



Staffordshire Parent Carer Forum

Shaping SEND Together

This report provides a summary of the discussions and questions emerging from the four **Shaping SEND Together** sessions attended by approximately 49 parents and carers.

Summary

The SEND reform proposals raise significant concerns for parents, carers, children and young people, particularly around whether reforms will strengthen support in practice or reduce legal accountability. Families support earlier help, better communication and more inclusive provision, but they need assurance that the reforms will not leave children with complex needs, children out of school, or children requiring EOTAS and specialist provision without enforceable support.

The main concern is that responsibility may be shifted onto schools and families without the funding, specialist capacity, training, legal safeguards and accountability needed to make support effective. The graduated approach, APDR, resource bases, SEND Inclusion Hubs, “Experts at Hand” and targeted support must be clearly defined, properly resourced and independently monitored so that they improve outcomes rather than simply create additional processes.

Families are also asking for children and young people who are EOTAS, EHE, NEET, educated elsewhere or unable to attend school to be explicitly included in reform planning. Mental health, sensory needs, neurodiversity, social care and health support must be treated as central issues, not separate or secondary matters. The reforms should protect existing rights, uphold statutory duties, and ensure that every child receives suitable education and support in the setting or arrangement that meets their needs.

Overall, the request from families is for transparent co-production, written routes for support and escalation, clear accountability when provision is not delivered, and evidence that funding will be ring-fenced and used to improve children’s lived experiences rather than only system-level indicators.

Key Feedback from Parents to Key Questions – Table Discussions

What sense do you make of what is being proposed?

- Political fluff that will take funding from the most vulnerable and push it into schools, preventing access for some children
- Better collaborative working between health, education and social authorities
- Good start but would like to see what other changes will happen to ensure it happens – not a stand alone
- Proposed changes heavily rely on people doing the right thing
- Better co-production of work across the services

What are your best hopes for SEND Reform Plan?

- Children/young people can access all services and help they need whether in school or not.
- Sensory OT provided
- Post 16 no man's land clarified
- The EHCP's (or what the new name may be) are still legally enforceable plans + not watered down
- Needs being met in local communities
- Smaller community schools
- Treating all children as individuals
- Ready for adulthood
 - prepared/happy
 - life skills
- Change of curriculum
- Parents empowered – central to decision making
- Consistency through schools
- Working together!
- Parental involvement
 - Paid – in the system
- Lived experiences – family support
- Early intervention
- Inclusive culture
- Qualified staff in all classrooms
- Education, health and care working together to prepare children for adulthood
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What would it look like if the system worked for your children?

- Part time setting part time EOTAS
- Support for parents
- Adequate funding for schools to provide what they need
- Better accountability
- Better legal responsibility to the decision makers to be held responsible for their decisions

- Local authority is willing to be transparent + follow legal duties
- Clubs/activities outside of school
- Happiness/thriving
- Remove pressure from schools regarding attainment focus
- Introduce a statutory duty on mainstream schools and academy trusts to demonstrate they have exhausted all reasonable SEND adjustments before exclusion or managed moves are considered.
- Strengthen the Equality Act 2010 by requiring independent scrutiny of exclusions involving pupils with SEND where disability may be a contributing factor.
- Make SEND outcomes a core accountability measure in inspection and performance frameworks, with equal weighting to academic attainment and behaviour.
- Ring-fence SEND funding so it must be spent on the child or cohort for whom it is allocated, with transparent reporting.
- Require independent SEND oversight before any permanent exclusion of a child with an EHCP or identified SEND.
- Create financial incentives that reward successful inclusion and sustained attendance of pupils with SEND, rather than inadvertently rewarding exclusion.
- Require academy trusts to publish annual SEND performance data, including exclusions, suspensions, attendance, tribunal outcomes and parent satisfaction.
- Strengthen enforcement powers so local authorities can require schools to deliver agreed SEND provision without parents needing to pursue tribunal proceedings.
- Maintain the legal enforceability of EHCPs until an equally robust statutory protection is in place.
- Introduce a statutory presumption of inclusion, meaning exclusion of a child with SEND should only occur where all reasonable adjustments and specialist support have demonstrably failed
- Better understanding of diagnoses communication to children and young people
- Conversation and guidance around parental input into supporting children with health/puberty etc
- Inclusivity surrounding activities during school holidays/weekend/after school clubs
- Security surrounding accountability especially with regards to Academies

SEND Reform: Themed Concerns and Questions

These notes group the concerns and questions raised by parents, carers, children and young people about the SEND reform plans, with a focus on practical delivery, legal duties, accountability, inclusion, funding, and support for children whose needs are not currently being met.

1. Legal Duties, Rights and Accountability

- How will the local authority ensure it continues to meet its existing legal duties while reforms are developed and implemented?
- How are Section 42 duties being followed now, and how will they be upheld after reform?
- Will proposed changes affect duties under Section 19, particularly for children who cannot attend school because of illness, exclusion or other reasons?
- If EOTAS is a statutory route under Section 61, why is it not clearly addressed in the reform plan?
- Who is accountable when support, provision or education does not actually happen?
- What happens when the local authority does not meet its legal duties and children are left without education or the support they need?
- How will reducing reliance on statutory plans avoid weakening legal accountability?
- What mechanisms will ensure schools deliver provision if the system relies more heavily on the graduated approach and less on statutory plans?

