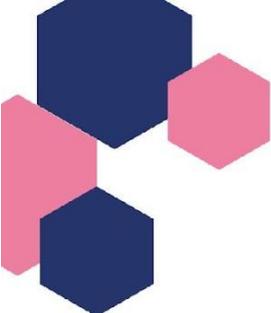


CHARTERED COLLEGE OF TEACHING
RESPONSE TO GREEN PAPER
CONSULTATION



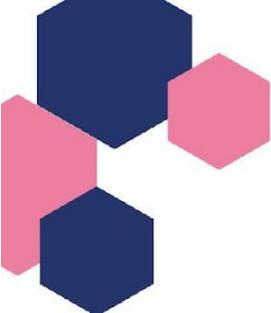
Chartered College of Teaching and the SEND Review

The Chartered College of Teaching is the professional body for teachers. Its role is to celebrate, support and connect teachers to take pride in their profession and provide the best possible education for children and young people. It is dedicated to bridging the gap between practice and research and equipping teachers from the second they enter the classroom with the knowledge and confidence to make the best decisions for their pupils.

Key points:

1. Many of the GP proposals deal with defining local SEND infrastructure, but much greater focus must be given, through the proposed national standards, to what constitutes a quality education for young people with SEND. The GP does indicate that quality of teaching is central to reform but makes no commitment to how this becomes reality.
2. The Chartered College believes a substantive investment in teacher development is needed to strengthen universal provision. We would like to see far greater emphasis on how teacher education, teacher development and teacher supply will be an investment focus, providing young people who need it most with access to the teacher time and expertise they deserve. Current evidence shows that young people with SEND experience considerably less time with a teacher than their peers without SEND¹.
3. The commitment of the SEND reform must be to meet children's needs rather than identifying the most cost-effective approach which inevitably leads to a one-size-fits-all approach.
4. The system must be designed to move away from using diagnostic labelling to determine pathways of support to an asset-based approach model, where individuals are able to build on their strengths (instead of focusing on what they can't do, talk about what they can do).
5. The Chartered College also recognises that existing legislation (the Children and Families Act 2014, the Equality Act 2010 and the Code of Practice) is not unsatisfactory. The implementation, funding and accountability across the system is. To this end, greater focus on implementation plans is needed.
6. The Chartered College asks the government to provide a costed delivery plan including a timeline. This plan must clearly set out the capacity within the current spending review period, and what will be required from the next spending review.
7. The Green Paper is silent on those young people not destined for further education, training or work. The heavy emphasis on educational and employment outcomes must recognise the need to provide the right outcomes, such as independent or supported living for those children and young people for whom employment and academia are not appropriate.

¹ Webster, R. and Blatchford, P. (2017) 'The Special Educational Needs in Secondary Education (SENSE) Study'.

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8. The Green paper is very focussed on schools and local authorities. It says little on health and care providers and commissioners. If we are to create a joined-up system, we must have clarity on what is expected from other key sectors and work together to achieve improvement.

Response to consultation questions:

Consultation Question 1

What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.

Our members believe nationally consistent standards with clear responsibility and accountability should be in place across education, health and care. However, these cannot be too specific or prescriptive if they are to be inclusive and relevant to all. There is a risk of greater inequity for those with the most complex needs.

Standards should clearly communicate principles and clear expectations of how we best support SEND. This can provide a means of guidance related to process and expectation – for example, the use of reasonable adjustments and support greater consistency across authorities can be achieved. However, the specificity of delivery needs to be decided locally.

Any use of standards should focus on wider preparation for adulthood outcomes rather than attainment measures.

Any introduction of national standards must as referenced above, include health and social care, rather than education only.

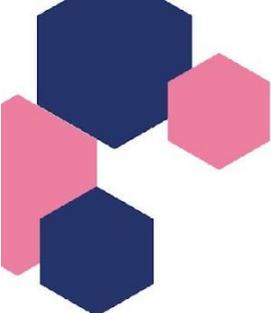
Standards need to be meaningful and achievable and be tied explicitly to accountability systems. The ambition of standards for SEND and inclusivity should be to offer flexible consistency.

