**strategic support to the workforce in mainstream and special schools**

On 1 September 2014, Part 3 of the Children and Families Act 2014 took effect; offering simpler, improved and more consistent help for children and young people in England with special educational needs and disabilities (SEND).

The new system:

* has replaced statements of SEN and learning disability assessments with Education, Health and Care (EHC) plans - setting out in one place all the support families will receive;
* requires councils to publish a ‘local offer’ showing the support they expect to be available in the area to all children and young people who have disabilities or SEN;
* requires better co-operation between councils and health services to make sure that services for children and young people with SEN and disabilities are jointly planned and commissioned;
* gives parents and young people with EHC plans the offer of a personal budget;
* has introduced mediation for disputes; and
* has introduced a legal right for children and young people with an EHC plan to express a preference for state academies, free schools and further education colleges.

On 30 November 2017 the Minister for Children and Families, Robert Goodwill, announced a package of additional support for embedding the SEND reforms in England during 2018-19. This included:

* £29 million to support councils and their local partners with implementation of the reforms;
* £9.7 million to establish local supported internship forums; creating work placements for young people with SEND and training job coaches, who are vital to the success of supporting those with learning difficulties into paid work; and
* £4.6 million for Parent Carer Forums, which bring parents together with local decision-makers and help to provide them with a voice in the process.

To complement this programme of ongoing delivery support, the Government is now seeking applications for a new contract in 2018-19 and 2019-20 to:

* Drive education institutions to prioritise SEND within their CPD and school improvement plans
* Equip schools to identify and meet their training needs in relation to SEND
* Build the specialist workforce and promote best practice

* Identify and respond to any gaps in the training and resources available for schools

Some of the key requirements for the contract are provided at Annex A. Further information is contained within the Invitation to Tender documentation. To request a copy of the documentation, please e mail the contracts mailbox at: Contracts2018-19.SEND@education.gov.uk, quoting the contract reference number, LDSG (SEND) 18-19/03. In the subject line of your e mail, please include the words ‘Request for ITT documentation’.

**Contract Start Date: 2 April 2018**

**Contract End Date: 31 March 2020**

**Estimated value or range of values**:

The estimated value of this contract is between £1.5m and £1.9m over the first year of the contract, reducing to between £1.1m and £1.5m for the second year of the contract. Funding is inclusive of all VAT that may be chargeable.

**Deadline for receipt of tender (time and date)**:

Three hard copies of all completed tenders must be received by Angela Overington no later than 10.00am on 29 January 2018 at:

The Department for Education

0-25 SEND Unit

Level 2, Sanctuary Buildings

Great Smith Street

London SW1P 3BT

An electronic PDF version must also be submitted no later than 10.00am on

29 January 2018 to the contracts mailbox at:

Contracts2018-19.SEND@education.gov.uk

There may be an option to extend this contract for up to two further years depending on the contractor’s performance, the availability of funds and an ongoing need for the services provided.

**The estimated date for award is 5 March 2018.**

**Annex A: Key Requirements For The Contract**

**1.1 Contract Requirement 1: To have a good knowledge and understanding of the SEND and school sectors**

The successful bidder must demonstrate a good knowledge and understanding of education and practice in the schools’ sector, particularly the school-led system and how leaders and teachers access training and CPD. In addition, the successful bidder must demonstrate a good knowledge of the training and CPD available to schools and how schools access training and CPD opportunities and should note the ‘standard for teachers' professional development’(2016)[[1]](#footnote-1) and the standard government approach to key elements of practice (such as curriculum and pedagogy) when devising their proposals.

The successful bidder must also demonstrate a good understanding of SEND policy, the expectation on schools to deliver support to pupils with SEND and barriers to good SEND provision.

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| The bidder should demonstrate:* + Their understanding of the current context of SEND in the schools’ sector and the challenges schools face in delivering the vision of the SEND Code of Practice
	+ Their understanding of how SEND fits within the school led system in relation to ITT, School Improvement, School to School support and CPD.
	+ Their proposed reach to the schools’ sector as a source of professional guidance and training
	+ Their experience of, and process for, sharing knowledge and expertise.
	+ How they will engage with a wide range of stakeholders to ensure the needs of children and young people with SEND are being met, and
	+ How contributions and materials from experts in the sector will be harnessed.
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**1.2 – Contract requirement 2: Drive education institutions to prioritise SEND within their ITT, CPD and school improvement plans:**

It is crucial that school leaders and practitioners have a clear understanding of the importance of providing high quality teaching and support for pupils with SEND and are supported to access appropriate training and CPD. This applies equally to pupils on SEN Support, who will not have an EHC plan setting out the provision they should receive. Proposals in this requirement should be mindful of current rates of teacher workload.

