

Jenny Jarvis
Deputy CEO
The Education and Training Foundation
157-197 Buckingham Palace Road
London
SW1W 9SZ

01 April 2021

Subject: SEND Further Education Workforce Development Grant

con_7982

Dear Jenny,

On behalf of the Secretary of State for Education, I would like to offer The Education and Training Foundation a grant on the terms of the enclosed funding agreement. The Power under which the grant is to be paid is Section 14 of the Education Act 2002 and will accordingly be paid only in respect of approved expenditure incurred by The Education and Training Foundation for the purpose of the funded activities.

This Grant is to improve capability and confidence and enhance commitment in the FE workforce, so that they are better able to identify and meet the needs of children and young people with SEND (including those on SEN support as well as those who have an Education, Health and Care (EHC) plan) and is more fully described at Annex F attached.

Summary description of the Project

The activities provided through the funding of this grant will equip the FE workforce to effectively support children and young people with SEND to prepare for adulthood through high quality provision. We propose an ongoing focus on preparation for employment, noting that this activity is an important enabler for success in other lifelong outcomes, as well as a goal in its own right.

This will support the smooth transition from the school learning environment to FE. It will also contribute to more children and young people having their needs met more promptly in mainstream colleges, which will be more inclusive; and will support better outcomes in adulthood.

This correspondence constitutes a Grant Offer Letter. This letter will form an integral part of the Grant Agreement. The offer is subject to the provisions, limitations and conditions set out below and in the DfE general grant terms and conditions.

I am pleased to inform you that the Department is willing to offer your organisation funding of up to £1,182,000 for the period from 01.04.2021 to 31.03.2022.

This offer is subject to the terms and conditions set out below, and to the attached Department for Education general [Grant Terms and Conditions](#)¹. You should read all annexes and general T&Cs carefully before accepting the offer of funding. Failure to observe these terms and conditions may result in the funding being withdrawn.

Transfer and Sub-Contracting

Save as set out below the Contractor may not sub-contract, assign, transfer, charge the benefit and/or delegate the burden of the whole or any part of the Grant (a "Transfer") without the prior written consent of the DFE:

Where the DFE has consented to Sub-Contracting, copies of each Sub-Contract and details of each Sub-Contractor shall be sent by the Contractor to the DFE as soon as reasonably practicable.

The Contractor shall not terminate or materially amend the terms of any Sub-Contract without the DFE's prior written consent.

The Contractor shall remain responsible for all acts and omissions of its Sub-Contractors as if they were its own.

The Contractor shall ensure that a term is included in all Sub-Contracts which requires payment to be made of all sums due to Sub-Contractors within 30 days from the receipt of a valid invoice

If the DFE consents to a Transfer the Contractor will evidence the Transfer in writing and provide a copy of the Transfer document on request.

If the DfE believes there are:

¹ <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

- I. compulsory grounds for excluding a Sub-Contractor pursuant to regulation 57 of the Regulations, the Contractor shall replace or not appoint the Sub-Contractor; or
- II. non-compulsory grounds for excluding a Sub-Contractor pursuant to regulation 57 of the Regulations, the DfE may require the Contractor to replace or not appoint the Sub-Contractor and the Contractor shall comply with such requirement.

Complying with new Government policies

The grant funding in this agreement is exempt from Cabinet Office controls regarding advertising, marketing, communications and consultancy, or for any costs associated with the maintenance, technical development or updating of existing websites or for the development/creation of new websites. The exemption is granted as the activity in this grant is training-based.

In addition to providing a signed copy of this agreement, you are then requested to follow the instructions on Bank Account Details (Annex B) and provide your organisation's bank account details. This will allow us to set your organisation up on the Department's payment system to receive the grant. Payment claims can only be sent to the DfE once the Grant Agreement has been signed and any pre-disbursement conditions have been met. Payments will be disbursed into the bank account number provided through the DfE suppliers' bank details process provided by The Education and Training Foundation.

Please note that any delays in returning the documents could result in a delay to the grant payment.

The Grant Manager for this Project at the DfE SEND Unit is Ian Turley ian.turley@education.gov.uk. We look forward to working with you to bring about the rapid signature of the Grant Agreement.

ACCEPTANCE OF OFFER

If you wish to accept this offer of a grant, please sign the enclosed grant funding agreement [Annex A] in the space provided, on or before 01.04.2021. Please retain a copy for your records. If you cannot return the acceptance by the specified date, please contact me before that date to explain the reasons. Otherwise, we will assume that the offer has been refused, and it will be withdrawn without further correspondence.

