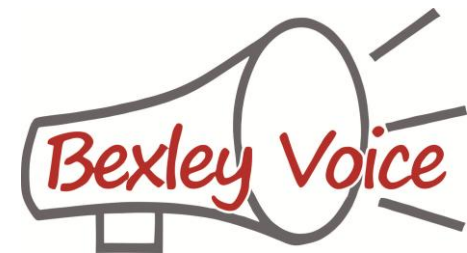


Support • Inform • Signpost • Empower

The Schools White Paper and SEND Reform Consultation April 2026

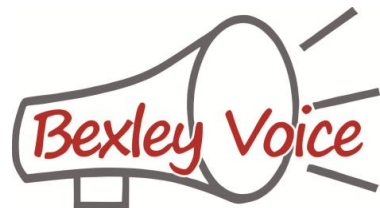
Overview and Purpose of this workshop:

- ❖ Bexley Voice are a Parent Carer Forum. PCF's feed into the National Network of PCF's and we will collate your views and collate this into a regional response to the consultation, as well as assist to provide your individual responses directly to government.
- ❖ We will cover all 39 questions that are being consulted.
- ❖ We aim to make the consultation accessible to all and use our Bexley Voice ethos to support, inform signpost and empower parent carers on this paper.
- ❖ As a PCF we are neutral body. We will not align with the Local Authority's views nor endorse any campaigns or protests. Our aim is to share information and facts with you and provide the avenues of how you can have your views heard.
- ❖ Provide you with What Next steps.



Contents:

- What are the Schools White Paper and SEND Reform Consultation?
- The timeline for reform – *Points to remember too*
- Key themes of SEND Reform The universal offer – making mainstream inclusive for all
- Layers of support for children and young people with SEND
- Targeted/Targeted Plus Support
- Specialist Support
- Education, Health and Care Plans (EHCPs)
- Placements for children and young people with SEND
- Accountability and Redress
- Legislative Change The Early Years
- Funding
- Working in Partnership
- Additional Questions
- Responding to the consultation
- Making your voice heard – What's Next?
- Additional points of consideration
- Additional Reading



Key Facts: Schools White Paper & SEND Reform Consultation

- The **Schools White Paper** (SWP) is called *Every Child Achieving and Thriving*. It sets out what the Government *will* do. The only aspects of the SWP being consulted on relate to SEND reform (pages 47-59)
- **SEND Reform: Putting Children and Young People First** is a consultation document. It gives more details about proposed changes to SEND with consultation questions about specific aspects of proposed SEND reforms. Not *all* aspects of SEND reform are being consulted on.
 - The online consultation closes at 11.59pm on Monday 18th May 2026

The Timeline for Reform- Points to remember

“From now until new legislation begins, the current SEND system – including all existing duties, rights and funding routes will remain in place, and we will ensure these duties continue to be met.” Page 72 SEND Reform: Putting Children and Young People First

“No child or young person will leave a special school or college placement as a result of these changes, unless they choose to do so.” Page 72 SEND Reform: Putting Children and Young People First



The Timeline for Reform- Points to remember

- Some improvements are already underway (e.g. £31 million investment to train 600 new Educational Psychologists, 10,000 new specialist placements, SEND training for teaching staff)
- Local Authorities to submit SEND Reform Plans in June 2026
- Three years for Education, Health and Local Authorities to prepare for reform
- Primary legislation and statutory guidance expected in September 2029
- Changes to EHCPs taking effect from Sep 2030 ⁶



The Timeline for Reform

**Feb 23rd -
May 18th,
2026**

**SEND Reform
Consultation**

June 2026 - Sept 2029

Priming the system for reform:

- Extra funding
- LA SEND Reform planning
- Workforce and specialist placement capacity building
- Training
- Development of national standards and guidance
- Consultation on updated SEND Code of Practice

Sept 2029

New legislation and statutory guidance

Reassessment of EHCPs begin at phase transfer points

Sept 2030

CYP start moving to new system with a Specialist Provision Package(s) and /or Individual Support Plan

Key Themes of SEND Reform (Highlighted items we will discuss today)

1. Most children with SEND will be educated in a local, inclusive mainstream school (Slides 9-10)

- Inclusion Bases providing targeted support and some Specialist Bases for complex needs

