RM6187 Framework Schedule 6 (Order Form and Call-Off Schedules)

Order Form

CALL-OFF REFERENCE: CON_26423

THE BUYER: Department for Education

BUYER ADDRESS   ███████████

THE SUPPLIER: Mott Macdonald Limited
SUPPLIER ADDRESS: ███████████

REGISTRATION NUMBER: ███████████
DUNS NUMBER: ███████████

SID4GOV ID:

Applicable framework contract

This Order Form is for the provision of the Call-Off Deliverables and dated <mark>31/01/2025</mark>
It's issued under the Framework Contract with the reference number RM6187 for the provision of a SEND Toolkit for Primary-Aged Childcare in support of the Breakfast Clubs programme.

CALL-OFF LOT(S): RM6187-
Lot 1

Call-off incorporated terms

The following documents are incorporated into this Call-Off Contract.
Where schedules are missing, those schedules are not part of the agreement and can not be used. If the documents conflict, the following order of precedence applies:

1. This Order Form includes the Call-Off Special Terms and Call-Off Special Schedules.
2. Joint Schedule 1(Definitions and Interpretation) RM6187 3. The following Schedules in equal order of precedence:

Joint Schedules for RM6187 Management Consultancy Framework Three

- Joint Schedule 1 (Definitions)
- Joint Schedule 2 (Variation Form)
- Joint Schedule 3 (Insurance Requirements)
- Joint Schedule 4 (Commercially Sensitive Information)
- Joint Schedule 6 (Key Subcontractors)
- Joint Schedule 10 (Rectification Plan)
- Joint Schedule 11 (Processing Data)

Call-Off Schedules

- Call-Off Schedule 4 (Call-Off Tender)
- Call-Off Schedule 5 (Pricing Details)
- Call-Off Schedule 7 (Key Supplier Staff)
- Call-Off Schedule 20 (Call-Off Specification)

4. CCS Core Terms
5. Joint Schedule 5 (Corporate Social Responsibility) - Mandatory
6. Call-Off Schedule 4 (Call-Off Tender) as long as any parts of the Call-Off Tender that offer a better commercial position for the Buyer (as decided by the Buyer) take precedence over the documents above.

Supplier terms are not part of the Call-Off Contract. That includes any terms written on the back of, added to this Order Form, or presented at the time of delivery.

Call-off start date: **27th January 2025**

Call-off expiry date: 31st March 2025

Call-Off Optional Extension Period: 3 one-month extensions up to a total of 3 months.

Call-off deliverables:

See details in Call-Off Schedule 20 (Call-Off Specification)

Security

Short form security requirements apply

Maximum liability

The limitation of liability for this Call-Off Contract is stated in Clause 11.2 of the Core Terms. The Estimated Year 1 Charges used to calculate liability in the first contract year are: £157,515 exclusive of VAT.

Call-off charges

See details in Call-Off Schedule 5 (Pricing Details)

All changes to the Charges must use procedures that are equivalent to those in Paragraphs 4, 5 and 6 (if used) in Framework Schedule 3 (Framework Prices)

The Charges will not be impacted by any change to the Framework Prices. The Charges can only be changed by agreement in writing between the Buyer and the Supplier because of:

- Specific Change in Law

Reimbursable expenses

Recoverable as stated in Framework Schedule 3 (Framework Prices) paragraph 4.

Payment method

Invoices shall be submitted to ▇▇▇▇▇▇▇▇▇ within 30 days of the end of the invoice period. A valid invoice is one that contains:

- The date of the invoice
- The name and address of the supplier
- The bank details of the supplier
- Contract Reference Number and Purchase Order
- A breakdown of the appropriate charges including deliverables and milestones where applicable
- VAT where applicable

Following receipt of a valid invoice, the Department aims to pay invoices within 30 days of receipt.

Buyer's invoice address
Bex Barclay
Policy Lead
▇▇▇▇▇▇▇▇
▇▇▇▇▇▇▇

FINANCIAL TRANSPARENCY OBJECTIVES

The Financial Transparency Objectives do not apply to this Call-Off Contract.

Buyer's authorised representative

Bex Barclay

Policy Lead

███████████████

Supplier's authorised representative

Finbar McGaughey

Portfolio Lead

███████████████

Supplier's contract manager

Tash Thompson

Project Principal

███████████████

Progress meeting frequency

Fortnightly progress meetings and monthly contract meetings across the lifespan of the contract as detailed in Call-Off Schedule 4- Call-Off Tender.

Key staff

Emma Bird

Delivery Lead

███████████████

Megan Coombes

Project Manager

███████████████

Gandla Bhavani

Digital Lead

███████████████

Robin Singh

Digital Support

███████████████

Shantnu Tomar

Digital Support

Key subcontractor(s)

NASEN

In The Dark

Commercially sensitive information

Mott MacDonald Pricing schedule

Additional insurances

Not applicable

Guarantee

Not applicable

Formation of call off contract

By signing and returning this Call-Off Order Form the Supplier agrees to enter a CallOff Contract with the Buyer to provide the Services in accordance with the Call-Off Order Form and the Call-Off Terms.

The Parties hereby acknowledge and agree that they have read the Call-Off Order Form and the Call-Off Terms and by signing below agree to be bound by this Call-Off Contract.

