



Lord Agnew Kt DL
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Lord Addington
House of Lords
London
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31.10 October 2019

Dear Lord Addington,

I am writing to you to provide a response to the Oral Parliamentary Question which was due to take place on Wednesday 6 November

It is unfortunate that I am not able to provide a response to your question in the House, due to the dissolution of Parliament. I do hope that this letter instead provides a useful overview of the actions we are taking to support pupils with special educational needs and disabilities (SEND).

The SEND Code of Practice requires all schools to have a clear approach towards identifying and responding to SEND. To support schools to do this, the Department has awarded a two-year contract (2018-20) to Nasen and University College London (UCL), on behalf of the Whole School SEND consortium, to help embed SEND into school improvement and equip the workforce to deliver high quality teaching across all areas of SEND. Newly appointed regional SEND leaders are bringing local networks and schools together to build a community of practice across England, improve access to resources and training and help all schools to improve provision for children and young people with SEND.

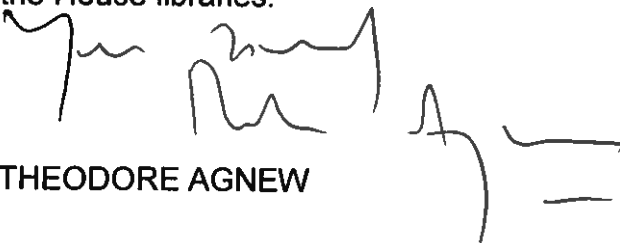
We have provided funding to a range of condition-specific organisations to develop resources and training to help schools to deliver the SEND reforms introduced under the Children and Families Act 2014. This includes specialist resources in relation to autism, dyslexia and specific learning difficulties, speech, language and communication needs, sensory impairments and physical disabilities. All the materials funded by the Department for Education are hosted on the SEND Gateway (www.sendgateway.org.uk), an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with SEND.

Within the school workforce, Special Educational Needs Coordinators (SENCOs) play a key role in identifying and assessing special educational needs and supporting classroom teachers. All state funded nurseries and schools (including academies and free schools) must have a SENCO, who

must be a teacher who holds Qualified Teacher Status and has additional special educational needs qualifications. To support SENCOs to work effectively in their role, we have developed a SENCO induction pack and SENCO deployment guide. Through the Whole School SEND consortium, we also provide a forum to help SENCOs share best practice.

In September 2019, the Government launched a cross-government SEND review, to look at how children and young people with SEND are supported in the current system and identify ways in which this can be improved. Following the outcome of the review, we will revise the SEND Code of Practice to ensure that is as effective as possible and enables the system to improve outcomes for children and young people.

I hope this answer has been useful and I will arrange for a copy to be placed in the House libraries.

A handwritten signature in black ink, appearing to read 'Theodore Agnew', with a horizontal line underneath the signature.

THEODORE AGNEW