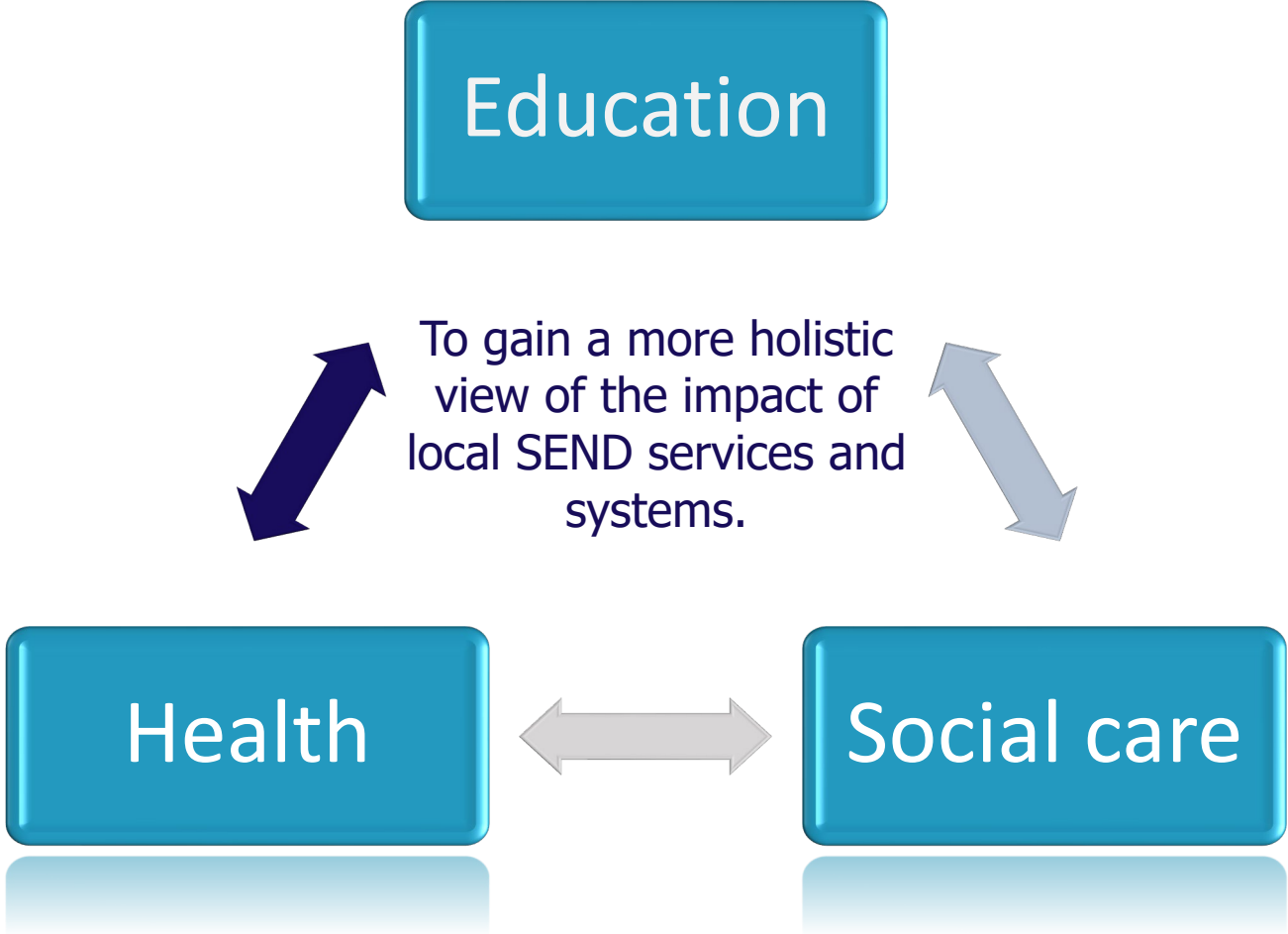
Inspection report



Offsite



Multi-agency working



Annex A – request for information

Inspectors will request information from the local area partnership about:

- its **strategy** and **commissioning arrangements** for children and young people with SEND
- **person-level data**, which inspectors will use to select the children and young people whose experiences they will evaluate
- **providers** and **services** (including alternative education providers)

Inspectors will also request from the local authority information about its commissioning arrangements for **alternative provision**.





How we will gather evidence

Week 1 offsite inspection activities



Notification

Notify the local area
10 working days
before onsite activity
and discuss
inspection timetable



Request

Request information
from local area
partnership for key
documents as
described in Annex A



Select

6 children and young
people to be selected
for tracking



Disseminate

Disseminate surveys

Week 2 offsite and onsite inspection activities



Confirm

Finalise onsite inspection timetable with the local area



Tracking meetings

Tracking meetings with children and young people



Meetings

Virtual meetings



Analysis

Analysis of information



Gathering evidence directly

Tracking meetings

- The inspection team will **select the individual cases** taking account of the **range of needs** and the **demographics of the area**.
- Inspectors will select a total of 6 children and young people.
- Inspectors will select cases representing each of the **4 areas of need**, 2 receiving **SEN support** and 1 in **AP**.
- This will help the understanding of **impact** and develop **lines of enquiry** to be followed through onsite evidence gathering.

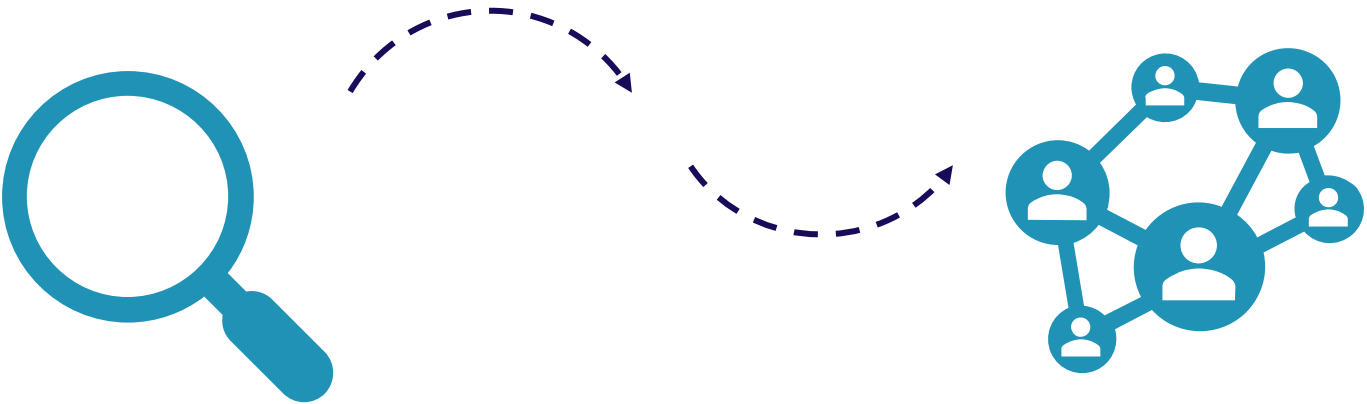
Gathering evidence directly

Surveys

We have **improved the accessibility** of the surveys by making them available in a range of formats, including multimedia content and improving the clarity of the language.



Onsite inspection activities – week 3



On-site evidence gathering

Feed back inspection findings to the local area partnership



Gathering evidence directly



**Discussions
with children
and young
people**



**Discussions
with parents and
carers**



**Inspection team
meetings**



**Meeting with
leaders**





Gathering evidence directly – Focused sampling

- Inspectors will evaluate **the decision-making processes** and **oversight** for specific groups of children and young people with SEND.
- Inspectors will select a number of children and young people's, **review their information** and **discuss with the local area officer(s) directly involved** in the decision-making and oversight of those cases.



Gathering evidence directly – Sampling visits

- Inspectors will visit a number of providers and services across education, health and care.
- They will evaluate children and young people's **experiences** and **outcomes** by reviewing documents and discussing with a practitioner(s).
- Inspectors will test their initial lines of enquiry through other inspection activities, such as having meetings with stakeholders and sampling of larger groups of children and young people across education, health and care.
- These are **not** inspections of the providers.

Gathering evidence directly – Alternative provision



The wider partnership – and your role



The wider partnership – example of onsite activity

01

Focused sampling

EOTAS and EHE

02

Tracking meeting

practitioners for 6 identified children and young people (case tracking)

03

Meeting

PCF, parents/carers to discuss coproduction

04

Sampling visits

Special school

05

Focused sampling

Dynamic support register

06

Sampling visits

Mainstream Primary or Secondary



Post-inspection



Publishing the inspection report

- The draft report is usually shared within **14 working days**.
- The local area has **10 working days** to comment on the draft report.
- The report intended for publication is shared with the local area within **30 working days** .
- The local area has **5 working days** to submit a complaint.
- **Publication** is **3 working days** later.

