

Green Paper Consultation Questions

1	How can we strengthen the identification of SEN and impairments in the early years, and support for children with them?	<ul style="list-style-type: none">•
2	Do you agree with our proposal to replace the statement of SEN and learning difficulty assessment for children and young people with a single statutory assessment process and an 'Education, Health and Care Plan', bringing together all services across education, health and social care?	<ul style="list-style-type: none">•
3	How could the new single assessment process and 'Education, Health and Care Plan' better support children's needs, be a better process for families and represent a more cost-effective approach for services?	<ul style="list-style-type: none">•
4	What processes or assessments should be incorporated within the proposed single assessment process and 'Education, Health and Care Plan'?	<ul style="list-style-type: none">•
5	What is the potential impact of expanding the scope of the proposed single assessment process and plan beyond education, health, social care and employment?	<ul style="list-style-type: none">•

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6	What role should the voluntary and community sector play in the statutory assessment of children and young people with SEN or who are disabled? How could this help to give parents greater confidence in the statutory assessment process?	•
7	How could the proposed single assessment process and 'Education, Health and Care Plan' improve continuity of social care support for disabled children?	•
8	How could the arrangements for provision of health advice for existing statutory SEN assessments be improved?	•
9	How can we make the current SEN statutory assessment process faster and less burdensome for parents?	•
10	What should be the key components of a locally published offer of available support for parents?	•
11	What information should schools be required to provide to parents on SEN?	•
12	What do you think an optional personal budget for families should cover?	•
13	In what ways do you think the option	•

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	of a personal budget for services identified in the proposed 'Education, Health and Care Plan' will support parents to get a package of support for their child that meets their needs?	
14	Do you feel that the statutory guidance on inclusion and school choice, <i>Inclusive Schooling</i> , allows appropriately for parental preferences for either a mainstream or special school?	•
15	How can we improve information about school choice for parents of children with a statement of SEN, or new 'Education, Health and Care Plan'?	•
16	Should mediation always be attempted before parents register an appeal to the First-tier Tribunal (SEN and Disability)?	•
17	Do you like the idea of mediation across education, health and social care? How might it work best?	•
18	How can we ensure that the expertise of special schools, and mainstream schools with excellent SEN practice, is harnessed and spread through Teaching Schools partnerships?	•
19	How can we ensure that we improve	•

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	SEN expertise, build capacity and share knowledge between independent specialist colleges, special schools and colleges?	
20	How can we continue to build capacity and SEN specialist skills at each tier of school management?	•
21	What is the best way to identify and develop the potential of teachers and staff to best support disabled children or children with a wide range of SEN?	•
22	What is the potential impact of replacing School Action and School Action plus and their equivalents in the early years with a single category of SEN in early years settings and schools?	•
23	How could changing the school- and early years setting-based category of SEN embed a different approach to identifying SEN and addressing children's needs?	•
24	How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties?	•
25	Is the BESD label overused in terms of describing behaviour problems rather than leading to an assessment of	•

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	underlying difficulties?	
26	How could we best ensure that the expertise of special schools in providing behaviour support is harnessed and shared?	•
27	What are the barriers to special schools and special Academies entering the market for alternative provision?	•
28	What are the ways in which special Academies can work in partnership with other mainstream and special schools and Academies, and other services, in order to improve the quality of provision for pupils with SEN and disabilities?	•
29	What are the barriers to special Academies becoming centres of excellence and specialist expertise that serve a wider, regional community and how can these be overcome?	•
30	What might the impact be of opening up the system to provide places for non-statemented children with SEN in special Free Schools?	•
31	Do you agree with our proposed approach for demonstrating the progress of low attaining pupils in performance tables?	•