2. Graduated Approach, APDR and Quality of Provision

- The system appears strong at measuring whether a process has been followed, but weaker at measuring whether a child has actually benefited.
- How will Staffordshire measure quality and impact, rather than simply whether paperwork has been completed?
- What happens when a school can show Assess, Plan, Do, Review paperwork is complete, but the child's outcomes continue to deteriorate?
- What assurance is there that schools are implementing the graduated approach with fidelity, rather than simply recording compliance?
- The graduated approach assumes schools have both the capacity and incentive to deliver effective SEND provision; parents are concerned this is where the system breaks down.
- Why are children's and parents' views not always gathered or properly considered during APDR and EHCP needs assessment processes?
- How will reasonable adjustments be secured for children without an EHCP?

3. Inclusion, Mainstream Expectations and Resource Bases

- There are concerns about how "inclusion" is being interpreted and what it will actually look like for children with different levels and types of need.
- How will reforms protect children whose needs are already too complex for ordinary mainstream provision?
- How will children who cannot access traditional classrooms or school environments because of sensory, mental health or other needs be supported?
- Resource bases may help some children, but what is the evidence base for this model?

- How do proposed resource base numbers stack up against the number of children with EHCPs and the number of schools across Staffordshire?
- If only a minority of schools have resource bases, what happens to children in the remaining schools?
- There is concern that SEND hubs or inclusion bases could become internal segregation rather than genuine inclusion, especially if they are not properly regulated or staffed by qualified professionals.
- How will children with very different needs be safely and appropriately supported if placed together in a hub simply because it is local?
- Will current EHCPs be affected by these reforms?

4. EOTAS, EHE, NEET and Children Not in School

- Children and young people who are EOTAS, EHE, NEET, educated elsewhere or not currently in school must not be overlooked during reform.
- What support will be available for children who cannot attend school because the environment is too much or no suitable setting exists?
- Where EOTAS is the right provision for a child's needs, why are these options often refused?
- How will EOTAS children access experts, therapists, autism support teams, mental health support and specialist provision?
- Who is responsible for EOTAS, and how will the local authority ensure provision actually happens?
- What happens to children and young people who miss out during the interim period before reforms are fully implemented?
- How will reforms protect children already not coping in mainstream or special schools?
- How will children already on EOTAS understand what will change, when it will change, and how they will be supported?

5. Mental Health, Neurodiversity, Sensory Needs and Health Support

- Why is mental health support so difficult to access for children who are diagnosed neurodiverse, including autistic children and children with ADHD?
- What support will be available for children with anxiety so severe that they cannot attend school?
- How will the ICB support mental health for children and young people who are not able to access education?
- Will sensory specialist occupational therapists be available through schools or "Experts at Hand", including for post-16 learners?
- Is sensory OT assessment and support available via the NHS ICB?
- When will an ARFID pathway be developed, and how will education, health and social care be linked in practice?
- How will waiting times for ADHD, CAMHS and other health pathways be addressed?

- Families need access to therapies and structured support at home as well as in education, because a child does not only have SEND at school.

6. “Experts at Hand”, Targeted Support and SEND Inclusion Hubs

- What is the difference between “Experts at Hand”, “Targeted Support” and SEND Inclusion Hubs?
- Who can access each offer, when, and through what route?
- Will there be waiting lists, eligibility criteria or referral thresholds?
- Who will the experts be: qualified professionals such as SALTs, EPs and OTs, or practitioners without specialist professional qualifications?
- How will the offer be managed, monitored and held accountable?
- Will children who are EOTAS, EHE, NEET or not in school be able to access the same support?
- Will some resources be used to increase available Educational Psychologist hours?
- Could experienced parents and carers sit within these structures as experts by experience?

7. Funding, Debt Write-Off and Long-Term Sustainability

- Parents are concerned about where the funding will come from, especially when families are often told there is only so much money available.
- What specific reforms are required in return for the 90% SEND debt write-off?
- Will funding be ring-fenced, what exactly will it pay for, and how will impact be measured?
- Two main transition funds have been identified, but long-term funding beyond three years is unclear.
- Who will monitor money given to schools to ensure it is used for the children it is intended to support?
- How much money is currently spent on conflict, complaints, tribunals or “fighting”, and how much could be reinvested if a more collaborative approach reduced this?
- How will specialist placements, special school capacity, PMLD provision and post-16 provision be funded and expanded where needed?

8. Communication, Co-Production and Parent/Carer Voice

- Families want honest communication: picking up the phone and having a conversation is often better than silence.
- If the local area is trying to listen, why are so many children, parents and emails still being ignored?
- Parents and carers need to see processes in writing, including clear routes for support, escalation and accountability.
- Co-production needs to be genuine, not tokenistic; parents, carers, children and young people should be at the heart of planning.

- It was noted that professionals sat together when discussing co-production, which did not model shared working with families.
- Parent/carer input should not be squeezed out by presentations or professional talking time.
- Slides and public information should be accessible and not overly busy, recognising that many parents and carers are also neurodivergent.

