

## **Order Form**

**From:**

	<b>Secretary of State for Education</b>
<b>Service address:</b>	Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
<b>Invoice address:</b>	Sanctuary Buildings, Great Smith Street, London, SW1P 3BT [REDACTED]
<b>Authorised representative:</b>	Name: [REDACTED] E-mail: [REDACTED]
	To be quoted on all correspondence relating to this Order:  Ref no: Project_7187  Contract no: con_17462
<b>Order date:</b>	23/11/2022

**To:**

<b>Supplier:</b>	<b>National Association for Special Educational Needs (nasen)</b>
<b>For the attention of:</b>	[REDACTED]
<b>E-mail:</b>	[REDACTED]
<b>Telephone number:</b>	[REDACTED]
<b>Address:</b>	Nasen House

	4/5 Amber Business Village  Tamworth  Staffordshire  B77 4RP
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## 1. Service requirements

### (1.1) Overview

An Assistive Technology (AT) training programme running from 23<sup>rd</sup> November 2022 to 31<sup>st</sup> August 2023 to improve the capability of mainstream school staff to effectively use assistive technology (AT) to reduce or remove barriers to learning, especially for SEND learners. An impact evaluation will take place separately to identify where AT training can directly support wider mainstream SEND training.

The main aims of this programme are:

- Train mainstream school staff to use the technology which they already have available more effectively to reduce or remove barriers to learning for pupils with SEND.
- Collect data which contributes to a greater understanding of the impact of providing AT training to school staff on outcomes for learners with SEND.
- Building a publicly available resource bank which can support schools to use AT more effectively.

With its focus on learners with SEND, this work feeds directly into the priority outcome of supporting the most disadvantaged and vulnerable.

### (1.2) Service Commencement Date:

23<sup>rd</sup> November 2022

### (1.3) Price payable by Authority and payment profile:

Price payable will be in line with the Pricing Schedule below. The unit price for the variable cost lines 1.3 and 1.4 will be used to vary the price based on the actual number of schools recruited if less than 150 schools are recruited. If more than 150 schools are recruited the maximum price of £179,250.00 will apply and the price will not be varied for the recruitment of schools over 150.

For the purposes of invoicing, recruitment is defined as a school committing to participate in the training by providing contact details for the member of staff attending and confirming their preferred course dates. To verify the number of schools recruited, the Supplier will need to provide the DfE with at least 1 email address per school. To abide by GDPR, the privacy notice shared with participants

when they sign up must inform them that their email address will be shared with the DfE for the purpose of invoicing.

VAT is applicable.

Ref	Component	Unit GBP Price (ex VAT) per school	Unit / no. of schools	Total maximum Component Price (ex VAT) in GBP
1.1	Recruitment of schools (fixed)			
1.2	Resource creation / edits (fixed)			
1.3	Facilitation of sessions (variable)			
1.4	Administration and relationship management			
1.5	Financial management and data handling (fixed)			
1.6	Website hosting costs (fixed)			
1.7	Promoting the work being done through the AT training			
Total maximum price (excluding VAT) in GBP				
Total maximum price (including VAT) in GBP				

The payment milestones will be as follows:

Month	Maximum payment (exc VAT)	Description	Notes
		Recruitment of schools (fixed)	
		1/3 Resource creation / edits (fixed)	DfE and Nasen must have agreed the outline of the content for the 3 videos and the 2 emails to school leaders.
		1/3 Resource creation / edits (fixed)	DfE must have received the first draft of the emails and videos
		1/3 Resource creation / edits (fixed)	DfE must receive evidence of email distribution and

			videos must be live on the online resource bank
		Administration and relationship management (variable)	NB this is a variable cost, [REDACTED] is for 150 schools and is the maximum allowed
		Financial management and data handling (fixed)	
		Website hosting costs (fixed)	
		Promoting the work being done through the AT training (fixed)	
		1/2 of facilitation of sessions (variable)	NB this is variable - [REDACTED] is for 150 schools and is the maximum permitted
		1/2 of facilitation of sessions (variable)	NB this is variable - [REDACTED] is for 150 schools and is the maximum permitted
<p><b>(1.4) Completion date:</b></p> <p>31<sup>st</sup> August 2023</p>			

## 2. Performance of the services and deliverables

<p><b>(2.1) Name of the Organisation who will deliver the Services:</b></p> <p>National Association for Special Educational Needs (nasen) in a consortium with MicroLink and TechAbility.</p>
<p><b>(2.2) Performance standards:</b></p> <p>There will be suitable representation at all reviews and meetings with the Department. Management information relating to progress against milestones will be made available when requested to the Department's contract manager. Risks to delivery will be actively reviewed, managed and reported. The Supplier is expected to react quickly to issues as and when they arise.</p> <p>The Supplier is expected to maintain effective working relationships, which ensure the best outcomes for the Department.</p>
<p><b>(2.3) Location(s) at which the Services are to be provided:</b></p>

The schools represent a good geographical spread across England. There is the requirement for some face-to-face attendance when promoting the programme, so the Supplier should therefore be able to support schools and workshops/events across all English regions.