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32	What information would help parents, governors and others, including Ofsted, assess how effectively schools support disabled children and children with SEN?	<ul style="list-style-type: none">•
33	What more can education and training providers do to ensure that disabled young people and young people with SEN are able to participate in education or training post-16?	<ul style="list-style-type: none">•
34	When disabled young people and young people with SEN choose to move directly from school or college into the world of work, how can we make sure this is well planned and who is best placed to support them?	<ul style="list-style-type: none">•
35	Do you agree that supported internships would provide young people for whom an apprenticeship may not be a realistic aim with meaningful work opportunities? How might they work best?	<ul style="list-style-type: none">•
36	How can employers be encouraged to offer constructive work experience and job opportunities to disabled young people and young people with SEN?	<ul style="list-style-type: none">•
37	How do you think joint working across children's and adult health services for	<ul style="list-style-type: none">•

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	young people aged 16 to 25 could be improved?	
38	As the family doctor, how could the GP play a greater role in managing a smooth transition for a disabled young person from children's to adult health services?	<ul style="list-style-type: none">•
39	Do you agree that our work supporting disabled young people and young people with SEN to prepare for adulthood should focus on these areas: ensuring a broad range of learning opportunities; moving into employment; independent living; and transition to adult health services? What else should we consider?	<ul style="list-style-type: none">•
40	We have identified three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families: strategic planning for services, securing a range of high quality provision, and enabling families to make informed choices and exercise greater control over services. Do you agree that these are the three core features of the role of local authorities in supporting children and young people with SEN or who are	<ul style="list-style-type: none">•

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	disabled and their families, or are there others?	
41	How can central government enable and support local authorities to carry out their role effectively?	<ul style="list-style-type: none">•
42	What would be the best way to provide advice to GP consortia to support their commissioning of services for children and young people with SEN or who are disabled and their families?	<ul style="list-style-type: none">•
43	What would be the most appropriate indicators to include in the NHS and public health outcomes frameworks in the future to allow us to measure outcomes for children and young people with SEN or who are disabled?	<ul style="list-style-type: none">•
44	What are the ways in which the bureaucratic burdens on frontline professionals, schools and services can be reduced?	<ul style="list-style-type: none">•
45	In addition to community nursing, what are the other areas where greater collaboration between frontline professionals could have the greatest positive impact on children and young people with SEN or who are disabled and their families?	<ul style="list-style-type: none">•
46	What more do you think could be done to encourage and facilitate local	<ul style="list-style-type: none">•

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	services working together to improve support for children with SEN or who are disabled?	
47	How do you think SEN support services might be funded so that schools, Academies, Free Schools and other education providers have access to high quality SEN support services?	•
48	What are the innovative ways in which new models of employee-led organisations, such as mutuals and cooperatives, could improve services for children and young people with SEN and their families?	•
49	In addition to their role in the assessment process, what are the innovative ways in which educational psychologists are deployed locally to support children and young people with SEN or who are disabled and their families?	•
50	How do you envisage the role and service structures of educational psychologists evolving to meet local demands?	•
51	What are the implications of changes to the role and deployment of educational psychologists for how their training is designed and	•

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	managed?	
52	What do you think can be done to facilitate and encourage greater collaboration between local authorities?	•
53	What do you think are the areas where collaboration could have the greatest positive impact on services for children, young people and families?	•
54	How do you think that more effective pooling and alignment of funding for health, social care and education services can be encouraged?	•
55	What are the ways in which a Community Budget approach might help to improve the ways in which services for children and young people with SEN or who are disabled and their families are delivered?	•
56	What are the ways in which we could introduce greater local freedom and flexibility into the ways in which funding for services for children and young people with SEN or who are disabled is used?	•
57	What are the areas where the voluntary and community sector could have the greatest positive impact on services for children and young	•

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	people with SEN or who are disabled and their families, and what are the ways we can facilitate this?	
58	How do you think a national banded funding framework for children and young people with SEN or who are disabled could improve the transparency of funding decisions to parents while continuing to allow for local flexibility?	<ul style="list-style-type: none">•
59	How can the different funding arrangements for specialist provision for young people pre-16 and post-16 be aligned more effectively to provide a more consistent approach to support for children and young people with SEN or who are disabled from birth to 25?	<ul style="list-style-type: none">•