

# Children's Wellbeing and Schools Bill

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## AMENDMENTS

### TO BE MOVED

#### IN COMMITTEE OF THE WHOLE HOUSE

*[Supplementary to the Fifth Marshalled List]*

Amendment  
No.

#### After Clause 26

LORD CARLILE OF BERRIEW

**183CD★** After Clause 26, insert the following new Clause—

#### **“Early intervention and screening at first contact with the justice system**

- (1) Within two years of the day on which this Act is passed, the Secretary of State must publish a strategy to protect and promote the wellbeing of children in police custody.
- (2) The strategy must set out—
  - (a) steps which should be taken to ensure that all children taken into police custody are screened for SEND and neurodivergence using a nationally approved methodology,
  - (b) the accredited training police officers and legal representatives of the children must complete to support the child’s wellbeing and to aid recognition of SEND and neurodivergence,
  - (c) mandatory access to sources of wellbeing support during any police interview, and
  - (d) minimum standards for the treatment and conditions of children detained in police custody.”

#### Clause 27

BARONESS BARRAN  
THE EARL OF EFFINGHAM

**186B★** Clause 27, page 47, line 10, leave out from “may” to “by” in line 11

***Member's explanatory statement***

*This probing amendment would allow the Secretary of State to lift the duty to provide free breakfast clubs on schools by notice without prior application from the appropriate authority of a relevant school.*

BARONESS BARRAN  
THE EARL OF EFFINGHAM

- 186C★ Clause 27, page 47, line 17, at end insert –  
“(c) teachers at the relevant schools.”

**After Clause 27**

BARONESS BARRAN  
THE EARL OF EFFINGHAM

- 187B★ After Clause 27, insert the following new Clause –

**“Impact assessment on the provision of longer breakfast clubs**

Within six months of the day on which this Act is passed, the Secretary of State must publish an impact assessment on the impact of the changes made by section 27 on the provision of paid breakfast clubs of more than 30 minutes in length.”

***Member's explanatory statement***

*This amendment seeks to require an impact assessment to see how the introduction of a 30 minute free breakfast club will impact the existing longer paid breakfast clubs used by working parents.*

**Clause 30**

LORD CRISP

- 211A★ Clause 30, page 51, leave out lines 39 and 40 and insert –  
“(i) that the enquiries mentioned in subsection (4)(a) have led the authority to conclude that the child is suffering, or is likely to suffer, significant harm (within the meaning of sections 9 and 10 of the Children Act 1989), or”

**After Clause 31**

LORD HAMPTON

**333ZA★** After Clause 31, insert the following new Clause –**“Review of safeguarding protections in private tuition settings**

- (1) Within 12 months of the day on which this Act is passed, the Secretary of State must publish a review of –
  - (a) the adequacy of safeguards in place to protect children who receive private tuition, either online or in-person,
  - (b) the extent to which providers of private tuition carry out background checks on their tutors, and
  - (c) the impact, if any, of the activities defined as “Regulated activity relating to children” in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 on safeguarding in private tuition settings.
- (2) Within six months of the completion of the review, the Secretary of State must publish and lay before Parliament a report on the findings of the review and any recommendations to improve safeguarding protections in private tuition.”

***Member's explanatory statement***

*This amendment seeks to require the Government to assess the adequacy of safeguarding protections for children with private tutors, who may not have to undergo an enhanced DBS check under current requirements.*

**Clause 32**

LORD HACKING

**367A★** Clause 32, page 76, line 24, leave out “may” and insert “must”**After Clause 62**

BARONESS GREY-THOMPSON

**502U★** After Clause 62, insert the following new clause –**“Inclusive education standards for teachers**

- (1) All teachers employed in state-funded special schools in England and Wales must possess Qualified Teacher Status (QTS) in addition to the Special Educational Needs Coordinators National Professional Qualification, unless –
  - (a) they are undergoing a recognised programme of initial teacher training leading to QTS, or
  - (b) they are under the direct supervision of a qualified teacher.
- (2) The Secretary of State must ensure that all approved providers of initial teacher training include in their curriculum –