#### **(2.4) Quality standards:**

- The success of the programme will be measured through every 2 weeks review meetings (including associated supporting reports) with the Supplier with a view to increase the frequency of meetings if required. Delivery against milestones will be reviewed as part of these meetings.
- The Supplier should ensure feedback from their supported schools is fed back into the DfE.
- Please note, oversight and overall project responsibility for the delivery of this contract including milestones, budget, quality, risk reporting and contractual arrangements lie with the lead supplier.

#### **(2.5) Milestones for Delivery**

Estimated timescales for milestones and deliverables are set out below. The detailed milestone schedule will be agreed at contract start up.

- **By end of December 2022:**
  - The review of existing training materials is complete and initial plans for recruiting schools is shared with DfE
  - DfE and Nasen must have agreed the outline of the content for the 3 videos and the 2 emails to school leaders.
  - Draft comms for engaging schools have been shared with DfE
- **By end of January 2023:**
  - DfE must have received the first draft of all new resources – including the 2 emails to school leaders and the 3 videos
  - Recruitment of schools must be underway with initial comms sent out nationally
- **By end of February 2023**
  - Most of the schools should have confirmed their participation in the training programme and had their sessions scheduled.
  - All finalised resources, including the 3 new videos, must have been uploaded onto the online resource bank website
  - The first email must have been sent to the school leaders
- **By end of March 2023**
  - The final deadline for schools signing up is midday the day before the first training session – the variable cost lines will be dependent on DfE's receipt of recruitment evidence in the form of 1 email address per school.
  - The first session must have been completed for all cohorts
- **By end of Summer term 2023:**
  - the fifth and final session must have been completed for all cohorts
  - the closing email is distributed to school leaders

- the record of attendance for all sessions must be shared with DfE and the evaluating partner
- **Throughout the programme** – regular meetings with the DfE and evaluating partner to check progress against milestone

## **(2.6) Key performance Indicators:**

Deliverables during the programme will include:

- Creating 2 new emails for school leaders to gain their buy in at the beginning and end of the programme.
- Create additional training resources, including the delivery of a minimum of 3 new guidance videos in line with the specification detailed in (Appendix 1 – Detailed descriptions of video content expectations).
- Making amendments to the resources created for the AT pilot where necessary.
- Creating an accessible and reliable webpage to host the resource bank. (NB all resources created for this programme will be the intellectual property of the DfE.)
- Recruitment of up to 150 mainstream schools in England to receive training through the programme.
- Design and delivery of up to 75 online training sessions for school staff to develop their awareness, understanding and use of AT. The engagement and training approach must reflect the different levels of AT awareness of school staff and different school contexts such as phase, pupil numbers and demographics. Each cohort will receive five 1-hour-long sessions which will happen once a month for 5 months from March to July inclusive.
- Maintenance and reporting of programme delivery data including uptake and completion of training while respecting GDPR regulations.
- Engagement with and support for the Evaluation Partner.
- Be the main point of contact for participating schools and keep records of attendance and feedback for each online training session for quality monitoring and reporting purposes.

## **(2.7) Contract monitoring arrangements:**

Throughout the programme the Supplier and the DfE will meet regularly to review performance. In preparation for each monthly meeting the delivery partner will provide a report to DfE three (3) working days before the scheduled meeting date which will outline the progress towards meeting deliverables. The report to be provided will include:

- A summary of activity undertaken.
- Assurances regarding adherence to ethical walls and avoidance of conflict of interest.
- An outline of progress against relevant milestones for that period, including any mitigating actions where delivery is not on track.

- Key delivery statistics.
- Any risks/issues/challenges and lessons learnt.
- A forward look to the month ahead.

The attendees for the bi-weekly (every 2 weeks) meetings will be agreed between both parties.

**(2.8) Management information and meetings:**

As per report requirements in (2.7).

Regular review meetings should be scheduled as soon as possible. Additional meetings as needed to support effective delivery of milestones.

### **3. Confidential information**

**(3.1) The following information shall be deemed Confidential Information:**

- Price payable by the DfE, including the pricing schedule and
- payment profile.
- Full Tender Response

**(3.2) Duration that the information shall be deemed Confidential Information:**

5 years.

### **4. Intellectual property rights**

**(4.1.)** Any New IPR created under a Contract is owned by the Authority. The Authority gives the Supplier a licence to use any Existing IPRs and New IPRs for the purpose of fulfilling its obligations during the Contract Period.

### **5. Liaising with the evaluator**

**(5.1.)** The Supplier will cooperate with any reasonable requests from the Evaluation Partner until April 2024 although contract delivery will end August 2023.