2. Layered support for children and young people with SEND (slides 12-15)

- Universal, Targeted, Targeted Plus and Specialist (EHCP) layers and Individual Support Plans (ISPs) for all Children and young people with identified SEND (including those with an EHCP)

3. EHCPs retained with transition to new system from 2029 (slides 16-19)

- National eligibility thresholds and nationally defined Specialist Provision Packages for EHCPs

4. Accountability at system or cohort level for children without an EHCP (slides 20-21)

- Tribunal retained for EHCP appeals (with changes to Tribunal powers),
- OFSTED and Schools Complaints for quality assurance/dispute resolution regarding ISPs
- Reasonable adjustments dispute resolution at Tribunal or County Court

5. Funding

- £12 Billion pledged including £4.5bn to clear 90% of LA SEND deficits.
- Ring - more high needs funding goes directly to mainstream settings

6. Parents as partners in the system (slides 27-28)

7. Support across the whole system and join up between organisations

8. Recording needs across all layers of support

1. Making Mainstream Inclusive for All Children – The Universal Offer



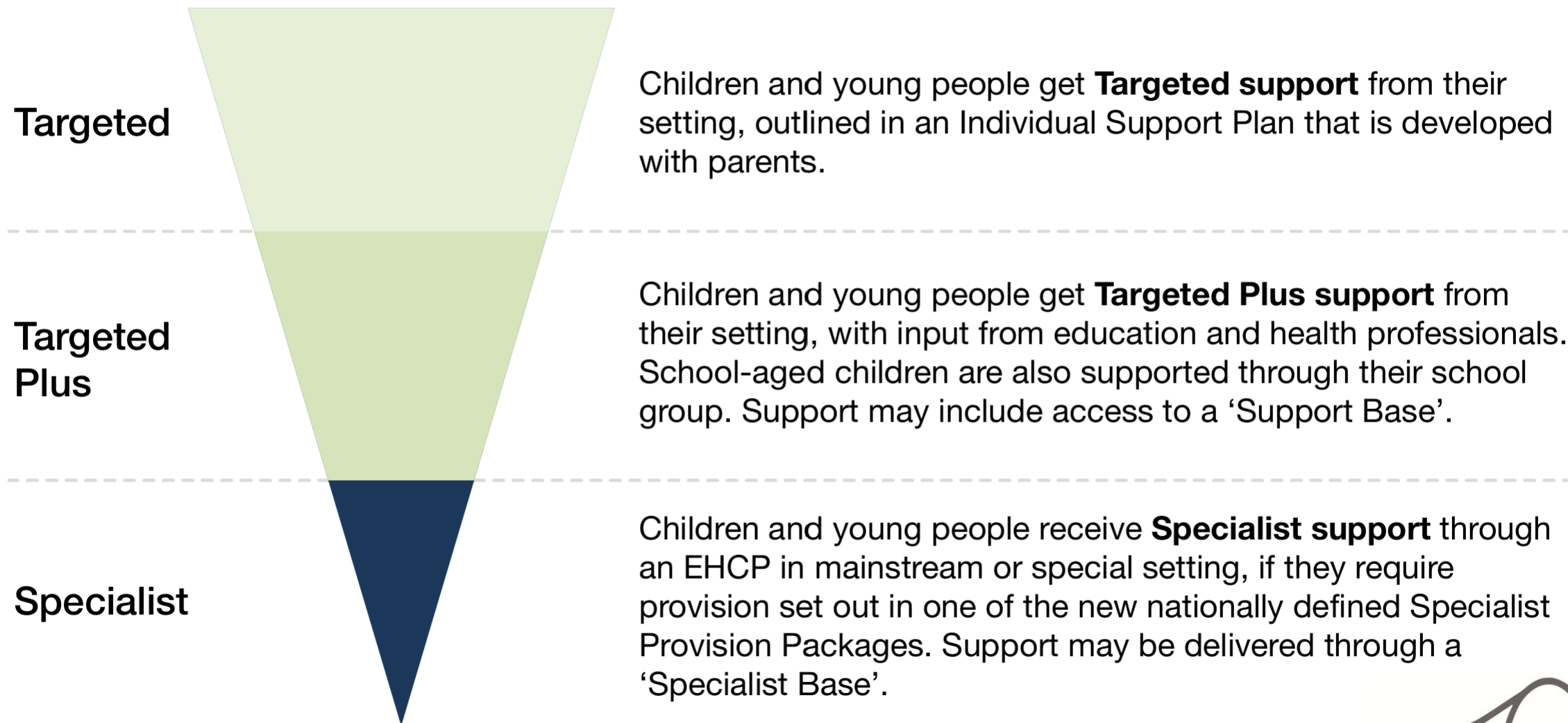
- **All school staff to be trained in SEND** £200 Million investment in SEND training for all school staff
- **An Inclusion Base in every Secondary School** and many Primary Schools
- **National Inclusion Standards for all settings to follow** - evidence based and compiled by an independent expert panel, National Inclusion Standards will inform updates to SEND Code of Practice 2015
- **Inclusion graded in OFSTED inspections** with HM Inspectors receiving training in SEND
- **Schools to publish an Inclusion Strategy every year**
- Design guidance to help make the physical environment accessible for children with SEND
- Teacher resources to support curriculum adaptation
- Practical and Technical guidance on reasonable adjustments for schools
- New Pupil Engagement Framework to measure belonging, safety and inclusion
- Increased Mental Health Support Team (MHST) coverage
- Consultation on progress measures to sit alongside Progress 8 to ensure the progress of **all** children is effectively tracked
- Mainstream Inclusion Fund to help schools improve - £1.6 Billion over three years
(approx. £20-£25k per school, per year)

