



Truly Equal, Valuably Different

SPECIAL EDUCATIONAL NEEDS REFORM AGENDA

Delivering on the Executive's priority:
**Better Support for Children and Young People
with Special Educational Needs**

February 2025



Department of
Education
www.education-ni.gov.uk

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Ministerial Foreword



I am delighted to bring forward a Reform Agenda that for the first time in a generation provides an ambitious programme for how we will reshape and transform provision for children and young people with Special Educational Needs (SEN).

The need for reform is clear. Since taking up the role of Education Minister, I have spoken to many parents, families and teachers who are frustrated by the current system. Delays in securing school placements; inadequate, insufficient and late support; an outdated schools' estate; and school leaders struggling to meet the needs of their pupils are just some of the issues that need to be addressed.

We need to rebuild the confidence of children, parents, families and our education workforce. This Reform Agenda is an important milestone in doing that.

It represents an ambitious and far-reaching programme for change through a whole system approach to tackling the issues underpinning the existing system of SEN provision in Northern Ireland.

Our aim is that all our children and young people with Special Educational Needs will **benefit from greater inclusion and receive the right support, from the right people, at the right time and in the right place.**

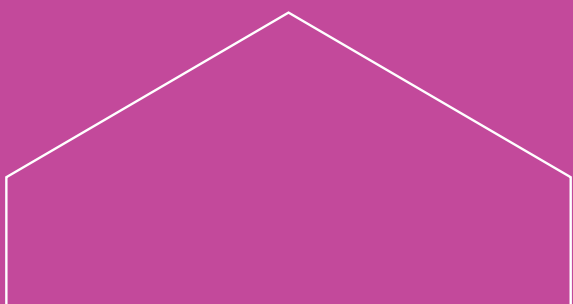
The scale of the challenge is significant. We have a job of work to do that requires commitment, investment and collaboration. SEN transformation is a key draft priority for the Executive. My personal commitment to the Reform Agenda is without question. The need for true collaboration has never been greater. Many of our children's needs require support from beyond Education, so we must harness the expertise and resources that reside across departments and their delivery partners, local government and the voluntary and community sector to ensure that needs are picked up and addressed early; that young people leaving school have access to meaningful, well-supported pathways; and that our children with the most complex needs are supported to learn.

SEN transformation is an investment not only for education but for our society and delivering on the agenda will require sustained funding. However, change cannot wait. Some actions are already underway or due to begin imminently. Transformation will take time and it will require investment. I am committed to driving this agenda during this mandate, to working with Ministerial colleagues, who have an important part to play and to ensuring that our children and young people with special educational needs receive the support that they deserve.

Paul Givan
Education Minister



Children and Young
People with Special
Educational Needs (SEN)¹
benefit from greater
inclusion and receive
the **Right Support**, from
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1 - References to SEN include children with disabilities

Reform is Urgent and Essential

The challenges around provision for children with Special Educational Needs (SEN) are clear and have been well documented over several years. Whilst the underpinning issues are wide-ranging and complex, they can be distilled to a number of key facts that point to the absolute need for urgent reform:

1. Children with SEN do not always enjoy the same educational experiences and outcomes as their peers

We know that all too often, children with SEN do not enjoy the same opportunities and experiences as their peers and the things taken for granted by many families are not enjoyed by all children with SEN and their families in an equitable way. For some children, this means receiving notification of their school placement much later than their peers without SEN or not having access to the same high quality educational experiences due to lack of resources or reasonable adjustments not being in place.

While investment in SEN provision continues to increase, it is not always matched by a demonstrable improvement in outcomes both within and outside of education for children and young people with SEN.

2. Children, parents and practitioners lack confidence in the existing system of provision to meet children's needs

The system is often described by many parents and practitioners as broken - expert analysis and independent reviews largely agree. Findings from a recent survey (436 responses from families) by SEN Reform NI in the summer of 2024 found the following words being used to describe the SEN process: Frustrating, Stressful, Difficult, Long, Confusing. SEN Reform NI acknowledges that this may not be representative of all parents of children with SEN, but the volume and consistency cannot be ignored.

