

## **DfE Changes – Update January 2017 to February 2017**

### **Study of early education and development (SEED)**

1. The DfE has published a suite of studies looking at the effect of early education on children's outcomes, the quality of provision, and value for money of providing funded early years education to 2-year-olds from lower income families.
2. Reports recently added to the suite cover:
  - Cost and funding of early education - including the analysis of the cost structure for different ages of children, revenue sources including parental fees and funding levels, and costs and revenue sources for children with special educational needs and disability;
  - Experiences of the early years pupil premium - looking at the use of EYPP funding and its perceived effect on disadvantaged children;
  - Good practice in early education and Early years - looking at examples of good practice in curriculum planning, assessment and monitoring, staffing, managing transitions, and communication with parents and supporting home learning; and
  - Early Years: Meeting the needs of children with SEND - looking at how early years settings meet the needs of children with SEND, and how families experience provision for their child.
3. The full suite can be accessed [here](#)<sup>1</sup>.

### **Staffing and employment: advice for schools**

4. New advice for schools on managing staff and employment issues has been published. It replaces the statutory guidance from 2009, 'Guidance on managing staff in schools' which has been withdrawn. Governors and headteachers of maintained schools, and local authorities no longer need to have regard to this guidance. Employers in all schools are expected to make use of this new non-statutory guidance, and the sources of help it identifies, when carrying out staffing and employment duties.
5. The advice can be accessed [here](#)<sup>2</sup>.

### **Academies Update**

6. Number in Wiltshire at the end of February 2017:

Sponsored academies	17
Non-sponsored converter academies	62

7. New academies in this period:

West Ashton CofE VA Primary
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<sup>1</sup> <https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>

<sup>2</sup> <https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>

### Academy conversion grant for local authorities

8. The DfE have recognised that the academy conversion process has been increasing costs for local authorities and schools, with the start-up grant of £25,000 no longer enough to cover the conversion costs. Local authorities have been given the opportunity to apply for an academy conversion grant which is specifically for local authorities who need extra funding to help schools in their area convert to academies more quickly.
9. Regional schools commissioners (RSCs) will award this grant. When assessing the application, RSCs will consider: how many academies or free schools the LA expect to convert in the next 12 months; how much resource the local authority dedicates to academy conversion; how the LA plan on spending the grant money. They will prioritise applications that meet the assessment criteria. Successful awards will typically be between £35,000 and £65,000. Full details can be found [here](#)<sup>3</sup>.

### Lenehan review into care of children with learning disabilities

10. Dame Christine Lenehan was asked by the Department of Health to take a strategic overview and recommend what practical action can be taken to co-ordinate care, support and treatment for children and young people with complex needs (and behaviour that challenges) involving mental health problems and learning disabilities and/or autism.
11. Her final report of the review has been published this week, and includes the below 11 recommendations for government departments and partners at a national level on how to improve the system:
  - Children's Rights:** children deserve to have their rights promoted, their voices heard and develop to their full potential
  - Residential Special Schools and Colleges:** a separate piece of work should be undertaken to look at the role of Residential Special Schools and Colleges for this group of children.
  - 18-25s in Inpatient Settings:** to undertake an urgent review to look at numbers, routes of admission and destinations to ensure this group of young people do not face a lifelong future in institutional care and we stop under-18s becoming the next Transforming Care cohort.
  - Model of Care:** to develop an effective model of care for these children and young people, particularly post-ATU (Assessment and Treatment Unit), so that other areas can see what can be achieved and rolled out.
  - Professional Responsibility:** to clarify the responsibility of medical and other professionals for children and young people with a mental health condition, autism, challenging behaviour and/or a learning disability, and develop national jointly owned guidance to ensure respective roles are widely and consistently understood.
  - Local Authority role:** to establish how the right level of commitment and support can be given to children and young people from their area that are placed in inpatient settings (due to their mental health, autism and/or a learning disability) outside their area.
  - Keyworker/Named Worker:** each child or young person in an inpatient setting or at risk of going into an inpatient setting (due to their mental health, autism and/or a learning disability) should have a keyworker/named worker either from health or local authority services, but in touch with both.

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<sup>3</sup> <https://www.gov.uk/government/publications/academy-conversion-grant-for-local-authorities>

**National and Local Coherence:** The aim should be for integrated local assessments, plans, decision making and reviews, with local mechanisms for communication and information sharing between teams..

**Local Implementation:** support Transforming Care Partnerships in the implementation of the Service Model as it applies to children and young people, by drawing on supplementary guidance issued by NHS England and the pathway tools developed in partnership with NDTi and CBF.

**Workforce:** organisations should identify the staff skill gaps in respect of caring for children and young people with mental health conditions, autism, challenging behaviour and/or a learning disability and take action to address them.

**Financial Incentives:** that services (short breaks, intensive support services such as those in Ealing and Bradford) for children and young people with a mental health condition, autism and/or a learning disability, be trialled using Social Impact Bonds (SIBs) as there is the potential to transform services for this group of children and young people and to get the most effective use of the available funding.