Consultation Question 2

How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?

Partnerships should include SENDCOs and children and young people with direct experience of the SEND system. It is important to allow for local flexibility alongside core consistency. Place and locality is of significant importance and these partnerships must have agency to represent their communities appropriately.

To be effective, SEND partnerships must have the ability to hold partners to account to deliver on shared areas of work to support the needs of children and young people.



Consultation Question 3

What factors would enable local authorities to successfully commission provision for low-incidence high-cost need, and further education, across local authority boundaries?

Share responsibility and accountability for young people across local authorities.

Currently the SEND area reviews by CQC/Ofsted and Ofsted school inspections do not inform each other. This is a strategic oversight and a definite weakness in terms of what can be learnt by the local area about how to improve the lived experience of young people with SEND. There must be a better holistic review of provision facilitated by these two inspections.

Consultation Question 4

What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?

EHC plans need to be living documents.

They must be both accessible and agile. Some are too long and quickly become obsolete as a shared communication and progression tool.

Training on co-development of plans should accompany any reform or reboot. Personal progress needs to be emphasised in any EHC plan.

More involvement from classroom teachers in addition to SENDCOs and specialist advisors.

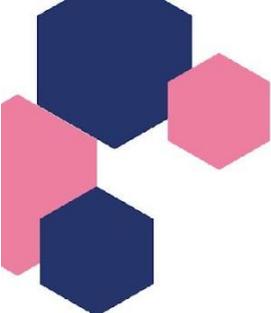
Careful assessment of any technology is required to maintain the right balance of accessibility, safeguarding and privacy.

Consultation Question 5

How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents' confidence in the EHCP process?

Our members recognise the importance of parental choice. It is also essential that schools are part of this process and that the school offer and current capacity are openly considered when looking at the best placement for each child. This cannot be a process that is merely about convenience or saving money.

Full placement lists should provide key placement information and be presented consistently across authorities. This requires SEND Officers in the Local Authority to have a level of knowledge and expertise.



Consultation Question 6

To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?

(Disagree)

Mediation is a good idea in principle; however, its impact is dependent upon the whole system functioning effectively. Mediation risks becoming a default delay barrier and simply building long-term cost and frustrations as pupil and parent needs fail to be addressed early.

The Chartered College believes this proposal may not lead to better outcomes for children, families or schools and risks further systemic delay and frustration for parents and professionals in accessing the necessary resources appropriate.

An improved system in practice would require the following:

- Decision makers to be present at mediation.
- Tight time frames to be maintained.
- Capacity of all relevant parties would need to be guaranteed. School leaders, SENDCOs and clinicians are already stretched, and this would add further pressure and cost.
- Highly trained mediators would need to be recruited and developed. Is this the right focus for an underfunded SEND system?

Significant investment in mainstream inclusion must be the priority.

Consultation Question 7

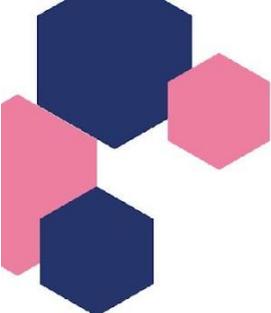
Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people's education back on track?

Yes, but it is worth noting that far more can be done to get young people's education on track in the first place:

- Significant investment in schools and their SEND provision (beyond that currently outlined in the proposals) can have a profound and positive impact on the number of tribunals.
- Significant funding is needed to strengthen recruitment and retention of early years staff, SENDCOs, TAs, therapists and Educational Psychologists.
- Training and development to build the confidence and competence of the workforce in relation to SEND and inclusion.
- A bigger and better capital investment programme – current proposals for building special schools and refurbishing mainstream provision are insufficient to meet current demand and we know demand for SEND places is growing.