1. Making Mainstream Inclusive for All Children – The Universal Offer



- **Q3.** *How can we ensure that children are best supported by the Universal offer?*
- **Q7.** *How do you think early years settings, schools, and colleges can best support the mental health and wellbeing of children and young people?*
- **Q11.** *What should the top three priority areas be for building and sharing evidence within the National Inclusion Standards?*
- **Q12.** *What are the most important issues for national training to cover, to help support children and young people with SEND?*
- **Q14.** *How should the Special Educational Needs Coordinator (SENCO) role evolve to better meet the needs of children and young people with SEND?*
- **Q30.** *How should settings be held accountable for how they spend their Inclusive Mainstream funding?*
- **Q31.** *Do you agree that more SEND funding should sit directly within mainstream budgets?
Please explain why.*

Figure 4: Layers of Support



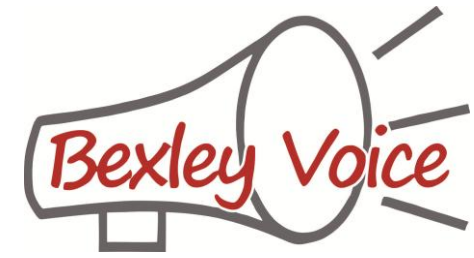
- Support Bases (funded by the setting, providing Targeted and Targeted Plus Support) ¹¹
- Specialist Bases (funded by the Local Authority, providing specialist support)



2. Targeted/Targeted Plus Support layer

- **Individual Support Plans (ISPs) for all children and young people with identified SEND** Duty for schools to create and review ISPs via new legislation. ISPs to be developed in partnership with parents
- **Small group and evidence based interventions** to develop skills and enable access to the curriculum
- **‘Inclusion Bases’ in every secondary** and many primary schools:
 - **Support Bases** (funded by the setting, providing Targeted and Targeted Plus Support)
 - **Specialist Bases** (funded by the Local Authority, providing Specialist Support via an EHCP)
- **Access to the new ‘Experts at Hand’ service**
 - Backed by £1.8 Billion investment over 3 years.
 - Make it easier access to Speech and Language, Occupational Therapy and Educational Psychology
 - £40 Million pledged to increase SaLT and EP workforce
 - Specialist settings to help develop mainstream capacity and offer outreach services
- **Time limited placements in Alternative Provision and Specialist settings**





2. Targeted Support layer

- **Q4.** *How can we ensure that children in the Targeted layer are best supported?*
- **Q15.** *What would provide assurance for families that an Individual Support Plan (ISP) is high quality and contains the essential information?*
- **Q16.** *How can we ensure Individual Support Plans are clear, concise and practical for professionals to use?*
- **Q18.** *How can we make sure that every area can meet the full range of the needs of children and young people through Inclusion Bases?*
- **Q19.** *How can we make sure that Inclusion Bases help children and young people succeed in mainstream settings?*