Similar concerns were expressed by parents throughout the End-to-End Review engagement process. While many of our schools provide exemplary support on a daily basis, too often this is despite the system that is in place.

3. The Schools Estate is struggling to keep pace with the changing profile of our pupil population

The profile of our pupil population has continued to change over recent years resulting in more children requiring placements in Specialist Provisions in Mainstream schools and in Special Schools. The absence of a more targeted and integrated approach to SEN Capital Planning has crystallised as a very present pressure on the capital budget. The introduction of the SEN Capital Investment Programme is a key development but must be delivered alongside a SEN-first approach to Area Planning and in parallel with an urgent review of the current supernumerary status of children with statements of SEN. This will ensure a longer-term more strategic approach to planning SEN provision within the context of a move towards greater inclusion.

4. SEN investment is on an unsustainable trajectory

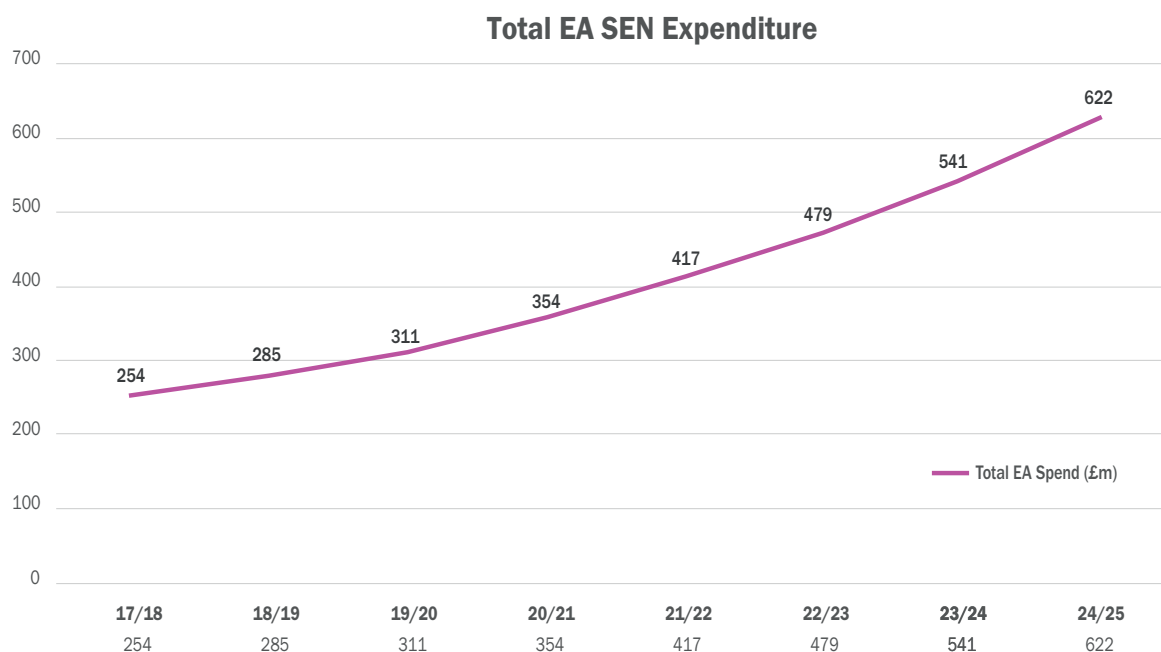
More money than ever before is being invested in SEN, however despite rising expenditure, outcomes for children and young people with SEN have not shown any marked improvement. Spend has increased from £254m in 2017/2018 to a forecast expenditure of circa £622m² for 2024/2025, representing a projected 145% increase in spend since 2017/2018.