Consultation Question 8

What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?



The 2020 research conducted by the Education Policy Institute suggests qualifications of Early Years practitioners matter in the outcomes of the young people they teach. The current shortage of EYFS practitioners is a concern and the proposals in the GP for an additional 5,000 level 3 practitioner training places are simply inadequate to meet sector needs.

The Chartered College is concerned that due to the lack of health visitors, the expectation is that level 3 practitioners are asked to perform two-year checks without the requisite expertise or leverage required to define the development needs of a child aged two.

We propose the government undertake a rapid review of current provision to understand what is working and what the barriers are with a view to increasing the current commitment to EYFS in the GP proposals. EYFS pay is certainly impacting recruitment and retention for the sector.

This rapid review must be a collaborative endeavour involving health and family hubs. Improvements should ensure processes are joined up, so children do not fall between gaps and that there is a joint understanding of a child's needs across education and health services. Provision of face-to-face support for families and clear guidance on how to approach and support those families and involve them in education from the earliest stage.

Consultation Question 9

To what extent do you agree or disagree that we should introduce a new mandatory SENCO NPQ to replace the nasenco? (neither agree/disagree)

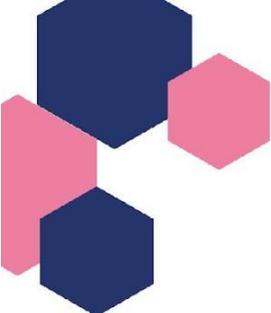
We agree that quality training is important for all SENCOs. A leadership development programme as part of the NPQ suite is a helpful step identifying the strategic role a SENCO must play within a school. We would, as with other NPQs and the NASENCO award, recognise this for credits towards Chartered Status for teachers and leaders.

New SENDCOs will need to understand both the operational and strategic demands for SEND provision and pedagogy.

The SENDCO plays an increasingly critical whole-school role and requires seniority, administrative support and protected time. It is important that the emphasis on SEND being everyone's business is maintained and all teachers understand their responsibility, not just the school SENDCO.

The Department for Education must take this opportunity to align SENCO training with professional development for all staff. The Chartered College understands this area deeply and would consider developing, for example, a certification for adaptive teaching, with credits towards Chartership, to offer stronger universal provision and support the ongoing development of an adaptive curriculum.

Training should also be provided to LA officers who coordinate EHCPs and carry out highly responsible liaison work with parents, schools and specialists.



Consultation Question 10

To what extent do you agree or disagree that we should strengthen the mandatory SENDCO training requirement by requiring that headteachers must be satisfied that the SENDCO is in the process of obtaining the relevant qualification when taking on the role? (disagree)

We endorse working towards relevant qualifications but disagree that piecemeal criteria for SENDCO requirement is in any way sufficient. We would caution against rigidity of timings when recruitment and retention to the SENDCO role is so challenging.

Within one year or eighteen months of taking the post is, we would suggest, a more realistic goal and supportive of meeting the SENDCO's own needs for training and development.

It is also important to build a commitment of time for a member of SLT into aspects of the SENDCO training, particularly where the SENDCO is not a senior leader. The school signs up not just the SENDCO. This means the whole school commitment and endeavour to SEND being everybody's business is supported by the SENDCO training.

Overall, improving the quality and depth of SEND in ITT programmes is one of the most constructive steps that could be taken to ensure teachers are equipped to teach all learners from the start of their careers. SEND must be built into ITT from the beginning.

Consultation Question 11

To what extent do you agree or disagree that both specialist and mixed mats should coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT. (neither agree/disagree)

Our members believe the expertise of teachers and leaders in specialist settings can be and should be a great source of support and learning for mainstream SEND practice.