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| To support this aim, the successful bidder should demonstrate how they will:* ensure What Works research findings[[2]](#footnote-2) are embedded in ITT and CPD provision and in teacher’s daily practice;
* provide strategic support for local areas to improve how children with SEND are identified and supported in school;
* build and develop a network of SEND leaders, including multi-site leaders, and reviewers who can undertake school to school SEND improvement reviews and encourage schools to review and improve their SEND provision;
* test the market for a SEND awards programme to recognise and celebrate best practice, scope how they would be delivered and deliver proposals**.**
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**1.3 – Contract requirement 3: Equip schools to identify and meet their training needs in relation to SEND**

In order to build capability in the sector, school leaders and practitioners should improve their skills in identifying training needs for the workforce and systems for accessing training. The use of technology in meeting these needs should be considered.

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| To support this aim, the successful bidder should demonstrate how they will:* facilitate a more direct relationship between SEND condition specialist organisations; ITT providers, and schools seeking CPD;
* support schools to develop a self-sustaining strategy for upskilling their workforce to support all pupils with SEND;
* provide overarching advice to all condition sector organisations on how they can best meet the CPD needs of schools in order to support schools to commission bespoke training and support when required;
* help schools access information and training, brigade existing information and resources, including best practice on the SEND Gateway and promote free materials and resources,
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**1.4 – Contract requirement 4: Build the specialist workforce and promote best practice**

In order to upskill the schools sector in meeting the needs of pupils with SEND, we aim to build the specialist workforce to ensure all schools have access to expert practitioners to support the workforce to deliver support effectively.

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| To support this aim, the successful bidder should demonstrate how they will:* develop/review the qualification framework for specialists including making and taking forward recommendations concerning the updating of learning outcomes for specialist mandatory training (e.g. National Award for SEN Co-ordination and Sensory Impairment)
* Building on knowledge of the SENCO role and findings from research that has been undertaken, support the development of guidance on the role of the SENCO that clearly sets out how schools can address the challenges in meeting the requirements of the SENCO role
* cascade recommendations from above report to education institutions and organisations working in the SEND sector
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**1.5 – Contract requirement 5: Identify and respond to any gaps in the training and resources available at school**

The Department has provided significant funding to organisations to develop general and condition-specific training and resources. This contract will seek to embed those resources into the workforce. In addition, we require the successful bidder to identify any unmet needs in relation to training or resources for the school sector and provide strategic recommendations on how to address those gaps.

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| To support this aim, the successful bidder should demonstrate how they will:* map where the teaching workforce access materials;
* identify any unmet needs in relation to training or resources for the school sector on condition specific conditions; and,
* provide strategic recommendations on how to address those gaps.
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**1.6 – Contract requirement 6:** **Quality Assurance and Programme Evaluation.**

It is important that the programme is quality assured and evaluated and that feedback is incorporated in delivery.

We would like the successful bidder to:

* Undertake quality assurance monitoring and commission an independent evaluation of the programme, its delivery, outcomes and impact
* Develop and maintain electronic systems for the collection, management and presentation of key programme statistical data
* Undertake periodic review and update of all programme content to ensure it is reflective of the latest research and wider environment

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| The bidder should demonstrate:* How they will evaluate their effectiveness and measure the impact of activities under each contract requirement
* How they plan to quality assure and monitor the programme
* How they plan to ensure the programme content is reflective of the latest research and wider environment
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**1.7 – Contract requirement 7: Costs and value for money**

The proposed budget will be £1.5m - £1.9m over the first year of the contract, reducing to £1.1m - £1.5m for the second year of the contract. This funding is inclusive of all VAT that may be chargeable.

The contract may be extended for up to a further two years should it continue to align with Government priorities and should funding be available.

We would expect a minimum of quarterly reporting against spending. Please note that the contract is intended to be inclusive of VAT costs and that further amounts will not be available should a vatable supply claim be made at any later stage. No additional costs will be charged to the Department unless agreed with the contract manager prior to expenditure.

The successful bidder is required to ensure that Value for Money is achieved through this contract and wherever possible seek economies of scale.

Bidders will need to demonstrate that proposed costs are based on efficient models of delivery and provide good value for public money. You must ensure that all estimated costs are real, auditable and can be justified. Be sure you separately identify and include all expenditure that you expect to incur in relation to proposed activities, i.e. costs associated with:

* overheads i.e. premises/facilities/licences; and
* staffing i.e. management, delivery and administration.