Yours sincerely,

Kate Yeung

For and on behalf of the Department for Education
SEND Systems and Strategy
Strategy, Social Mobility & Disadvantage
Sanctuary Buildings,
Great Smith Street,
London,
SW1P 3BT
<https://www.gov.uk/>

Annex F – List of objectives for which the grant is being paid - con_7982

ETF - SEND Workforce Development Programme 2021/22

Overarching vision

Our vision for children and young people (CYP) with Special Educational Needs and Disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and after; they find employment where possible; lead happy, healthy and fulfilled lives; and experience choice and control.

The primary objective of this grant is to improve capability and confidence and enhance commitment in the FE workforce, so that they are better able to identify and meet the needs of children and young people with SEND (including those on SEN support as well as those who have an Education, Health and Care (EHC) plan).

This will be achieved through high quality continuous professional development (CPD) aimed both at supporting leaders and individual teaching and non-teaching staff members, and at improving setting-level practice, through access to advice from experts, and other materials and activities.

The ETF SEND Grant

We want the activities provided through the funding of this grant to equip the FE workforce to effectively support children and young people with SEND to prepare for adulthood through high quality provision. We propose an ongoing focus on preparation for employment, noting that this activity is an important enabler for success in other lifelong outcomes, as well as a goal in its own right.

This will support the smooth transition from the school learning environment to FE. It will also contribute to more children and young people having their needs met more promptly in mainstream colleges, which will be more inclusive; and will support better outcomes in adulthood.

Background – SEND in FE

In January 2020, there were 64,437 young people with EHCPs receiving provision in further education, up from 57,191 in January 2019.

The establishment types attended by these young people were:

- 52,168 in general FE and tertiary colleges/HE (up from 46,786 in Jan 2019)
- 6,064 in post-16 specialist institutions (up from 4,956)
- 4,013 in other FE^[2] (up from 3,173)
- 2,192 in sixth form colleges (up from 2,276)^[3]

We know that many FE settings also have sizeable populations of learners with SEN, but no EHC plan. In 2018/19, 17.2% of all FE and Skills participants aged 19 and over (356,000 individuals) and 23.1% of those under 19 (198,000 young people) had a self-declared LDD. [\[4\]](#)

Therefore it is crucial that the FE workforce is equipped to offer high quality provision to learners with SEND.

The SEND Review was announced in September 2019. It is a fundamental and cross-government review looking at how to improve the SEND system so that it is more consistent, high quality, and integrated across education, health and care. It is also considering measures to make sure that money is being spent fairly, efficiently and effectively, and that the support available to children and young people is sustainable in the future.

Flexibility will be a requirement within the grant in order to incorporate any recommendations of that Review, along with the forthcoming Autism Strategy, the National Strategy for Disabled People and potential future strategies.

2021/22

Proposed ETF SEND objectives for 2021/22 support quality improvement, through workforce development of practitioners, managers and leaders across mainstream and specialist providers in the Post-16 sector. Our aim is to increase employment and employability as the predominant outcome for learners with SEND. Peer-to-peer support networks will be key to achieving these goals.

Objectives

- Strengthening of Centres for Excellence in SEND model - **£1,032,000**
- Maximising the expertise of both the mainstream and specialist systems regarding support for SEND learners. - **£100,000**
- Building sector engagement and responsiveness - **£50,000**

During the 2020/21 period the delivery of many activities moved to being delivered through digital channels rather than face-to-face. Where possible this method of delivery should continue as it has been advantageous in widening reach and engagement in many activities. We are aware that the digital delivery of some activities has seen some participants being less engaged or willing to share experiences. We believe that with the use of digital channels becoming the “standard” medium, online engagement will become stronger in these areas. However, it would be prudent to explore ways of increasing engagement in digital channels while also considering mixed delivery where/when possible to maximise reach and value for money.

We want to continue encouraging the use of peer support mechanisms as a means of sharing best practice, and peer-to-peer reviewing and accountability to increase quality of provision across the sector.

High Level KPIs

Centres for Excellence

- 6 new spoke centres to increase regional engagement with an employment focus
- 30% of the leaders, managers and practitioners will come from organisations that Ofsted has identified as requiring support and development.
- At least 90% of individuals and settings who have engaged with activities should be satisfied with the quality of the provision they make use of.
- At least 75% of individuals and settings who have engaged with activities should report that they have incorporated their learning into their education practice.

Maximising the expertise of both the mainstream and specialist systems

- New peer networks made up of a minimum of 200 managers and practitioners from the mainstream and specialist sectors engage in joint practice development activities.

Building sector engagement and responsiveness

- The SEND Workforce Development programme used by over 1000 staff

Monitoring and tracking of KPIs

DfE is required to ensure that the Grant is used for the agreed purposes and that we secure value for money. In order to do so effectively DfE and ETF will hold monthly update meetings and quarterly review meetings to discuss progress and outcomes. ETF will work with DfE policy teams in developing realistic but challenging KPIs as a means to track progress and to inform the review meetings.