9. School Culture, SENCO Capacity and Workforce

- How will schools be made accountable for delivering SEND support, rather than responsibility simply being passed down without enforcement?
- How will the role of the SENCO be elevated and protected, especially where SENCOs also hold other leadership responsibilities?
- What qualifications and training will SEND key workers have?
- All school staff need appropriate training, not blanket or superficial training that does not change practice.
- Early identification needs to improve, with accountability where schools fail to identify needs or act early.
- Families value relationships with key workers, professionals meeting children, reduced battling and good transitions between settings.
- How confident is Staffordshire that existing culture will support reform, rather than undermine it?

10. Attendance, Absence, Reintegration and Alternative Provision

- There is concern that attendance policy is being prioritised over understanding why children are absent.
- Families want children's arrival in school to be recognised positively rather than framed through punitive attendance approaches.
- How will the target to reduce absence among children and young people with EHCPs be achieved?
- Will research be carried out into why absences occur and why so many EHCP pupils are educated elsewhere?
- What support will be available for reintegration, part-time provision, mixed packages and external provision?
- How will decisions about Elective Home Education be kept child-centred and not driven by statistics or performance indicators?
- How will the local area ensure decisions are in the child's best interests where a school setting is unsuitable?

11. Social Care, EHCP Reviews and Joined-Up Working

- EHCPs cover education, health and care, but families report that social care is often absent or hard to enforce.
- When will all professionals involved in an EHCP come together for reviews?
- How will education, health and social care work together in a practical, accountable way?

- What role will social care play in SEND reform, especially for children whose needs extend beyond school?
- How will care plans be enforced where social care support is needed?

12. Questions from Children and Young People

- “What about me? I’m not able to go to school; it is too much in the environment of a school. How do you help us?”
- “I have been out of school for over a year. My plan says I can’t go to mainstream school. My local special needs school offered me a place and the LA refused. How will you make sure children like me are not let down?”
- “My name is Elsie. I am 9 and get EOTAS. Can you help me understand how, when and what will change, and how you will support me and others like me?”
- “This is Bob. Bob is autistic and has sensory needs. Bob can’t go to school. How do you help Bob learn outside school?”
- “This is Bill. Bill is autistic, has ADHD and sensory needs, and is in a small specialist school. He has mental health issues but cannot access support because of his autism diagnosis. Will this change, how will it be funded, and when?”

13. Positive Practice to Build On

- Families described support working well when there are no delays.
- Good communication makes a significant difference.
- Plans and paperwork need to be up to date and meaningful.
- Children should be met and understood as individuals.
- Transitions between settings need to be planned and supported well.
- Parents and carers should not have to battle to secure lawful and appropriate support.

Overall Message

The central concern is that reform must not reduce legal accountability or shift responsibility onto schools and families without clear duties, funding, specialist capacity and enforceable safeguards. Families want earlier support, but they also need assurance that children with complex needs, children not in school, and children requiring EOTAS or specialist provision will not be pushed into unsuitable mainstream models or left waiting while systems are redesigned.

APPENDIX 1:

Newcastle Under Lyme - Monday 6th July 2026 (in person meeting)

Table Discussions

<u>What sense do you make of what is being proposed?</u>	<u>What are your best hopes post SEND reform plan?</u>	<u>What would it look like if the system worked for your children?</u>
Political fluff that will take funding from the most vulnerable and push it into schools, preventing access for some children	Children/yp can access all services & help they need whether in school or not. Sensory OT provided Post 16 no man's land clarified	Part time setting part time EOTAS Support for parents adequate funding for schools to provide what they need.
Better collaborative working between health, education and social authorities.	That EHCP's (or what the new name may be) are still legally enforceable plans + not watered down.	Better accountability Better legal responsibility to the decision makers to be held responsible for their decisions. Local Authority that is willing to be transparent + follow legal duties.

What sense do you make of what is being proposed?

- Political fluff that will take funding from the most vulnerable and push it into schools, preventing access for some children
- Better collaborative working between health, education and social authorities

What are your best hopes for SEND Reform Plan?

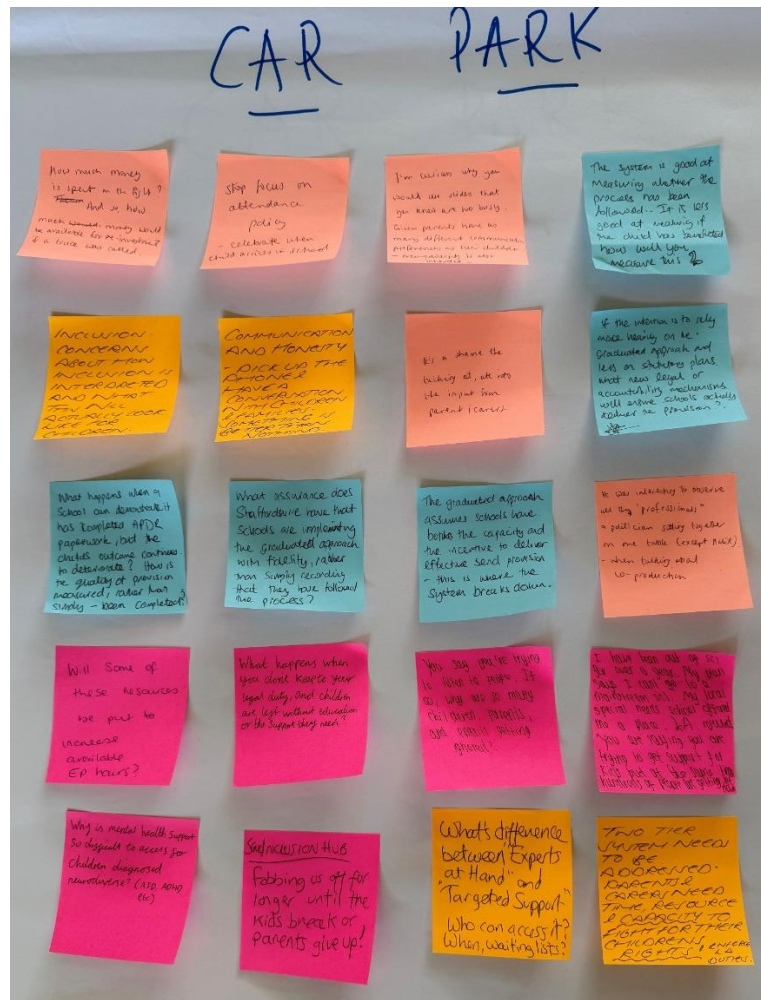
- Children/young people can access all services and help they need whether in school or not.
- Sensory OT provided
- Post 16 no man's land clarified
- The EHCP's (or what the new name may be) are still legally enforceable plans + not watered down