For and on behalf of the Supplier:

Signature: Finbar McGaughey

Finbar McGaughey (Jan 28, 2025 16:12 GMT)

Name: Finbar McGaughey

Role: Portfolio Lead - Social Infrastructure

Date: 28/01/2025

For and on behalf of the Buyer:

Signature: **Finn Morgan**

Finn Morgan (Jan 28, 2025 16:06 GMT) Name:

Finn Morgan

Role: Commercial Lead

Date: 28/01/2025

Call-Off Schedule 4 (Call Off Tender)

4.1

Our partnership comprises Mott MacDonald (MM) as lead contractor with support from the National Association for Special Educational Needs (nasen). **As a partnership we have significant experience in delivering SEND, early years (EY) and childcare programmes** with proven ability to manage important national contracts such as the Department's Holiday Activities and Food (HAF) programme. We appreciate and understand Government's commitment to providing childcare that 'wraps around' the conventional school day and how SEND-aligned, inclusive, accessible, free universal breakfast club offerings are a key component of that wraparound care.

> ***ADDED VALUE***
> *Through our work on a range of SEND and education programmes, including the production of other collaborative SEND digital toolkits currently in use, our partnership understands the challenges the sector is experiencing and is best placed to work meaningfully with stakeholders on a practical, useable toolkit for Breakfast Club providers.* ***This experience and access to existing resources reduces risk of duplication or overlap of work and materials, and improves value for money***

<u>Our approach</u>

We are poised to engage with relevant stakeholders on contract commencement; these are known contacts with whom we have live relationships. We will harness their knowledge and expertise so that the toolkit represents the best in good practice, sets out available resources and – crucially - that content is aligned with the needs of breakfast club providers and their users. **Engagement opportunities will be embedded in the entire process from**

discovery to delivery, as evidenced by our partnership's work on other successful projects such as Wraparound Childcare (WA) and Whole School SEND (WSS).

To establish and maintain pace we will use fortnightly keeping-in-touch (KIT) meetings and monthly reports and contract meetings to update the Department on toolkit progress, to share emerging learning and to highlight insights arising from stakeholder engagement. **We will track engagement with stakeholders**, enabling a timely and robust approach and using digital and other solutions such as Microsoft Forms so that their contributions are sought and returned securely, informing content, quality, relevance and focus.
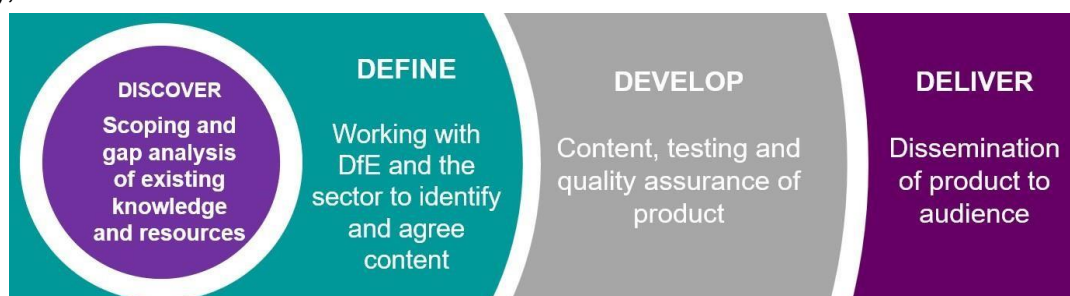
Our partnership has experience in developing accessible, editable digital toolkits. **Quality assurance of the toolkit will be via consultation with the Department and key stakeholders** (including breakfast club providers) to make sure it is sensible, accessible, uses plain language and can be applied in practice by a range of providers. **To enable full take-up of the SEND toolkit we will develop a clear communications plan** that sets out a schedule for national promotion and dissemination of the toolkit.

Our proposed delivery plan:
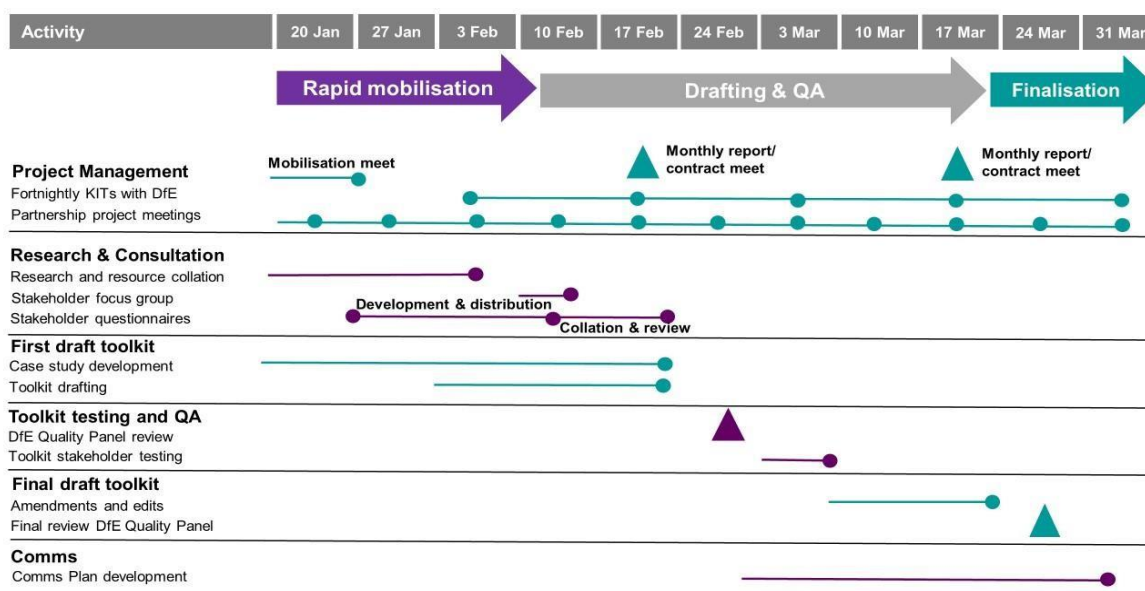
KP1: Co-creating content