The Independent Review of Education³ noted that if Northern Ireland experiences a similar increase in expenditure over the next five-year period and assuming a flat DE budget, this will mean SEN expenditure could account for some 34% of the total DE budget. The report highlights that such projections indicate an impending financial crisis for both Education and the Northern Ireland Executive.

Improving outcomes for our children with SEN is our priority and we will continue to pursue additional investment needed to deliver the quality of provision our children deserve. While the need for further and additional investment is clear, it is also vital that we target investment more effectively and efficiently to make a tangible impact on children's educational experiences and outcomes.

It is evident that maintaining the current approach to delivery is not financially sustainable and crucially, children's opportunities and outcomes are not improving despite the increased levels of investment.

Maintaining the status quo is simply not an option. Urgent reform is essential and change must happen in order to build trust with children, parents and the education workforce and most importantly, improve opportunities and outcomes for children with SEN.



² – EA Monthly Expenditure Monitoring return to the department August 2024

³ – [Investing in a Better Future - Volume 1.pdf](#)

Special Educational Needs at the heart of the Executive's draft priorities

The Department of Education is clear in its resolve to improve outcomes for children and young people with SEN. However, a strong partnership approach will be required to support the collaborative commitment necessary to bring about sustainable change for children, their families and schools.

A critical step in securing this collaborative commitment is the draft Programme for Government in which the Executive has set out its immediate priorities for doing what matters most today. These priorities will deliver meaningful change and lay the foundations for real transformation for future generations.

It is a blueprint for shaping a better and more inclusive tomorrow; one where everyone has a fair chance, can participate equally and where the rights of all are respected and upheld.

'Better Support for Children and Young People with Special Educational Needs' is one of nine cross-cutting draft priorities for all of government and its partners across society.

This is testimony not only to the priority of the issue but to the collective commitment that exists across departments to reform the way we do things now, to ensure we provide high-quality, efficient and sustainable services for children with SEN.

We recognise that better collaboration across departments, agencies and on a cross-sectoral basis is crucial to ensuring much improved services, delivering better outcomes and maximising the resources and expertise for the benefit of children with SEN.



Delivering on this Reform Agenda is beyond the remit of Education alone and the accompanying Delivery Plan outlines actions for improved working with the Departments of Health, Economy, Communities and Justice (DoH, DfE, DfC and DoJ) (including their delivery partners) as well as highlighting opportunities to partner with Local Government and the Voluntary and Community Sector.

Improved collaboration through joint planning, joint commissioning and joint delivery is not only vital for today, but will secure the future of our children and young people with SEN and lead to longer-term benefits for our society that can only be realised through an intentionally inclusive approach.

What we know about existing SEN provision

The origins of the existing 'system' date back to the 1978 Warnock Report on SEN provision in England, Scotland and Wales⁴. Whilst based on a different context, the Warnock Report did suggest that it was conceivable for society to reach a point where 1 in 5 children would have some type of SEN at a given time throughout their educational career.

The rising numbers of children and young people presenting with SEN and the increasing complexity of presenting profile of needs are not unique to Northern Ireland and are seen in other parts of the UK and Ireland. We do know however that the proportion of statements of SEN here is higher⁷ than in England. Whilst the two scenarios are not directly comparable, further work is required to fully understand the drivers of the rise in the number of children with a statement of SEN within a Northern Ireland context.

Published data paints a picture of:

Increasing Demand



One in Five children and young people (**19.4%**) in our education system have SEN and/or Disability– **68,240** in 2023/24.



Continuing increases in SEN and Statements

29% increase over nearly two decades (2004/05-2023/24) in children and young people with SEN (53,035 to 68,240). Over the same period there has been a **134% increase** in pupils with a Statement of SEN (11,541 to 26,964)⁵.

This continues to gather pace, since 2017/18 the number of pupils with statements of SEN has **risen by 38%**, alongside an **increase of 21%** in pupils attending special schools⁶.