Publishing updated strategic plans

- We ask that strategic plans are published **30 working days** following publication of the inspection report.
- This should include the **actions** the area partnership is taking, or will take, in response to the **recommendations** made in the inspection report.
- Local area partnerships are not required to produce new strategic plans, but instead should **update existing plans**.





Priority action plan (area SEND)

- Ofsted and CQC ask the local area to submit a priority action plan within **30 working days** following the publication of the inspection report. Ofsted and CQC will then decide whether to approve the action plan.
- The local area must publish the final priority action plan (area SEND) within **70 working days** of the publication of the inspection report.
- **Set out actions** to address the areas for priority action in the inspection report, the **responsible organisation** for each proposed action, and the **period** within which the action is to be taken.



DfE and NHSE support and challenge

DfE and NHSE approach to improvement



Committed to a proportionate and evidence-based improvement.

Consideration given to a holistic view of the context of, and challenges in, a local area.

The proposed support and challenge response post-inspection, increases in intensity across the three outcomes.

It looks to celebrate effective practice, pitches support and challenge at the accountable partner(s) and ensures wider knowledge can be drawn upon.

DfE officials and NHSE Nationals and Regions are developing a consistent and robust response to the outcome of a Monitoring Visit letter from CQC/Ofsted.



Increase in support and challenge

Positive experiences and outcomes

Celebrate effective practice

Light touch contact

Offer of general support for identified areas for improvement.

Inconsistent experiences and outcomes

Explore effective practice

Formal joint monitoring against strategic improvement plans with DfE and NHSE

Offer of bespoke support for identified areas for improvement.

Widespread and/or systemic failings leading to significant concerns

Exploring Opportunities for further Improvement

Joint formal monitoring of Priority Action Plan with DfE and NHSE

Direct support package agreed to address Areas of Priority Action

Statutory interventions considered on case-by case basis.

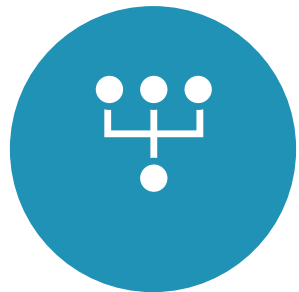
Local areas currently with a WSoA / APP



Until inspected under the new framework, DfE officials and NHSE Regions will continue to jointly monitor, review, support and challenge these local areas.



For areas with an APP, formal monitoring and appropriate application of the step-down policy will continue until the local area is inspected under the new framework.



All areas implementing Written Statements of Action will continue to be monitored, supported and challenged until they are inspected under the new framework (within the first 3 years).



The nature and frequency of that monitoring will be decided on a **case-by-case basis**.





Thank you

— ...

What next for SEND? Shaping a strategy during a crisis

**NNPCF Co-Chair
Mrunal Sisodia**

What next for SEND?



The SEND AP Improvement plan

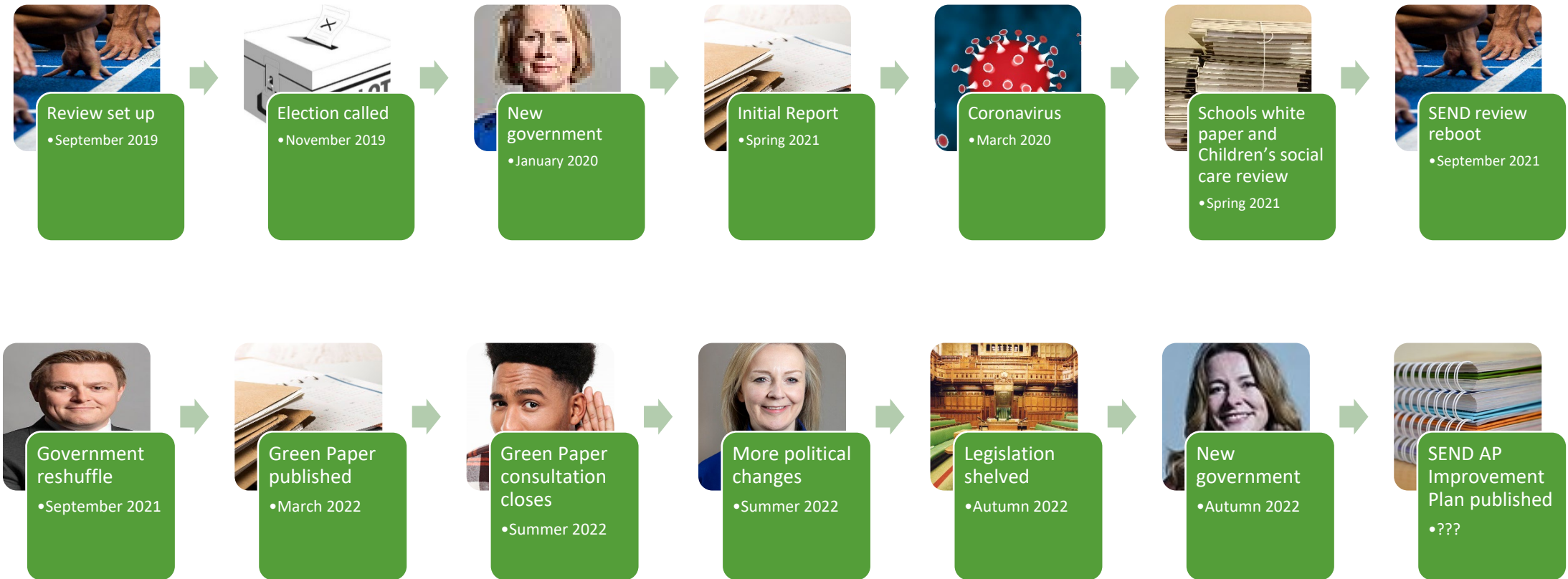


NNPCF priorities



The wider environment

The SEND AP Improvement plan has been a long time in the making



Today, I'm
trying to walk
the tightrope



What are our expectations of the SENDAP Improvement Plan?



What are we looking for?



What are we worried about?



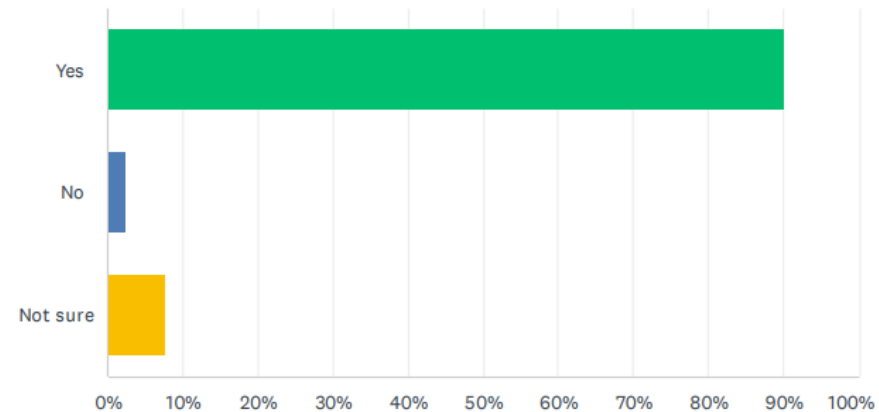
What needs more clarity?

What are we looking for? National Standards

- Establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care

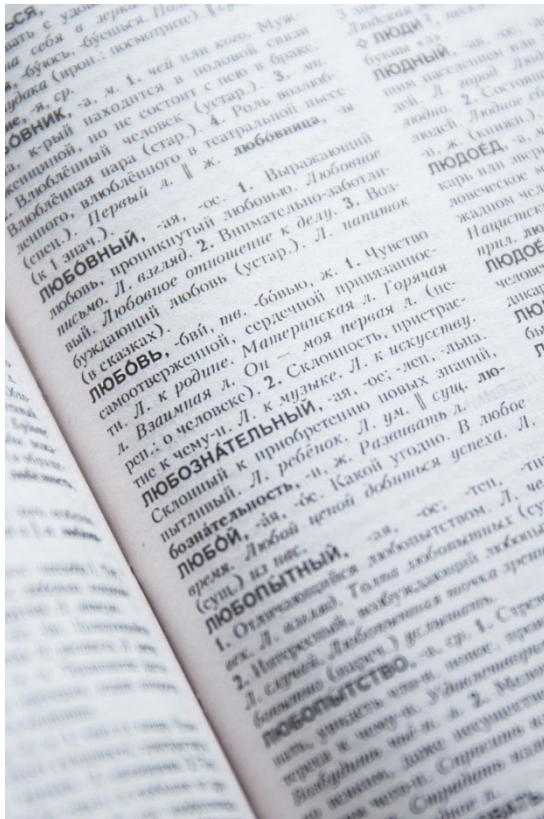
Q4 Do you think there should be national standards for SEND services?