### **6. Special requirements**

**(6.1.)** The Supplier nasen will provide the necessary required security mitigations by the deadline imposed by the DfE:

<u><b>nasen:</b></u>	<b>Issue Identified</b>	<b>Mitigation / Supplier requirements</b>	<b>Deadline</b>
1	CHECK/CREST Scheme provider	Supplier to arrange a CHECK Scheme provider to carry out an independent IT Health Check and to arrange for all identified significant security issues (i.e. "Medium" or above) to be resolved during the first three months of the contract. If this is not possible, the department must be provided with details of any significant security issues that are identified but cannot be mitigated within three months of the test taking place.	1 <sup>st</sup> March 2023
2	Background verification checks	Supplier to introduce background verification checks to BPSS standard for staff accessing DfE information.	1 <sup>st</sup> May 2023

**(6.2.)** The Supplier Microlink will provide the necessary required security mitigations by the deadline imposed by the DfE:

<u><b>Microlink:</b></u>	<b>Issue Identified</b>	<b>Mitigation / Supplier requirements</b>	<b>Deadline</b>
1	Background verification checks	Supplier to introduce background verification checks to BPSS standard for staff accessing DfE information.	May-23 (as per the contract)

## **7. By accepting this order the supplier agrees:**

to enter a legally binding contract with the Authority to provide to the Authority the Services specified in this Order Form incorporating the rights and obligations in the Call-off Terms set entered into by the Supplier and the Authority.

## **8. Signatures:**

**Signed by person authorised to sign on behalf of the Secretary of State for Education:**




Signed by a person authorised to sign on behalf of National Association for Special Educational Needs:		

## Appendix 1 - Detailed descriptions of video content expectations

The Supplier must **deliver a minimum of 3 new guidance videos** demonstrating effective AT use in a school setting. These must not replicate the subject matter covered in the existing [case study](#), [assessment 1](#), [assessment 2](#) and [follow up](#) videos. The final details for the scope and approach for each video will be agreed in advance between the Supplier and the DfE. To ensure plans are aligned the Supplier will provide a storyboard or outline of their video and present this to DfE prior to commencing filming, this is required to fulfil the December 2022 payment milestone.

However, the below sets out our overall expectations.

In general, all videos must be made with inclusion in mind and abide by accessibility regulations. This means that all language used is inclusive, accurate subtitles and transcripts are available and consideration is given to unnecessary and distracting graphics or music on the video.

The three or more videos created must include at least one of each of the following focus areas:

### Case study

We are expecting to see a detailed whole-school case study video of a school which has successfully embedded effective AT use which includes coverage of the following topics:

- **Drivers:** Why did the school explore the use of AT in the first place?
- **Awareness:** How did the school find out about and explore AT features and products and related support to understand the options?
- **Assessment:** How were learners' needs understood and how did the school find information about potentially suitable AT? How was suitable AT assessed to meet learners' needs?
- **Planning:** How were budgetary and resourcing costs understood (including financial, training needs and ongoing support)?
- **Senior leadership engagement:** How were school leaders (including governors) engaged and involved in decision making? Were there engagement challenges that needed to be addressed?
- **Training and awareness:** How were school staff, learners and families supported to understand the benefits of AT and how to use AT effectively to support access to learning?
- **Embedding:** How has AT awareness and use been integrated into planning and practice? For example, integration into school-wide procedures or strategies, refreshed training for staff and engagement with families.

**Please note, while we want this to be a realistic study of how AT can be implemented throughout a real school, to abide by GDPR legislation, the video cannot include any content that would identify a particular pupil (or member of staff who has not given written consent).**

## **Assessment**

We are expecting a video of an assessment where staff explore and assess the most effective AT to meet the needs of a learner with SEND.

Due to GDPR legislation, this video should be a simulation using an actor between the ages of 13 and 16 years old. The video should also feature a teacher who can be an actor or a real teacher and should appear to be set in a school. The people featured in the video must give written informed consent to take part and the example used must be fictional – it cannot be based on a real pupil.

We expect this to include coverage of the following topics:

- How to use a model such as SETT (Student, Environment, Task, Tools) or HATT (Human Activity AT)
- How to involve the learner in the assessment
- How AT products and features should be assessed against the learner's needs and the contexts of use (such as in the classroom and at home).
- How training and support needs should be assessed and planned for, including for the learner and school staff and technical maintenance.
- How any constraints should be identified and considered, such as financial sustainability and social factors.
- How the effectiveness of the AT approach should be reviewed to confirm whether it is meeting the learner's needs, including consideration of feedback, usage data and educational attainment.

## **Follow-up**

A follow up video after the assessment. This video should return to the fictional learner from the assessment video and talk through what has and has not worked well with the AT they implemented. This should include coverage of the following topics:

- What data did the school need to assess the progress?
- Did the AT help the learner achieve their personal aims? Were there other aims of the school that were met?
- Did the AT bring with it any other unexpected benefits?
- Did the AT implemented have any drawbacks, including socially?
- What will the school try to correct any drawbacks/issues?
- The video should then model amending the AT plan for that learner and scheduling another review.