We will co-create the toolkit with nasen, with whom we have worked on previous programmes such as Delivering Better Outcomes Together (DBOT) and WA

Childcare. **Nasen are sector leaders in developing curricula and toolkits for quality inclusive education**. In order that the toolkit meets the needs of providers who will use it and, ultimately, breakfast club users who have additional needs/SEND, our approach to content creating will be collaborative. **We will engage with a broad spectrum of stakeholders to form, sense-check and quality assure toolkit content** before issuing final drafts.
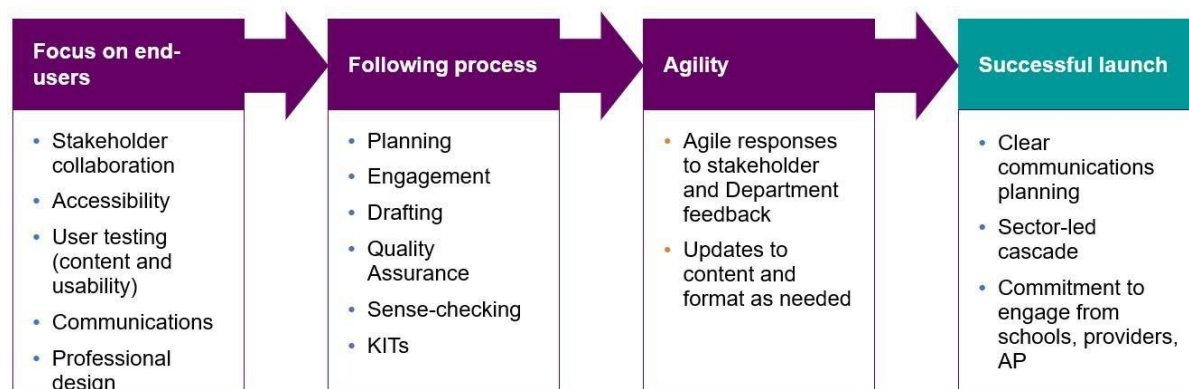
> ## *ADDED VALUE*
>
> *In 2023 nasen developed the Inclusive Education Toolkit, delivered in collaboration with UNICEF, supporting teachers in mainstream schools to create more inclusive environments so they could better meet the needs of children with SEND.*
> ***This will function as a valuable stepping-off point for the new toolkit***
>
> 7

KPI 2: High quality and accessible document

Our robust quality assurance processes mean that the content developed and delivered will be relevant, accessible, editable, and reflect the needs of the end-user. As well as engaging professional designers to support toolkit layout we will proactively apply the following approach to ensuring quality:

Focus on end-users
- Stakeholder collaboration
- Accessibility
- User testing (content and usability)
- Communications
- Professional design

Following process
- Planning
- Engagement
- Drafting
- Quality Assurance
- Sense-checking
- KITs

Agility
- Agile responses to stakeholder and Department feedback
- Updates to content and format as needed

Successful launch
- Clear communications planning
- Sector-led cascade
- Commitment to engage from schools, providers, AP

KPI 3: Governance and project management

MM's vast experience in programme and contract management, including PMO functions and delivery support, data collection and analysis expertise, is evidenced through our current delivery of the Department's HAF, Adoption and Special Guardianship Support Fund (ASGSF) and WA childcare programmes.

Given timeline pressures we will undertake weekly project meetings to share feedback and identify any issues for real-time resolution or escalation. Thus, **our programme delivery experts will manage governance and quality via a regular schedule of partnership and client meets**:

1. Daily stand-ups with delivery team, consisting of project management and SEND experts, and partnership representatives
2. Weekly project partnership meetings to cover quality assurance
3. Fortnightly KIT meetings with the Department