2. Targeted Plus Support layer

- **Q5.** *How can we ensure that children in the Targeted Plus layer are best supported?*
- **Q20.** *Through the Experts at Hand offer, we want to ensure that mainstream settings can get quick specialist support for children and young people. What arrangements are needed between local area partners (education, health, social care) to deliver this Experts at Hand offer effectively?*
- **Q28.** *What do you think is the right maximum length of time for a temporary placement in Alternative Provision (AP) schools? Please explain your rationale.*

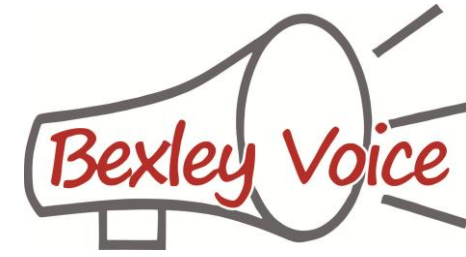


2. Specialist Support layer

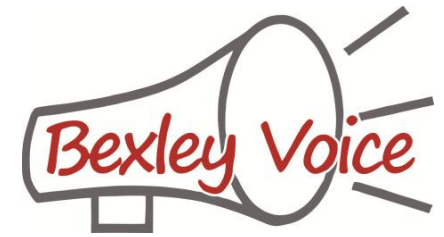
- Will be specified in an EHCP alongside an Individual Support Plan
- Specialist Provision Packages will be developed with a panel of experts and tested by parents and advocates. Draft packages are:
 - **Profound and multiple learning difficulties**
 - **Significant executive function (severe learning disability*)**
 - **Complex executive function and communication**
 - **Social and emotional development focused on externalising behaviour**
 - **Social and emotional development focused on internalising behaviour**
 - **Sensory impairment**
 - **Physical disability**
- Specialist Provision Packages will outline support required by CYP with similar needs
- Packages will be linked to a national costing/banding framework
- Some CYP will have access to a 'Specialist Base' within a mainstream school or be placed at a Specialist setting. Some packages will only be offered in mainstream settings

* The term 'learning difficulty' is used throughout these documents to refer to a 'learning disability'

2. Specialist Support layer



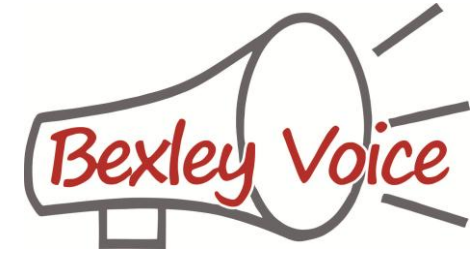
- **Q6.** *How can we ensure that children in the Specialist layer are best supported?*
- **Q21.** *What needs to be in place so that children and young people with low incidence, highly complex needs can always access the right specialist placement?*
- **Q22.** *How can Specialist Provision Packages be designed to effectively support the main types of need we currently recognise?*



3. EHCPs (from 2029/2030 onwards)

- Digitised EHCPs using a national template proposed
- Only children and young people who need a Specialist Provision Package will have an EHCP
- New LA led statutory needs assessments to determine if a child or young person needs a Package(s)
- Clearer threshold for an assessment will be set
- Fast track process to be developed for under 5's with 'complex' needs
- EHCP content developed with the setting and family **after** Specialist Provision Packages and placement decisions have been made.
- The setting would hold the legal duty to deliver educational provision in an EHCP
- EHCPs reviewed by the LA at phase transfer points with the ISP reviewed by the setting annually (some discrepancy in the SEND Reform Consultation as the process map on page 68 refers to termly, not annual reviews of provision)
- Annual reviews for Early Years/Post 16 with the ability for all age groups to request an early review

3. EHCPs (from 2029/2030 onwards)



- **Q23.** *We propose that EHCPs will guarantee educational provision set out in a Specialist Provision Package, with day-to-day provision captured in Individual Support Plans. What is needed to make these proposals work effectively?*
- **Q25.** *What would you expect to be considered as part of the needs assessment, for example evidence and expert or professional input?*

