

## **DfE Changes – Update May 2019 – June 2019.**

### **School exclusions review**

1. Edward Timpson's review of exclusions has been published, identifying 30 recommendations put forward for change. The report notes that fixed term and permanent exclusions have been rising for the last five years, but there is significant variation both within and between places. Learners with special educational needs, from poorer backgrounds, from some ethnic groups and those who are in contact with children's social care are more likely than their peers to be excluded. The review concludes that systemic improvement is required and recommendations on how this can be achieved are summarised below:
  - Leadership recommendations include a review and update of exclusions guidance; the DfE should clarify the role of the LA in the education system; and, diversity amongst school leadership should be increased.
  - School-level recommendations include greater support for the workforce to manage and meet behavioural needs; a new Practice Improvement Fund to develop and/or share good practice; and, the DfE should raise the profile of alternative provision whilst investing in this workforce and facilities.
  - Incentivising inclusion recommendations include making schools accountable for the outcomes of learners they exclude; Ofsted should consider use of exclusions in its judgements; and the DfE should build capacity in governors to offer challenge in this area.
  - Safeguarding recommendations include new guidance suggested on managed moves based on best practice; DfE to consider a 'right to return' period for pupils who become educated at home; and, the DfE to consider new safeguards to stop schools refusing to admit pupils when they should.

The full report can be found [here](#)

### **Government response to the Timpson review of exclusions**

2. The government has responded to the finding of the review and has set out a programme of work to respond to the recommendations, which includes four core commitments:
  - To support head teachers to maintain safe and orderly environments for the benefit of all pupils and staff in their schools;
  - To support schools and their partners to put in place effective interventions to give pupils at risk of exclusion the best chance to succeed;
  - To provide greater clarity for school leaders about when and how it is appropriate for children to be removed from their school, and make sure there is sufficient oversight when pupils move around the education system; and
  - To support schools and providers of alternative provision so that pupils who have been excluded from school continue to benefit from high quality education.
3. Some of the measures identified to ensure these commitments will be achieved include: making schools accountable for the outcomes of permanently excluded

children; establishing a practice programme that embeds effective partnership working between LAs, schools, alternative provision and other partners; working with sector experts to rewrite guidance (including on exclusions, and on behaviour and discipline in schools) by summer 2020; reviewing information on children who leave schools, by exclusion or otherwise, and to establish a shared understanding of how the data on the characteristics of such children feeds local trends; working with Ofsted to define and tackle the practice of 'off-rolling' (whereby children are removed from school rolls without formal exclusion); and extending support for alternative provision (AP).

The full response can be found [here](#).

### **Relationships education, relationships and sex education (RSE) and health education**

4. The DfE has concluded the debate in parliament on proposals that schools are required to teach relationships education at primary school, relationships and sex education at secondary school and health education at all state-funded schools.
5. Statutory guidance has now been issued and the new curriculum will be mandatory from September 2020. Schools are encouraged to adopt the new curriculum early from September 2019. Promotional guides for parents have been published to help schools communicate with them about teaching relationships and health education, and can be found [here](#).

The statutory guidance can be accessed [here](#)

### **Academies Update**

6. Number in Wiltshire at the end of June 2019:

Academies	101
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7. New academies in this period:

All Cannings Church of England Primary School
Bishops Cannings Church of England Aided Primary School
Chirton Church of England Voluntary Controlled Primary School
Rushall Church of England Voluntary Aided School
Woodborough Church of England Aided Primary School

### **SEND and alternative provision**

8. The DfE has launched a call for evidence to consider how the SEND and alternative provision financial arrangements in England could be improved to help local authorities, schools, colleges and other providers in supporting children and young people with special educational needs and disability and those who require alternative provision or are at risk of exclusion from school. The call for evidence is not directly about how much funding is needed or about the statutory processes for meeting complex needs. Rather, it is intended to focus on understanding how current funding is distributed, including how it enables mainstream schools to make provision for their pupils with additional needs, and on improvements that could be taken forward in future.
9. The consultation is open until 31 July 2019 and can be accessed [here](#).