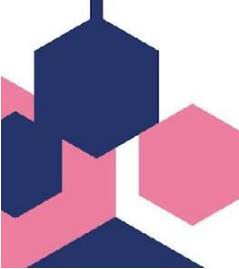
There is no evidence that requiring special schools or AP to join mats will improve pupil outcomes or improve issues of staff retention and expertise.

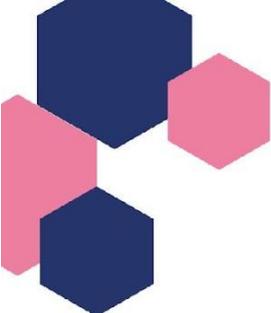
What is crucial is to ensure trusts do not establish or adopt AP in order to segregate pupils deemed 'too difficult' from mainstream education and peers.

Clear roles and responsibilities as well as clear principles of inclusivity are key to appropriate use of AP.

Consultation Question 12

What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported





to achieve an apprenticeship, including through access routes like Traineeships?

Extend internship programmes to support more young people with SEND to find work and provide a greater variety of employability pathways that can be accessed by the diverse group of young people with SEND.

Employability programmes must be tailored to individuals and have high expectations of a fully supported working week wherever appropriate, not a one-size-fits-all for those with SEND.

A national programme for employers, providers and government to increase awareness of SEND employability opportunities and increase understanding of simple reasonable adjustments that can be put in place.

Support employers to look beyond qualifications to what other skills someone with SEND can offer a workplace. Remove the barriers for maths and English qualifications for people with SEND, including those with SEND support, who are so often overlooked and struggle to participate in the workplace.

Establish quotas for large companies to employ young people with SEND, including local authorities who should lead by example in employing more young people with SEND.

Provide young people with guidance through the transition process with wraparound support about what to expect from employment and how to get into employment, including life skills and informal education.

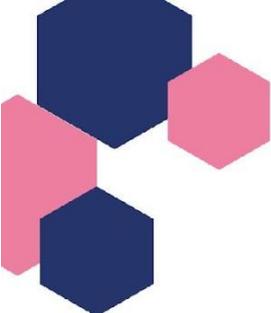
Support colleges to deliver flexible provision to meet individual needs particularly those achieving at entry level and to link this in with employers' needs.

Where are the opportunities for young people with SEND to live, study and work away from home? This is a huge provision gap and increases the dependency of young people with SEND and reduces their opportunities to socialise and learn how to be independent from their family.

Consultation Question 13

*To what extent do you agree or disagree that this new vision for alternative provision will result in improved outcomes for children and young people?
(Neither Agree/Disagree)*

Members of the Chartered College tell us they believe AP can play a more innovative and developed role across the system, particularly in strengthening the capacity of mainstream schools to support young people with SEND, but this needs to be made practical and reality.



As one member put it 'Yes, the education system should be joined up. AP shouldn't be a bolt-on, it should be a valued and integral part of the support offer'.

Some of our members see AP specialists supporting schools to develop their SEND expertise and work with mainstream schools to enable the setting up of resource bases, etc. SEMH provision is particularly short of resource in mainstream schools.

AP can offer strategic outreach and collaborative working to strengthen mainstream SEND and inclusive practice should be a priority of any AP reform. *'I see most value in helping all schools support SEND needs as there is such a range and depth, and AP should include provision within schools as well as separate settings'.*

We agree sustainable funding for AP is required to support planning and delivery.

New vision for AP must be predominantly about strengthening mainstream capacity to work better with their pupils rather than being a convenient solution to meeting pupil needs that has the effect of increased demand for AP placements.

Consultation Question 14

What needs to be in place in order to distribute existing funding more effectively to alternative provision schools to ensure they have the financial stability required to deliver our vision for more early intervention and reintegration?