- (a) mandatory training in inclusive education principles and practice,
  - (b) understanding of the barriers faced by Disabled pupils and those with special educational needs, and
  - (c) practical strategies for supporting diverse learners in mainstream and specialist settings.
- (3) The Secretary of State must, within six months of the day on which this Act is passed, issue regulations made by statutory instrument requiring schools to ensure that all teaching staff participate in regular continuing professional development that includes –
  - (a) inclusive pedagogy,
  - (b) Universal Design for Learning, and
  - (c) working in multidisciplinary teams to support Disabled pupils.
- (4) A statutory instrument containing regulations under subsection (3) is subject to annulment in pursuance of a resolution of either House of Parliament.
- (5) All schools must ensure that Disabled pupils' access to the curriculum and opportunities is not reliant on a single member of staff, including by –
  - (a) developing inclusive practice as a whole-school approach, and
  - (b) ensuring consistency in teaching quality and support across subjects and key stages.
- (6) The Secretary of State must publish statutory guidance on the implementation of inclusive education training and qualification requirements under this section within 12 months of the day on which this Act is passed.
- (7) In preparing the guidance, the Secretary of State must consult –
  - (a) the Children's Commissioner for England,
  - (b) teaching unions,
  - (c) organisations led by Disabled people, and
  - (d) experts in inclusive and special education."

BARONESS GREY-THOMPSON

**502V★** After Clause 62, insert the following new Clause –

**“Transparency and reporting of special educational needs and disabilities funding in state funded schools**

- (1) All state-funded schools in England, including maintained schools and academies, must submit to the Secretary of State an annual report detailing the allocation and expenditure of funds designated for supporting pupils with special educational needs and disabilities (SEND).
- (2) Each school's report must include –
  - (a) the total amount of –
    - (i) the notional SEND budget allocated to the school;
    - (ii) any additional high-needs (top-up) funding received via the local authority;

- (iii) any funding received through the Early Years SEN Inclusion Fund or similar grants;
  - (b) a detailed breakdown of how SEND funding was allocated, including but not limited to the following categories –
    - (i) staffing costs specifically for SEND provision, including Special Educational Needs and Disabilities Coordinators, teaching assistants, therapists and any other relevant roles;
    - (ii) costs of external specialist services, including speech and language therapy, educational psychology and any other relevant services;
    - (iii) training and professional development related to SEND, inclusion, or disability equality;
    - (iv) assistive technology, specialist equipment, and adaptive learning materials;
    - (v) SEND-specific interventions or curriculum adaptations, including small-group and individual support;
    - (vi) expenses related to preparing and delivering provision under education, health and care plans (EHCPs);
  - (c) identification of funding spent on system-level or whole-school inclusive practice, such as –
    - (i) universal design for learning strategies;
    - (ii) inclusive classroom design or accessibility improvements;
    - (iii) engagement of families of children with SEND;
  - (d) a statement evaluating the outcomes of SEND funding, including –
    - (i) progress made by pupils with SEND, including those with EHCPs;
    - (ii) how funding contributed to meeting pupils' individual needs and EHCP objectives;
    - (iii) any measurable improvements in attendance, engagement, or inclusion of pupils with SEND;
  - (e) any underspend or unallocated SEND funding and how the school plans to use it in the following academic year.
- (3) The Secretary of State must issue statutory guidance outlining an annual deadline and the standardised format and content requirements for the SEND funding report to ensure consistency and comparability across schools.
- (4) Schools must adhere to this guidance when preparing their annual SEND funding reports.
- (5) School governing bodies are responsible for ensuring compliance with the requirements set out in this clause.
- (6) Failure to comply with the publication requirements may result in appropriate remedial actions as determined by the Secretary of State.
- (7) The Secretary of State must publish all schools' reports received under this section within one month of receiving them."

## LORD CARLILE OF BERRIEW

**502W★** After Clause 62, insert the following new Clause —

**“Cross-sector data collection and reporting**

- (1) The Secretary of State must establish a cross-sector data management system to track children through education, health and social care systems using a unique reference number.
- (2) The Secretary of State must publish annual reports using data collected from the cross-sector management system under subsection (1) to assess how many children who are —
  - (a) excluded from school, and
  - (b) in social care settings,
 have been diagnosed with special educational needs.
- (3) Annual reports must include disaggregation by diagnosis and Education, Health and Care Plan (EHCP) status.”

**Clause 66**

BARONESS BARRAN  
THE EARL OF EFFINGHAM

**505B★** Clause 66, page 124, line 18, at end insert —

- “(2A) Section 27 may only come into force after the Secretary of State has laid before Parliament a report containing the following information —
- (a) what form breakfast club provision by schools currently takes;
  - (b) how much breakfast club provision costs schools, and how much is charged by schools for such provision;
  - (c) how much funding is estimated to be required to enable schools to meet the requirements of section 27;
  - (d) what additional staff will be required to deliver the breakfast clubs;
  - (e) the grounds on which the Secretary of State would use the power under section 551C of the Education Act 1996.”

***Member's explanatory statement***

*This amendment would delay the commencement of clause 27 until the Secretary of State has laid before Parliament a report containing information on breakfast club provision, costs and resources.*



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17 June 2025

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