Our collective skills, expertise and experience make us ideally placed to deliver the toolkit.
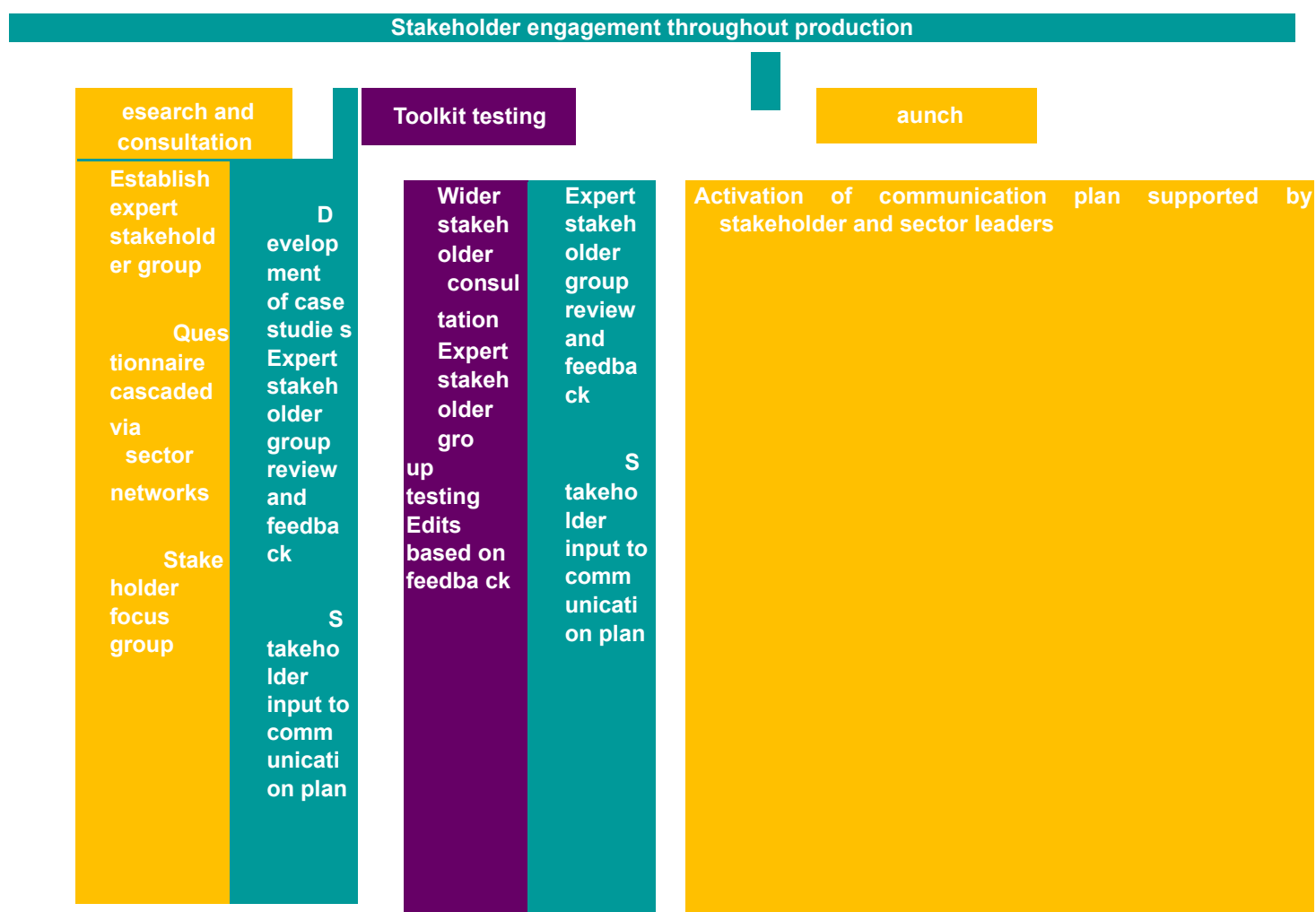
Proven project management skills	Expert policy knowledge	Specialist knowledge of the sector	Extensive stakeholder engagement experience	Track record of producing high-quality resources
• Significant experience in programme and contract management, PMO functions, delivery support, data collection and analysis (HAF, WA, DBOT, EY SEND P'ship, SENCO Level 3 Grant)	• Nasen's visibility and respect in sector • Unique partnership, well-placed • Breadth and depth of policy knowledge across education and SEND	• Nasen's unparalleled access to practitioner and academic expertise in education in the UK • MM's work on WA childcare for DfE	• Proven capacity to work with and engage at grassroots level with early years settings, schools and local authorities • Evidenced working relationships with stakeholders, professionals, organisations, providers, communities, families and children	• Nasen are sector-leaders in developing curricula and toolkits for inclusive education • MM produced SEND materials and resources for DBOT and are presently delivering the Wraparound and Early Years Toolkit for the Department

4.2

Since 2006 we have delivered engagement-led work on programmes for school-aged children and Early Years (EY). This tried-and-tested approach meant we delivered at pace and on target across a range of programmes such as 15 hours free childcare for two-year-olds, 30 hours free childcare, Holiday Activities and Food Programme and HMRC increased take-up of Tax-Free Childcare. Our approach enjoys recognition and credibility across government and the sector. MM has most recently delivered significant and unparallelled engagement with local authority Early Years teams in our work on the Wraparound Childcare programme for DfE. To allow sufficient opportunity for sector input, **at contract commencement stakeholder engagement will be our priority**. Our extensive networks across the sector (schools and alternative provision across England, key national SEND organisations and networks, breakfast club providers, Early Years teams) will allow us to engage stakeholders meaningfully and without delay. To maximise engagement and take-up we will use digital tools including Microsoft Forms and online meetings to secure active sponsorship and gather feedback on content.

Stakeholder engagement will be achieved through two key levers:

1. **Stakeholder questionnaire**, cascaded digitally via sector networks, maximising coverage and broad-spectrum feedback, the key themes of which will contribute to potential toolkit resources and case studies.

2. **Expert stakeholder group**, established on contract commencement and made up of senior representatives from the key sectors. Members will provide advice and sector expertise from design and development through to launch. They will review initial content, contribute to final draft testing and contribute to development of the communication plan.

3.

Stakeholder engagement throughout production

esearch and consultation

Toolkit testing

aunch

Establish expert stakeholder group

Questionnaire cascaded via sector networks

Stakeholder focus group

Development of case studie s Expert stakeholder group review and feedback

S takeholder input to communication plan

Wider stakeholder consultation Expert stakeholder gro up testing Edits based on feedba ck

Expert stakeholder group review and feedback

S takeholder input to communication plan

Activation of communication plan supported by stakeholder and sector leaders

The toolkit will offer practical guidance on developing provision in a manageable, sustainable, and positive manner, and will include live examples, resource links and a combination of written and video-recorded case studies provided by stakeholders.

Stakeholder-tested content will cover:

An introduction to SEND and key

1 definitions

How-to re: implementation of statutory guidance, including Reasonable Adjustments

Strategies for developing an inclusive

3 skilled SEND workforce, including

advice and case studies

The importance of collaboration with children, families, external agencies, local authorities.

