

As part of the Department for Education’s *Every Child Achieving and Thriving* white paper, the **SEND Reform: Putting Children and Young People First** document sets out government’s vision to **transform the Special Educational Needs and Disabilities (SEND) system**, placing emphasis on embedding **earlier, more flexible and more comprehensive support in mainstream school settings**.

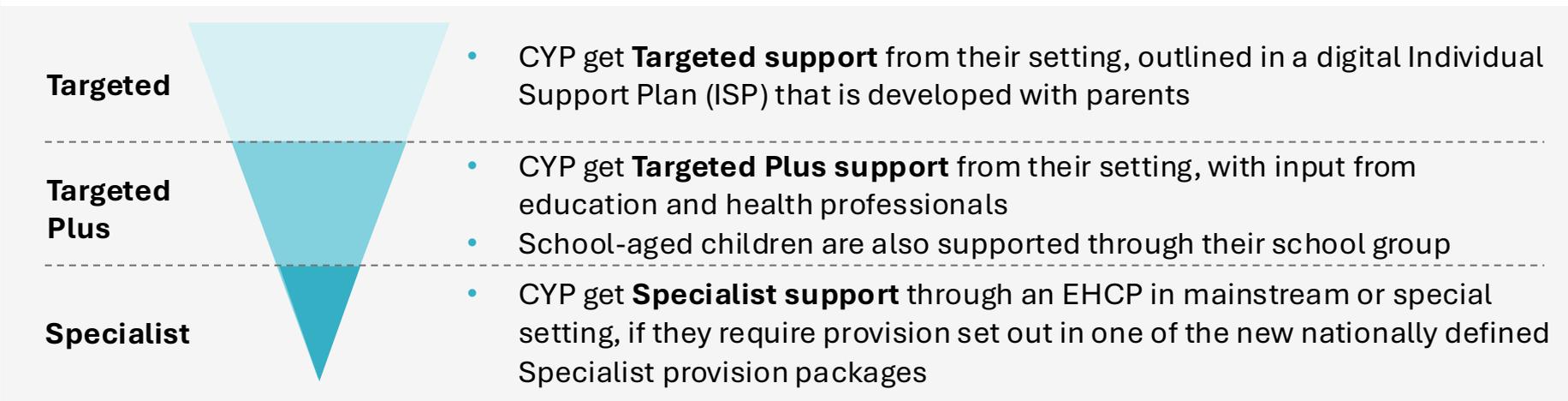
The reforms aim to ensure inclusive education for all children, with children and families actively involved in decision-making processes. They also promote **shared responsibility for children’s outcomes across local partners** through new partnership models.

Five revised reform principles underpin the proposed changes :

- 1. Early** Children and families should receive the support they need as soon as possible, with a quick response to changing needs
- 2. Local** Children and young people (CYP) with SEND should be able to learn at an education setting close to their home alongside their peers
- 3. Fair** Every education setting should be resourced and able to meet common and predictable needs without parents having to fight to get support for their children
- 4. Effective** Reforms should be grounded in evidence, ensuring all education settings know where to find effective practice that has excellent long-term outcomes
- 5. Shared** Education, health and care services should work in partnership with one another, family hubs, local government, families, teachers and others to deliver better outcomes

Structures of support

A **strong universal offer of high-quality teaching and support for all** (early years to 25) is critical to integrating the SEND system within the mainstream system in order to provide earlier support. The universal offer must ensure **high-quality adaptive teaching methods, early support, and opportunities for growth for each child**. For CYP needing additional help to access education, **Targeted and Specialist support** will be provided:



 Experts at Hand	More opportunities for health professionals to work directly with school staff and children as needed. £1.8bn will be invested over three years to improve access to health professionals such as speech and language therapists (SLT)
 Individual Support Plans (ISPs)	Nurseries, schools and colleges will have a statutory duty to record and monitor SEND and provision in an ISP . ISPs will capture barriers to learning, day-to-day provision, any reasonable adjustments, and intended outcomes
 Specialist Provision Packages	Children with the most complex needs will receive comprehensive, evidence-based packages of support, forming the basis for future EHCPs . These set out the specific interventions, resources, and standards required to support them

Funding and investments

The reforms will be supported by various investments over the next three years, including:

- **£3.7b** to create new places in Inclusion Bases in mainstream settings, make buildings accessible and create new special school places
- **£1.8b** for Experts at Hand: offer expert advice and services from education (£800m) and health professionals (£1m) into mainstream schools
- **£1.6b** Inclusive Mainstream Fund to upskill mainstream schools and other education settings to deliver an improved inclusion offer
- **£200m** in national training package to upskill education staff on SEND
- **£40m** to grow the educational psychology and SLT workforce
- **£200m** for every Best Start Family Hub to have a dedicated SEND practitioner
- **£15m** on building evidence-based National Inclusion Standards that set out SEN support that should be available in every mainstream setting