What would it look like if the system worked for your children?

- Part time setting part time EOTAS
- Support for parents
- Adequate funding for schools to provide what they need
- Better accountability

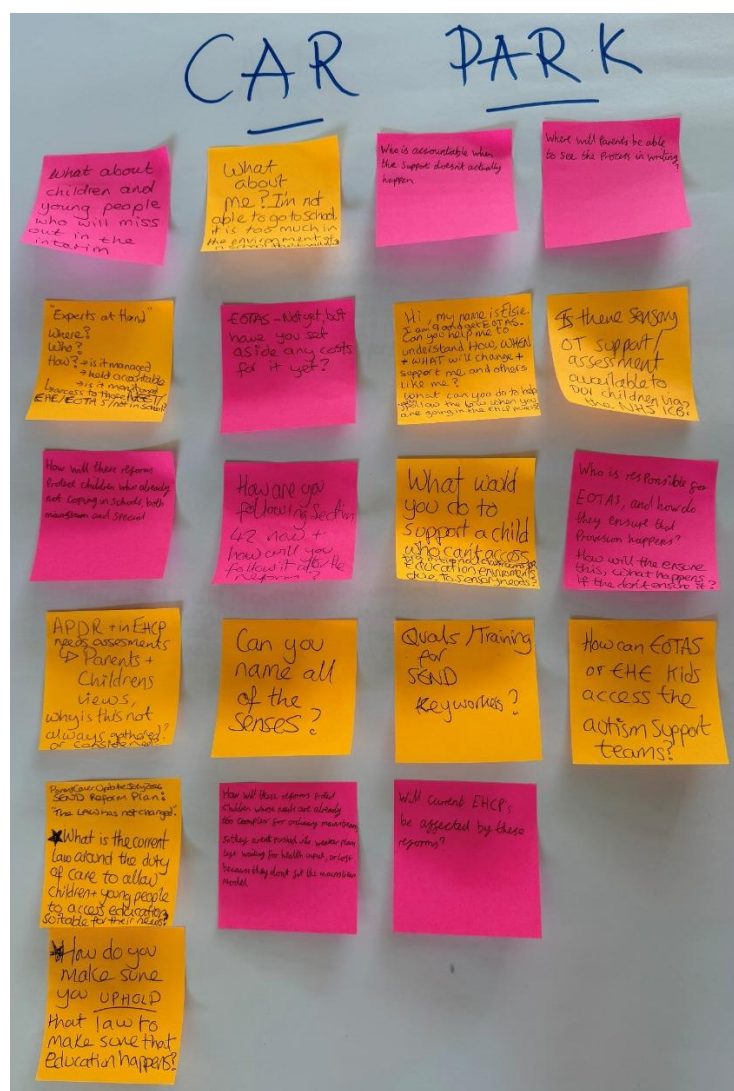
- Better legal responsibility to the decision makers to be held responsible for their decisions
- Local authority is willing to be transparent + follow legal duties