4 Adapting space and premises for children with SEND, including most common adaptions and non-capital ways to incorporate these

How-to on working with local authorities to tackle challenges such as home-to-school transport

Guidance re: food preparation, personal care and feeding for children with SEND, strategies for developing individualised personal plans for children with SEND and additional needs

Strategies to support creation of enriching provision for children with SEND and additional needs, including advice and resources to support children with sensory sensitivities/other difficulties

How-to for fostering inclusive environments, including sensory- and communicationfriendly approaches, representation, behaviour as communication

Insight gained through the initial engagement phase, including feedback from the expert stakeholder group, will result in **delivery of a practical and effective communications plan** that can be easily deployed by the Department. It will detail key audiences, potential communications channels (digital and real-world), clear timelines for deployment and template text and/or materials. Our partnership's experience in this area means we know a key focus for successful communications will be making best use of wider sector networks to maximise reach. The communications plan may include activity such as: (i) virtual launch for all stakeholders, (ii) drop-in information sessions for schools, breakfast club providers and other specific stakeholders, (iii) bespoke launch communications for different stakeholder cohorts such as providers, SEND organisations, schools, (iv) guidance to support an accessible launch for all communities (language, visual) and (v) scheduled post-launch boosts via media or other sector channels.

We have strong, well-established and wide-ranging networks with leaders and practitioners across the sector. Nasen's national profile in schools, colleges and AP providers is a significant asset in ensuring we can **engage with stakeholders in a meaningful but time-sensitive wa**y. Our previous experience in delivering toolkits means we have a unique understanding of the complexities involved in achieving engagement with stakeholders, and we will co-ordinate with organisations delivering Department-funded SEND programmes to enable us to **work collegiately, building on work already achieved and sharing learning** in a way that expands the influence and reach of the toolkit.

Our partnership has done some **early work to identify a key stakeholder cohort** across schools, alternative provision, Trusts and Associations, charities, breakfast club providers, networks, groups and professional bodies, SEND organisations, local authorities, child minders and private, voluntary and third sector organisations. These include but are not limited to the Early Years SEND Partnership, Family Action, Magic Breakfast, National Association of Head Teachers, National SEND Forum, Whole School SEND,
Early Years Alliance, Busy Bees, Bright Horizons, National Day Nurseries Association, Out of School Alliance, Assoc. Of Directors of Children's Services, Local Government Association, Koru Kids and SEN Policy Research Forum.

Question 4.3
To **manage and make sure the SEND toolkit is high quality** our programme delivery specialists will work within a robust governance structure and deliver a coordinated programme approach. Our proposed Delivery Plan is set out in 4.1 and we will follow the Association for Project Management (APM) principles throughout. All our PMs hold Association of Project Management qualifications and our approach will be further strengthened through experience and lessons learned from previous contracts such as Wraparound and Early Years Childcare and the British Council's Schools programme.

If awarded the contract, **we have nominated staff ready to deploy**. On day one of the contract, we will facilitate a formal contract mobilisation meeting with the Department to confirm: (i) roles and responsibilities; (ii) expectations/timelines for quality review; (iii) governance and meeting arrangements; (iv) stakeholder engagement; and (v) final sign-off process. Our Project Manager will be responsible for programme delivery and meeting key milestones in the project plan. **Delivery will be managed in alignment with our internal STEP governance processes**. This will be supported by our Leadership team and Programme Office with progress monitored fortnightly at KITs and more formally via the monthly reports and contract meets.

We have identified as key early risks (i) short timescales for delivery, and (ii) the impact of these on meaningful engagement with stakeholders. Our five-step risk management approach, embedded in our programme delivery, will assist in the identification and management of any further identified risks. **Risks will be reviewed weekly (internally) and at fortnightly KITs with DfE**, managing escalation and mitigation.

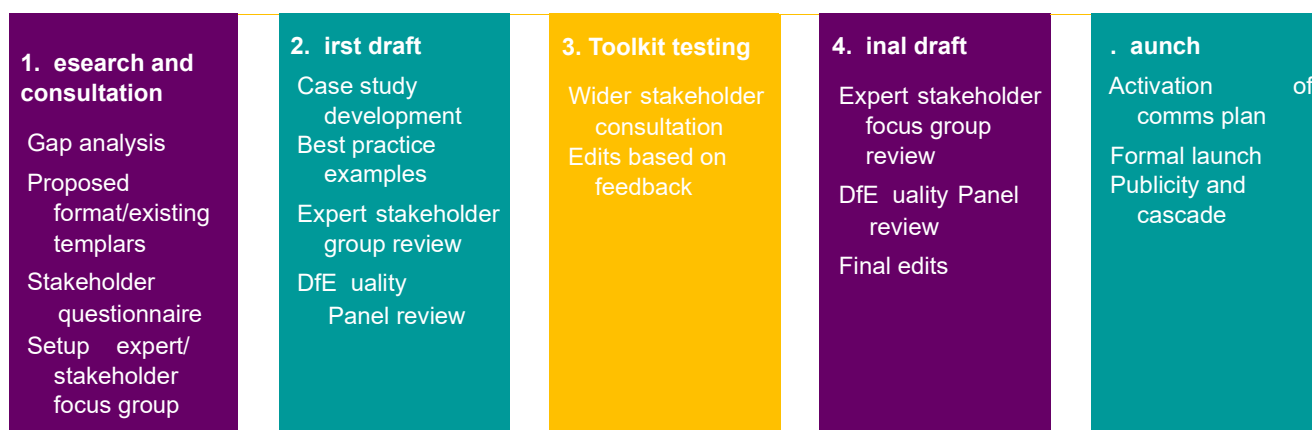**For those risks already identified we have early plans in place to mitigate**. Those stakeholders identified as expert focus group delegates will have expectations of their role and responsibilities made clear, focus group invites will be sent in the first 7 working days, drafts sent 24hrs ahead of focus group meets and utilisation of written feedback from those organisations unable to attend scheduled meets.

