

## SEND Review

Key findings from the SEND review show that:

despite a more than 40% increase in high needs funding, local government spending is outstripping funding and the system is financially unsustainable

children and young people with SEND and those in AP have consistently poorer outcomes than their peers

there is inconsistency across the SEND system in how and where needs are assessed and met

### Chapter 2: A single national SEND and AP system

**An outline of what new national standards would cover, and how they would be delivered locally.**

There is a need for much greater consistency in how needs are identified and supported. Therefore, proposals include:

a new national SEND and AP system that will set national standards for how needs are identified and met at every stage of a child's journey

reviewing and updating the SEND Code of Practice to reflect the new national standards to promote nationally consistent systems, processes and provision



The proposals include:

- requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- requiring local authorities to create and distribute an AP-specific budget to ensure a service focused on early intervention
- building system capacity for all AP schools to be in a strong multi-academy trust or have plans to join or form one
- delivering evidence-led services based on best practice, and open new AP free schools where they are most needed
- developing a bespoke performance framework for AP which sets robust standards, re-integration into mainstream education or sustainable post-16 destinations
- developing a new performance table for AP schools
- delivering greater oversight and transparency of pupil movements including placements into and out of AP
- launching a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

## **Chapter 5: System roles, accountabilities and funding reform**

### **Ensuring there are clear roles and responsibilities, alongside funding reform and robust accountability across processes and procedures in the system.**

All contributors within the system need to be clear on their responsibilities, have the right incentives and levers to fulfil those responsibilities and be held accountable for their role in delivery.

The green paper therefore proposes to:

- deliver clarity in roles and responsibilities with every partner across education and equip them with the levers to fulfil their responsibilities
- equip the DfE's new Regions Groups to hold local authorities and MATs to account for delivery for children and young people with SEND locally through new funding agreements
- provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged
- introduce 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
- introduce a new national framework of banding and price tariffs for high needs funding
- work with local authorities, providers and stakeholders to establish whether changes to the

