

Educational Contexts

The Education Act (2011)

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The National Curriculum (Dec 2014 update)

- The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 [key stages](#).
- All local-authority-maintained schools in England must teach these programmes of study.
- The majority of this national curriculum was introduced in September 2014, with English and maths coming into force for all year groups from September 2016.
- <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

Content

- Core subjects
 - English
 - Maths
 - Science
- “The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”
- Foundation subjects
 - Art and design
 - Citizenship
 - Computing
 - Design and technology
 - Languages
 - Geography
 - History
 - Music
 - Physical education

4. Inclusion

Setting suitable challenges

- **4.1:** Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

What can we include
in lesson plans for
the variety of pupils
in our class?

SEN

- **4.3:** A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.
- **4.4:** With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Activity

- What types of SEN difficulties are you aware of?
- What strategies do you know to meet some of these needs?

Some things to consider

- No requirement in COP for IEPs...but should plan for individual needs?
 - Location of lesson (within or outside the classroom)
 - Environment adaptations (seating position, grouping)
 - Manipulatives (objects to assist learning)
 - Scaffolding – Making learning steps
 - Over-learning and repetition (practicing skills and knowledge)
 - Simplification vs Differentiation
 - Rewards and incentives
 - Breaks
 - Longer time to complete a task
 - Written instructions
 - PECS / Symbols / visual supports
 - TA support

EAL

- **4.5:** Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- **4.6:** The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Activity

- Discuss the difficulties EAL pupils may experience
- How would you accommodate them within your teaching?

EAL - consider

- EAL or/and SEN?
- Good home language?
- Age and stage
- Experiences – trauma?
- Mathematical concepts / language
- Others?

Disadvantaged

- What makes a pupils disadvantaged?
- **DfE**
- In the conditions of grant for the pupil premium, the DfE says that 'disadvantaged pupils' are:
 - Pupils in year groups reception to year 11 recorded as 'ever 6 free school meals (FSM)'
 - Looked after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (LA)
 - Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- What about “Vulnerable?”
 - “it is up to headteachers to use their judgement in deciding whether they consider a pupil to be vulnerable.”

Funding

Have you ever thought about how schools are allocated money?

Base funding

- AWPUP – Average Weighted Pupil Unit
 - AWPUP is the rate local authorities set to allocate basic entitlement funding for pre-16 pupils in mainstream schools. Basic entitlement is a compulsory factor which must be used in the funding formula
- The DSG is paid by the Education and Skills Funding Agency to local authorities, and is the main source of pre-16 schools funding. It is allocated on a financial year basis. The DSG has historically been divided into three blocks: the schools block, the high needs block and the early years block. From 2018 to 2019 there is a fourth block, the central Schools services block (CSSB).
- The early years block of the DSG covers the free entitlement for 3 and 4 year olds, and disadvantaged 2 year olds

- The CSSB covers funding allocated to local authorities to carry out central functions on behalf of pupils in both maintained schools and academies in England.
 - Schools admissions, SEN transport, education welfare etc.
- General annual grant (GAG)
 - This is the term used to describe the revenue funding allocated to academies on an academic year basis

SEN Funding

- High needs block
 - The high needs block of the DSG covers place funding for special schools and academies, top-up funding for high needs pupils, alternative provision and education otherwise than at school, and funding for local authority central SEN services.
- High needs place funding
 - This applies to mainstream schools and academies with a designated special unit or resourced provision, plus special schools, and special academies.
- High needs top-up funding
 - This is additional funding paid directly by the commissioning local authority for some high needs pupils.

- Notional SEN budget
 - A notional budget identified by local authorities which can be used for high incidence, low cost pupils with special educational needs
- Universal infant free school meals (UIFSM)
 - The UIFSM grant is funding for schools to provide free school meals to all pupils in reception, year 1, and year 2

Pupil Premium and other Grants

- Pupil premium grant
 - Pupil premium is a grant for publicly funded schools in England to raise the attainment of disadvantaged pupils
- PE and sport grant
 - The PE and sport grant is additional funding given to publicly-funded schools in England to improve physical education (PE) and sport in primary schools.
- Looked after children (LAC)
 - The term ‘looked after’ refers to children, under 18, who have been provided with care and accommodation by children’s services.
 - Also “previously Looked after” pupils – now also identified for PP

Pupil Premium conditions of grant

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

What can I spend PP money on?

6. Terms on which PPG is allocated to schools

- The grant may be spent in the following ways:
 - for the purposes of the school, that is for the educational benefit of pupils registered at that school
 - for the benefit of pupils registered at other maintained schools or academies
 - on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year beginning 1 April 2017, some or all of it may be carried forward to future financial years.

The Virtual Schools Head

- The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.
- The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

Social Care and school safeguarding levels

- Section 47 – Child Protection (May be taken into care)
- Section 17 – Child in need
- Early Help
- Single agency support
- Universal services

Task

- Child study
 - Choose a child with an identified need in one of your classes
 - Note any characteristics – e.g. PP, EAL, SEN
 - Gather information about past support, interventions or assessments
 - Pen portrait – what are your initial thoughts and perceptions
 - Plan areas for considerations or support
 - Monitor how you interact and deliver on your plan
 - Reflect on difficulties and successes.