Answered: 1,236 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	90.05%	1,113
No	2.35%	29
Not sure	7.61%	94
TOTAL		1,236

National Standards – Some mythbusting



National standards are **not** a dictionary of SEND needs with the prescribed services next to them



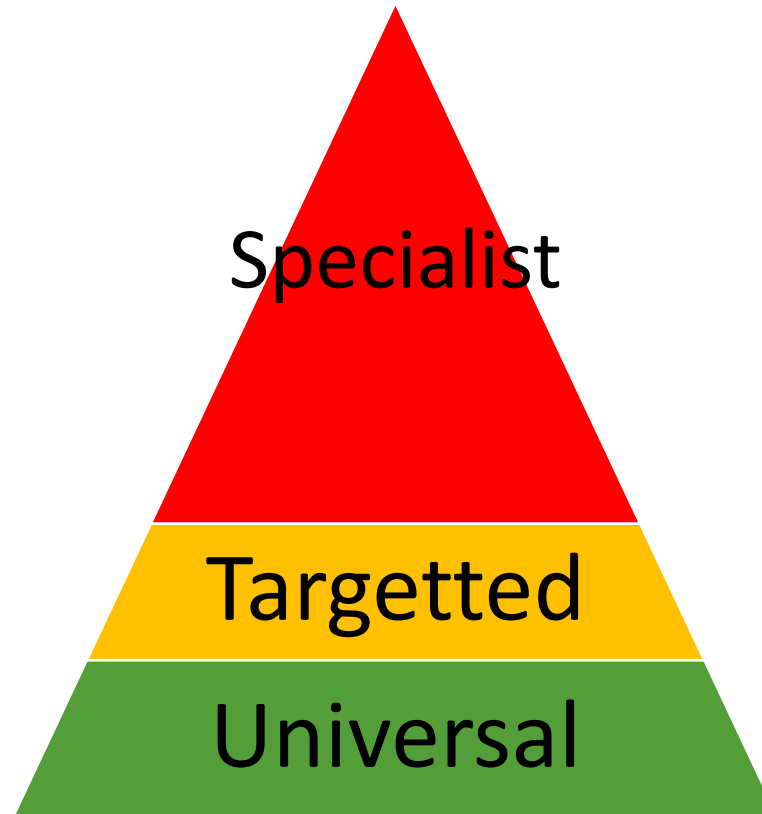
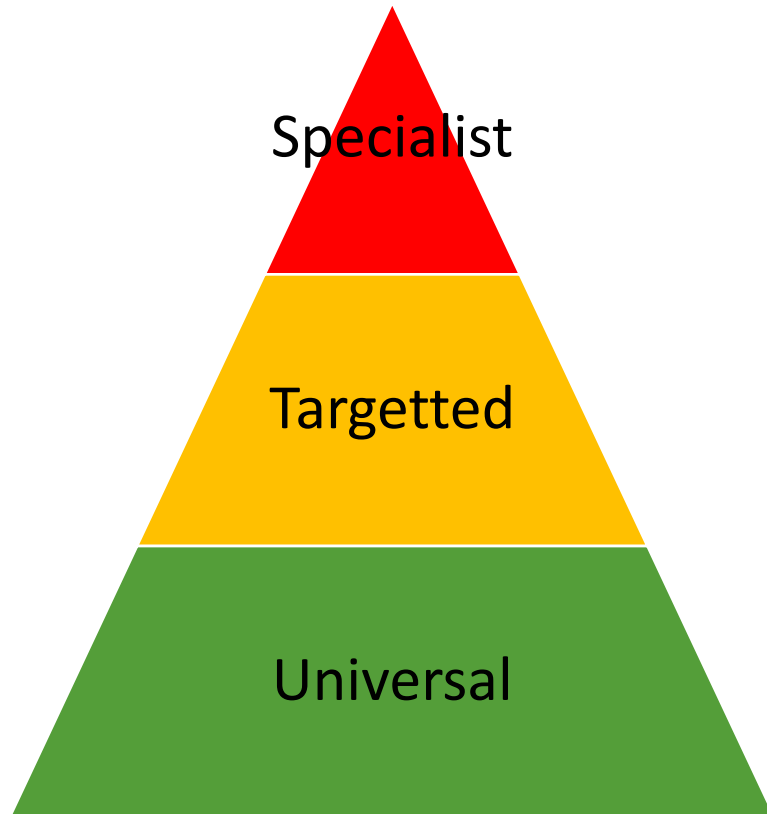
National standards are **not** a cap on the services that should be provided to meet needs.

The principle of meeting individual needs remains

National standards are the key



Why we need national standards



Special educational needs, definition

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision

Learning difficulty a significantly greater difficulty in learning than the majority of others of the same age

A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age

Plus, for children below compulsory school age ...have SEN if they would be likely to have SEN at compulsory school age if no special educational provision were made for them

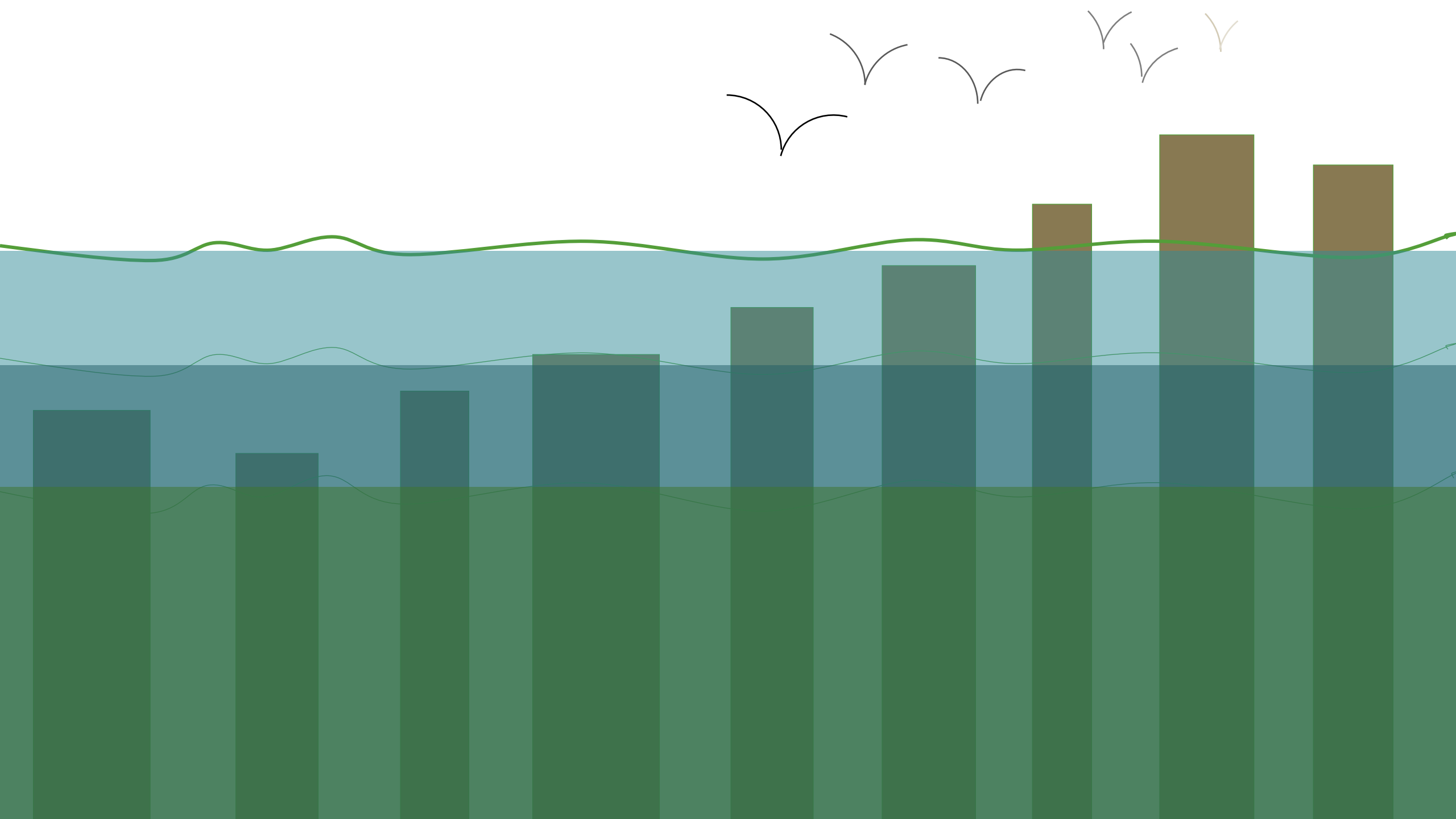
A twice relative definition:

- We compare one child with others: 'greater difficulty in learning than...'
- Special educational provision is compared with 'that made generally available'

Generally available provision:

- As 'that made generally' provision improves, fewer children need additional or different
- As 'that made generally' diminishes, more children need additional or different





What are we looking for?