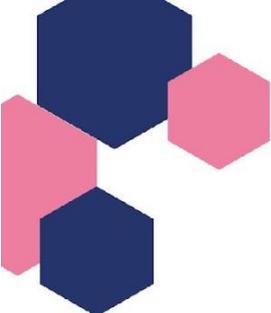
There are two distinct issues that need to be addressed: adequacy and certainty. The current system is a reactive short-term funding model, which is neither certain nor adequate. A proactive long-term funding model is needed. AP requires a stable funding model which supports ongoing investment and development. A three-year rolling settlement for AP would help with this. However, we see a significant challenge in enabling this as LA settlements are made annually.

AP funding must align to the institution and its function, not to each child. This is the only way to ensure that AP settings can adequately plan and deliver their function.

Flexible funding is needed to enable different types of alternative provision to be created.

A new funding model will provide an opportunity to pool resources across schools, in terms of expertise and funding. Models of best practice should be developed.

Consultation Question 15



To what extent do you agree or disagree that introducing a bespoke alternative provision performance framework, based on these five outcomes, will improve the quality of alternative provision? (neither agree/disagree)

The Chartered College believes there are useful recommendations made by the Centre for Social Justice 2020 report, [Warming the Cold Spots of Alternative Provision](#). The ‘development of a set of national benchmarks tailored to AP schools that take into account their specific context and challenges... must be designed with the purpose of enabling AP schools to improve, raise standards, and learn from one another, but must under no circumstances create a high-stakes accountability system for AP’.

Reintegration is not always an indication of progress or the best choice for a young person. Often family complexities have not changed, which can lead to the child needing further support in future, and perhaps another period in an AP setting. This does not necessarily mean that the AP is not successful, nor that the mainstream setting is not fully inclusive.

Consultation Question 16

To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of alternative provision? (agree)

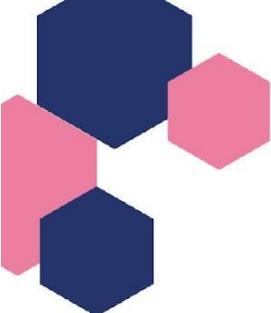
The Chartered College welcomes this transparency as our members have concerns about illegal off-rolling and recognise the growing evidence of pupils being ‘[pushed around the system on an industrial scale](#)’. We would like to see this data tracking being used to inform local planning and commissioning too.

A clear framework for all is needed to support consistency and equal opportunities access.

Consultation Question 17

What are the key metrics we should capture and use to measure local and national performance? Please explain why you have selected these.

- Greater emphasis should be given to child-focused, outcome-based measurements linked to preparing for adulthood. Less emphasis should be given on purely academic measures.
- How well/easily families have navigated the SEND system needs consideration – for example, have practitioners been involved at the right time and are families receiving the information and guidance they need. Other suggestions include:
 - Increased percentage of CYP in mainstream
 - Exclusions data
 - SDQ
 - Health and social care outcomes are met
 - Identify % of EHCP that have multi-agency involvement and been co-produced from identification of need

- 
- Measures of well-being for CYP – connectedness and belonging because this links to achievement and staying in school
 - NEET versus employment data
 - Parental and community satisfaction surveys.

The metrics should be shaped to accommodate the population the school serves. In a special school it might be:

- Schools offering a range of curricula
- Staff per population (metric for LA performing makes areas comparable).

Consultation Question 18

How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?

The risk with consistency is how it is defined. If the first objective for consistency is a one-size-fits-all approach that is financially sustainable, any system that is providing for nuanced needs of young people will struggle.

The framework must have the flexibility to take account of an enormous range of cases and co-morbidities that become more and more dependent on medical validations.

Improved communication and information across the banding systems so families can understand resource allocations is critical.

Consultation Question 19

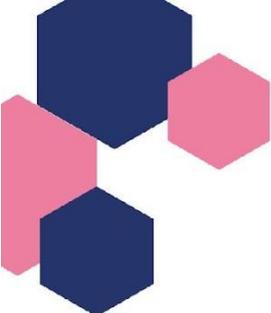
How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?

