



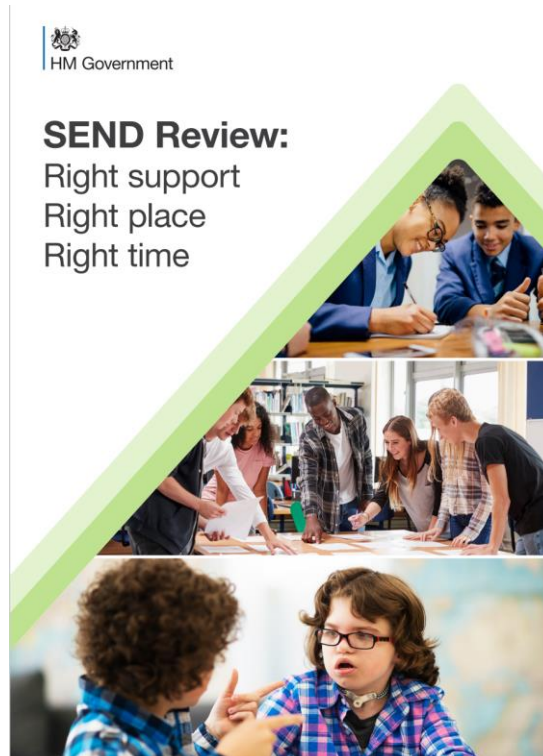
Pauline Melvin-Anderson OBE

**Education White Paper and
SEND Green Paper**
An overview

Four sets of reforms happening at the same time provide a **once in a generation opportunity** for change:



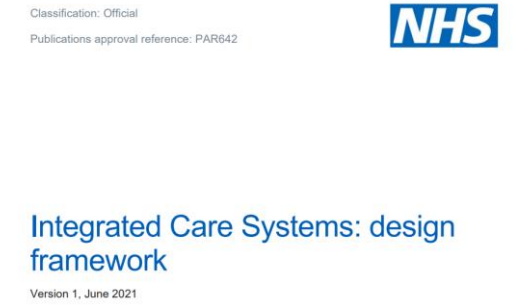
Independent Care Review



SEND and AP green paper

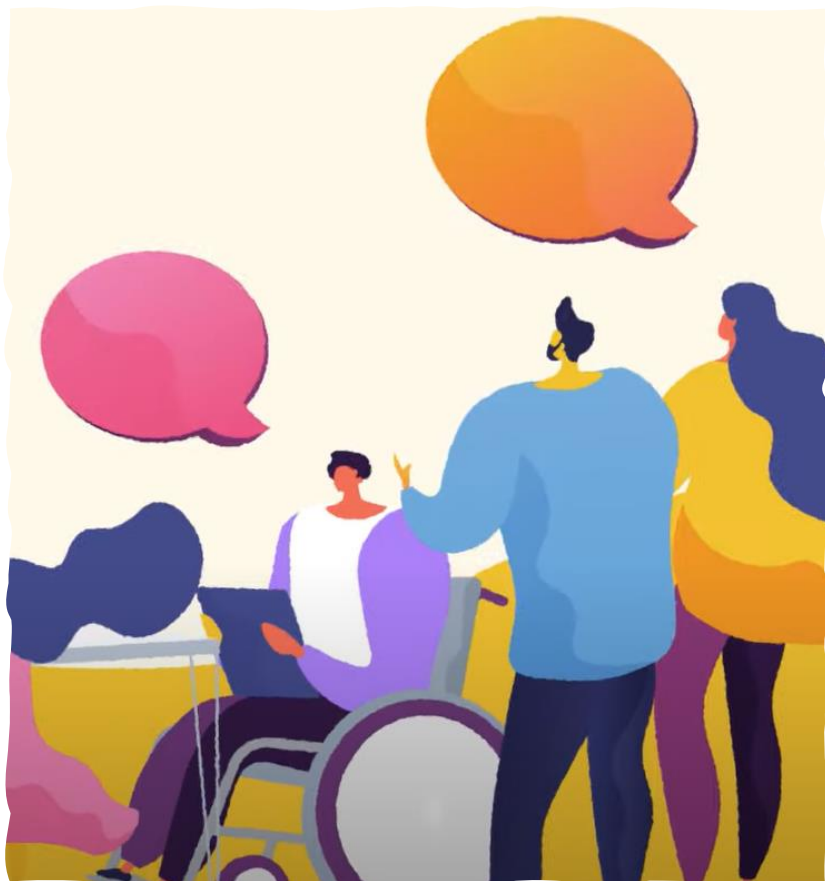


Schools white paper



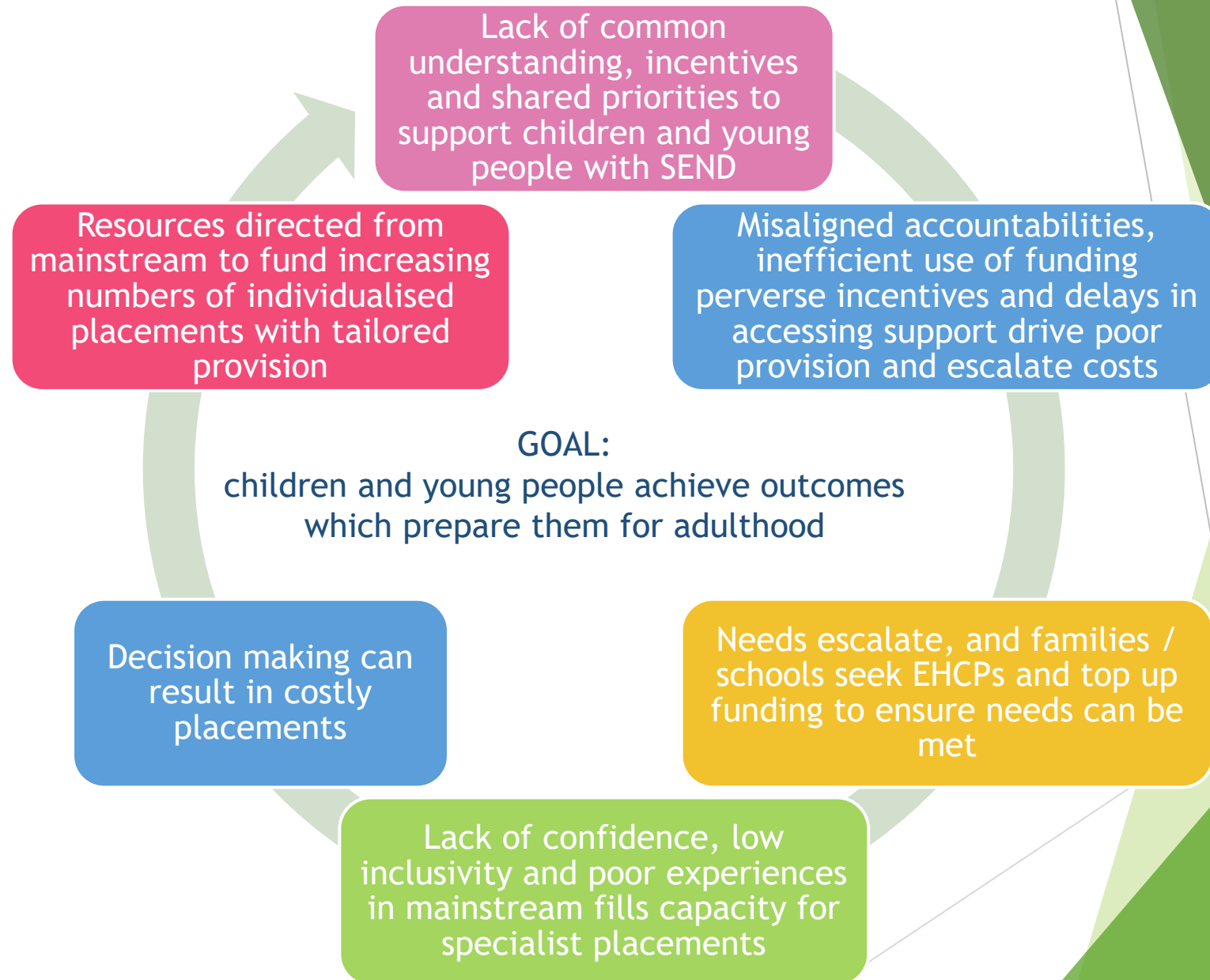
Health ICB reforms

Background to the SEND Review



- ▶ launched in response to growing frustration about the SEND system and to better understand children and young people with SEND and their families.
- ▶ sought to understand what was creating the challenges in the system and set out a plan for improvement.
- ▶ we have listened to hundreds of children and young people, families, teachers, and those working and local government.
- ▶ it became clear that alternative provision is increasingly a part of the SEND system. We therefore include alternative provision within the Review.