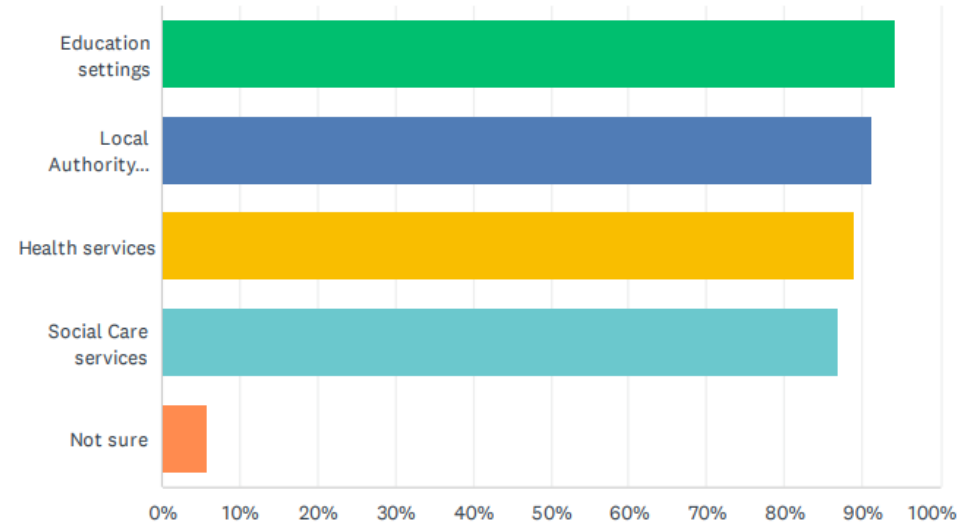
SEND and AP

Partnerships and local inclusion plans

- Establish new local SEND partnerships, bringing together education (including alternative provision), health and care partners with local government and other partners to produce a local inclusion plan setting out how each local area will meet the national standards

Q5 Do you think that the national SEND standards should apply to (tick all that apply):

Answered: 1,231 Skipped: 8



ANSWER CHOICES	RESPONSES	
Education settings	94.23%	1,160
Local Authority services	91.31%	1,124
Health services	88.95%	1,095
Social Care services	86.76%	1,068
Not sure	5.77%	71
Total Respondents: 1,231		

What are we looking for?

Closer working between Education, Health and Care

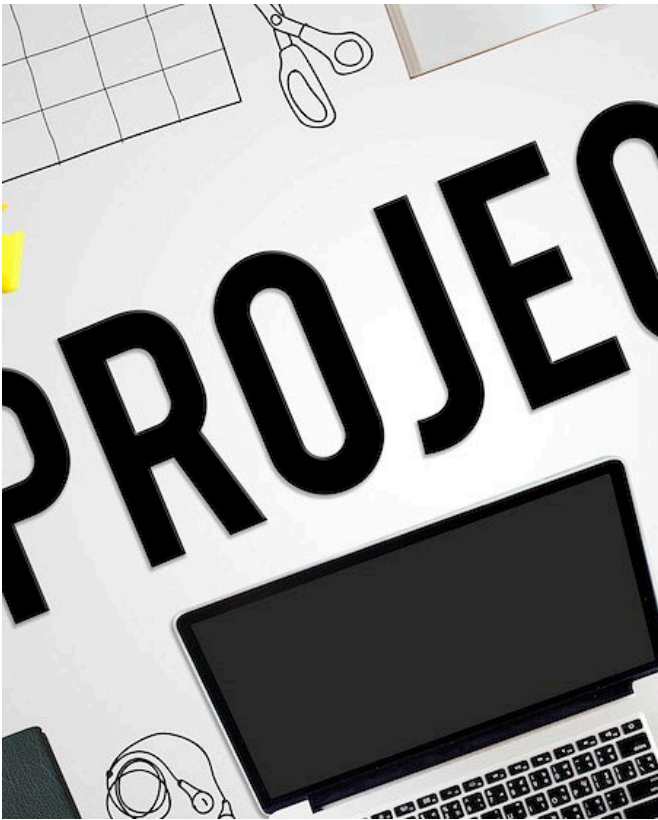
- deliver clarity in roles and responsibilities with every partner across education, health, care and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities
- provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged

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

What we said in 2021 – NNPCF
Skunkworks report

What are we looking for?

Learning the lessons from 2014 – a proper change programme



- publish a national SEND and alternative provision delivery plan setting out government's response to this public consultation and how change will be implemented in detail and by whom to deliver better outcomes for children and young people –
- establish, for implementation of the national delivery plan, a new National SEND Delivery Board to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals

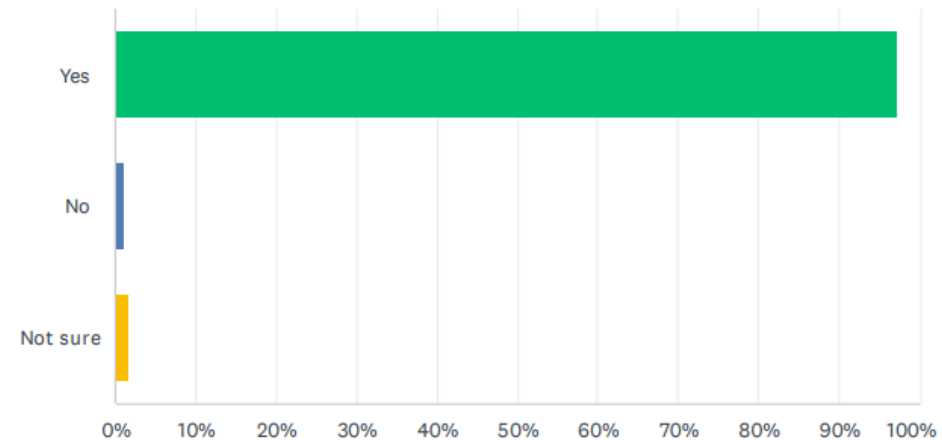
What are we looking for?

Training and support for school staff

- consult on the introduction of a new SENCo National Professional Qualification (NPQ) for school SENCos, and increase the number of staff with an accredited Level 3 SENCo qualification in early years settings to improve SEND expertise
- commission analysis to better understand the support that children and young people with SEND need from the health workforce so that there is a clear focus on SEND in health workforce planning

Q22 Do you think teaching staff need more SEND training to understand and support the children they teach?

Answered: 1,234 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	97.33%	1,201
No	1.05%	13
Not sure	1.62%	20
TOTAL		1,234

What are we looking for?

Better data to incentivise inclusion and enable accountability

- Introduce new inclusion dashboards for 0-25 provision, offering a timely, transparent picture of how the system is performing at a local and national level across education, health and care

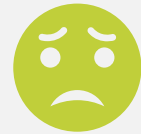
We know that the data the DfE gathers drives behaviour and priorities. Refocusing the data gathered will also refocus priorities.

What we said in 2021 – NNPCF
Skunkworks report

What are our expectations of the SENDAP Improvement Plan?



What are we looking for?



What are we worried about?



What needs more clarity?

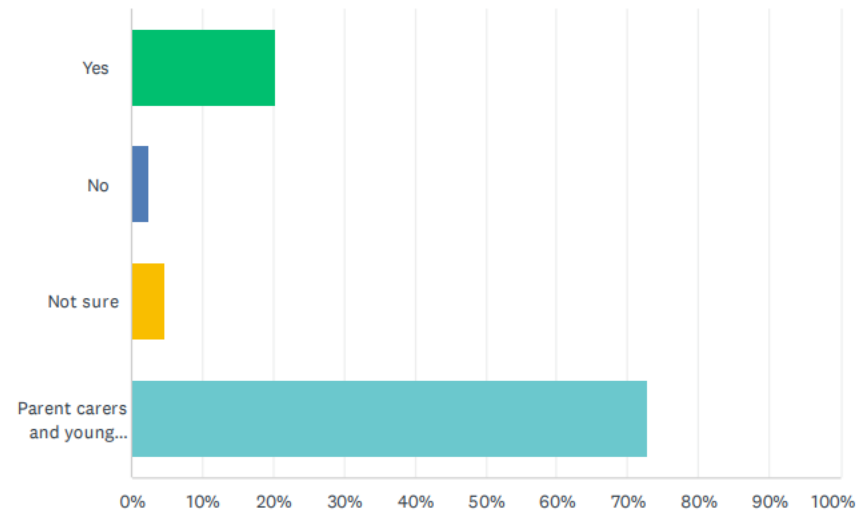
What are we worried about?

Tailored list of settings

- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent, that are appropriate to meet the child or young person's needs

Q13 Do you agree that children with an EHC Plan should be able to pick a school/setting from a tailored list in their local area?