The Green Paper proposes a National SEND delivery plan. A key failing of the 2014 reforms was inadequate planning and focus on how the reforms would be implemented. For example, because of the focus on gathering data on the conversion of statements to EHCP, this became the objective of the reforms.

We welcome the role of a new national SEND Delivery Board to oversee this process, but recommend that detailed understanding of why the previous reforms failed would be valuable to prevent future failure. The structure and independent QA established by the board should also not allow for conditions where participants ‘mark their own homework’.

It is important to work together at a national level as well as locally. Any new National SEND Delivery Board should work in partnership with the Chartered College.

Health must play a central role in planning and development as well as governance and must be well represented on the SEND Delivery Board.



Consultation Question 20

What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?

Full partnership with health is needed if these proposals are to be successful. Currently the GP proposals imply health involvement is a bonus rather than core to the strengthening of the SEND system.

Significant investment in developing teacher confidence and competence.

Professional development that is sustained, where consideration of how SEND pupils learn permeates all manner of professional learning, is essential.

Implementation must be both a national and a local endeavour. The Department for Education must enlist the support of schools, parent organisations, charities, professional bodies and Local Authorities to champion change.

Accountability is key; schools must be rewarded for their inclusivity.

Consultation Question 21

What support do local systems and delivery partners need to successfully transition and deliver the new national system?

Additional funding to implement proposals whilst supporting ongoing demand which continues to rise within the sector.
Ringfenced budgets for SEND.

Clear guidance regarding national standardisation, expectations, and time frames.

Further support needed with funding and long-term planning. There is no budget for SEND within health, this needs to change.

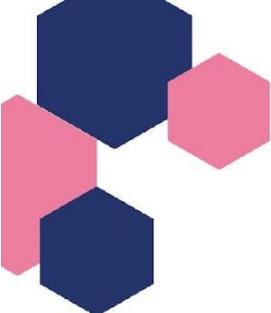
Staff training is required to support the withdrawal of SEND support at the right time.

SEND awareness training for all new recruits to services within the SEND partnership.

Allocated time for SENDCOs to disseminate training and information.
Waiting lists to be given ratings of need through a triage mechanism that allows for an urgent need, lower-level need or rejection without assessment approach.

Consultation Question 22

Is there anything else you would like to say about the proposals in the green paper?



There is simply not enough focus in the Green Paper on ITT or the ECF on how to embed inclusive practice, fundamental to improving the quality of school experience of children and young people with SEND in education.

The emphasis on quality-first teaching must also be balanced with recognising that schools need input from specialist services.

Waiting times for assessment and diagnosis need to be reduced.

There is no consideration of the numbers of support staff required.

The proposals rely heavily on schools being able to offer better universal provision through adaptive teaching and the use of reasonable adjustment yet there is very little to explain how this will be achieved.

The process of building teacher confidence and competence needs a fully developed plan that links to strengthening inclusive school cultures.

There should be an action plan for strengthening mainstream universal provision and quality teaching that is central to any updated proposals shared with the sector in the autumn term.

Some members have highlighted the focus on low attainment rather than a recognition of the wide ability range that reflects those young people with identified SEND. This should not be forgotten.

The proposals give very little attention to the huge challenges experienced by children and young people with SEND in Early Years and FE.

To deliver 'timely and effective access and support' additional health resources and services are needed. These must be part of the long-term plan.

Recruitment of therapists and Educational Psychologists as well as school nurses and health visitors need to be specified in terms of what is needed, not what is available.

The proposals need to address directly the recruitment and retention issues that are impacting schools. Most significant is TA recruitment and the shortage of therapists and Educational Psychologists. A long-term strategy to address these is essential.

Training and professional development programmes from initial university training for teachers, social care and health needs to include SEND in the curriculum to ensure that SEND is built into the curriculum and not bolted on.

There needs to be greater emphasis on strengthening adaptive teaching and ensuring all teachers have the professional capacity and competence to teach all children.