Car Park/Post-It Notes



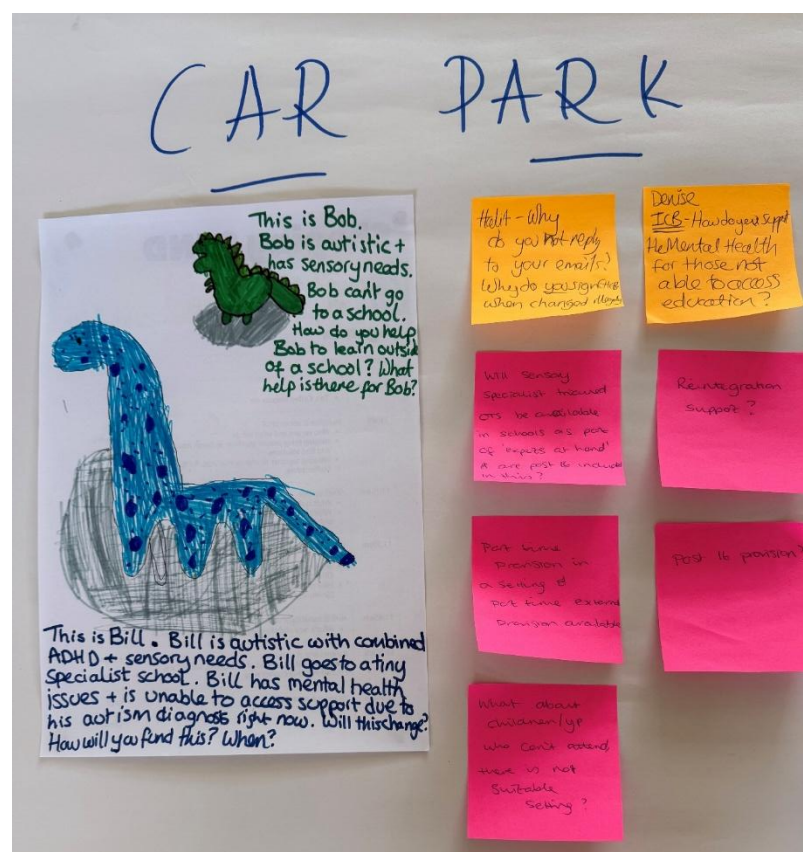
- How much money is spent on fight? And so how much money would be available for re-investment if a truce was call
- Stop focus on attendance policy – celebrate when child arrives in school
- I'm curious why you would use slides that you know are too busy. Given parents have as many different communications preferences as the children – neurodiversity is also inherited
- The system is good at measuring whether the process has been followed. It is less good at measuring if a child has benefitted. How will you measure this?
- Inclusion – Concerns about how inclusion is interpreted and what this will actually look like for children
- Communication and honesty – Pick up the phone and have a conversation with children and families. Something is better than nothing
- It's a shame the talking ate into the input from parents/carers

- If the intention is to rely more heavily on the graduated approach and less on statutory plans. What new legal or accountability mechanisms will ensure schools actually deliver the provision?
- What happens when a school can demonstrate it has completed APDR paperwork, but the child's outcome continues to deteriorate? How is the quality of provision measured, rather than simply been completed?
- What assurance does Staffordshire have that schools are implementing the graduated approach with fidelity, rather than simply recording that they have followed the process?
- The graduated approach assumes schools have both the capacity and the incentive to deliver effective SEND provision – this is where the system breaks down.
- It was interesting to observe all the 'professionals' sitting together on one table (except Halit) when talking about co-production
- Will some of these resources be out to increase available EP hours?
- What happens when you don't keep to your legal duty, and children are left without education or the support they need?
- You say you're trying to listen to people. If so why are so many children, parents and emails getting ignored?
- I have been out of school for over a year. My plan says I can't go to mainstream school. My local special needs school offered me a place LA refused. You are saying you are trying to get support for kids but at the same time hundreds of people are getting let down
- Why is mental health support so difficult to access for children diagnosed neurodiverse (ASD, ADHD etc)
- SEND Inclusion Hub Fobbing us off for longer until the kids break or parents give up!
- What's difference between "Experts at Hand" and "Targeted Support" Who can access it? When, waiting lists?
- Two tier system needs to be addressed. Parents and carers need time, resource and capacity to fight for their children rights. Enforce LA duties



- What about children and young people who will miss out in the interim
 - What about me? I'm not able to go to school, it is too much in the environment of a school. How do you help us?
 - Who is accountable when the support doesn't actually happen
 - Where will parents be able to see the process in writing?
 - "Experts at Hand"
 - Where?
 - Who?
 - How?
 - Is it managed
 - Held accountable
 - Is it monitored
- ➡ Access to those NEET/EHE/EOTAS/not in school

- EOTAS – Not yet, but have you set aside any costs for it yet?
- Hi, my name is Elsie. I am 9 and get EOTAS. Can you help me to understand HOW, WHEN and WHAT will change + support me and others like me? What can you do to help you follow the law when you are going in the EHCP process?
- Is there a sensory OT support/assessment available to our children via the NHS ICB?
- How will these reforms protect children who already not coping in schools both mainstream and special
- How are you following Section 42 now + how will you follow it after the reform
- What would you do to support a child who can't access traditional classrooms or education environments due to sensory needs?
- Who is responsible for EOTAS, and how do they ensure that provision happens? How will the ensure this, what happens if they don't ensure it?
- APDR + in EHCP needs assessment – Parents + Children's views, why is this not always gathered or considered?
- Can you name all the senses?
- Quals/training for SEND key workers?
- How can EOTAS or EHE kids access the autism support teams?
- SEND Reform Plan: "The law has not changed"
 - ❖ What is the current law around the duty of care to allow children and young people to access education suitable for their needs?
 - ❖ How do you make sure you uphold that law to make sure that education happens?
- How will these reforms protect children whose needs are already too complex for ordinary mainstream so they aren't pushed into weaker plans left waiting for health input or lost because they don't fit the mainstream model
- Will current EHCP's be affected by these reforms?

