

What every parent can expect from our reforms

We want to build on support at home with stretching, enriching and inclusive school experiences, so children have what they need to get on in life.

This means a high standard education that sets children up with essential skills – reading, writing, maths, alongside financial literacy, communication and problem solving – and early, high-quality extra support which is easily available when children need it.

A broader, richer education

We're reforming the curriculum. From September 2028, your child will experience a curriculum that is:

- Knowledge-rich – building relevant knowledge and skills in every subject
- Broader – with strengthened arts, music and PE alongside reading, writing and maths
- Future-focused – embedding speaking skills, digital literacy and financial literacy

These changes are still being shaped, and we want to hear from you. Parents, teachers and others will have the chance to share their views later this year in a formal consultation.

Enrichment for all

Every school should offer enrichment opportunities with activities like:

- arts and culture
- sport and physical activities
- nature, outdoor and adventure experiences
- life skills development
- civic engagement

Currently, more than a third of secondary pupils say they don't participate in any enrichment activities at school. We want this to change, because enrichment isn't a nice-to-have – it's linked to better results at school and better outcomes in adulthood.

Stronger home-to-school partnerships

A third of primary school parents and half of secondary school parents say they don't get enough information on how to support their child's learning. That's why we're introducing minimum expectations for home-to-school partnerships.

What you can expect from schools:

- Clear, timely communication about attendance, behaviour, progress and events
- Information on how to support your child's learning at home
- Support during transitions between schools and key stages
- Regular opportunities to be part of school life

New tools for parents

- School Profiles: a rounded picture of your child's education, presenting the latest useful information about schools together in one place.
- Online Family Support: a one-stop shop for age-appropriate guidance on supporting your child.
- Screen time guidance: new advice for under-fives by April 2026, and for ages 5 to 16.
- Improved complaints system: when things go wrong, a clearer, more effective process will help resolve issues fairly.

Belonging, wellbeing and mental health

Every child deserves to feel that they belong at school — not just that they are present, but that they are seen, valued and connected to those around them. We know that when children feel this way, they attend more, engage more fully with learning, and go on to achieve more.

- A school culture where every child feels like they belong.
- Dedicated Mental Health Support Teams — we're expanding Mental Health Support Teams to every school and college by 2029 to 2030, so children get timely support when they need it
- A new Pupil Engagement Framework, giving schools the tools to measure how children are engaging and experiencing and act on what they find.

Calm, safe schools

What schools will provide:

- High expectations for all children
- A support first approach that includes all children and addresses root causes
- Calm and caring learning environments, with consistently high expectations and standards of behaviour for all children
- Mobile phone-free environments

This is a shared responsibility between schools and families. New national guidance on behaviour will ensure this approach is consistent across all schools.

Smoother transitions

- Between early years and school: funded partnerships between early years settings and schools to share best practice and support your child's move into Reception.
- Between primary and secondary: improved curriculum sequencing so learning builds logically. Plus, a new KS3 Alliance, covering years 7 to 9, to support innovation and share best practice on making strong starts in secondary school
- Into post-16: every child will have a planned destination before leaving school and be supported to transition successfully into their next step. Good careers guidance and two weeks' worth of work experience during secondary.

Better attendance

Attendance is key to your child's success. In summer of 2024 around 1.5 million children were missing a day or more every fortnight.

Our support first approach means schools need to understand the barriers that stop children from attending school and put plans in place to help overcome them. Schools should work with families and other local services like the NHS or family support to identify what's getting in the way and provide the right support.

What's being done:

- Every school will have a personalised attendance improvement target
- Spreading best practice with 90 hub schools supporting over 4,000 schools each year
- 10,000 persistently absent children are receiving one-to-one mentoring

- Better data tools are helping schools identify children at risk earlier. These tools will help at key moments in your child's school journey, such as the transition from primary to secondary school, so the right support can be provided from the start

The target: 20 million more days of attendance per year by 2029. That's the equivalent of every single child attending school for an extra two days per year.

At primary school, children who attend nearly every day in Year 6 (95 to 100% attendance) have 30% higher odds of reaching the expected standard in reading, writing and maths compared to similar pupils who attend 90 to 95% of the time.

The link is even stronger at secondary school. Year 11 pupils with near-perfect attendance have almost double the odds of achieving grade 5 in English and Maths GCSE compared to similar pupils attending 90 to 95% of the time. In other words, missing just 10 days can make a lot of difference.

Attendance is a shared responsibility. Schools will take a support first approach, but the expectation is clear: your child should be in school every day unless genuinely unwell.

Inclusion at the heart of education

Schools will deliver a universal offer – high-quality, inclusive teaching and support, for every child in every school, driving up standards for all. This will be backed by extra investment every year for the next three years, so schools have the resources to train teachers and build this support.

For children with additional needs, we're introducing a new layered model – targeted, targeted plus, and specialist – so children and young people get help earlier, without parents having to fight for it. This sits with a strong universal offer of high-quality, inclusive teaching and support for all.

If you'd like to know more, we have a guide to SEND reforms for parents and factsheets on specific areas of SEND reform.

Find out more

Visit gov.uk/dfe/send-reform

- [Every Child Achieving and Thriving Schools White Paper](#)
- [SEND Consultation](#)
- [Further information and fact sheets](#)