Analysis found that there is a vicious cycle operating in the system



The vision of the SEND and alternative provision green paper

- Create a more inclusive education system with excellent local mainstream provision
- Improve the outcomes and experiences of children and young people with SEND
- Ensure there is a strong specialist sector
- Have greater national consistency in accessing support.
- Ensure that the system is financially stable and delivers value for money



The green paper proposes to deliver an improved system in five ways:

Standards



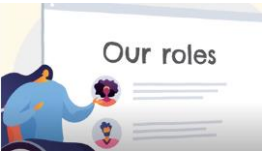
1. **Establish a national SEND and AP system** - with clear standards based on the evidence of what works - across 0-25 and across the spectrum of need, backed by clear processes.



2. **Building capacity in mainstream education** so all those working with children and young people with SEND have the knowledge and skills to do so.



3. **Appropriate and affordable specialist provision** for those who need it, including alternative provision. This should be high quality and close to home where possible.



4. **Clear roles, strengthened accountability and funding reform** so all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering them.



5. **Delivering change for children and families**
A delivery programme to stabilize the system in the immediate term and deliver the necessary culture change to build an inclusive system in the longer term.

What does the Green Paper mean for children and families ?

- ▶ Language of co production is strong with engagement on National Board and Local Inclusion plans
- ▶ Should be a more streamlined system
- ▶ More children should be supported in mainstream and be educated close to home
- ▶ Some concerns on rights approaches

What does it mean for health

Locally:

- ▶ Health core part of the SEND Partnership (LA level) and multiagency EHC Panels
- ▶ Designated Health Officer role to be developed - sit at system and place level, DCO/DMO ++
- ▶ (Every Integrated Care Board should have a named Exec Lead for SEND who sits on the board (*we're seeing Chief Nurse roles advertised now for ICBs with SEND a clear part of their remit*))
- ▶ Statutory Guidance on SEND for ICBs (Health & Care Bill)

Nationally:

- ▶ Health on National SEND Board
- ▶ National SEND Standards: how will health's role in diagnosis, early intervention and prevention be clear?
- ▶ Health workforce analysis

What the Green paper means for Social Care

- ▶ National SEND System
- ▶ Local SEND Partnership -
 - ▶ LA led rather than collective accountability?
- ▶ Standardised/digitised EHCP process (already implemented in Derby)
- ▶ Focus on mainstream - opportunity to pull in work on 'ordinarily available' social care provision e.g. proportionate pathways to short breaks

What does it mean for commissioning ?

- ▶ Move to ICB's
- ▶ Move to Regions group in DFE -new structure from Sep 2022
- ▶ Issues around low incidence/high costs needs
- ▶ Quality assurance of places and outcomes
- ▶ Complex children

Next steps

Consultation closed on 22nd July 2022

Government to produce a detailed delivery plan in the Autumn

Will be clearer on its response to Consultation

Timelines to implementation

Which areas legislation is required

In Derby we continue our improvement journey by doing things differently and better

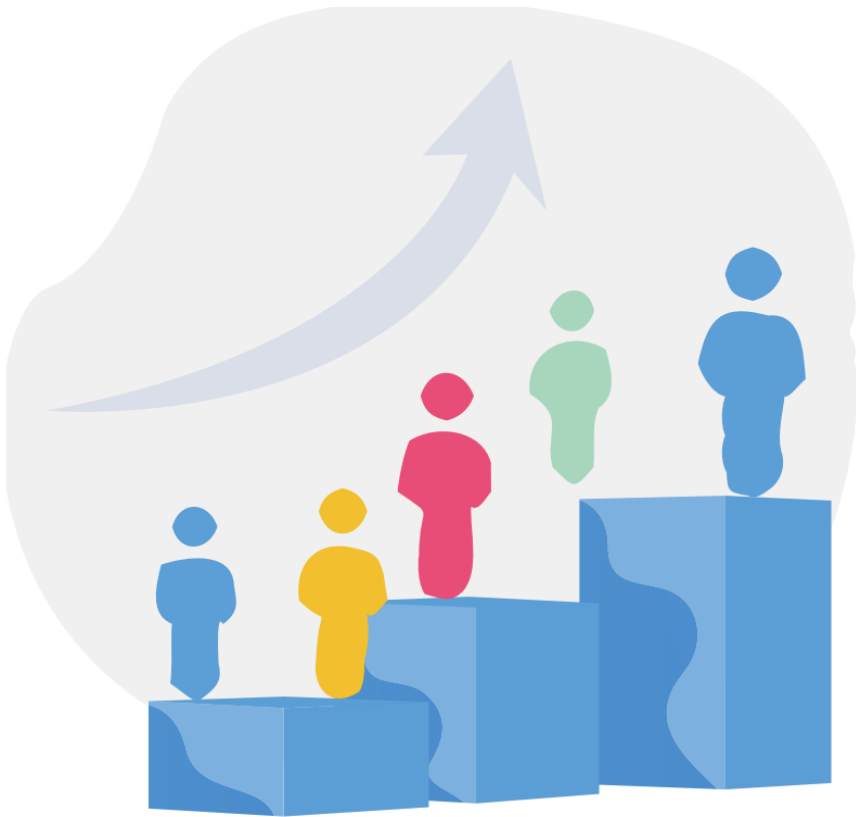
**Opportunity for all:
strong schools with great
teachers for your child**