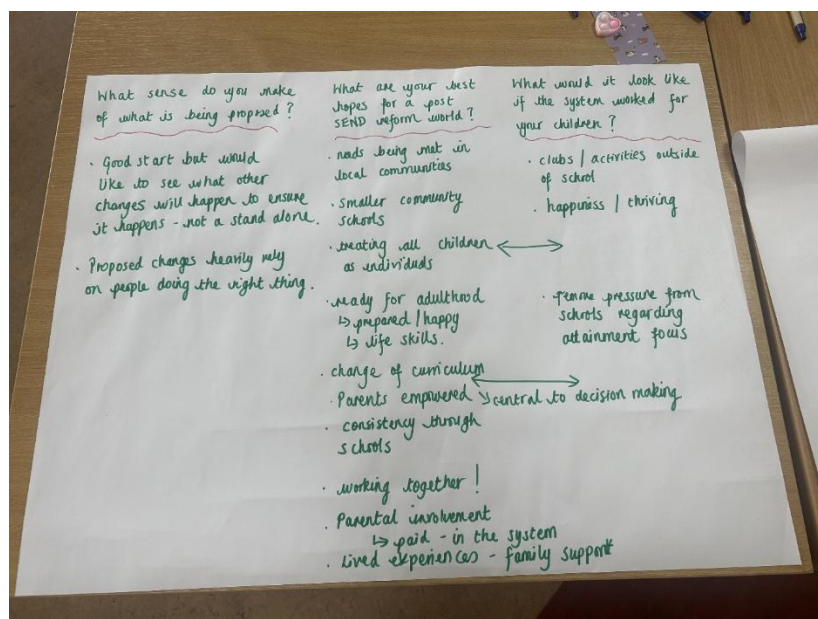


- This is Bob. Bob is autistic + has sensory needs. Bob can't go to school. How do you help Bob to learn outside of a school? What help is there for Bob?
- The is Bill. Bill is autistic with ADHD + sensory needs. Bill goes to a tiny specialist school. Bill has mental health issues + is unable to access support due to his autism diagnosis right now. Will this change? How will you fund this? When?
- Halit – Why do you not reply to your emails? Why do you sign EHCP when changed illegally?
- Denise – ICB – How do you support the Mental Health for those not able to access education?
- Will sensory specialist trained OT's be available in schools as part of 'experts at hand' and are post 16 included in this?
- Reintegration support?
- Part time provision in a setting and part time external provision available
- Post 16 provision?
- What about children/young people who can't attend, there is not suitable setting?

APPENDIX 2:

Burntwood - Tuesday 7th July 2026 (in person meeting)

Tabel Discussion



What sense do you make of what is being proposed?

- Good start but would like to see what other changes will happen to ensure it happens – not a stand alone
- Proposed changes heavily rely on people doing the right thing

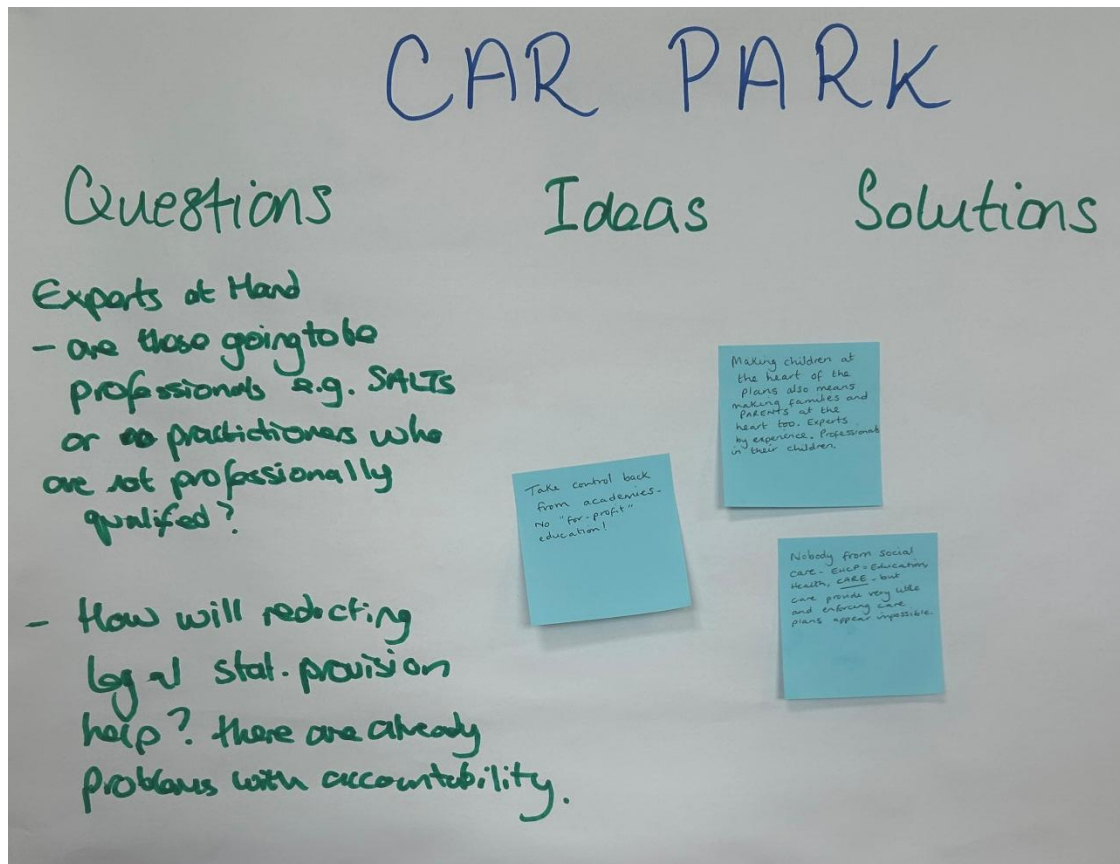
What are your best hopes for SEND Reform Plan?