There are restrictions on all paid for communications and marketing activities funded by the Department. You should set out any planned expenditure on these activities with supporting information on the nature of the planned activities.

All payments are to be triggered by the Department’s acceptance of milestone deliverables.   Bidders are required to propose a series of milestone deliverables in their bid.  An invoice for each milestone deliverable – which may actually comprise various goods and services - may be submitted after the Department has communicated its acceptance of that milestone deliverable to the successful contractor.  The payment profile proposed must be spread over the entire contract term, and be fair and reasonable to both the successful contractor and the Department.  No advance payments will be made.  We would expect no more than one invoice a month to be submitted.  The final invoice, to be submitted after the Department’s acceptance of the final milestone deliverable, must be in the region of 10% to 20% of the contract value. The payment profile suggested will be evaluated as part of each bidder’s score in Contract requirement 7 – costs.  As part of each proposed milestone deliverable that the Department itself will not directly examine or test, bidders must state what independent evidence they could provide to the Department to demonstrate that they have discharged their contractual obligations successfully.

It is the responsibility of tenderers to check the VAT position with HMRC before submitting a bid.

Payments of costs to the supplier will be made quarterly by BACS transfer following receipt of a valid invoice.

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| Bidders should detail:* within their bids a draft table 1 to go in schedule 3 Financials of the contract which will specify the delivery milestones outputs or outcomes together with their associated costs.
* a complete breakdown of all costs for the year i.e.2 April 2018 – 31 March 2020, including clear costs for all overheads, including recruitment, accommodation, etc. and (if applicable) what VAT will be charged. Where bidders are intending to charge VAT this should be clearly set out in the costs breakdown, including what rate of VAT and an estimate of the total cost of VAT to be charged for the work in question. Please express this information as a draft table 2 to go in schedule 3 Financials of the contract.
* as a memorandum, any planned expenditure on communications and marketing activities and information on the nature of the planned activities
* any KPIs they can offer in respect of the performance of their obligations under the proposed contract and to confirm that they can accept the service levels set out in schedule 4 of the contract, listing any changes they wish to propose to the service levels.
* how the overall contract will be managed to ensure co-ordination and achieve economies of scale (whether or not provided as a consortium).
* Effective accounting and financial governance
* Effective management of potential conflicts of interest
* how value for money will be achieved
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**1.8 – Contract requirement 8: Security of data**

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| The bidder should demonstrate:* Their security plan for ensuring that departmental or personal data will be protected
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**1.9 – Contract requirement 9: Overall delivery and programme management**

Bidders should describe the staffing and management structure of the team required to deliver the contract.

Bidders should think about any specific risks and issues they foresee. They should describe what contingencies and countermeasures they might put in place to mitigate these risks. They should also describe the structures and governance arrangements required to keep oversight of the contract and proposed reporting mechanisms and measures.

Bidders will be expected to demonstrate how the skills and experience of key staff will ensure the successful delivery of the contract.

The bidder should provide details of the proposed staffing structure that will be employed to deliver the outcomes, including key roles identified to lead the activity as well as other roles to support delivery.

The bidder should indicate: whether staff are already in place, or would need to be recruited, what they will be responsible for, how much time they are expected to dedicate to the activity (on a Full Time Equivalent basis) and how, if at all, this will change during the contract.

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| The bidder should demonstrate:* Their proposed staffing and management structures, including key personnel, roles and responsibilities
* How they will co-ordinate the different strands of work within the contract to provide a coherent package of support?
* Identification of risks or issues with delivering the proposal and how they will be mitigated
* Sufficient, clear and robust plans for delivery of the contract
* An appropriate set of key performance indicators for the contract and information on how the contract’s success will be measured.
* How the bidder will provide co-ordinated reporting to the department to show the support provided to the schools’ workforce across all strands of the contract (whether or not provided as a consortium)
* Realistic project management arrangements
* A high level project/ delivery plan
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Bidders will be expected to demonstrate how the skills and experience of key staff will ensure the successful delivery of the contract.

The bidder should provide details of the proposed staffing structure that will be employed to deliver the outcomes, including key roles identified to lead the activity as well as other roles to support delivery.

The bidder should indicate: whether staff are already in place, or would need to be recruited, what they will be responsible for, how much time they are expected to dedicate to the activity (on a Full Time Equivalent basis) and how, if at all, this will change during the contract.

1. https://www.gov.uk/government/publications/standard-for-teachers-professional-development [↑](#footnote-ref-1)
2. <http://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html> [↑](#footnote-ref-2)