⁴ – Warnock Report (1978)

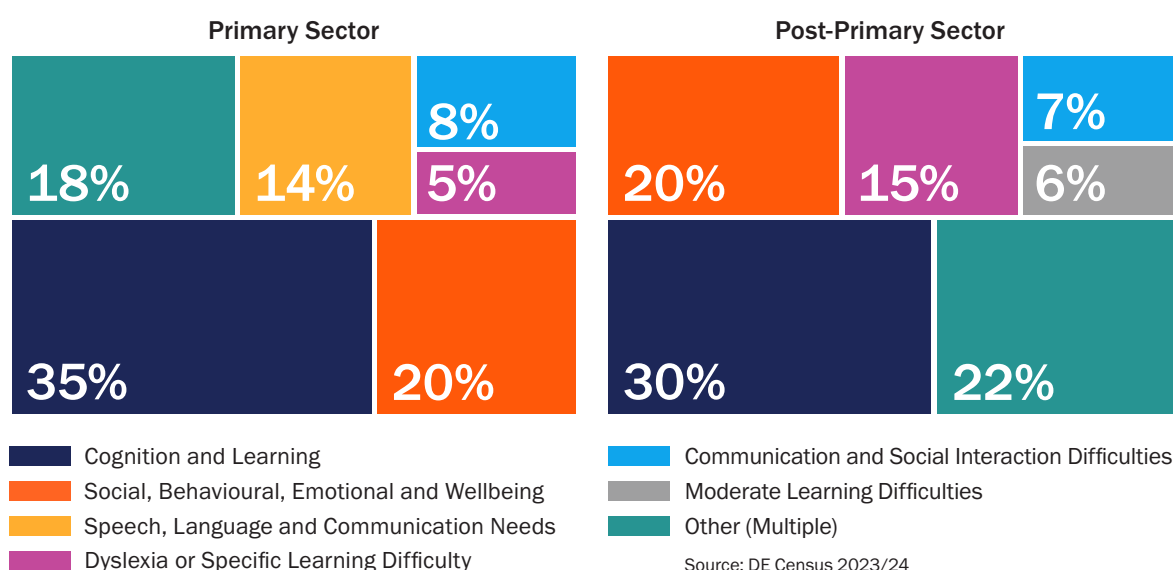
⁵ – Figures prior to 2017/18 have not been verified to the same extent as figures post 2017/18

⁶ – Caution should be taken when comparing year on year due to changes to categories and definitions

⁷ – The Independent Review of Education highlighted that the proportion of SEN Statemented pupils in Northern Ireland is 2.5% higher than in England

Increasing Complexity of Presenting Profile of Needs

Pupils with SEN on average have **more than one presenting need** e.g. analysis highlights that there are 24,500 Post Primary pupils with 35,000 recorded needs. **Cognition and Learning needs** are most significant, accounting for around one third of presenting needs.



Consideration of the data highlights that the rise in presenting need has been particularly acute in the categories of Cognition and Learning (CL) (35% primary, 30% post primary), Social, Behavioural, Emotional & Well-Being (SBEW) (20% Primary, 20% Post Primary) and Speech, Language and Communication Needs (SLCN) (14% Primary).

Consideration of data analysis in relation to medical categories concludes the following as the most prevalent medical conditions: Asthma, Autism Spectrum Disorder, Other Medical Conditions/Syndromes, Attention Deficit / Hyperactivity Disorder, Anaphylaxis, Epilepsy, Hearing & Visual Impairment, Diabetes, Anxiety Disorder and Dyspraxia.

Rise in Statements

Whilst, undoubtedly as in other jurisdictions, there is an increase in the presentation of need, it is also clear that the statutory assessment

process is currently perceived as the only way of accessing and securing support for children. Despite the graduated response laid out in the Code of Practice, it is clear that the conditions are not in place across the education system to enable this to take meaningful effect.