Answered: 1,239 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	20.34%	252
No	2.26%	28
Not sure	4.76%	59
Parent carers and young people should be able to pick any setting that they think is right for them	72.64%	900
TOTAL		1,239

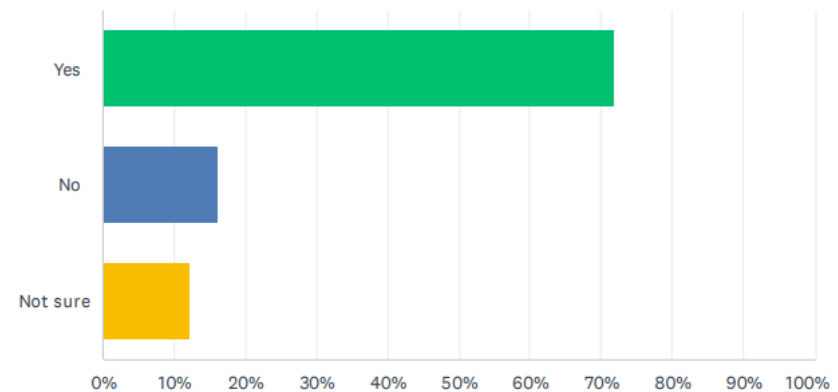
What are we worried about?

The role of mediation

- streamline the redress process, making it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases

Q16 If there is a dispute about an EHC Plan, do you think that the local authority and family should have mediation to resolve any problems before going to tribunal? (Mediation means talking through the issues with an independent person and helping everyone to come to a joint decision).

Answered: 1,228 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	71.82%	882
No	16.12%	198
Not sure	12.05%	148
TOTAL		1,228

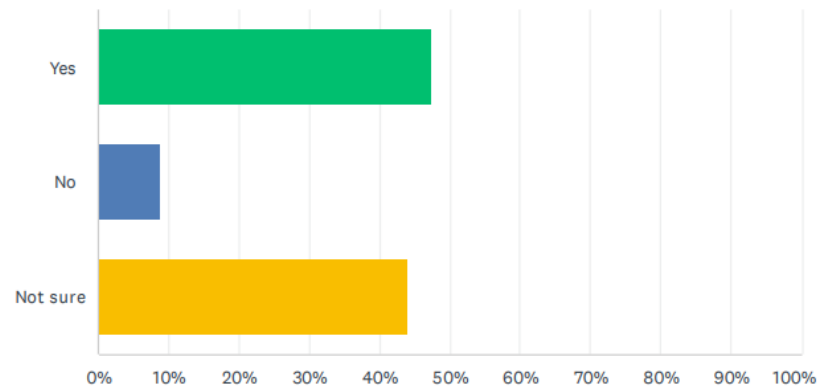
What are we worried about?

Bandings and tariffs

- Introduce a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the national standards

Q27 Do you think that schools delivering similar provision for a child or young person should be required to charge similar tariffs?

Answered: 1,232 Skipped: 7

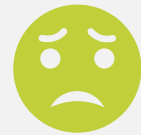


ANSWER CHOICES	RESPONSES	
Yes	47.32%	583
No	8.69%	107
Not sure	43.99%	542
TOTAL		1,232

What are our expectations of the SENDAP Improvement Plan?



What are we looking for?



What are we worried about?



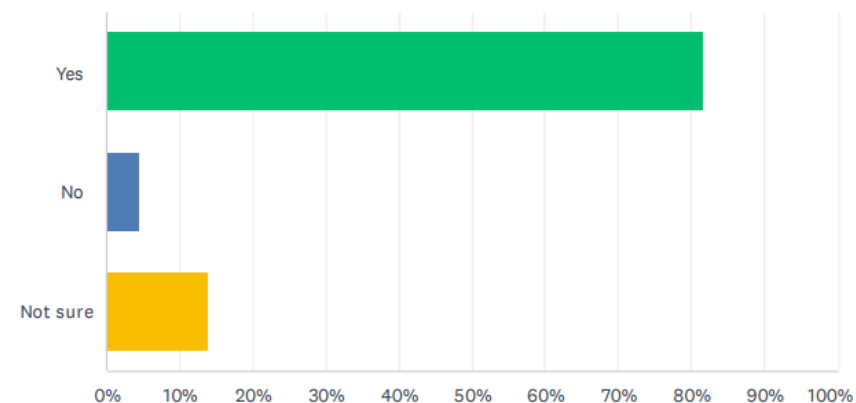
What needs more clarity?

Where do we need more clarity? Accountability

- equip the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account for delivering for children and young people with SEND locally through new funding agreements between local government and DfE

Q29 Do you think the government needs more powers to make schools, local authorities and health services deliver national standards for SEND services or provision?

Answered: 1,235 Skipped: 4



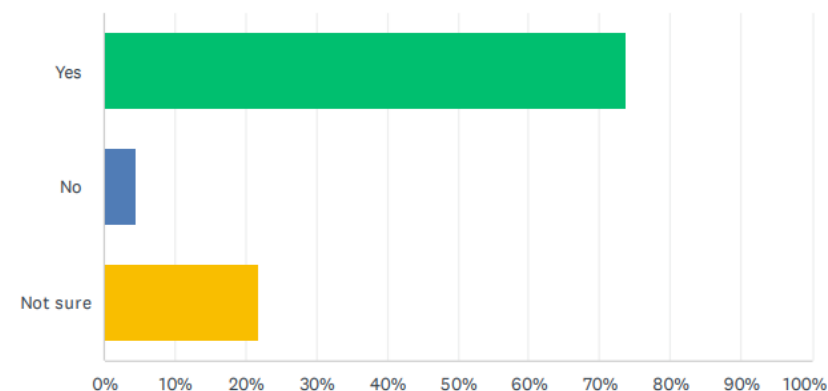
ANSWER CHOICES	RESPONSES
Yes	81.62% 1,008
No	4.53% 56
Not sure	13.85% 171
TOTAL	1,235

Where do we need more clarity? Accountability

- equip the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account for delivering for children and young people with SEND locally through new funding agreements between local government and DfE
- Academies Regulatory and Commissioning Review

Q21 Do local authorities need additional extra or additional powers to hold schools/settings to account?

Answered: 1,236 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	73.79%	912
No	4.53%	56
Not sure	21.68%	268
TOTAL		1,236

Where do we need more clarity?

Legislative programme

- A lot of the reforms listed above were intended to be underpinned by legislation
- It is now clear that there will not be legislation in this Parliament
- Not just an SEND Bill but also the Schools Bill
- What does this mean for the reforms: Guidance vs law?



Where do we need more clarity? Pace of change



Arun in 2014



Arun in 2023

What next for SEND?



