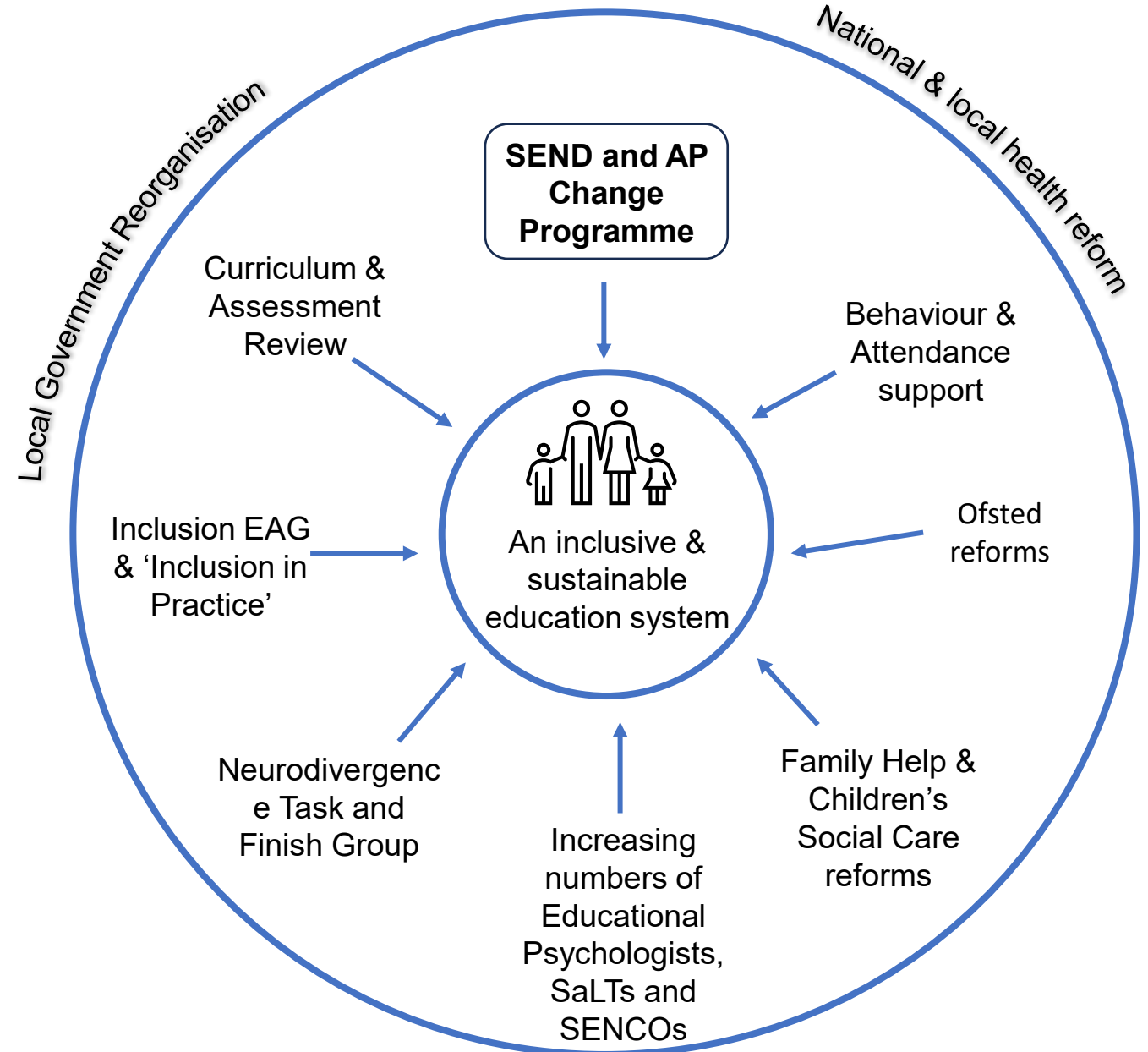


# Creating an inclusive & sustainable national system

- The Change Programme will continue to work in parallel with other DfE programmes to deliver the change that is required to improve outcomes for children within a financially sustainable system.
- By testing and refining key SEND and AP reforms, the Change Programme seeks to understand what it takes to deliver these as a complete system, across different local areas, highlighting any unintended consequences.
- We also recognise your wider context is one of considerable change for local authorities and key partners such as Health.



# Critical shifts to enable inclusion & sustainability

We want to shift the focus of local systems towards greater inclusion, using available resources more effectively across partners and between settings to identify and meet needs in mainstream education.

## To move from...

**Fragmented local landscape of provision** for inclusion across education, health and local authorities

**Reliance on statutory assessments and referrals** to specialist services to access support

**Lack of confidence** among parents and settings that special educational needs can be met within mainstream

**Lack of capacity and support** within the mainstream workforce to meet needs inclusively

**Unsustainable pressure on High Needs funding** and conflict between partners about how to prioritise funding



## Towards...

**More joined-up provision** that responds to local needs and reflects a more consistent national approach

Greater capacity for prevention, early identification and intervention to **avoid needs escalating**

