



Department
for Education

SESLIP AD Education Network Meeting

Regional Director, Dame Kate Dethridge
Deputy Director, Paul Schofield
South East Regions Group

October 2022

DfE Ministerial Team update



The Rt Hon Kit Malthouse MP
Secretary of State for Education



Kelly Tolhurst MP
Minister for Schools and Childhood



Jonathan Gullis MP
Minister for School Standards



Andrea Jenkyns MP
Minister for Skills



Baroness Barran MBE
Minister for the School and College System

Regions Group overview



Regions Group is part of DfE, with each regional team led by a Regional Director. The current role of the group includes:

- **Children’s social care and special educational needs and disability services** – ensuring vulnerable children are supported, LA performance is monitored, good practice is promoted; providing support and intervention where appropriate.
- **Academies oversight** – trust accountability, SAT/MAT growth, safeguarding, intervention and academy transfers.
- **Free schools and places planning** – assessment of new free schools, viability and assessment of sufficiency.
- **School improvement (all schools)** – supporting teaching school hubs, and school improvement resource.



Regions Group



Regional Directors

- Delivering a joined-up approach across Department priorities (children's social care, SEND, schools and area-based programmes) offering a single point of contact.
- Make decisions that deliver for and respond to local needs and priorities.
- Develop an even better understanding of how local context impacts on children and learners, particularly vulnerable and disadvantaged children and young people.
- Play an essential role in helping shape policy across DfE to reflect sector needs.
- Be responsible for how place influences delivery of commitments in the Schools White Paper, of proposals in the SEND Green Paper and of any actions arising from the Government's response to the Independent Care Review, as well as for the department's parts of the Levelling Up White Paper.



North East
Katherine
Cowell



East of England
Jonathan Duff



North West
Vicky Beer



London
Claire Burton



East Midlands
Kate Copley &
Carol Gray



South East
Kate Dethridge



West Midlands
Andrew Warren



South West
Hannah
Woodhouse

At our heart, we are the department for realising potential

To support achieving the DfE vision of 'realising potential', Regions Group will improve outcomes for children, families and learners. We will do this by accelerating system improvement and reform through active intervention and by better aligning the department's operations and users' needs at a local and regional level.

We will maximise potential by:



Enabling self improving sectors by building capacity, encouraging and sharing best practice and supporting improvement



Tackling and preventing failure using local knowledge to make timely interventions that make a real difference



Delivering reform effectively and influencing policy development, in a way that reflects the needs of a place



Working with our internal and external stakeholders to have one single view of a place that enables better outcomes for children and young people



We are a unified, high performing team that values diversity and inclusion, and has a culture of excellent delivery at its core



Regions Group

Regions Group areas of focus

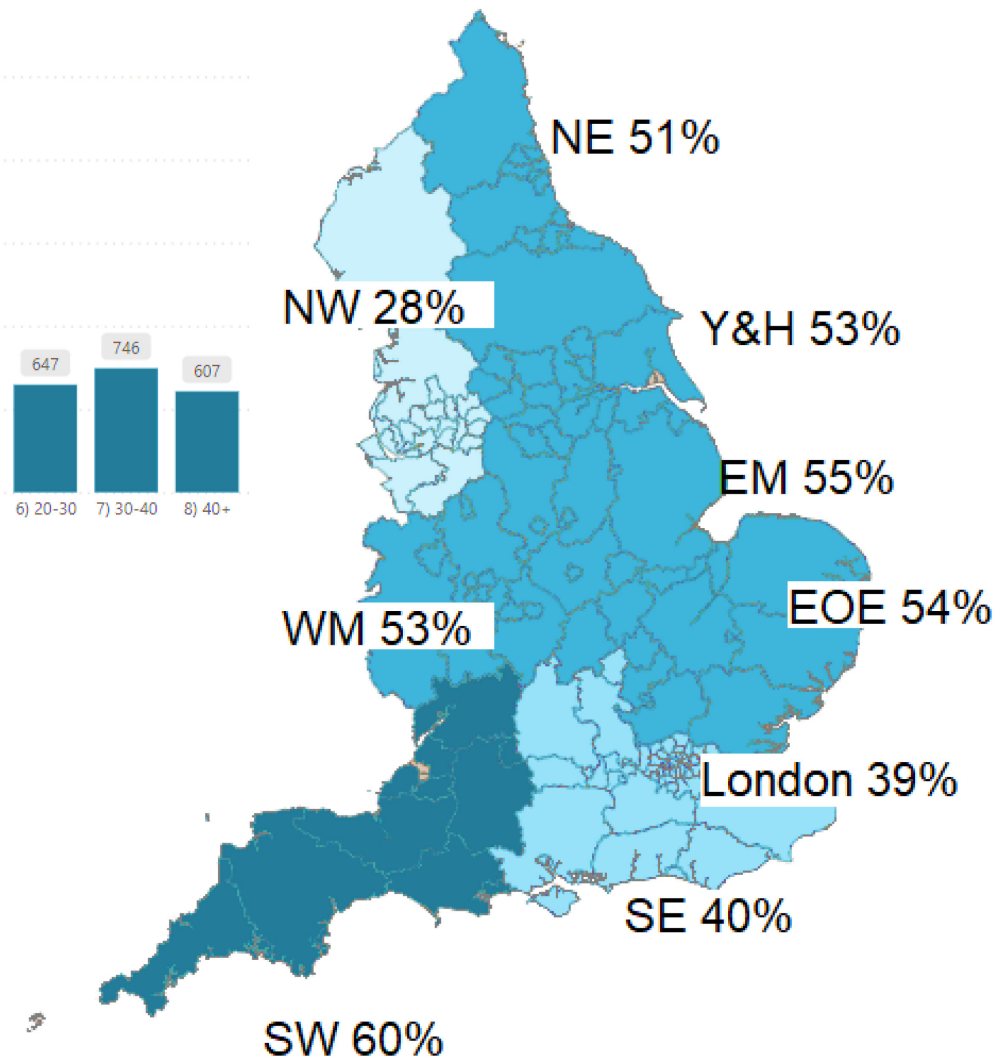
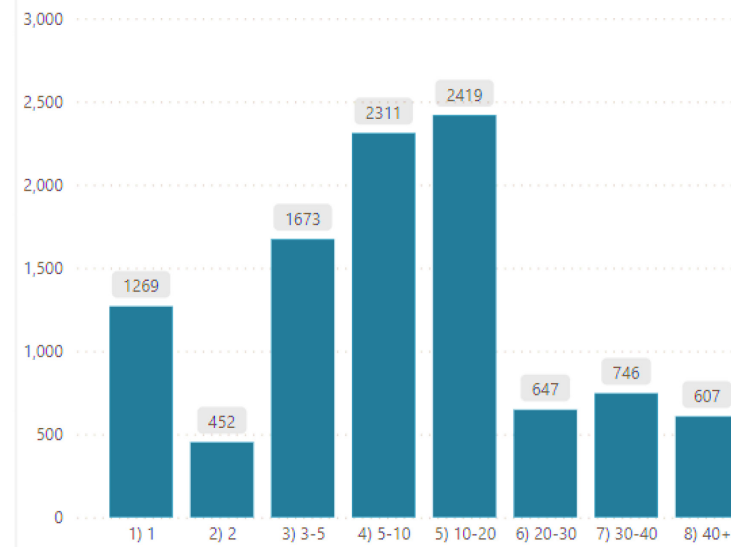