The SEND AP Improvement plan



NNPCF priorities



The wider environment

Long Term vs Here and Now



Long Term

- SENDAP Improvement Plan
- NHS Long Term Plan



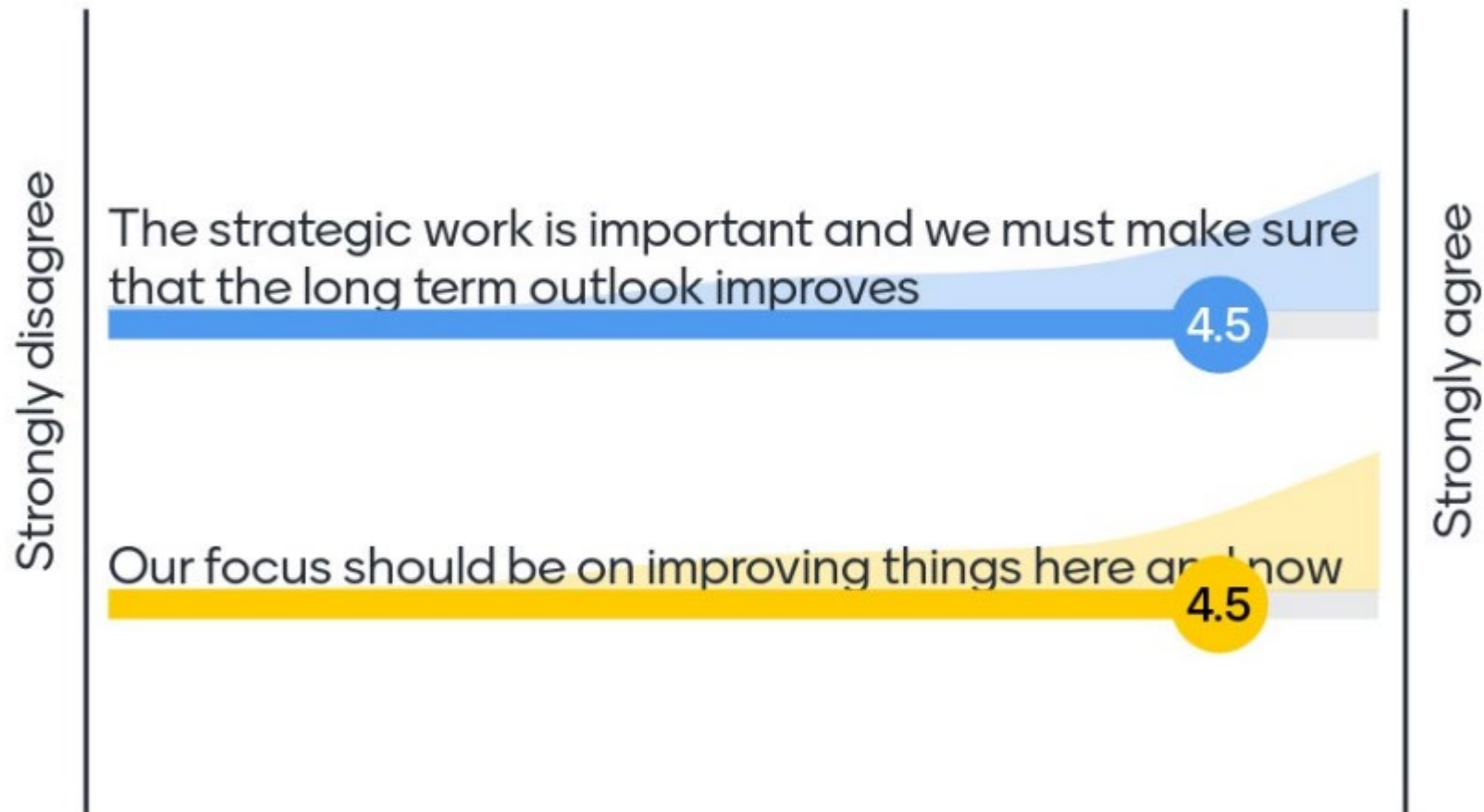
Here and Now

- NHS Long Term Plan
- Delivering Better Value in SEND
- Wellbeing of Parent Carers
- Ofsted / CQC Local area inspections
- Health services after the pandemic

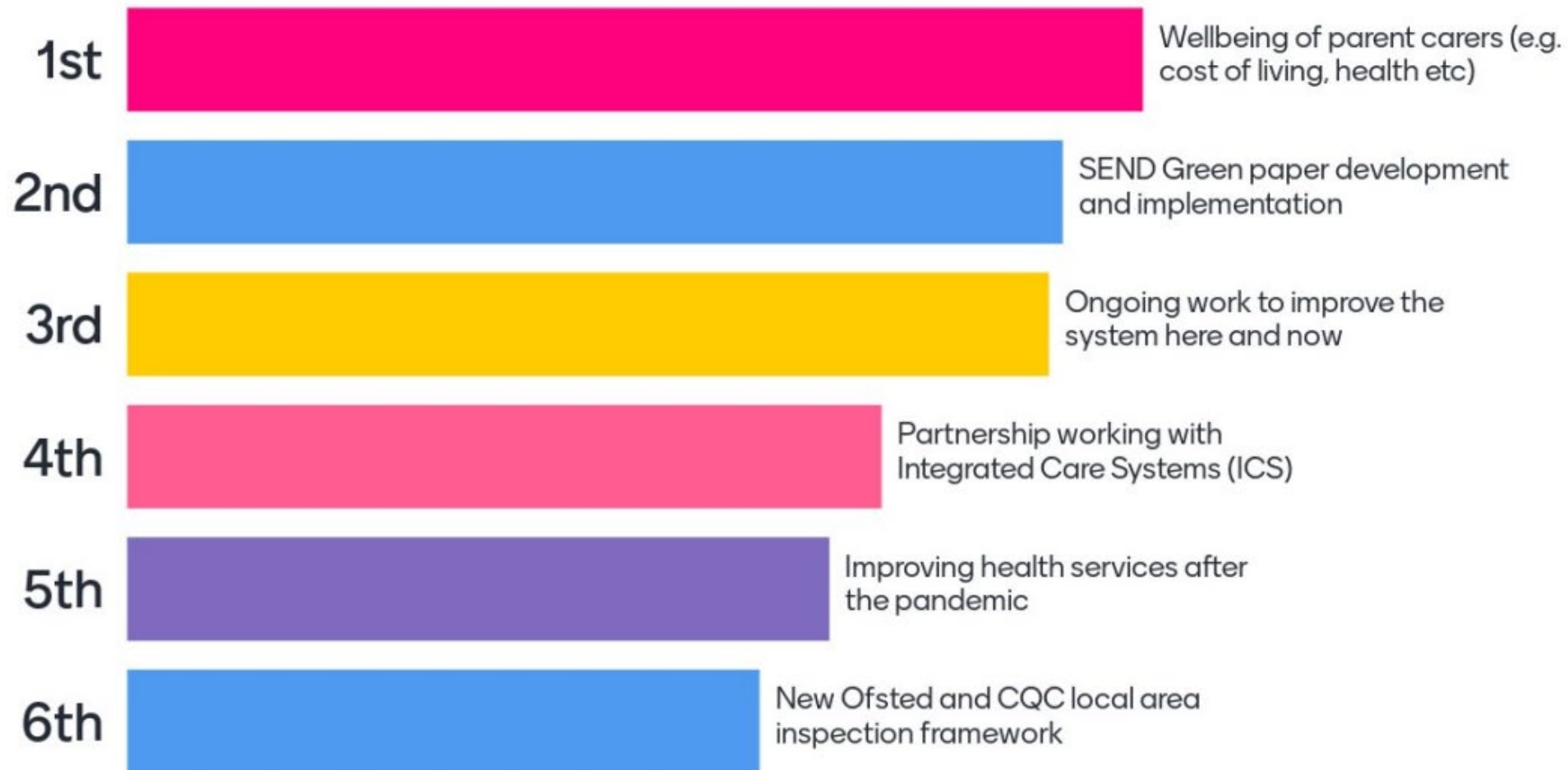


AGM poll – where should our focus be?

We asked you how strongly you agreed or disagreed with these two statements



We also asked you to rank some of the big themes we are hearing from regions



Next steps – our business plan 2023-24

Education	Health	Preparing for Adulthood	Wellbeing	NNPCF Infrastructure
<ul style="list-style-type: none">• Delivering Better Value in SEND• Ofsted / CQC local area inspections <ul style="list-style-type: none">• SENDAP Improvement Plan	<ul style="list-style-type: none">• Learning Disability Autism workstream• Recovery of community services• ICS set up <ul style="list-style-type: none">• NHS Long Term Plan	<ul style="list-style-type: none">• Employment work with DWP• Transitions standards with DfE	<ul style="list-style-type: none">• ?????	<ul style="list-style-type: none">• Governance• Finance• HR• Compliance

What next for SEND?