We are committed to delivering high-quality services compliant with ISO 9001, using Mott MacDonald's accredited STEP Business Management Systems. Mott MacDonald will hold ultimate responsibility for quality assurance (QA) as the lead contractor and we have achieved and maintained certifications in information security, including ISO 27001:2013, Cyber Essentials, and Cyber Essentials Plus.

Our approach to managing and ensuring quality involves engaging stakeholders and securing active sponsorship, a method proven successful on past contracts such as Fosterlink. We will use a mix of digital tools, including Microsoft Forms and online meetings to gather feedback on content (for example: accessibility, usability, application, content gaps or extraneous information) at key stages throughout the development of the toolkit.

We will keep the Department updated on stakeholder engagement, feedback, content development and quality assurance (including content approval) throughout the project timeline.

1. esearch and consultation	2. irst draft	3. Toolkit testing	4. inal draft	. aunch
Gap analysis Proposed format/existing templars Stakeholder questionnaire Setup expert/ stakeholder focus group	Case study development Best practice examples Expert stakeholder group review DfE uality Panel review	Wider stakeholder consultation Edits based on feedback	Expert stakeholder focus group review DfE uality Panel review Final edits	Activation of comms plan Formal launch Publicity and cascade

Our experience and expertise is expansive:

Wraparound & Early Years Toolkit	Working with nasen we identified an arrange of resources early years providers can use to start, grow and sustain a wraparound childcare business. We collated information from childcare membership organisations, Government and Government-funded organisations, banks, and specialist organisations. This resource is available free of charge and available to all providers via the Childcare Works website
Inclusive Education SEN Toolkit (2023)	The British Council's SEND Toolkit (developed by nasen) supports policy development in the UK and globally, providing technical assistance in leader and teacher development. Due to its adaptable framework and collaborative approach it has been widely adopted, including in the UAE, Jordan, Egypt, India, Thailand, Kenya, Malaysia and Chile. The toolkit helps schools assess and improve their SEN provision, leading to targeted improvements in staff training, resource allocation and curriculum adaptation. Educational leaders across the globe use the toolkit's findings to develop long-term strategies for SEN provision, enhancing their local inclusive education provision

Our understanding - our current work on the Wraparound and Early Years programme means we understand the context of the wider wraparound childcare policy.

We have knowledge of existing SEND toolkits available to educators and other SEND providers, including those produced by nasen (e.g. Inclusive Education toolkit).

Digital at the heart of our work – we have dedicated digital and graphic designers on hand so that the toolkit meets quality and accessibility standards

Call-Off Schedule 5 (Pricing Details)

Payment will be made in arrears on receipt of a Valid Invoice as detailed in the CallOff Order Form. Payment will be contingent on delivery in accordance with the delivery plan as set out in draft form in Call-Off Schedule 4 (Call-Off Tender).

Call-Off Schedule 7 (Key Supplier Staff)

1.1 The Order Form lists the key roles ("**Key Roles**") and names of the persons who the Supplier shall appoint to fill those Key Roles at the Start Date.

1.2 The Supplier shall ensure that the Key Staff fulfil the Key Roles at all times during the Contract Period.

1.3 The Buyer may identify any further roles as being Key Roles and, following agreement to the same by the Supplier, the relevant person selected to fill those Key Roles shall be included on the list of Key Staff.

1.4 The Supplier shall not and shall procure that any Subcontractor shall not remove or replace any Key Staff unless:

    1.4.1   requested to do so by the Buyer or the Buyer Approves such removal or replacement (not to be unreasonably withheld or delayed);

    1.4.2 the person concerned resigns, retires or dies or is on maternity or longterm sick leave; or

    1.4.3 the person's employment or contractual arrangement with the Supplier or Subcontractor is terminated for material breach of contract by the employee.

1.5 The Supplier shall:

    1.5.1 notify the Buyer promptly of the absence of any Key Staff (other than for short-term sickness or holidays of two (2) weeks or less, in which case the Supplier shall ensure appropriate temporary cover for that Key Role);

    1.5.2 ensure that any Key Role is not vacant for any longer than ten (10) Working Days;

    1.5.3 give as much notice as is reasonably practicable of its intention to remove or replace any member of Key Staff and, except in the cases of death, unexpected ill health or a material breach of the Key Staff's employment contract, this will mean at least three (3) Months' notice;

    1.5.4 ensure that all arrangements for planned changes in Key Staff provide adequate periods during which incoming and outgoing staff work together to transfer responsibilities and ensure that such change does not have an adverse impact on the provision of the Deliverables; and

1.5.5   ensure that any replacement for a Key Role has a level of qualifications and experience appropriate to the relevant Key Role and is fully competent to carry out the tasks assigned to the Key Staff whom he or she has replaced.

1.6   The Buyer may require the Supplier to remove or procure that any Subcontractor shall remove any Key Staff that the Buyer considers in any respect unsatisfactory. The Buyer shall not be liable for the cost of replacing any Key Staff.

Call-Off Schedule 20 (Call-Off Specification)

This Schedule sets out the characteristics of the Deliverables that the Supplier will be required to make to the Buyers under this Call-Off Contract

Specification

1. INTODUCTION AND BACKGROUND

1.1. The purpose of this specification is to provide a description of the services that the Supplier shall be required to deliver through a contract to be awarded by the Department for Education (DfE). This contract is to create a Special Educational Needs and Disabilities (SEND) digital toolkit for providers of school-aged childcare provision (before school, after school and holiday childcare provision).

1.2. This government is committed to delivering before school, after school and holiday care (school-aged childcare provision) to all families who need it. As part of this commitment, we want to ensure that school-aged childcare programmes deliver provision that is child-centred, easily accessible and responds to the needs of all families, including those with SEND.