- Needs being met in local communities
- Smaller community schools
- Treating all children as individuals
- Ready for adulthood
 - prepared/happy
 - life skills
- Change of curriculum
- Parents empowered – central to decision making
- Consistency through schools
- Working together!
- Parental involvement
 - Paid – in the system
- Lived experiences – family support

What would it look like if the system worked for your children?

- Clubs/activities outside of school
- Happiness/thriving
- Remove pressure from schools regarding attainment focus

Car Park/Post-it notes



- Experts at hand – are these going to be professionals e.g. SALTS or practitioners who are not professionally qualified?
- How will reducing legal statutory provision help? There are already problems without reducing accountability
- Take control back from academies – No “for profit” education!
- Making children at the heart of the plans also means making families and PARENTS at the heart too. Experts by experience. Professionals in their children
- Nobody from social care – EHCP = Education Health, CARE but – care provide very little and enforcing care plans appear impossible

APPENDIX 3:

Online - Tuesday 7th July 2026

Questions Submitted in Chat From Attendees

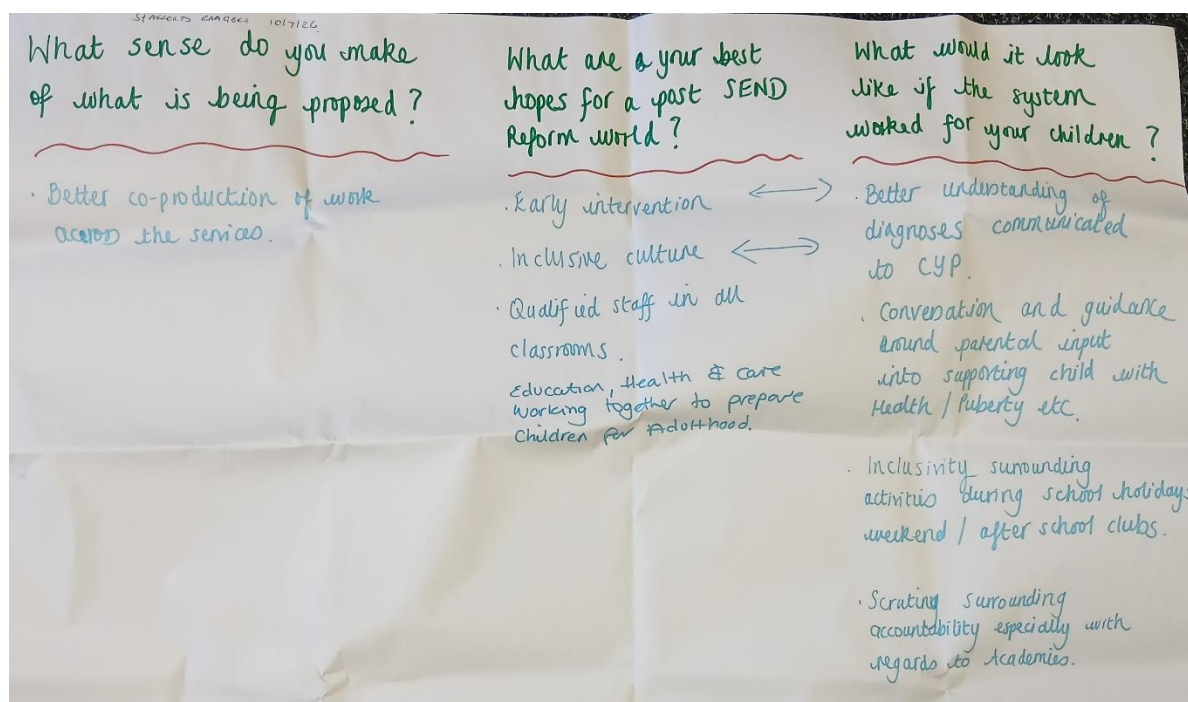
- What is the justification within Staffordshire SEND Reform Plan for priorities in relation to reducing the numbers of children and young people who are Electively Home Educated given that this is in most part parental choice?? Given the changes with the Well-Being Act and the requirement for meetings before pupils are de-registered so how can Parents feel confident that any decisions will be in the child's best interests and not based on statistics and measurement indicators of children and young people attending a setting when in some circumstances it is simply unsuitable?
- Knowing what I do about the reforms, the main concern I have and see is where the funding is going to come from considering Staffordshire SEND parents are repeatedly told there's only so much money available
- Please define support
- The SEND Reform Plan refers to a priority of reducing the absence rate the numbers of individuals with EHCP's from over 12% to 6% in line of statutory school age. What is the rationale of how this will be achieved? Will any research be carried out as to why absences occur and why so many EHCP pupils are 'educated elsewhere'?
- What support will be available for children with anxiety so severe that they cannot attend school?
- Will proposed changes impact upon Section 19?
- When will an ARFID pathway be developed? Also how exactly will the plan look like linking education, health and social care?
- Considering the numbers of children with an EHCP, how do those resource base numbers stack up?
- If EOTAS is a statutory duty under Section 61, why is it not specifically addressed in the reform plan? And how will you ensure that children who cannot attend school still receive timely access to experts, therapists, and specialist provision?
- Two main transition funds are identified, but long-term funding beyond three years is unclear. Can you clarify?
- Will funding be ring-fenced, what will it pay for, and how will impact be measured?
- When will all of the people involved in an EHCP actually come together for reviews?
- Children with PMLD are often getting lost when it comes to school placements, the new school is focused on SEMH and autism but there are very limited school places and support for children with PMLD. Are there plans to increase these?
- What is the evidence base for Resource Bases?