The Warnock Report did envisage a responsive system of provision characterised by greater fluidity and flexibility – allowing children to move in and out of the SEN ‘system’ as their needs were met and progress was made. The current reality is somewhat different. Increasingly, acquiring a statement of SEN has become viewed as the end goal in itself for many children – this, coupled with a lack of meaningful monitoring of progress and/or active implementation of the Annual Review process, can result in the vast majority of statements remaining in place without an active assessment as to whether the nature of the support should change or indeed if the statement continues to be needed. Recent evidence from the Education and Training Inspectorate (ETI) states that only

23% of the statements of SEN reviewed as part of its evaluation were amended following the annual review process; some statements contained objectives which were outdated and no longer appropriate.

Behind the rise in referrals for statutory assessment of children's educational needs is a complex picture that sees parents and practitioners becoming increasingly frustrated by the lack of a robust process to identify needs early and without the agility to respond quickly with the right support to meet children's needs effectively. Additionally, many school leaders have spoken of their concern that a cohort of children are presenting with needs that are often channelled through the statutory assessment process unnecessarily.

This is compounded by an educational workforce that has not benefitted from access to high-quality professional learning opportunities over a period of years, with the consequence that many report a lack of confidence and up to date knowledge and skills in responding to the needs presenting in the classroom.

Increased number of children requiring placements in Specialist Provisions in Mainstream and Special Schools

Again, similar themes are emerging to those in other parts of the United Kingdom with increased numbers of children being educated in Special Schools. England has witnessed a rise in numbers of children and young people with Education, Health and Care Plans which has been accompanied by a similarly steep increase in the number of pupils placed in special schools. Between 2014/15 and 2023/24, there has been an increase of 60% in placements in state funded special schools and non-maintained special schools have risen by 132%⁸.

In Northern Ireland this has been against a backdrop of an education estate already under significant pressure as a result of years of under-investment. Whilst significant progress has been made to build additional capacity into the system through the establishment of more than 350 new Specialist Provision in Mainstream classes since 2017, further capacity is required across schools in all areas. Similarly, our special schools are at full capacity and in many cases, over capacity. Special School principals have spoken of their concerns around the appropriateness of their learning environments for a changing and more complex pupil profile as well as the impact of overcrowding on the teaching and learning for their pupils.

⁸ - [Towards an Effective and Financially Sustainable Approach to SEND in England \(An Independent Report by ISOS Partnership commissioned by the Councils Network & Local Government Association\)](#)

What are the issues that require our urgent attention?

The challenges facing our children and young people with SEN and their families are well documented. A range of scrutiny reports since 2017 has clearly outlined the pressures on the system that are standing in the way of progress for our children. Most recently, the Independent Review of Education pointed to the need for urgent action in respect of SEN provision.

Collectively, these reports clearly articulate the pressures on the system and detail more than 200 recommendations for change and radical reform.

2023	Independent Review of Education
2023	Independent Review of SEN
2022	EA Landscape Review
2021	PAC Report
2021	NI Audit Office Report
2020	SEN Learner Journey
2020	NICCY 'Too Little Too Late'
2017	NI Audit Office Report

200+
RECOMMENDATIONS

In Spring 2023, the Department of Education initiated an End-to-End Review with the objective **of improving outcomes for children with SEN through the provision of high quality, cost-effective services.**

The End-to-End Review was unique in its approach; for the first time considering the transformation of SEN provision at a system level through consideration of the existing policy position through to operational delivery via the Education Authority (EA) and other partners.

This Review was taken forward on a collaborative basis between the department and the EA, recognising that building a high-quality system of SEN provision requires a strong partnership approach that places the needs of children above organisational boundaries.

Central to the Review's approach was the need to improve outcomes for children and young people with SEN. Starting with the end in mind, the Review sought to identify those key actions along the continuum of support from the earliest years of a child's life, through to those pathways to further training, education or employment at post-16 and post-19.

The eco-system surrounding SEN operates within a complex landscape and was considered through the Review and associated workstreams. The Review was designed in recognition that true and sustainable transformation can only be realised through a systematic approach that does not solely focus on one aspect of SEN provision.

