



**Funding for specialist education services for  
children and young people with sensory impairment**

**July 2022**

**Amendment 62**

After Clause 46

LORD HUNT OF KINGS HEATH

LORD BLUNKETT

LORD ADDINGTON

After Clause 46, insert the following new Clause—

“Funding for specialist education services for children and young people with sensory impairment

(1) An English local authority must secure that provision of specialist education services to children and young people with sensory impairment and their parents is sufficient to facilitate the development of the child or young person with sensory impairment and to help him or her achieve the best possible educational and other outcomes.

(2) Specialist education services include support to the parent of a child with sensory impairment, following the point of identification of any sensory impairment.

(3) The Secretary of State must ensure that funding to local authorities for provision of services under this section is sufficient.

(4) In discharging their duty under subsection (1), a local authority must have regard to the special educational needs and disability code of practice and any other guidance given from time to time by the Secretary of State.”

**Member's explanatory statement**

*This amendment seeks to introduce a new duty for local authorities and the Secretary of State to ensure there is sufficient funding for specialist education services for children and young people with sensory impairments in line with the special educational needs and disability code of practice under the Children and Families Act 2014.*

### **Amendment welcome**

- We welcome and support this amendment for the funding of specialist education services for children and young people with sensory impairment and their parents.
- Many children with sensory impairment will require a range of specialist education services to enable them to achieve their educational potential - and their potential in life.
- For many of those children and young people specialist education services will be provided by healthcare professionals.
- An example are speech and language therapists who will support many children and young people with sensory impairment who also have speech, language and communication needs. This includes those who are deaf, those who are deafblind and those with visual impairment.

### **Funding of specialist education services for all children and young people with speech, language and communication needs**

- There are also many children and young people with speech, language and communication needs who do not have sensory impairment, but who also require access to specialist education services, this includes children who have special educational needs and disabilities.
- These children and young people include those who stammer, autistic children and young people, those with developmental language disorder, a speech sound disorder, such as developmental verbal dyspraxia, a cleft lip and palate, a brain injury, or those who have rare or genetic conditions, or with foetal alcohol spectrum disorder (FASD) or attention deficit hyperactivity disorder (ADHD). It also includes those who use augmentative and alternative communication.
- In addition, it includes children and young people in areas of social disadvantage, many of whom can start school with language difficulties, and vulnerable children and young people, such as those who are care-experienced, victims of domestic abuse, or have mental health conditions or are in contact with criminal justice services.

### **Funding of specialist education services for all children and young people**

- As we argued in our briefing on Lord Watson's probing amendments 171J and 171K on spoken language and communication, it is also critically important that the spoken language and communication skills of all children and young people are

developed.

- So access to specialist education services may also be required to develop the oracy skills of a wider group of children and young people, not only those with sensory impairment or speech, language and communication needs.
- This is especially important in areas of social disadvantage.
- Examples of these types of specialist education services include, but are not limited to, advisory teachers, education psychologists, and speech and language therapists.

### **The assurances we're seeking from Government**

- We hope that in its response to this amendment, the Government will offer the following assurances.
- First, that **children and young people with sensory impairment** are going to be able to access the specialist education services they require, including speech and language therapy where needed.
- Second, that all **children and young people with speech, language and communication needs**, including those without sensory impairment, are going to be able to access the specialist education services they require. **In its response to Lord Watson's amendment, which included ensuring those with communication needs get the support they require, the Government was silent on this point. It made no reference to how the Schools Bill and the SEND Review Green Paper are going to work together to deliver better support to children and young people with special educational needs and disabilities.**
- Third, that the specialist education services required to develop the **spoken language and communication skills of all children and young people** are also going to be provided. The breadth and depth of support across the House of Lords for Lord Watson's amendments on oracy highlights the importance of this issue.

### **Organisations supporting this briefing**

42 organisations support this briefing, including:

- Ace Centre
- Action Cerebral Palsy
- Action for Stammering Children

- Afasic
- ASLTIP - Association of Speech and Language Therapists in Independent Practice
- Association of Youth Offending Team (YOT) Managers
- Better Communication
- CDC – Council for Disabled Children
- ChatterPack
- CICS Group – Cochlear Implanted Children’s Support Group
- CLAPA
- Communication Matters
- Contact
- Elklan
- ESB – English Speaking Board
- Headlines
- I CAN, the children’s communication charity
- Kids
- Makaton
- NAPLIC
- National Literacy Trust
- National SEND Forum
- NDNA - National Day Nurseries Association
- Oracy Cambridge
- Pace
- RCSLT
- Rett UK
- SAPHNA – School and Public Health Nurses Association
- SEC – Special Educational Consortium
- Sen.se
- Sense
- Signalong
- SMIRA
- Speech Bubbles
- SPTS – Specialist & Personalised Training Services
- STAMMA
- Symbol
- Talking Mats

- The Children's Trust
- The Elizabeth Foundation
- The National Organisation for FASD
- Voice 21

**Further information**

For more information, please contact

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