- **Recognising the impact of the pandemic and understanding financial pressures/cost of living**
- **Intervention in vulnerable schools and trusts:**
 - Issue 2RI letters and push on inadequate academies
- **Building sector improvement capacity:**
 - Establishing sources of support for vulnerable schools, authorities and trusts.
 - Sufficiency and good free schools in the right place at the right time (incl. for SEND)
- **Delivering reform:**
 - Supporting every school into a strong trust, designing a mature and sensible trust landscape, new trusts where we need them (incl small LA est trusts pilot)
 - More deliberate trust design through 'area based commissioning' with capacity funding in high need LAs
 - Linking to implementation of SEND Green paper and Care Review

Journey to date - creating a system of strong multi academy trusts

- In January 2010, there were just 203 academies with fewer than 200,000 pupils.
- The total number of academies has now exceeded 10,000, with over 4.8M pupils.
- More than 6 out of 10 sponsored academies are now rated Good or Outstanding compared to about 1 in 10 of the local authority maintained schools they replaced.
- 80% of secondary schools now academies, but only 40% of primaries.
- There is also significant **regional variation** in the % of schools that are LA maintained, in SATs or in MATs.

Number of Academies in Different Sized Trusts



Schools White Paper: creating a system of strong multi academy trusts



A fairer and stronger school system

Schools White Paper

Chapter 4



Context & our ambitions

- All children will benefit from being taught in a strong MAT, or their school will have plans to join / form one.
- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources, and support to help deliver better outcomes.
- The best trusts will work where they are needed most, levelling up standards, and transforming underperforming schools.
- Every part of the system will be held accountable to a set of clear roles and responsibilities.



Key policies

- A fully trust led system with a single regulatory approach, through growth of strong trusts and establishment of new ones, including trusts established by local authorities (LAs).
- By 2030 all pupils will be taught in a strong MAT or their school planning to join one.
- Clear roles across the school system with LAs empowered to champion children's' interests and a new collaborative standard requiring trusts to work with other partners.
- Education Investment Areas (EIAs) to receive increased funding (extra in priority areas).
- Digital infrastructure investment so all schools can take advantage of modern tech.

SEND and AP Green Paper

our goal is for children to receive the right support, in the right place and at the right time



A new single national SEND and AP provision system across education, health and care

Statutory national standards on how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support



Excellent provision for early years to adulthood

High quality teaching and consistent expectations of support reducing the risk of misidentification and escalation of needs, with investment in specialist provision for those who require it



A reformed national vision for Alternative Provision

Children and young people getting targeted support in mainstream or access to placements in AP.



System roles, funding reform and accountability

Strengthened accountabilities and greater transparency, with clear roles and responsibilities for all partners



Delivering change for children and families

A well-designed delivery programme that stabilises the system in the immediate term and delivers culture change for an inclusive system in the longer term

Working together to improve school attendance

- We are determined to address the wider and longer-term underlying causes of children not being in school because it is the best place for their development and wellbeing.
- We launched new attendance guidance in September which sets out a number of key responsibilities for LAs on attendance including that they:
 - Rigorously track attendance data to devise a strategic approach to attendance
 - Hold termly conversations with all schools in their area using data to identify pupils at risk of poor attendance, and agree targeted actions for them
 - Provide effective multi-disciplinary support for families to unblock wider barriers to attendance
 - And take forward legal intervention where support has not been engaged with



Attendance Adviser Support

- We are offering attendance adviser support to every local authority in the country to help them to meet and embed the new expectations in the guidance.
- Alongside this direct support, advisers will also be convening action learning set groups for attendance leads in all local authorities to come together to discuss solutions to common issues.



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Questions