The Review identified key themes emerging and triangulated those through engagement with children and families with lived experience, practitioners and academics – drawing on international research and evidence from beyond Northern Ireland.

The Review explored the current landscape of SEN provision and the 200 recommendations identified through scrutiny reports with the aim of identifying strengths, challenges and opportunities for transformational change.

SEN REFORM AGENDA

Better Support for Children and Young People with Special Educational Needs



The analysis taken forward through the Review identified the following areas for action:

- Ensuring absolute clarity on SEN Legislation & Policy alongside its implementation
- Building relationships, trust & confidence
- Robust implementation of a child-centred Graduated Response Framework
- Resetting the Statutory Assessment and Annual Review process & support model
- Timely confirmation of school placements
- Building a coherent & targeted approach to Early Intervention
- Implementation of child-centred Local IMPACT Teams
- Investing in and building a skilled & confident workforce with access to resources and support to meet children's needs
- Addressing specific challenges within special schools and enhancing their role within local communities to support inclusion within a Northern Ireland context
- Radically improving the approach to planning for a changing pupil profile
- Clear pathways of opportunity for further training, education or employment at post-16 and post-19
- Developing a longer-term plan to support Inclusion

These actions have informed this SEN Reform Agenda and accompanying Delivery Plan to provide all children with SEN with the Right Support, from the Right People, at the Right Time and in the Right Place.

What do we want for our children and young people with SEN?

Our vision for every child is that they are 'happy, learning and succeeding.' This is no different for our children who face additional challenges to accessing learning.

For too long, the commentary around SEN has been negative, rightly highlighting the limitations to the existing system to provide effective supports for children young people and their families. While it is right to focus our attention on those areas that require urgent improvement, we need to reframe our language around SEN to focus on what better support and success looks like for children and young people, parents/carers, staff and services:

	Children and Young People	Our Children with SEN enjoy the benefits of inclusion and have the same opportunities as their peers without SEN
	Parents and Carers	Parents and Carers are assured and confident in the SEN Processes & Delivery Approach
	Staff and Schools	Staff and Schools are confident in and capable of meeting needs
	Services	Child and young person centred, high quality, timely, effective and efficient

These outcomes identified through the End-to-End Review represent a longer-term aspiration for all our children and young people with SEN, their parents and the workforce. Measuring our progress towards these outcomes will be key in rebuilding confidence and in demonstrating the difference we are making to children's lives. As we move forward, investment must be clearly linked to demonstrating tangible benefits to children and must be informed by robust data and evidence in terms of how resources can best be targeted to deliver improved outcomes.

Embedding a culture of monitoring and evaluation will be woven through all aspects of the Reform Agenda through the development of an outcomes framework that will identify key indicators against which progress will be monitored. An outcomes framework will be in place by Spring 2025.

How will we deliver Reform and work towards Inclusion?

An accompanying Five-Year Delivery Plan to the Reform Agenda sets out a series of actions on how we will provide our children and young people with the Right Support, from the Right People, at the Right Time and in the Right Place.



Right Support

actions that enhance in-school support and resources to empower teachers and support staff to implement child-centred, effective, evidence-based interventions. This includes providing greater flexibility to schools to respond in an agile way to the needs of their pupils.



Right People

actions demonstrating a commitment to investing in the educational workforce. This will ensure a highly skilled workforce, equipped and empowered to build supportive learning environments for pupils with SEN. Health and Education will work together to ensure children who need it can access appropriate support from Allied Health Professionals (AHPs), regardless of their education setting.



Right Time

actions that facilitate the system's ability to identify needs early and respond effectively at the earliest opportunity. Critical to this is the collection and sharing of data to plan and design an effective education system to meet children's needs. A range of Early Intervention programmes will be developed, involving (not exclusive to) Education and Health professionals, which will ensure timely access to child-centred effective intervention.