1.3. The government already funds two school-aged childcare programmes – Wraparound (WA) childcare programme and Holiday, Activities and Food (HAF) programme. WA was rolled out in September 2024 and provides childcare that 'wraps around' the conventional school day – before and after the school day during term time. This provision is paid for by parents. HAF has been providing healthy food and enriching activities during the summer holidays to children since 2018. This provision is free for those who receive benefits-related free school meals (FSM). It offers valuable support to families on lower incomes, giving them the opportunity to access rewarding and engaging activities alongside healthy meals over the school holidays.

1.4. In addition to the WA and HAF programmes that are already being delivered by local authorities, schools and private voluntary and independent (PVI) providers, the government has committed to rolling out free universal breakfast clubs in every state-funded primary school.

1.5. There is more that can be done to strengthen the inclusivity of existing and new programmes. The government's ambition is for all children and young people with SEND or in special or alternative provision (AP) to receive the right support to succeed in their education and as they move into their adult life. This includes improving inclusivity and expertise in mainstream schools as well as ensuring special schools cater to those with the most complex needs.

1.6. We have heard feedback from the SEND school sector that targeted guidance and practical advice will help increasing inclusivity of children with SEND across all settings – mainstream, special schools and AP – in school-aged childcare provision.

1.7. We want to work with a supplier to create an interactive toolkit that helps schools, PVIs providers and childminders to create inclusive childcare provision that is accessible to families of children with SEND.

2. TOOLKIT OVERVIEW

2.1. The Supplier will create a digital toolkit aimed at schools, PVIs, childminders and other childcare providers that provides practical advice, guidance and identifies unique solutions to overcome barriers to inclusivity of families of children with SEND.

2.2. The Supplier must work closely with the sector to gain specialist knowledge and engage with at least one SEND organisation as part of the development of the toolkit. The toolkit should include at least 5 case studies demonstrating how childcare provision has been adapted to include children with SEND in both mainstream and special schools and AP and overcome any initial challenges through innovative solutions and working in partnership with others.

2.3. To ensure the quality of the toolkit, the chosen supplier must test the toolkit and its contents with charities, schools, PVIs and childminders.

2.4. Ahead of the publication of the toolkit, the chosen supplier should develop a communications plan to raise awareness of the toolkit and provide guidance on how childcare providers can use it effectively.

3. AIMS AND OBJECTIVES

3.1. The aim of the toolkit is to help all providers of school-aged childcare to design and deliver inclusive provision that is appealing and accessible to families of children with SEND.

3.2. The toolkit should:

3.2.1. Give important background information including legislation and duties that providers must consider when designing and developing provision.

3.2.2. Give practical guidance and advice on designing accessible childcare provision for all provider types – schools, PVIs, charities and childminders.

3.2.3. Give innovative solutions to overcome barriers that providers face when making accessible and inclusive childcare.

3.2.4. Give at least 5 case studies which demonstrate how a variety of providers have adapted/created provision that is accessible for families of children with SEND.

3.3. These objectives will be assessed through the KPIs set out in section 9.

4. FORMAT OF THE TOOLKIT

4.1. The format of the toolkit should be a digital document (PDF). The toolkit must be able to be shared online and should be accessible, being mindful of accessibility requirements/recommendations so it can be accessed by a wide audience.

4.2. The Supplier is permitted to use their branding as well as the SEND organisation(s) branding on the toolkit.

4.3. The Department will include its logo on the toolkit once it has been cleared and signed off.

4.4. The toolkit should not exceed 60 pages.

5. CONTENTS OF THE TOOLKIT

5.1. The Supplier should work closely with at least one SEND organisation and the sector to develop the content for the toolkit. Through conducting desk-based research and utilising the knowledge and expertise of the SEND organisation, the Supplier should cover content that is relevant to the topic of the toolkit.

5.2. The DfE will provide the Supplier with links to existing toolkits and other relevant guidance that already exists in this area to aid with the creation of the content of the toolkit.

5.3. The toolkit should include contents that helps all childcare providers create inclusive before school, after school and holiday childcare provision. It should make explicit reference to pupils with SEND in mainstream and special schools and AP.

5.4. Whilst the DfE will not provide an exhaustive content list, we would expect that the following content to be covered:

5.1.1 Legal duties for reasonable adjustments under the Equality Act and Local Authority statutory requirements

5.1.2 Attracting, recruiting, training and retaining a SEND workforce

5.1.3 Working with local authorities – including working with local authorities to understand how they tackle barriers such as home to school transport

5.1.4 Adapting space and premises for children with SEND – including clarity on what space adaptations are commonly needed for students with SEND and innovative, non-capital ways to incorporate these adaptions into a range of spaces.

5.1.5 Food preparation and handling and feeding children with SEND.

5.1.6 Creating high-quality, enriching and regulating provision for children with SEND

5.5. In addition to the above, the Supplier must produce at least 5 case studies as part of the toolkit. The case studies must highlight examples of best practice that are taking place across the sector to create or adapt childcare provision so it is inclusive of children with SEND and their families.

5.6. Case studies should include a variety of childcare provider types including schools, charities, childminders and PVIs.

5.7. Case studies can be written, recorded or filmed producing either a document, audio recording or video. Case studies should include quotes and imagery of the subject being case studied.

6. ENGAGEMENT WITH SEND ORGANISATION – CREATION

6.1. The Supplier must work closely with the sector to gain specialist knowledge and engage with at least one SEND organisation as part of the development of the toolkit. It is essential that the specialist expertise and sector insights are used to inform the contents of the toolkit.

6.2. A 'SEND organisation' is an organisation that provides support for families and children with Special Educational Needs and Disabilities. This could be a charity, local authority, business, special school or body that represents the SEND sector.