12. The full report can be accessed [here](#)<sup>4</sup>.

#### **SEND: 19 – 25 year olds entitlement to EHCPs**

13. The DfE has published a new guide for local authorities on how to support 19- to 25-year-olds with special educational needs and disability (SEND):

- to find a supported internship
- to access further education
- to extend or finish their EHC plan
- who need more time to study
- with their health and social care

14. The full guidance can be found [here](#)<sup>5</sup>.

#### **Statutory definition of child sexual exploitation**

15. The outcome of the consultation 'Statutory definition of child sexual exploitation' has been released. The consultation ran between 12 February 2016 and 11 March 2016 and was seeking views on revising the current statutory definition of child sexual exploitation, with the aim of providing clarity so that all professionals use the same definition as they create joint risk assessments and work together.

16. The DfE have included the key changes that respondents suggested within the final revised definition:

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

17. The consultation outcome, including a summary of the responses received and the government's plans following the consultation can be found [here](#)<sup>6</sup>.

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<sup>4</sup> <https://www.gov.uk/government/publications/lenchan-review-into-care-of-children-with-learning-disabilities>

<sup>5</sup> <https://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans>

18. A supporting guide for practitioners, aimed at assisting local partners as they develop their risk assessment and local systems as part of a multi-agency approach to tackling child sexual exploitation, has also been released. The guidance details the definition of child sexual exploitation, potential vulnerabilities and indicators of abuse and appropriate action to take in response. It replaces the 2009 guidance 'Safeguarding children and young people from sexual exploitation' and can be found [here](#)<sup>7</sup>.
19. The 'Working together to safeguard children' statutory guidance has also been amended to include the new definition of child sexual exploitation. The updated guidance can be found [here](#)<sup>8</sup>.

### **Tackling child sexual exploitation: progress report**

20. The government has published its *Tackling Child Sexual Exploitation: Progress Report* and announced a £40m package of measures to protect children and young people from sexual abuse, exploitation and trafficking, and to crack down on offenders.
21. It includes:
- £7.5m for a new Centre of Expertise which aims to be the authoritative source of research and best practice on tackling child sexual abuse and exploitation, led by Barnardo's.
  - £20m for the National Crime Agency to tackle online child sexual exploitation.
  - An additional £7m for organisations helping victims of sexual abuse, including children.
  - £2.3m for the second phase of the successful Disrespect NoBody campaign, which raises young people's awareness of healthy relationships.
  - £2.2m from the Child Trafficking Protection Fund will help protect vulnerable children in the UK and overseas who are at risk of trafficking.
  - Independent Child Trafficking Advocates service launched in three early adopter sites across the country for which will provide specialist support to trafficked children.
22. The full Progress Report, detailing delivery of the programme of work set out in the 2015 *Tackling Child Sexual Exploitation Report*, can be accessed [here](#)<sup>9</sup>.

### **Special guardianship: statutory guidance update**

23. The DfE has updated the statutory guidance on the special guardianship services local authorities need to provide in accordance with the Children Act 1989. The updated document includes more information on support for special guardians and can be found [here](#)<sup>10</sup>.

### **Adoption Support Fund 2017/18**

24. The DfE has outlined the arrangements for the Adoption Support Fund 2017/18. The fair access limit of £5,000 will remain along with the principle of

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<sup>6</sup> <https://www.gov.uk/government/consultations/statutory-definition-of-child-sexual-exploitation>

<sup>7</sup> <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<sup>8</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<sup>9</sup> <https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-progress-report>

<sup>10</sup> <https://www.gov.uk/government/publications/special-guardianship-guidance>

matched fund support. In addition, where a child needs a specialist assessment before accessing therapy, DfE will offer a separate amount of up to £2,500 to fund the assessment. This will be in addition to the existing £5,000 fair access limit per child for therapy.

25. The full letter from Edward Timpson to DCSs can be found [here](#)<sup>11</sup>.

### **Youth justice reforms**

26. The Secretary of State for Justice has issued a written statement outlining the next stage of the government's youth justice reforms. These include:

- The appointment of Charlie Taylor as the new Chair of the Youth Justice Board
- The creation of a new Youth Custody Service as a distinct arm of HM Prison and Probation Service.
- The new Youth Custody Service will have its own workforce and distinct career pathways for those wanting to work with children and young people in the secure estate. A new Youth Justice Specialist Worker role will be created
- Responsibility and accountability for commissioning youth custody services will be brought into the Ministry of Justice.

27. The full written ministerial statement can be found [here](#)<sup>12</sup>.

28. The MoJ also published the findings and recommendations of the Youth Custody Improvement Board. The Board was set up to explore and report on the current state of the youth custodial estate and recommend how the system could be improved, particularly focusing on any current risks to safety and well-being. The Independent report can be accessed [here](#)<sup>13</sup>.

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Largely taken from the DfE website content 18 January 2017 to 28 February 2017.

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<sup>11</sup> <http://www.adoptionsupportfund.co.uk/Portals/0/ET%2025-01.pdf?ver=2017-02-03-121235-803>

<sup>12</sup> <https://www.gov.uk/government/speeches/youth-justice-update>

<sup>13</sup> <https://www.gov.uk/government/publications/youth-custody-improvement-board-findings-and-recommendations>