Right Place

actions demonstrating a commitment to ensure that all children receive a timely placement, are educated in a learning environment which is appropriate to their needs and within their locality to maintain a sense of community inclusion, that there is sufficient physical capacity across the education system and that all pupils have access to learning environments that are inclusive.

We also acknowledge within the Delivery Plan the need to progress 'Towards Inclusion' through an Inclusive System Development Programme to develop a longer-term vision and plan for an inclusive education system within a Northern Ireland context.

However, that longer-term aspiration cannot prevent the urgent and shorter-term action required to move us further on our journey towards inclusion and more importantly improve the quality of experience and outcomes for our children with SEN, regardless of whether they are in a mainstream class, a specialist provision or a Special School.

Enabling actions

There are several enabling actions that will be fundamental to delivering reform over the next number of years. Together, these enabling actions will set the tone for delivery of the SEN Reform Agenda and ensure that the necessary foundations are in place from which to build a sustainable model for the future.

- **Policy & Legislation**

The range of scrutiny reports and recommendations told us that the policy landscape is unclear and there is not sufficient clarity around the existing model of provision for children with SEN. We are clear through this programme of reform what our vision for children with SEN is and we will bring forward a SEN Policy Statement as an early action to clarify the current legislative position and the roles and responsibilities of the department and the EA.

This will reaffirm and clarify the department's policy on 'the presumption of mainstream' and how this will be implemented effectively as we move forward. Further clarity will issue setting out the model for the continuum of provision for children with SEN, which comprises mainstream classes, Specialist Provision in Mainstream Schools and Special Schools.

- **Building Trust**

We acknowledge that there is significant work to be done to rebuild trust and confidence in SEN provision in Northern Ireland. Parents have spoken to us of their weariness and frustration at a system which, in their view, has become rigid, process-driven and adversarial. Wanting the appropriate support to meet your child's needs is any parent's natural motivation and it is vital that this reform agenda recognises that parents need to have confidence in a system that places their children's needs at the centre and supports them to thrive.

We know that many teachers and other practitioners have lost trust in the system to equip and enable them to meet children's needs in the classroom. This is why we will, through this agenda, place an emphasis on lived experience, evidence-based practice and practitioner input.

- **Collaboration**

Support for children with SEN reaches beyond the education system. Building strong and meaningful collaborative relationships with our sectoral support bodies and across Executive departments and their delivery partners, with Local Government and the voluntary and community sector will underpin delivery of this reform agenda. Forging these strategic alliances will bring opportunities to expand provision and harness skills, expertise and a wide range of resources to deliver additional benefits for our children.

- **Evidence informed**

Quality provision for SEN must be underpinned by evidence-informed practice and shaped by research on what works. We must draw on the wealth of existing expertise across our system and beyond to shape delivery models that are based on evidence of effective practice and ensure that provision is continuously being evaluated to keep up with emerging evidence.

The Middletown Centre for Autism is widely recognised as a centre of excellence in neuro-affirming practice with programmes of training and support that are responsive to the needs of children and their families. The expertise and experience in our Special Schools cannot be underestimated and can also benefit many others across the system in sharing and building good practice. In striving for excellence for our children with SEN, we must draw on the expertise and experience across the education system and beyond and learn from international best practice to continuously refine and improve SEN services.

- **Monitoring & Quality Assurance**

The existing system of SEN provision has attracted significant criticism for the lack of meaningful measurement of impact on children's outcomes. Embedding a culture of monitoring and evaluation will be woven through all aspects of this reform agenda through the development of an outcomes framework that will identify key indicators against which our progress will be monitored towards achieving the Right Support, from the Right People, at the Right Time and in the Right Place. This will be important in demonstrating tangible improvements that will benefit our children, parents, schools and the wider system and ultimately grow confidence in the transformation process.