6.3. In addition to working with at least one SEND organisation to develop the contents of the toolkit, the Supplier must ensure to test the toolkit with the sector. See below the Supplier Deliverables table for more information on the process that Supplier's must follow to develop, create and test the toolkit.

7. POST-CREATION OF THE TOOLKIT – COMMUNICATIONS PLAN

7.1. Ahead of the publication of the toolkit, the Supplier should develop a communications plan to raise awareness of the toolkit and provide guidance on how childcare providers can use it effectively. This would need to be signed off by internal DfE comms.

7.2. The Supplier should work with SEND organisations, schools, charities, PVIs, childminders and local authorities to raise awareness of the toolkit and signpost to it.

7.3. The Supplier must create a communications plan that sets out how they intend to engage the sector with the toolkit post-publication. This must be signed off by the Department.

8. TIMELINES

8.1. The Supplier must deliver the toolkit before 31 March 2025.

8.2. The Supplier must provide a delivery plan to demonstrate how they will meet this timeline. This must include key milestones:

8.2.1. Working with a SEND organisation, conduct user research to inform a SEND toolkit and co-create the content

8.2.2. Produce a V1 toolkit resource for schools, providers, and local authorities that enables to create inclusive provision for SEND children and their families, including practical advice, guidance and case studies. 8.2.3. Testing the toolkit with DfE and then the sector to ensure quality

8.3. The Supplier must give adequate time for testing, refining and communicating the toolkit to the sector.

9. ASSESSING DELIVERY – KPIS, Deliverables and Milestones

9.1. The Key Performance Indicators (KPIs) are set out in the table below.

KPI no.	Criterion	Key indicator	Measure of success
1	Co-create the contents of the toolkit by working with at least one SEND organisation and consult a range of childcare providers during the development (schools, charities, PVIs and childminders).	Deliverable - product	Evidenced by partnership with at least one SEND organisation who feeds directly into content creation for the toolkit. Evidenced by clearly marking where key stakeholders have been consulted and their views embedded in the draft contents document.

2	Producing a high-quality and accessible toolkit that has met our objectives and includes at least 5 case studies.	Deliverable - product	Publication of the toolkit covering as a minimum the content set out in the specification. Quality will be measured by a DfE panel who will review the toolkit at the halfway and end point.
3	Meet all governance and reporting requirements as detailed in the Invitation to Tender, including key milestones in the project timeline.	Back office administration	All governance and reporting requirements met. All key milestones in project timeline met.

9.2. The Supplier deliverables are set out in the table below.

Supplier Deliverables			
Ref	Deliverable	Criteria	Timescale
D01	Working with a SEND organisation, conduct user	Clear and comprehensive demonstration of understanding the primary aged childcare SEND sector,	Throughout the entirety of the contract.

	research to inform a SEND toolkit and cocreate the content	including insights from datasets, focus groups and roundtables with relevant stakeholders. Gather a range of additional information that is relevant such as: • Understanding the barriers that childcare providers face when creating inclusive childcare provision. • Understanding the requirements that the families of children with SEND face have. • The make-up of SEND workforce by type of provision, e.g. how many (proportion) existing wraparound staff are internal hires (such as teaching assistants in schools) vs the requirement for external campaigns. • Practical strategies and unique solutions which overcoming barriers	
D02	Produce a V1 toolkit resource for schools, providers, and local authorities that enables to create inclusive provision for SEND children and their families, including practical advice, guidance and case studies.	This phase should focus on identifying the content of the toolkit and developing the toolkit that covers the following, but is not limited to: • Legal duties for reasonable adjustments under the Equality Act 2010 and the Local Authority statutory requirements. • Attracting, recruiting,	

| | | training and retaining a SEND workforce.
• Working with Local Authorities to overcome barriers such as home to school transport
• Adapting space and premises for children with SEND – including clarity on what space adaptations are commonly needed for students with SEND and innovative, noncapital ways to incorporate these adaptions into a range of spaces.
• Food preparation and handling and feeding children with SEND.
• Creating high-quality, enriching and regulating provision for children with SEND.

As well as the above, the supplier must produce at least 5 detailed case studies which showcase best practice for inclusion of children with SEND across a range of provider types (schools, PVIs and childminders)/ | |

D03	Toolkit tested with DfE to ensure quality and test with sector	This deliverable focuses on sharing a draft of the toolkit for internal approval, testing with users and the sector and refining. • An initial draft should be shared with DfE for	
		internal comments and clearances. • The toolkit should then be updated to reflect any feedback. • Following DfE internal feedback, supplier should action any comments and refine toolkit. • Supplier should then test the toolkit with a range of key stakeholders in the sector – including SEND organisations, charities, schools, a range of PVIs and childminders. • Supplier should receive written feedback and comments from the sector which following a discussion with the DfE, they then must action.	
D04	Produce V2 toolkit	Following feedback from internal stakeholders and users, a final toolkit will be shared with DfE along with at least 5 case studies.	Before 31 March 2025.

D05	Produce communications plan to create engagement and raise awareness of the toolkit	Supplier will create a communications plan which sets out how they intend to raise awareness of the toolkits with schools, Local Authorities, PVIs, charities and childminders. Supplier must provide guidance on how childcare providers can use the toolkit effectively.	

5. GOVERNANCE AND ENGAGEMENT WITH DFE

5.1. The Supplier shall attend, as a minimum, 1 meeting every month during the contract with DfE to discuss progress and any issues. Meetings may be held virtually using Microsoft Teams.

5.2. It is expected that the Supplier will provide a written report ahead of each monthly meeting to track progress and update an ongoing contract risk and issues log.