The SEND AP Improvement plan



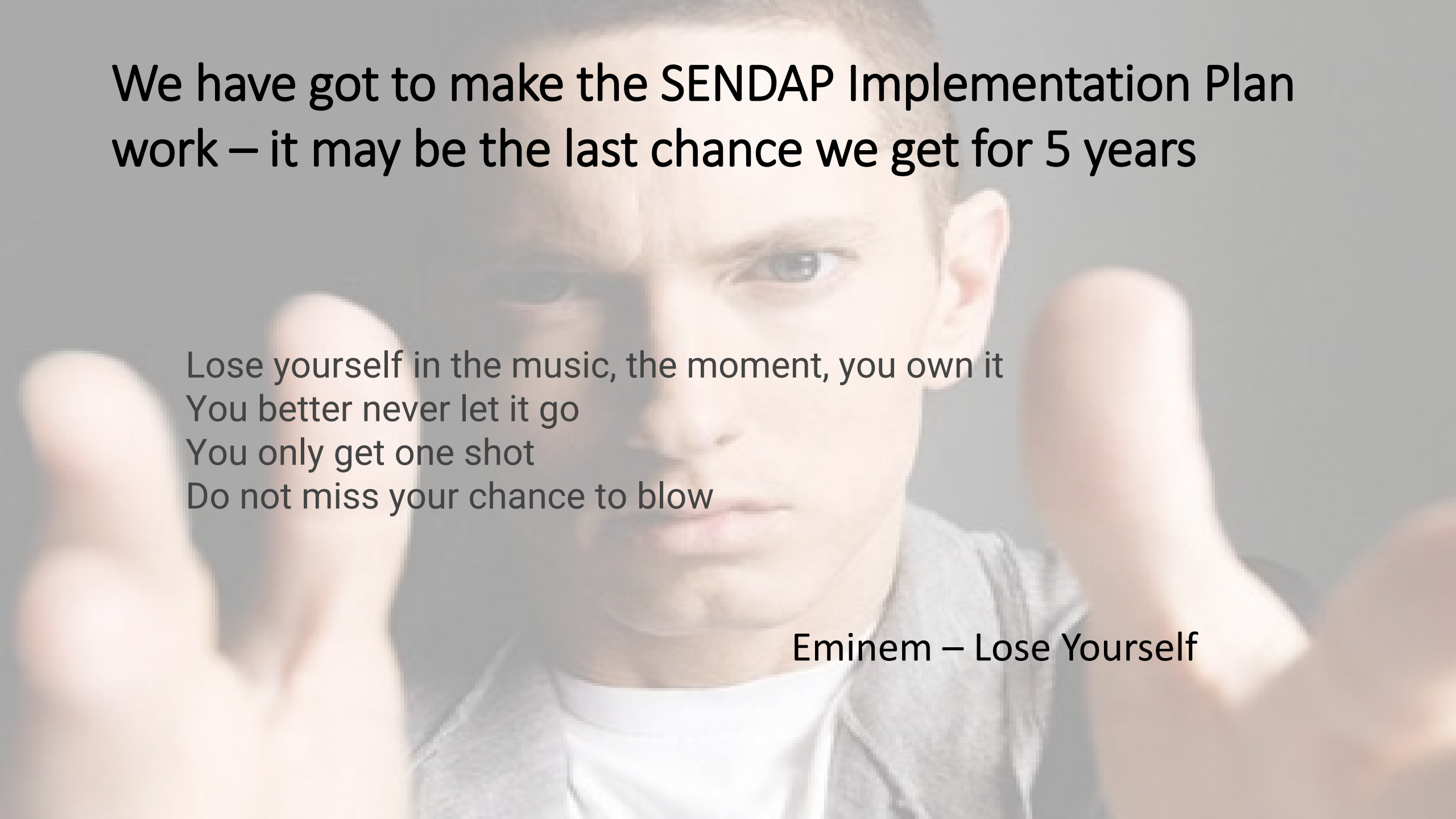
NNPCF priorities



The wider environment

Mrunal's
Musical
Messages





We have got to make the SENDAP Implementation Plan work – it may be the last chance we get for 5 years

Lose yourself in the music, the moment, you own it
You better never let it go
You only get one shot
Do not miss your chance to blow

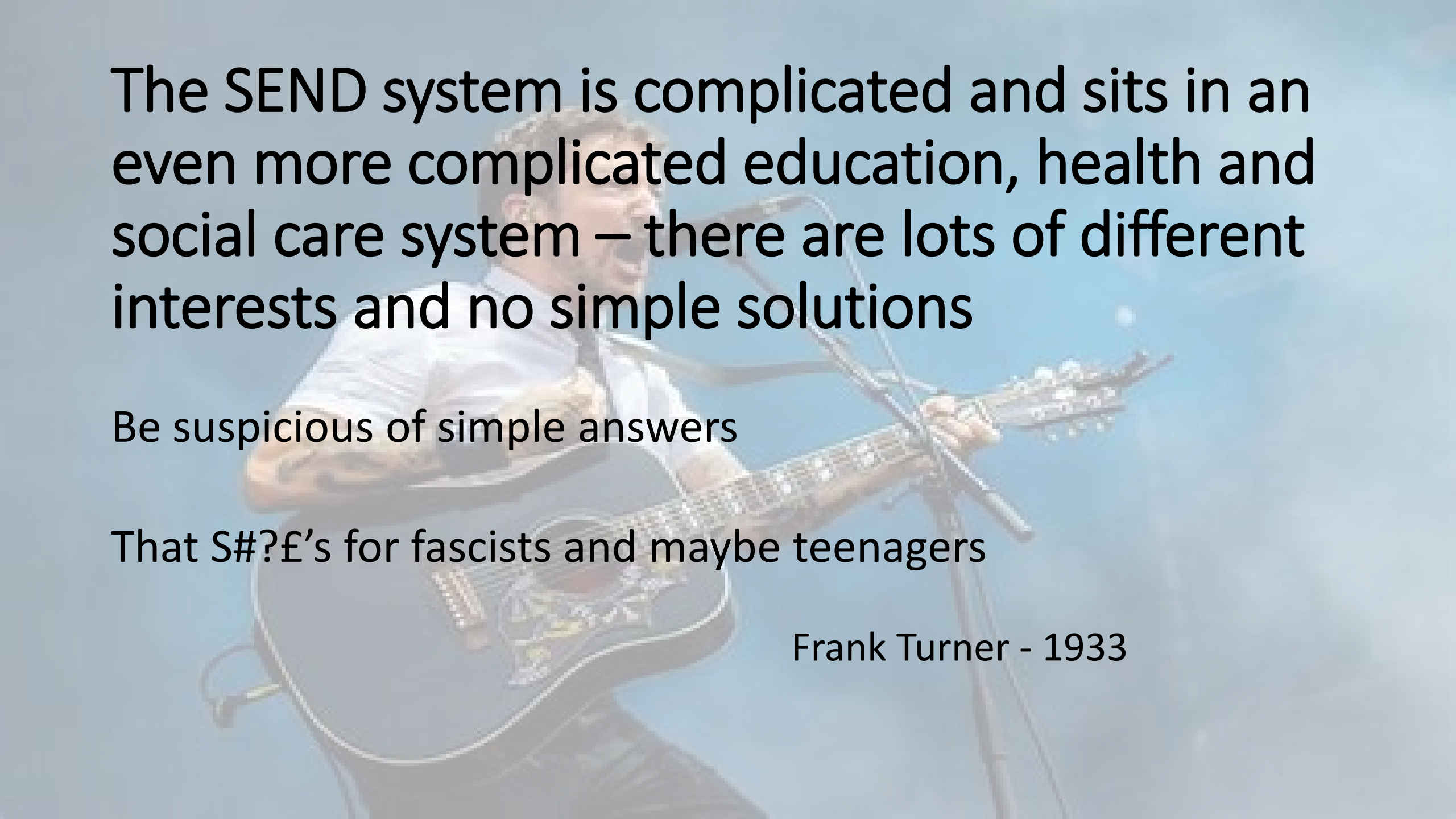
Eminem – Lose Yourself

A photograph of the band Coldplay performing on stage. The lead singer, Chris Martin, is in the center, wearing a white t-shirt with a colorful pattern and dark pants, crouching and covering his mouth with his hand. To his left, a guitarist in a dark jacket and blue cap plays a red electric guitar. To his right, a bassist in a dark jacket plays a red bass guitar. The background features a large screen with abstract, colorful patterns in shades of blue, pink, and purple. The overall lighting is dim, with stage lights illuminating the performers.

We have got to make progress – there is a risk that SEND will become as difficult as adult social care and politically no-one will touch it...

Nobody said it was easy
No one ever said it would be this hard

Coldplay – The Scientist



The SEND system is complicated and sits in an even more complicated education, health and social care system – there are lots of different interests and no simple solutions