Our children and young people with SEN should benefit from the highest possible quality of provision and our aspirations for them should be no different than our expectations for their peers without SEN. It is critical that parents are assured that their children's provision is appropriate to their needs and the services in place to support them are informed by best practice and based on up to date evidence. The ETI will be key in providing assurance to the Department on the quality of SEN services across the continuum of provision.

- **Financial sustainability**

Building a high quality, sustainable model of provision for the future is critical to improving outcomes for our children and young people with SEN. We must be rigorous in our assessment of current and future arrangements to ensure that the ways in which we currently invest in SEN provision are truly maximised to benefit our learners. This means looking at where investment is directed, using and sharing data more intelligently to target resources and ensuring that investment is clearly linked to measurable improvement for children.

Who will Deliver the Reform Agenda?

Reform will be delivered through a series of actions summarised under the themes Right Support, from the Right People, at the Right Time and in the Right Place **led by DE, in collaboration across the education sector, Executive departments and their delivery partners, local government, the Voluntary & Community Sector and the Private Sector. Collaboration will underpin delivery. Cross Departmental collaboration is key and particularly with the DoH, DfE, DfC and DoJ** in terms of access to the appropriate data to inform planning and provision of services as well as ensuring clear pathways for further training, education or employment at post 16 and post 19.

The delivery plan has been developed following engagement with **the EA, DoH, DfE and others. Collaborative delivery will underpin the implementation phase.**

The SEN Reform Agenda will be aligned to the various other reviews and initiatives taking place within DE including those on School Improvement, Curriculum, Workforce, the Early Learning and Childcare Strategy and the RAISE programme. This will facilitate a systematic approach, contribute to better outcomes for our children and young people with SEN, creating inclusive learning environments and offering sustainable high quality education with effective interventions and support, greater value for money and return on investment.

How much will Delivery cost?

Whilst some actions contained within this Delivery Plan can proceed without additional funding, full implementation will require significant investment. The high level estimated cost of delivery is £570m over a five-year period.

Costings will be finessed in detailed implementation plans and in collaboration with key delivery partners.

As highlighted previously, the current approach to delivery is not financially sustainable and crucially, children's opportunities and outcomes are not improving despite the increased levels of investment. An analysis of the current SEN financial model has identified opportunities to re-structure existing resource towards more effective interventions and support, creating return on investment as well as opportunities for better outcomes for children and young people with SEN.

There are also opportunities to draw in additional investment. A bid has been made to the Interim NICS Transformation Board (at the time of writing the outcome of the bid is awaited) which if successful will enable us to commence the phased implementation of this long-term inclusive SEN Reform Agenda. We will also seek opportunities within education and with other identified partners in Health and Economy, the voluntary and community and private sectors to jointly fund actions facilitating not only value for money, but a collaborative and child-centred approach to investment.

How will Delivery be Measured?

As outlined above under 'Enabling Actions' an outcomes framework will be developed in collaboration with delivery partners.

An independent evaluation will be commissioned upon implementation of the Delivery Plan and will report at key milestones throughout implementation. An Annual Progress Report will also be produced by DE.

It is essential that within the monitoring and evaluation arrangements that the Delivery Plan is viewed as agile and fluid, meets the needs of the child and the changing profile of our pupil population and will be reviewed on an ongoing basis ensuring that it is fit for purpose.

Governance

Appropriate governance arrangements will be established led by a Senior Officer within the Department of Education and reporting directly to the Minister to ensure that there is a clear focus on delivery of the Reform Agenda and Delivery Plan. Sitting alongside these Governance arrangements will be fora to ensure that the voices of those with lived experience are heard throughout the delivery of the Reform Agenda. Practitioner and expert advisory input will also be features of the implementation phase to ensure that delivery maintains integrity with the theory of change outlined within this Agenda and that practice is evidence informed.

These structures will be critical to ensuring that investment and delivery is:

- **targeted to meeting the needs of the children and young people with SEN; and**
- **responsive to ensure that an ethos of continuous improvement is inbuilt through the programme to refine and quality assure our approach to SEN provision.**



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