

# Schools White Paper/SEND Consultation Digest

# Schools White Paper



# SEND Consultation Document/Process

- A future where every child can achieve and thrive in school and beyond – a call to parents, schools, local services and everyone working with CYP
    - Standards and Inclusion two sides of same coin
    - Ambitious for closing disadvantage gap
    - Belonging and engagement
    - Long-term vision for children and families, aligned with NSE Class of 2040 vision
  - **3 key shifts**
    - **Narrow to Broad** (curriculum and enrichment reform)
    - **Sidelined to Included** (standards and inclusion together; SEND reform)
    - **Withdrawn to Engaging** (academic excellence, closing disadvantage gap, pupil engagement, parent-school contract)
  - **3 core foundations**
    - **Developing high-quality staff** (leader and teacher development, recruitment and retention)
    - **Collaboration between schools** (All schools into a trust, incl. ability of LA to set up trusts, MAT inspection)
    - **Enabling innovation** (RISE school improvement, use of technology/AI, test/learn/grow opportunities)
  - Phased implementation over 10 years, with some new investment (approx. £4bn re: SEND/Inclusion)
- 12-week consultation process
  - Consulting on all the reforms proposed in the SWP plus...
  - Consulting on wider reforms for 0-25 (both **within and beyond** the schools sector, including early years, FE, HE, wider services around children)
  - NSE response will seek to involve DBEs, DDEs, MATs, School Leaders
  - Significant opportunity for engagement with Ministers both at executive level and through the House of Lords



# #1 The Big Vision – A happy childhood in which every child can achieve and thrive school and beyond

## Big Vision

- Preparing children to thrive in a rapidly changing world
- Children thrive when the love and support they receive at home is built on by a stretching, enriching and inclusive school experience
- High standards and inclusion are two sides of the same coin
- Rebuilding public services to support healthy, happy childhoods
- A partnership between all those with responsibility for children (incl. parents, schools and local services)

## Core priorities

- Strong foundations of knowledge, but also active participants in learning
- Deeper sense of belonging for children
- Ambitiously closing the disadvantage gap for attainment, engagement and attendance

## Measuring Impact

- Key impact metrics from EYFS to Key Stage 4
- New measures for belonging and engagement
- 6500 more teachers in secondary, specialist schools and FE colleges
- Improvements in attendance to 94% overall
- Inclusive mainstream alongside high-quality specialist SEND provision
- Broad curriculum plus a new enrichment entitlement



## #2 From Narrow to Broad – a rich and broad school curriculum and new enrichment entitlement

- A revised curriculum that builds knowledge and skills, enrichment opportunities for all children and strong transitions between phases, further education and work
- Strengthening partnerships between schools and nurseries
- Accessing and developing excellence at Key Stage 3
- Taking forward the recommendations of the Curriculum & Assessment Review
- An enrichment entitlement for every child
- Encouraging breadth through reforming Progress 8 measures
- Stretching horizons and broadening opportunities through improving careers programmes



## #3 From Sidelined to Included – high standards and inclusion together, including SEND reform

- Targeting deprivation funding by revising approach to PP and National Funding Formula
- Two place-based missions – North East and Coastal – raising aspirations/common approach to shared challenges (still TBC where ‘Coastal’ is)
- Delivering inclusive mainstream education, including new £1.6bn Inclusive Mainstream Fund, and tiered support – Targeted, Targeted Plus and Specialist
- Introduction of ISPs (Individual Support Plans) for all children with SEND
- Expanding access to multi-agency support in mainstream through new £1.8bn Experts at Hand service (incl. for example Ed Psychs and Speech and Language Therapists)
- New Specialist Provision Packages for children with most complex needs (forming the basis of future EHCPs)
- £3.7bn investment in buildings/school inclusion bases (including one in every secondary school)



## #4 From Withdrawn to Engaged – partnerships with parents, engagement, attendance and behaviour

- New pupil engagement framework – developed with input from children, parents and schools
- Establishing new minimum expectations for home-school relationships, including an improved complaints service
- Improving attendance and behaviour rapidly – through Attendance and Behaviour Hubs
- New school profiles to give parents a rounded picture of their child's education – with all information in one place



## #5 – Support and investment in staff – supporting, empowering and investing in high-quality expert leaders, teachers and support staff

- Delivering 6500 new teachers across schools and colleges – with a clear delivery plan to achieve this
- Improving maternity pay for teachers and leaders to 8 weeks (doubled from 4)
- £200m investment in SEND/Inclusion training for teachers and leaders in mainstream settings
- Supporting Excellence in Leadership through a revised coaching offer and a new place-based Headteacher Retention Incentive of £15k
- Working in partnership with the profession through the IET (Improving Education Together) Board – of which NSE is a core member



## #6 – Collaboration between schools and other partners – schools as anchors in communities, collaborating with each other and across public services

- Moving to all schools being part of school trusts (including LA or Area Partnerships being able to establish MATs)
- Prioritising quality over pace – recognising each area is at a different stage of collaboration – including removal of Advisory Boards, and regional collaboration planning, involving all DBEs for the first time
- Piloting and embedding MAT inspection (including versions for Section 48 SIAMS) – to be piloted from January 2027
- Clearer lines of accountability for local government (including health) for delivery of high-quality outcomes for children



## #7 – Enabling innovation and ambition – building from best practice and inviting innovation from across the sector

- Further embedding of RISE School Improvement work and targeted support programmes
- A new set of ‘test and learn’ challenges – bringing together schools with shared needs to generate innovation together
- Realising opportunities presented by AI, technology and data – safe tools for improving T+L and curriculum delivery
- Building a stronger, more nuanced accountability system giving schools and trusts the clarity they need to improve



# Potential Discussion Questions for NSE/DBE leaders

- To what extent does the language of ‘achieve and thrive’ align with ‘flourishing children’ and how might we collectively build on our 2023 document – Our Hope for a Flourishing Schools System?
- The longer-term vision of the SWP aligns very strongly with the ‘Class of 2040’ narrative of ‘Flourishing Together’ – how might this affect vision/strategic plans for NSE/DBEs?
- The SWP outlines rightly ambitious metrics for narrowing the disadvantage gap – what does our data currently look like and how could we improve where required?
- What would genuine collaboration on ‘all schools into a trust’ look like, and how can we implement our strategies? What support do we need from government to enable this?
- What is our individual/shared response to the SEND consultation going to be, and how do we best feed into this consultation across the NSE/DBEs?
- How actively involved are our DBEs in local/regional SEND & Inclusion provision/development? How might we strengthen this?
- How might the AI/Small Schools Project be an already developing example of the kind of ‘test/learn’ projects the government is seeking?
- How can we collectively play our full part in the delivery of the teacher/leadership development offer outlined here through collaborative partnerships across the country?