3. Placements for Children and Young People Receiving Specialist Support

- Specialist school/college placements only for CYP with certain types of Specialist Provision Package
- Changes to ‘parental preference’ rights and duties include:
 - Efficient use of resources:** In addition to CYP needs, LAs will be able to take local area funding, value for money and wider impact into consideration when making decisions about placements.
 - Efficient education of others:** LAs will not have to name settings that are already ‘full’
 - Tribunal:** The right to appeal a placement in an EHCP will be retained with the Tribunal having the power to compel an LA to reconsider it’s decision only.
 - Tribunals will no longer have the power to name a placement for a CYP in an EHCP.**
- CYP with an EHCP can access longer term placements in Alternative Provision settings
- New duty for LAs to provide families with a list of recommended settings
- Young people/parent carers can still express a preference for a setting (even if it isn’t on the list)
- Right to a mainstream education will be retained where this is the family’s preference (known as ‘presumption to mainstream’ and subject to existing legal exemptions such as ‘efficient education of others’)

3. Placements for Children and Young People Receiving Specialist Support



- New legislation to provide more accountability and cost controls to Independent Special Schools (ISS)
 - Statutory definition and standards
 - alignment of admission duties
 - requirement to offer placements based on Specialist Provision Packages/national funding bands
 - adhere to the Code of Practice
 - Increase financial transparency
 - Secretary of State powers to refuse expansion/opening of new Independent Special Schools
- **Q26.** *What factors should LAs take into account in proposing to parents and young people a list of potential settings to name on a plan?*
- **Q27.** *What information and support do parents need to make a decision about which setting will be best for their child?*
- **Q29.** *We have set out our plans to regulate Independent Special Schools (ISS) sector. Do you agree that these proposed changes will lead to suitable placements being available at a fair cost? Please explain why.*

4. Accountability and Redress

- Area SEND Inspections will assess SEND provision at a **Local Area** level with consultation on updates to the framework
- OFSTED inspections will assess SEND provision at a **school/college** level, including sample ISPs
- School Complaints Panel with external SEND expert proposed for disputes about SEND provision/ISPs for **individual CYP** (Clarification question – does this include delivery of provision specified in an EHCP?)
- Binding decisions will be made at Tribunal for **individual CYP** regarding:
 - Placements (with powers to direct LA to reconsider their decision only, not name a placement)
 - Refusal to assess (with a ‘clearer’ threshold for duty to assess needs)
 - Decisions that a CYP does not meet the threshold for a Specialist Provision Package
 - The sufficiency or suitability of the Package(s) identified by the Local Authority
- Annual Tribunals outcomes dashboard to be published

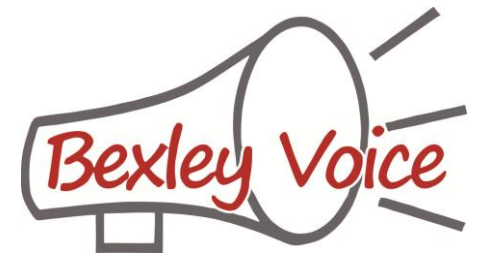


4. Accountability and Redress

- Disputes about content and delivery of day-to-day provision in an ISP resolved via the setting complaints process.
- Disability discrimination claims (including failure to make reasonable adjustments) would be via Tribunal for most types of settings for statutory school aged children and County Court for some early years' providers and FE colleges.
- Updates to SEND Code of Practice and guidance to clarify expectations for local SEND partnerships
- Updated guidance and expectations for school Governors and Trust Boards to monitor quality of ISPs
- Annual review and dashboard to track pupil movement and identify off-rolling, managed moves and children attending unregistered alternative provision
- Increased funding for parent carer forums and expanding parental roles and influence in local SEND systems
- The Children's Commissioner to provide scrutiny and oversight of SEND reform implementation
- **Q38.** *Do you agree that a SEND specialist (e.g. a SENCO) should sit on the school complaint panel, when the complaint relates to SEND support and provision?
Please explain why.*



Legislative Change



New duties for schools

- Create and review Individual Support Plans for all children with SEND
- Publish an Inclusion Strategy every year
- Develop the content of EHCPs in partnership with parent carers and young people
- (Proposed) duty for all schools to join a local groups of schools to pool resources for SEND