Be suspicious of simple answers

That S#?£'s for fascists and maybe teenagers

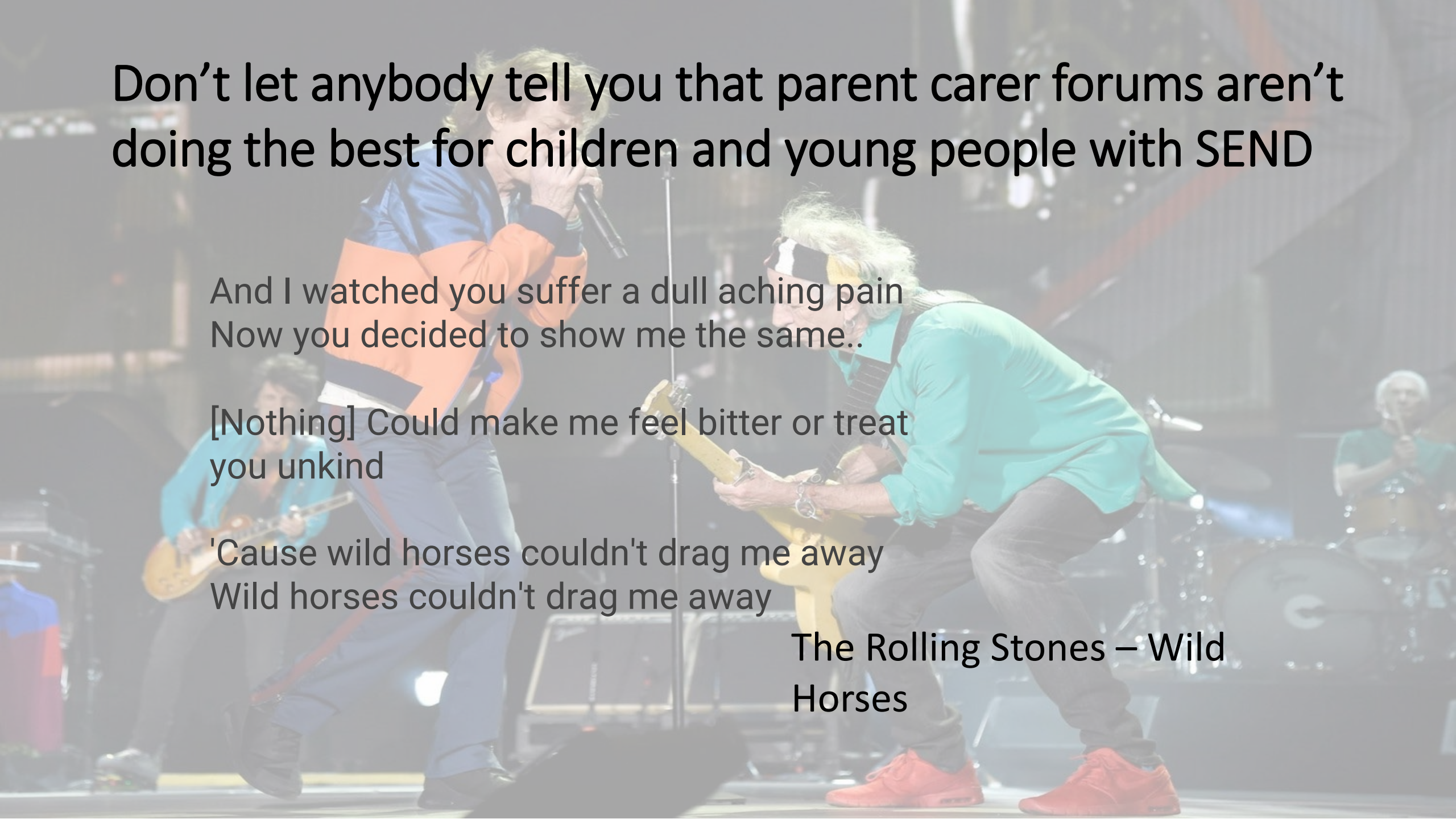
Frank Turner - 1933

A photograph of Taylor Swift performing on stage. She is wearing a dark, sequined dress and has her arms raised in a celebratory gesture. The background is a soft, out-of-focus blue and purple light.

The temperature is going to go even higher
after SENDAP publication – keep doing the right
things for the right reasons

'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate

Taylor Swift – Shake It Off



Don't let anybody tell you that parent carer forums aren't doing the best for children and young people with SEND

And I watched you suffer a dull aching pain
Now you decided to show me the same..

[Nothing] Could make me feel bitter or treat
you unkind

'Cause wild horses couldn't drag me away
Wild horses couldn't drag me away

The Rolling Stones – Wild
Horses



Ooh yeah, you're amazing

We think you're incredible

Kate Bush - Wow

Lunch & Networking

Visiting the marketplace

Please be reseated by 2pm for the afternoon session



Today's Agenda

10:15 – 11:00	Arrival and getting settled
11:00 – 11:10	Welcome and introductions (NNPCF Co-Chair and Contact)
11:10 – 11:20	Amanda Batten, Contact
11:20 – 11:25	Brief table and online introductions
11:25 – 12:05	Dr Tina Pagett, HMI, Ofsted - the new SEND local area inspection framework
12:05 – 12:45	Keynote from NNPCF Co-Chair – What next for SEND? Shaping a strategy during a crisis
12:45 – 14:00	Lunch and networking
14:00 – 14:45	Q&A Panel – featuring Alison Ismail (Director of SEND and AP at DfE), Dr Tina Pagett HMI from Ofsted, Sue North from NHSE and Amanda Allard from the Council for Disabled Children
14:45 – 15:00	Refreshment and comfort break
15:00 – 16:15	Session led by the DfE: <ul style="list-style-type: none"> • Workshop on National Standards • An interactive co-production session led by the Department for Education looking for thoughts on what should be required as standard as part of ordinarily available provision
16:15 – 16:45	Claire Coutinho MP, Parliamentary Under-Secretary of State for Children, Families and Wellbeing
16:45 – 17:00	Chairs' closing remarks, conference close
17:00	Refreshments and networking
19:30 - Late	NNPCF social with canapes, bar, and disco



Question & Answer panel

Featuring:

Alison Ismail, Director of SEND and AP, DfE

**Dr Tina Pagett, HMI, Specialist Advisor SEND and Alternative
Provision, Ofsted**

Sue North, NHS England

**Amanda Allard, Deputy Director, the Council for Disabled
Children**

Chaired by NNPCF Steering group member

Refreshment and Comfort break

Please be back in your seats by 4pm





Department
for Education

National Network of Parent Carer Forums

National SEND and AP Standards Co-Production Session

February 2023

Context Setting

Introducing National Standards

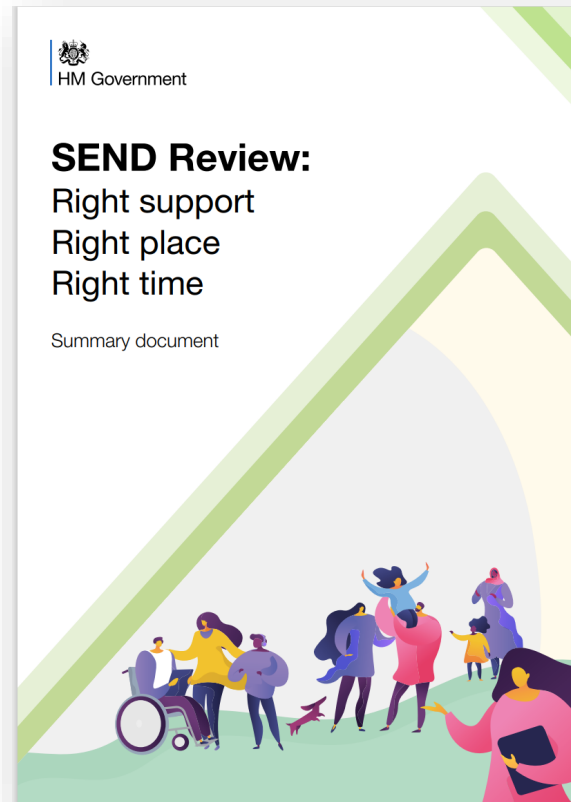
Context

The Special Educational Needs and Disability (SEND) and Alternative Provision (AP) Green Paper was published on 29 March 2022, and committed us to the production of a set of National Standards for SEND:

- Since then, we completed a 4 month consultation on the Green Paper proposals.
- We have engaged with a wide range of stakeholders such as Council for Disabled Children, Local Government Association, LAs and Ofsted to seek views on the purpose, scope and development of national standards.

There is broad support for the purpose of standards, and the focus on ending the “postcode lottery”

What are National Standards?



- The aim of national standards is to **set clear expectations for what good looks like**, in identifying and meeting need, and clarify who must secure support and from which budgets.
- This will set the Government’s position on what every child and their family must receive and what providers must deliver.
- We want to improve the evidence base for identifying and meeting needs, by working with experts in the short-term and undertaking new research in the medium term.

What will the National Standards look like in practice?

- **We want to build on what good local areas are already doing** with their local offer and ordinarily available provision and set this as the standard everywhere.
- As the green paper set out, we propose setting standards in legislation, **via a framework**, to clarify who is responsible for securing what provision – emphasising what should be ‘universally’ available in early years, schools and colleges.
- Intend standards to apply across education, social and healthcare – legislated for education, and aligned with existing health care legislation
- Alongside the National Standards, we will develop ‘**practice guides**’, to offer frontline professionals a single source of evidence on ‘what works’ to support children and young people with SEND. These could cover both specific conditions (e.g., dyslexia) and support in core areas of development (e.g., reading, language support).



National Standards will clarify:



What types of support should be made available, based on evidence of what works.




Whose job it is to make different types of provision available.



Which budgets should be used to pay for support.

Next Steps

- 
- Spring 2023:** Establish the National Standards Steering Group, and ways of working with stakeholders, parents, carers, children and young people
 - End 2023:** Some elements of the National Standards ready for testing by the Regional Expert Partnerships
 - End 2025:** Publish a significant proportion of the National Standards, and three Practice Guides

Co-Design Session

Questions for Co-Production Session

Discussion Groups

Guiding questions

Early Years

What should be required as standard within mainstream provision?

- What should be provided through policies? (e.g. attendance policy, behavioural policy)
- What staff skills and training should be in place as standard?
- What should the standards be for the physical environment?
- What resources should be accessible as part of ordinarily available provision (e.g., access to specialist services)?

Primary

Secondary

Post-16

Parent and Carer engagement

How and when should mainstream settings engage with you?

- What are your examples of this working well/not working?
- What expectations should there be?

Barriers

What do you think the main barriers are to high standard provision in mainstream?

- What do you think drives variation of provision and experience?

For all groups - Where should we start?

This is the first question we are focussed on answering.

- Of everything you have discussed in your groups (or wider issues), what one specific thing would you advise us to start with?
- What is your top priority practical problem that you think the standards may be able to help solve?

Minister's Address

**Claire Coutinho MP, Parliamentary Under-
Secretary of State for Children, Families and
Wellbeing**



Conference closing comments

NNPCF
Contact

Thank you!

Thank you to everyone for attending today:

Forums in person and online

Speakers and Q&A Panel members

Delivery Partners

Stall holders

Our teams

**Special thanks to Helen Reid – without whom the
conference would not happen**

**We hope you have safe journeys
home**



**Please
don't forget to fill in your
evaluation sheet**



Evening event here @7.30pm

Disco, canapes and bar