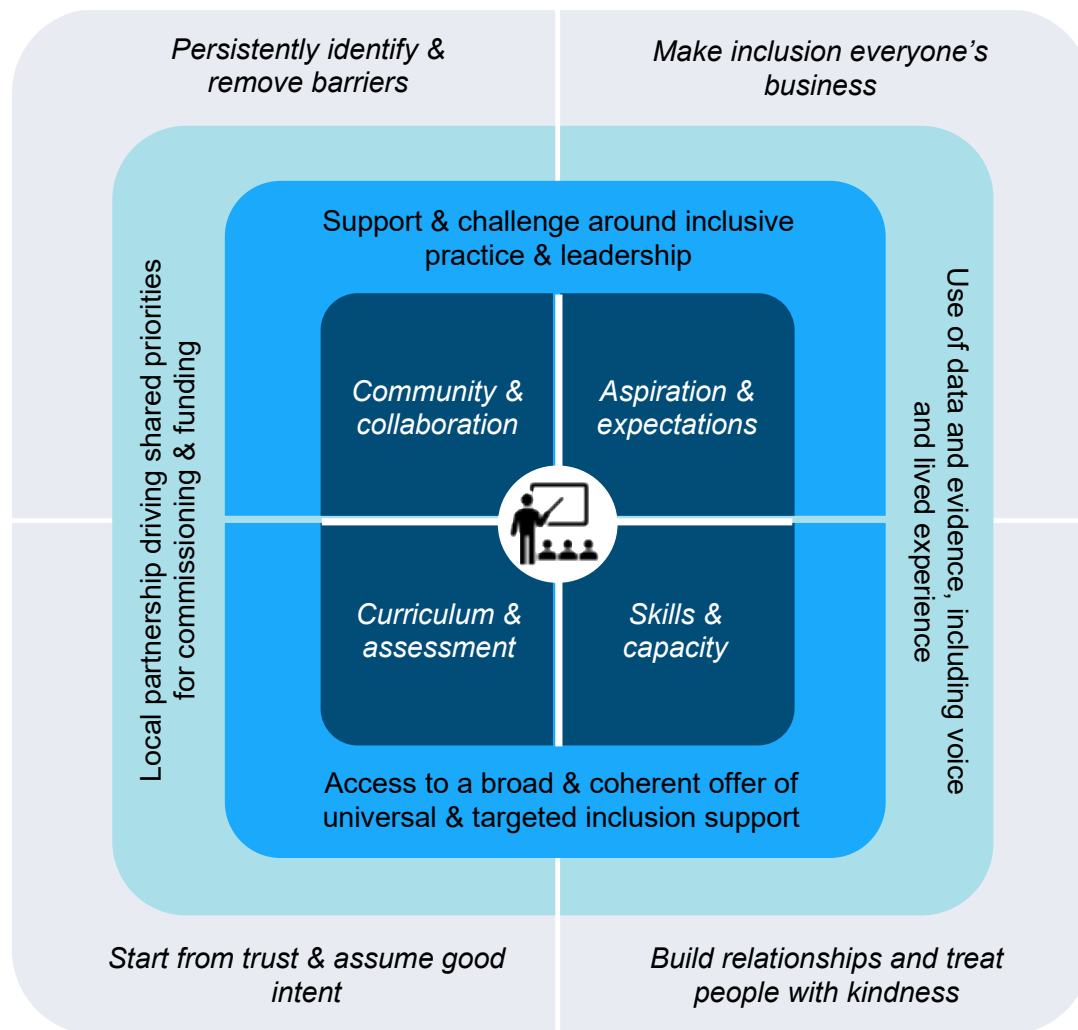
Consistent and comprehensive offer of support for inclusion that is **valued by settings and has confidence of families**

**Upskilling mainstream staff** to be able to identify needs and suitable interventions, including by utilising specialist workforce differently

**Better use of resources across local areas**, with investment in earlier support and targeted intervention

# The building blocks of an inclusive system

## 'Working model' of an inclusive system



## Layers of the model:

**Inclusive settings & providers** – moving all settings and providers towards a shared understanding and consistent practices around inclusion

**Structures & services to strengthen inclusion** – improving collaboration between settings and with specialist services available locally to build universal and targeted capacity

**System leadership & local partnership** – putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up

**Consistently inclusive culture & behaviours** – shifting mindsets through practical actions and shared accountability towards a system that works for children and families

# Bringing together support & services for inclusion

Our nine Change Programme Partnerships will work together across local areas to test how they can strengthen inclusion across their education settings through a Local Inclusion Support Offer. Within this there are specific areas that DfE are funding local areas to develop consistently.

## Local Inclusion Support Offer prototyping

Local areas will create an inclusion support offer that creates or strengthens provision to bridge the gap between mainstream settings and specialist placements and services. Initially available to Early Years and Mainstream Primary and Secondary Schools, could also include Further Education settings. This service will improve whole-setting approaches. Settings will be equipped to provide a more inclusive and accessible offer, and CYP will have swifter access to specialist interventions where required.

### Use of Alternative Provision

This includes:

- Remodelling the use of Alternative Provision into a **3-tier model** of targeted interventions and ensuring **quality & value for money** of AP
- Testing the **Alternative Provision Specialist Taskforce** approach to multi-disciplinary support to schools.

### Specialist capacity within mainstream

This includes:

- Pilot sites for **Early Language Support for Every Child** to access universal & targeted speech & language support in EY and Primary
- Pilot sites for **Programme for Inclusion of Neurodiversity in Schools** improving awareness & support

### Extending mainstream practice & provision

This includes:

- LAs working with schools to expand the use of **Assistive Technologies**
- More coordinated local approaches to expanding **effective models for SEN Units or Resourced Provision**