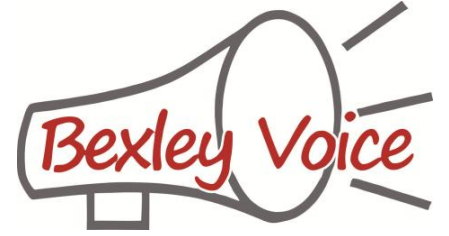
New responsibilities/duties for LAs

- Quality assure unregistered Alternative Provision
- Complete EHCP needs assessments, ensure sufficiency of specialist placements and provide sufficient resources to deliver provision in EHCPs

Changes to rights and entitlements

- Tribunal no longer able to name a placement in an EHCP (will direct LA to reconsider decision only)
- Revised threshold at access an EHCP needs assessment
- Specialist placements only available with some Specialist Provision Packages
- LAs able to take wider Local Area context into consideration when making decisions about placements.

Legislative Change



Updates to SEND Code of Practice:

- Schools to train all staff in SEND and Inclusion
- Clearer expectations of local SEND Partnerships
- Improve structure and accessibility of the Code
- Consultation on proposed changes
- Updates to Areas of Need specified in the Code:

Current 'areas of need' are:

- Cognition and Learning
- Sensory and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

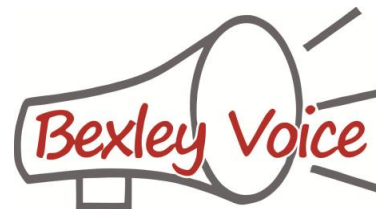
Proposed new 'areas of development' are:

- Executive Function
- Motor and Physical
- Sensory
- Language and Communication
- Social and Emotional

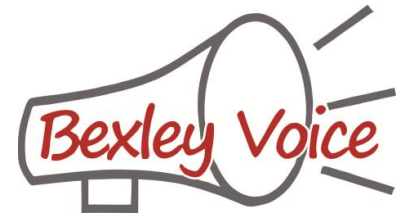
Q8. *Do you agree that the refreshed 'areas of development' will support educators to understand and address barriers to learning and participation? Please explain your answer.*

The Early Years

- From 2026 to 2027, local authorities will receive new inclusive early years funding to distribute to early years providers.
- SEN Inclusion Funding (SENIF) and the Disability Access Fund (DAF) to continue for now with consultation on simplified funding streams from 2027/28 planned for later this year
- Fast track EHCP needs assessments and Specialist Provision Packages for children with complex needs in Early Years
- **Q9.** *What arrangements would best support effective joint working between early years providers, Best Start Family Hubs, health, local authorities, and parents for children with SEND in the early years?*
- **Q10.** *How can the early years foundation stage (EYFS) two-year old progress check and the Healthy Child Programme development review be improved so that children's needs are identified and supported more quickly? Please share examples.*
- **Q24.** *We propose creating a more direct route to Specialist Provision Packages and EHCP assessments for children under 5 with complex needs. How can we make sure this works in practice?*



Funding



- There will be a rebalancing of funding over time so that schools and Early Years settings receive more SEND funding in their core budgets and less via EHCP top up funding from the High Needs Block.
- Reprioritise early intervention in resourcing.
- Pledges to increase funding for parent carer forums, advisory services and national helpline with no amount specified yet.
- National costing/banding framework for EHCPs and Specialist Provision Packages
- Block funding rather than top up funding linked to individual CYP will help Specialist settings plan, retain workforce and ensure value for money and financial stability.
- National funding formula (NFF) for schools will continue to use proxy indicators for SEND (e.g. prior low attainment, deprivation)
- Schools expected to form local groups and pool some funding to balance out variation in incidence of commonly occurring needs and use resources more effectively.
- Schools to be held to account on how they use SEND funding (incl. notional²SEND funding and Inclusive Mainstream Fund).