- You are receiving a 90% SEND debt write-off. What specific reforms are you required to deliver in return?
- 40-50 resource bases to cover 400 schools means only 10% of schools will be covered. What about the other 90%?
- Where EOTAS is the right thing for the needs of a child, especially where they are on LA approved Part time Timetables why are these options being continually refused?
- Inclusion bases and SEND hubs risk becoming internal segregation rather than genuine inclusion, especially without regulation or qualified teachers. Will these concerns be addressed?
- Concerns also regarding children with differing needs being placed together in a hub just because it is at their local school, even if their needs require different strategies (e.g. a child with high SEMH needs and a child with significant cognitive development struggles). How will this issue be addressed?
- Who is going to monitor the money given to schools as the money that schools receive now for supported hours is never used for the child, 1 support staff member to 5-6 children all with EHCP's?
- How confident are you that the culture described by the recent whistleblower is not exactly the culture within Staffordshire and that without a significant change to this any reform will be pointless?
- Special schools are costing the LA a huge amount of money. This reform will only relate to state funded schools. Can we please get out and visit and scrutinise these schools?
- Will families be able to access support at home, have access to therapies and structured support not just in education? A child doesn't just have SEND at school
- How are you planning on making schools accountable? Is this not just passing on the responsibility?
- EOTAS isn't mentioned at all in this reform, what is Staffordshire's plan about supporting these children not linked to schools?

APPENDIX 4:

Stafford – Friday 10th July 2026 (in person meeting)

Table Discussion



What sense do you make of what is being proposed?

- Better co-production of work across the services

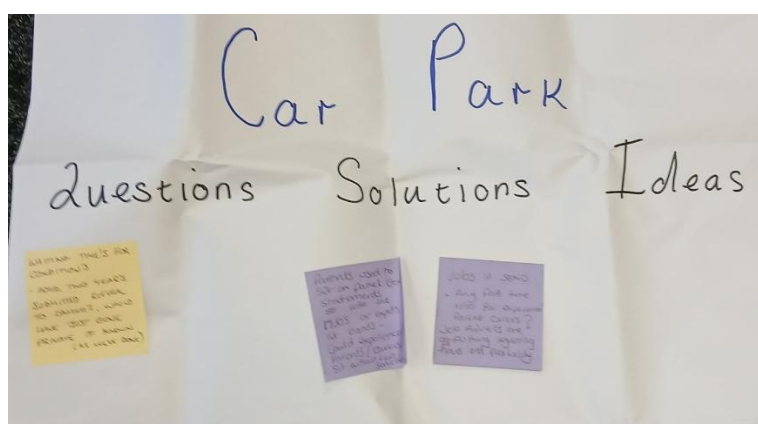
What are your best hopes for SEND Reform Plan?

- Early intervention
- Inclusive culture
- Qualified staff in all classrooms
- Education, health and care working together to prepare children for adulthood

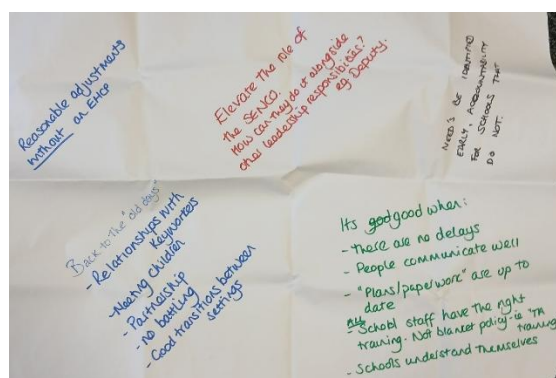
What would it look like if the system worked for your children?

- Better understanding of diagnoses communication to children and young people
- Conversation and guidance around parental input into supporting children with health/puberty etc
- Inclusivity surrounding activities during school holidays/weekend/after school clubs
- Security surrounding accountability especially with regards to Academies

Car Park/Post-it notes



- Waiting times for conditions - ADHD Two year's submitted referral to CAMHH'S would have just gone private if known (as we've done)
- Parents used to sit on panels for statements. So with the Hubs or experts at hands -could experienced parents/carers sit within this structure.
- Jobs in SEND - any part time roles for experienced parent carers? Job adverts are off-putting regarding hours and flexibility



- Reasonable adjustments without an EHCP
- Back to the 'old days'
 - Relationships with key workers
 - Meeting children
 - No battling
 - Good Transitions between settings
- Elevate the role of the SENCO. How can they do it alongside other leadership responsibilities? e.g. Deputy
- It's good when
 - There are no delays
 - People communicate well
 - Plans/paperwork are up to date
 - All school staff have the right training – not blanket policy i.e. TA training
 - Schools understand themselves
- Needs be identified early, accountability for schools that do not.