## **Restraint and restrictive intervention**

10. The Department of Health consulted on draft guidance on reducing the need for restraint and restrictive intervention for children and young people with learning disabilities, autistic spectrum disorder and mental health needs. The consultation concluded in January 2018 and the outcome, which summarises some of the key concerns raised and the main changes made to the final guidance in light of the responses to consultation, has now been published [here](#).

The finalised guidance is now available and can be accessed [here](#).

## **Children in Need Review**

11. The government has concluded the Children in Need review to understand why educational outcomes are poor for children who are in need of help and protection, and have identified four areas of action to focus on improving educational outcomes:

- Visibility - better recognition of the scale of how many children have ever needed a social worker; national focus in policy and practice; improving the availability of data; and improved information sharing between social care and schools.
- Keeping children in education - recognising increased risks when children are missing education; tackling persistent absence; improving in-year admissions; avoiding children being out of school where safety is a concern; and action around exclusions, off-rolling and alternative provision.
- Aspiration - high expectations for children to achieve, pursuing safety in parallel but not as a precursor; aspirational leadership; partnerships with aspiration as a shared goal; key roles that bring schools and social care together.
- Support in and around school - developing and sharing evidence of what works; recognising and responding to social, emotional and mental health needs; establishing specialist support in and around schools to facilitate and coordinate effective interventions.

Full details of the policy paper, including the interim findings published in December 2018, can be accessed [here](#).

## **New support for survivors of domestic abuse**

12. The government has launched a 12-week consultation on new plans to place a legal duty on local authorities to provide accommodation for victims of abuse, and their children. As part of these plans local authorities will also be required to develop and publish strategies detailing support services available. Levels of funding will be covered as part of the consultation exercise.

The consultation runs until 2 August 2019 and can be accessed [here](#).

## **Tackling Child Exploitation Support Programme**

13. A consortium, led by Research in Practice, together with The Children's Society and University of Bedfordshire, has been appointed by the DfE to develop and deliver a new programme to tackle child exploitation. The Tackling Child Exploitation (TCE) Support Programme aims to support local areas to develop an effective strategic response to child exploitation and threats from outside the family home, including child sexual exploitation and child criminal exploitation, including county lines drug trafficking.

The press release can be read [here](#) and additional information and FAQs on the programme can be found [here](#).

### **Consultation on national survey on the mental health of looked-after children**

14. The DfE and Department of Health and Social Care are consulting on the content of a national survey on the mental health of children in care. The last survey took place in 2002 and the results of this new survey will help inform the development of local services for children in care and care leavers as well as future training for care professionals. The consultation will run until 26 July 2019 and can be found [here](#).

### **Experimental statistics on outcomes for children previously looked after**

15. The DfE has published experimental statistics on outcomes for children previously looked after continuously for at least 12 months. Some of the notable key findings of the statistics include:
- Overall, children who left care through an adoption, special guardianship order or child arrangement order were more likely to achieve the expected standard across all subjects - than looked after children at Key Stage 2
  - Children that have left care due to an adoption, special guardianship order (SGO) or child arrangement order (CAO) progress less well than looked after children at the end of Key Stage 2
  - Children who left care through an adoption, SGO or CAO achieve better than looked after children at Key Stage 4 across all key measures
  - Pupils who were adopted were more likely to perform better across all Key Stage 4 attainment measures than other previously looked after children
  - Children that have left care due to an adoption, SGO or CAO had made more progress by the end of Key Stage 4 than looked after children
  - Differences in attainment at both Key Stage 2 and Key Stage 4 are less marked when factoring in SEN.

The full release can be accessed [here](#).

### **Ofsted Education Inspection Framework**

16. Following a consultation on a new Education Inspection Framework earlier in the year, Ofsted has now published the outcome. Inspections will focus on what children actually learn, ahead of results; will be designed to discourage culture of 'teaching to the test'; and will include a new 'behaviour' judgement to give parents reassurance on bullying. Several of the proposals in the draft version of the handbook have been changed, including on-site inspection preparation by inspectors. The consultation outcome report can be found [here](#).

17. The new handbook for the inspection of early years, schools, and further education and skills settings, which will come into force on 1 September 2019, can be found [here](#).

TERENCE HERBERT  
Executive Director

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Report author: Nicola McCann, EY Information and Co-ordination Manager, Children's Services. 28/06/2019

Largely taken from the DfE website 07 May 2019 – 28 June 2019.