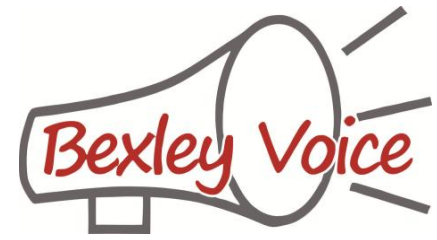


Funding – new/additional SEND funding

There is likely to be a formula to distribute funding across LAs and settings, these figures are based on equal distribution and are a

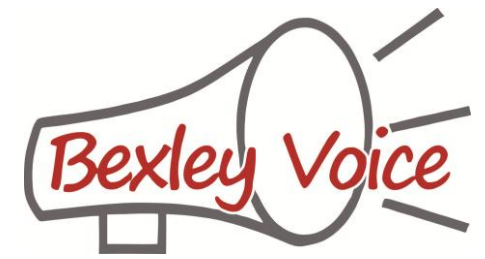
Funding Type	Total Amount	No. of Recipients	Average each	Time Frame (Years)	Funding Per Year	Notes
Local Authority SEND Transformation Funding	£200m	152	£1,315,789.47	1	£1,315,789.47	One off payment to support Local SEND Reform Planning, commissioning, leadership and education sector engagement
Capital Investment	£3.7b	60000	£61,666.67	5	£740,000,000.00	Inclusive Mainstream School Estate adaptations, create specialist placements in mainstream Inclusion Bases, expand existing special provision, new special schools 2025-2030
Inclusive Mainstream Fund	£1.6b	22000	£72,727.27	3	£24,242.42	Maintained mainstream primary, secondary, nurseries, PRUs and FE Colleges would be eligible. Figures based on 22,000 maintained schools in England only
Experts at Hand - LA/ICB	£1b	152	£6,578,947.37	1	£6,578,947.37	
Experts at Hand - Specialist Provision Outreach	£800m	152	£5,263,157.89	1	£5,263,157.89	
Teacher training in SEND	£200m	985000	£203.05	3	£66,666,666.67	
National Inclusion Standards	£15m	1	£15,000,000.00	2	£7,500,000.00	Evidence base and digital library
UKRI project to improve identification of SEND.	£4m	1	£4,000,000.00	1	£4,000,000.00	
Grow SaLT and Ed Psych Workforce	£40m	1	£40,000,000.00	3	£13,333,333.33	
Best Start Family Hubs SEND Offer	£200m	676	£295,857.99	3	£98,619.33	
High Needs Stability Grant	£4.5b	152	£29,605,263.16	1	£29,605,263.16	Grants up to 90% of total Dedicated Schools Grant (DSG) Deficits relating to SEND. This will leave £500m of Deficit as of April 2026
Assistive Technology Lending Library Pilot	£1.6m	3800	£421.05	1	£421.05	3,800 settings in pilot areas will be able to access the library
Inclusive Early Years Funding		152				Funding promised to LAs for 2026/27 but no commitment on levels of funding made yet.
Extra funding for Parent Carer Forums		152				Several references to additional funding for PCFs, Expected to come with greater influence for PCFs and updated standard framework.

6. Working in Partnership



- **Q1.** *We want children, young people and their families to be involved in making better, evidence-based decisions about SEND, both in their local area and across the country. How can we make sure children, young people and their families have a genuine say in these decisions?*
- **Q9.** *What arrangements would best support effective joint working between early years providers, Best Start Family Hubs, health, local authorities, and parents for children with SEND in the early years?*
- **Q32.** *In relation to pooled funding, we propose that every school becomes part of a local SEND group. Do you agree that this proposal aligns with our aim for all schools to be part of high-quality, community-based trusts?*
- **Q33.** *How should disagreements about membership, provision, or funding in groups of schools for SEND be resolved?*
- **Q34.** *How can we ensure the most effective use of these local partnership groups?*
- **Q35.** *Which stakeholders are important for the success of local partnership groups, and why?*
- **Q36.** *How can we build stronger collaboration and a culture of improvement through local SEND strategic plans?*

6. Working in Partnership Additional Questions



- **Q2.** *How can we make sure that high-quality evidence and best practice inform decisions about SEND? Please share examples.*
- **Q13.** *What practical actions can help teachers, educators and leaders manage workload whilst implementing these changes?*
- **Q17.** *How can we best support transition for young people with SEND, so that they are well supported into post-16 provision and further education, training or employment?*
- **Q37.** *What information, advice and guidance can best support children, young people and their families to ensure greater fairness across the system?*
- **Q39.** *This consultation outlines a series of measures intended to reform the SEND system. Some of these measures have already been finalised, and this is clearly indicated within the document. With this in mind, is there anything further you would like to contribute to help inform the remaining proposals that are still under consideration?*

