

Description of services required and Tenderers Response.

This review should consider the needs and provision for all resident children and young people aged 0-25, regardless of whether their education is provided by the Government of Jersey or an independent provider.

Note, this is a considerable extension of scope to prevailing provision, which has historically been based on school age eligibility (4-16), with some extensions for the years either side.

Early Years and Educational Provision within the scope of the review:

- All Government Schools, including school-based nursery provision
- Grant-funded private schools
- All independently funded schools
- Additional Resource Centres (ARCs)
- All 16-18 provision on Island
- The provision (and definitions of scale of need) for pupils with English as an EAL
- Alternative provision including for looked after children (LAC), those home schooled or educated other than at school (EOTAS), students in need of an adapted part-time / full-time provision and school refusers (long term absence including due to social emotional mental health [SEMH])

This review should be informed by and align to accepted/enacted recommendations of the Independent School Funding Review with regards to funding of SEN&D provision in Jersey

When responding, Tenderers should refer to the evaluation criteria in Section 4.

Please describe your approach and provide examples and evidence to support your response to the following:

1. Defining children's current and future needs

The Review team will provide a clear picture of the diverse needs and social pressures (including forecast future needs) of children and young people 0-25, arising from all aspects of social identity, including gender, race, disability status, faith, sexual orientation, gender identity, social care status and economic status. The Review team will set out what implications and opportunities arise from the demand.

2. Intention

Legislative and Policy Framework

- The adequacy and fitness for purposes of the Education (Jersey) Law 1999
- The adequacy and fitness for purpose of the Policy Framework which supports inclusive practice, including but not limited to policy relating to special educational needs, children looked after, new arrivers, children with mental health needs
- The extent to which legislation and policy above has a good fit with Children's and Adult's Social Care legislation, Mental Health Legislation etc

Systems Review

- To what extent is inequality in educational outcome engendered by the Jersey schools and settings system (selective and non-selective schools, with selection including by academic ability; by gender; by faith, and by ability/willingness to pay fees)?
- Review the extent to which children access support and provision through:
- Early identification of need
- Referrals, assessment and admissions processes
- Resource Panels, allocations of resources/funding (both from Gov't of Jersey and third party)

3. Implementation

Practice

- Is existing inclusive practice fit for purpose in relation to existing and future needs?
To consider but not limited to:
 - Diversity choice and access in curriculum and pedagogical approach
 - Use of quality first teaching
 - Use of nurture groups
 - Use of targeted interventions
 - The use of tailored packages for children who do not attend formal education
 - The use of off-site and in-school inclusion facilities
 - Use of Risk assessments
 - Pathway planning to meet a diverse range of needs
- What is the difference, if any, between practices in Government provided and non-provided schools and settings (is there a gap caused by economic disadvantage?)
- Are central (Government of Jersey) inclusion resources, deployed to support schools, adequate, flexible, progressive and effective? Do these build capacity, skills and confidence in schools and settings? Is the balance of statutory and non-statutory work appropriate?

Partnerships and stakeholders

- To what extent do stakeholders and partners have a voice in/shape and influence/lead change in provision?
- To what extent do agencies operate in true partnership in the best interests of vulnerable children?
 - Providers
 - Voluntary Sector
 - Social Care
 - Health
 - Government and Ministerial

Stakeholder voices and views

How do stakeholders view the service?

- Children, and particularly the most vulnerable children
- Parents
- Providers
- Voluntary Sector
- Social Care
- Health

Government and Ministerial

4. Impact - Being clear about experiences and outcomes (answering the question – ‘so what?’)

The review will interrogate data for typical indicators; school attendance; CAMHS involvement; attainment; increase in need/provision; post 16 destinations; long term destinations (at age 25); involvement with youth justice; school exclusions; economic status; multi-generational cycles etc

- The user experience of a **continuum** of provision as needs change, barriers, gaps and response times
- The user experience of inclusion of different stages or types of provision: primary, secondary, special etc
- Review of the journey of children now receiving high levels of service intervention and input (Tier 4 Mental Health, Youth Justice involvement, Education provision off-island, subjects of recent serious case reviews
- Exclusions, including fixed term suspensions, use of registration codes
- Children on part-time timetables
- Reasons for children leaving the education system to be educated at home

5. Cost benefit analysis

- Is funding being used to benefit all children equally?
- Is funding used to address need/close gaps creating the desired impact?
- What are the long-term costs/savings when inclusive practices are implemented jersey wide?
- What funding is required to deliver the Minister's vision?

6. Innovation and Models of Best Practice

Provide a range examples of best practice and innovation in inclusion from within Jersey, and off island that provide Jersey with new models to consider, with visits and interviews as appropriate

7. Recommendations for change

- Legislation and Policy
- Systems and processes
- Provision
- Performance Measurement
- Resourcing implications
- Prioritised approach

The report will also provide the Minister with the following:

- An assessment of how well the needs of children and young people with SEND are met and how well schools and central services work in partnership to deliver positive outcomes;
- Information about how well schools and central services respond to the changing needs of children with SEND and how well resources are utilised and distributed to maximise outcomes;
- A timetable for the implementation of the recommendations resulting from the report.

The Government of Jersey is seeking a supplier who will research and deliver a report and recommendations that:-

- Report that fully and comprehensively addresses the areas and sectors requiring review as detailed in Section 1.4 and Section 1.8 of this document.
- Will identify and recommend successful inclusion models used in jurisdictions similar to Jersey but not just UK focused. We need to benefit from best practice across the global.
- Will identify the total cost of inclusion in Jersey and if recommended any additionality to ensure positive outcomes for children. A zero-based budget for the Inclusion Service will be delivered.
- Within the report provide our educational leadership team with clear recommendations and reasons for prioritisation of actions in respect of inclusion initiatives.
- Tenderers will detail fully their work methodology and approach to completing this review and reference this to previous similar projects they have undertaken.
- From the work plan/ methodology, provide a detailed resource plan in their pricing submissions (Appendix 3) that details effort – consultant days (on island/ off island) grade of consultant etc.
- What GOJ resource(s) do you anticipate requiring in order to complete the project and submit the report
- Meet or better the Early February 2021 deadline for draft report. Final Report in end of February 2021
- Tenderers will detail the resource/personnel they will assign to this project if successful and supply a detailed CV of each
- Plan to knowledge transfer in relation to education inclusion into our education leadership team to build our on-island capability / expertise

Tenders should also outline in detail the following areas:

- What challenges do you anticipate in the delivery of this review?
- What innovation and creative thinking will you contribute?
- How will you would ensure continuity of delivery of recommendations if invited to do so?
- Where do you see the main risks of the changing the current education funding mechanism? Please include a risk register.