



Correspondence

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1. Action: call for evidence on SEN funding

In December 2018 the Secretary of State announced our intention to hold a call for evidence on the current funding arrangements for those with special educational needs (SEN), those with disabilities, and those who require alternative provision.

We entirely accept that the overall amount of funding available is the most pressing concern. However, this call for evidence is intended to help us understand how the current available funding is distributed, and what improvements to the financial arrangements could be made in future to get the best value from any funding that is made available.

The [call for evidence](#) will be open from now until 31 July 2019.

2. Reminder: budget forecast return outturn

The deadline for academy trusts to submit your [budget forecast return outturn \(BFRO\) 2019](#) is Tuesday 21 May.

Thank you to all the trusts who have already submitted.

We recognise that you may be working on the return offline using the Excel

workbook, but we recommend you start using the [online form](#) as soon as possible so that you're able to meet the deadline.

We would like to remind trusts that the BFRO is in scope of the ESFA's policy on publishing the names of academy trusts who are late, or do not submit, 2 or more financial returns in each academic year. We strongly advise all users to allow enough time for the form to be completed and submitted by the deadline of Tuesday 21 May 2019.

3. Information: 16 to 19 funding - publication of the Care to Learn guide for the 2019 to 2020 academic year

We have published the [Care to Learn guide for the 2019 to 2020 academic year](#).

Care to Learn provides funding for childcare to help young parents (aged under 20) continue in education after the birth of a child.

The guide sets out the eligibility criteria for young parents, childcare providers and education institutions. It provides information about the application process, the administration of the scheme, and the audit requirements.

It also has examples of good practice for institutions around raising awareness of the scheme and encouraging young parents to apply.

4. Information: 16 to 18 English and maths progress measures changes to 2020 performance tables

We have made changes to the 16 to 18 English and maths progress measure which will apply to 2020 performance tables. These are:

- increasing the relative progress points for attaining Functional Skills Level 1 and Level 2 qualifications so providers can further support students to take the level 2 qualification which is most appropriate for them.
- reflecting the new GCSE grading system and making the points consistent by moving from the old 8-point scale to the new 9-point scale, with each grade worth one point.
- recognising progress made between each entry level. Currently attainment of any entry level qualifications receives 0.4 progress points. From 2020 tables, Entry Level 1 will receive 0.25, Entry Level 2 0.5 and Entry Level 3 0.75 points.

Further information, including the new points table, is available in our [16 to 18 accountability headline measures guidance](#).

5. Information: Department for Education (DfE) funded governance professional development programmes

We encourage leaders and clerks of trust boards to sign up for [academy and school governance professional development programmes](#).

The governance leadership programme aims to build the capacity of governance leaders. It is available to those in governance roles including chairs, vice chairs or committee chairs.

Funding worth £500 is available for eligible participants of single academy trust. Multi-academy trusts and some boards governing schools in opportunity areas could attract funding worth £2,000.

The clerking programme aims to professionalise clerking so governing boards receive effective administration, advice and support. Experienced or newly appointed clerks are eligible as long as they currently support at least one board.

There are 7 providers delivering this training across the country. Each provider's offer, including the duration of the programme, may be different so boards should consider which would best suit their requirements.

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