Responding to the Consultation

- There are 39 questions relating to specific aspects of proposed reform in the online consultation
- Each question has a free text field with a 1,500-character limit.
- You do not have to answer every consultation question – focus on what is important to **you**
- ***Not all aspects of SEND Reform are being consulted on.***

Q39. *This consultation outlines a series of measures intended to reform the SEND system. Some of these measures have already been finalised, and this is clearly indicated within the document. With this in mind, is there anything further you would like to contribute to help inform the remaining proposals that are still under consideration?*

- Think about how each proposed change relates to the SEND Reform and SWP Principals:
 - > **Early > Local > Fair > Effective > Shared**
 - > **Narrow to Broad > Sidelined to Included > Withdrawn to Engaging**



Making Your Voice Heard - What's Next?



1. Complete the London Regional Survey: [SEND Reform survey](#)

2. Respond directly to the national consultation: _

- Using the online form: <https://consult.education.gov.uk/send-strategy-division/send-reform-putting-children-and-young-people-firs/consultation/intro/>
- Via email at SENDreform.CONSULTATION@education.gov.uk
- By Post at SENDAP Reform, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
- **The online consultation closes at 11.59pm on Monday 18th May 2026**

3. Write to your MP <https://members.parliament.uk/members/Commons>

- Write to your MP template letter: <https://www.ipsea.org.uk/write-to-your-mp-protect-the-legal-rights-of-children-and-young-people-with-send>

Additional points of consideration

“We propose that, in future, EHCPs guarantee the provision from the Specialist Provision Packages for children and young people with the most complex needs and clearly articulate the outcomes they should expect to achieve.” (page 66 SEND Reform: Putting Children and Young People First)

- **Q6** How can we ensure that children in the Specialist layer are best supported?
- **Q22** How can Specialist Provision Packages be designed to effectively support the main types of need we currently recognise?
- **Q23** We propose that EHCPs will guarantee educational provision set out in a Specialist Provision Package, with day-to-day provision captured in Individual Support Plans. What is needed to make these proposals work effectively?

“We will introduce primary legislation to establish that only those who require a Specialist Provision Package will need an EHCP” (page 66 SEND Reform: Putting Children and Young People First)

- **No consultation questions**

Share your views via your Parent Carer Forum (PCF)

- PCFs have access to meetings with senior civil servants and Ministers
- PCFs are expected to co-produce local SEND reform plans
- We have a collective voice of 152 Forums representing over 160,000 parent carers



Additional White Paper Events and info:



NNPCF

The Council for Disabled Children (CDC) with DfE

Online and in-person webinars. Register [here](#)

SOS!SEN

Webinar on Thurs 23 April, 1pm - 'Tips on responding to The White Paper'

Click the Teams link:

<https://teams.microsoft.com/meet/339833509962718?p=olQ4DcldkxCwOkvVlt>

Meeting ID: 339 833 509 962 718

Passcode: dU7Sq6hZ

Special Needs Jungle

The 39 Steps: SNJ's guidance to help you respond to the White Paper SEND Consultation - Special Needs Jungle

Contact (for families with disabled children)

The Schools White paper & SEND reforms information

IPSEA

In this one hour [recorded webinar](#), IPSEA explain the Government's proposals for reforming the SEND system, set out alongside the recent Schools White Paper.

Additional Reading:

- Education Select Committee Inquiry – Children and Young People’s Mental Health. **Call for Evidence closes 27th March 11.59pm** Children and Young People's Mental Health - Committees - UK Parliament
- Post-16 education and skills white paper - GOV.UK
 - **Consultation (closes 2nd June):** 16–19 Level 1 English and Maths Qualifications - Page 1 of 9 - Department for Education - Citizen Space
- Giving every child the best start in life - GOV.UK (published July 2025)
- The role and experience of support staff in schools - GOV.UK (research report published Feb 2026)
- Draft Statutory Guidance Supporting children and young people with medical conditions and allergy
 - **Consultation (closes 1st May)** Medical conditions at school: statutory guidance - Department for Education - Citizen Space
- Specialist provision packages - GOV.UK
- SEND Reforms consultation – Easy Read Version
- Neurodivergence Task and Finish Group Report



Thank you for listening – any questions?

