

## **Coalition Changes – Update September to November 2013**

### **Special educational needs reforms**

1. The government has published a [consultation](#) giving more details of plans to overhaul the special educational needs system to ensure that all children and young people with SEN receive the extra assistance they need.
2. Alongside draft regulations, the government has issued a revised, clearer 0 to 25 SEN Code of Practice which provides practical advice for professionals and families on how to support children and young people with SEN. The new code reflects the changes being introduced by the Children and Families Bill, such as the introduction of personal budgets and reformed arrangements for 16- to 25-year-olds in further education and training.
3. In addition, the government is also consulting on the timetable for transition to the new system, which will be phased in from September 2014. We want all children and young people with SEN and their families to benefit from the improved arrangements as soon as possible, while at the same time ensuring that the best possible service is maintained during the transition.

### **Support for the education of children in care**

4. Children in care have previously attracted pupil premium funding at the same rate as children from low-income families, but in future they will attract a higher rate of funding - the pupil premium plus. From April next year, children in care will attract £1,900 additional funding per pupil, more than double the £900 awarded in 2013 to 2014.
5. In addition, this support will now reach more children. At the moment, children in care attract the pupil premium if they have been looked after for 6 months or more, but in future they will be funded from their first day in care. Children adopted from care and those who leave care under a special guardianship order or residence order will also attract the pupil premium plus.

## **Reformed GCSEs in English and mathematics**

6. The [outcome of a consultation on subject content for new GCSEs in English literature, English language and mathematics](#) has now been published and will be taught in schools from September 2015. The new [mathematics GCSE](#) will demand deeper and broader mathematical understanding. It will provide all students with greater coverage of key areas such as ratio, proportion and rates of change and require them to apply their knowledge and reasoning to provide clear mathematical arguments. The [English language GCSE](#) will provide all students with a robust foundation of reading and good written English, and with the language and literary skills which are required for further study and work. It will ensure that students can read fluently and write effectively, and will have 20% of the marks awarded for accurate spelling, punctuation and grammar. The new [English literature GCSE](#) will build on this foundation, and encourage students to read, write and think critically. It will involve students studying a range of intellectually challenging and substantial whole texts in detail including Shakespeare, 19th-century novels, Romantic poetry and other high-quality fiction and drama.
7. The remaining subjects consulted on will result in new GCSEs which will be ready for teaching from 2016. The content for those subjects will be published in spring 2014.

## **Changes to early entry at GCSE**

8. The Secretary of State for Education has announced that, with effect from 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables. For those who have already completed a GCSE, the performance tables will still record their best result from either their previous attempt or from the next time they sit that GCSE. Those who have not yet taken a GCSE will have their first GCSE taken after 29 September 2013 count in performance tables.
9. This change is being made to address the significant increase in early entry in recent years. In summer 2013, 23% of maths entries (170,537 entries) and 10% of English entries (70,134) were from students who were not yet at the end of their key stage 4 study. Overall, entries from 15-year-olds increased by 39% from 2012 to 2013.

## **Reforming the accountability system for secondary schools**

10. From now on the DFE will require all schools to publish core information on their website, in a standard format. there will be 4 key measures which must be published:

- pupils' progress across 8 subjects. So, a parent will see whether pupils at a school typically achieve 1 grade more than expected, or 1 grade less
  - the average grade a pupil achieves in these same 'best 8' subjects. This will show, for example, that pupils in a particular school average a high B grade or a low D grade in their GCSEs
  - the percentage of pupils achieving a C grade in English and maths
  - the proportion of pupils gaining the EBacc, which will continue in its current form
11. They will also look at requiring schools to include a destination measure to show the percentage of pupils who move on to further study or employment - including further training.
12. The DFE are also looking at how they measure under performance through the use of floor targets and will be using the progress measure above.

### Academies Update

13. Number in Wiltshire as at the 1 September 2013:

Sponsored academies	8
Non-sponsored converter academies	33

14. Additions since last meeting: None.

### Work experience guidance

15. The Department for Education has published [advice to colleges and school sixth forms](#) to help ensure all students get the high-quality, relevant work experience needed for good jobs. The advice is published following the findings of an [evaluation of a work experience pilot for 16- to 18-year-olds](#) in 25 further education colleges over the last 2 years.

### Traineeships programme

16. An extra £20m is being made available to the government's new [Traineeships programme](#) to support even more young people into Apprenticeships and other jobs. Traineeships are an education and training programme with work experience, providing 16 to 23 year olds with skills and vital experience that employers are looking for. Employers

are at the heart of traineeships, running the programme or offering high quality work experience in partnership with a training provider.

17. Traineeships are a joint BIS-DfE programme. All young people undertaking a traineeship will be required to study English and maths unless they have achieved a GCSE A-C *in those subjects or, for those aged 19 and above, a GCSE A-C or a Functional Skills qualification at Level 2.*
18. Currently there are 5 providers in Wiltshire; FNTC, S&B Automotive, Green Labrynth, Haddon and First City delivering small numbers of Traineeships in a range of sectors including Business Administration, Retail, Childcare, Customer Service, Motor Vehicle, Horse Care, Health and Social Care. Delivery is predominantly in the North and South of the County. 33 Wiltshire young people are currently on traineeships.

### **Strategy for care leavers**

19. Young people leaving care will now be able to see exactly what support central government makes available to them as they take the first steps into adult life with the new [care leaver strategy](#). The strategy sets out in one place the steps the government is taking - from housing to health services, from the justice system to educational institutions - to support care leavers to live independently once they have left their placement.

### **Framework the inspection of services for children in need of help and protection, children looked after and care leavers (single inspection framework) and reviews of Local Safeguarding Children Boards**

20. From November, Ofsted have introduced a new [inspection framework](#) for local authorities. It focuses on the effectiveness of local authority services and arrangements to help and protect children, the experiences and progress of children looked after, including adoption, fostering, the use of residential care, and children who return home. The framework also focuses on the arrangements for permanence for children who are looked after and the experiences and progress of care leavers. The leadership, management and governance judgement addresses the effectiveness of leaders and managers and the impact they have on the lives of children and young people and the quality of professional practice locally. The inspection takes place over a four week period and the LA will be notified the day before the inspectors arrive.
21. Inspectors will make the following judgements:
  - the overall effectiveness of services and arrangements for children looked after, care leavers and children who need help and protection.

The overall effectiveness judgement is a cumulative judgement derived from:

- the experiences and progress of children who need help and protection
- the experiences and progress of children looked after and achieving permanence including graded judgements on:
  - adoption performance
  - the experiences and progress of care leavers
- leadership, management and governance.

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