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The Schools White Paper



- ▶ Published 2022- consultation ended in 2021
- ▶ An inclusive education system - "with excellent teaching and improved identification of need in inclusive educational settings, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom."
- ▶ The target - 90% of pupils to achieve the expected standard in reading, writing and maths at the end of Key Stage 2 by **2030**
- ▶ The Parent Pledge - if a child falls behind in the reading or maths, they will get the right support to get back on track
- ▶ Role of LA: at heart of the education system, championing all children in their area - especially most vulnerable
- ▶ How can we influence what happens in Derby?

Key Policy Objectives – White paper

1. An excellent teacher for every child



2. High standards of curriculum, attendance and behaviour



4. A stronger and fairer school system that works for every child



3. A pledge to parents that children who are behind in maths or English will receive evidence-based targeted support

1. An Excellent Teacher for Every Child

500k teacher training and development opportunities by 2024, including:

A new Leading Literacy NPQ

A new Early Years Leadership NPQ

A new SENCO NPQ (subject to consultation)

Up to £180m investment in development of EY workforce to support literacy and numeracy

A commitment to raise teacher starting salaries to £30k

Levelling up premiums to incentivise teachers to work in subjects and places where they are needed most

2. High standards of curriculum, attendance and behaviour

A new arms-length curriculum body, OAK national academy, that will work with teachers across the UK to co-create free, optional, adaptable digital curriculum resources.

Improved behaviour and attendance through:

- * a national behaviour survey
- * a new national attendance data solution
- * strengthened regulations to promote joint working between local services
- * funding for the Behaviour & Culture NPQ

A new national expectation for the length of a schools week.

3. Support for children who are behind in English or mathematics

A Parent Pledge that schools will provide evidence-based support for children falling behind in English or maths and tell parents about their progress

Up to 6 million tutoring courses by 2024 with action to cement one-to-one and small group tuition as permanent feature of our school system.

A secure future for the Education Endowment Foundation. EEF will be re-endowed with at least £100m, lasting for at least the next decade.

4. A stronger and fairer school system necessary improvements.

A clear role for every part of the school system, with LAs empowered to champion children's' interests and a new collaborative standard requiring trusts to work constructively with other partners.

Digital infrastructure investment, with all schools being able to take advantage of modern technology

DfE is consulting on 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.

A fully trust led system with a single regulatory approach. This will involve growing strong trusts and establishing new ones, including trusts established by LAs.

55 Education Investment Areas to increase funding and support to areas in most need, plus extra funding in 24 Priority EIAs facing the most entrenched challenges

DfE is engaging with
LAs to seek views,
develop policy and
determine how to
progress

10 -15
schools
and 7,500
CYP

EOI for a LA
MAT by end
of July '22

Policy
guidance
suggests

DfE want to expand
existing strong
MATs. DfE mapping
existing MAT
strengths

DfE aiming to
determine existing
MAT strength in
local areas circa 22
June

Some test and learn
pilots developed if areas
don't have sufficient
strong MATS

The background features a series of overlapping, semi-transparent green triangles and polygons of various shades, creating a dynamic, abstract geometric pattern. The colors range from light lime green to deep forest green. The shapes are layered, with some appearing more prominent than others, creating a sense of depth. The overall composition is modern and minimalist.

The End

Questions?