



DfE and STA Documents

Academic Year 2019/20

Reducing the need for restraint and restrictive intervention – DfE – June 2019

This finalised guidance, published at the same time as the DfE consultation response, is for health services, social care services and special education settings.

It sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Relationships education, relationships and sex education (RSE) and health education – DfE – July 2019

Following the announcement that these subjects would become compulsory from September 2020, the DfE have now published the statutory guidance for schools to follow. Although the new curriculum will be mandatory from September 2020 schools are encouraged to adopt the new curriculum early from September 2019.

Schools must have regard to the guidance and, where they depart from those parts of the guidance which state that they should, or should not, do something, they will need to have good reasons for doing so.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Special educational needs in England: January 2019 – DfE - July 2019

The DfE published the latest information from the school census on pupils with special educational needs (SEN) and SEN provision in schools. The headline statistics were:

- 1.318 million pupils were identified with SEND (14.9%)
- 271.200 pupils with EHCP (3.1%)
- Increase of 17,500 since Jan.18
- 1.047 million on SEN Support (11.9%)
- 23% of those on SEN Support – SLCN was the primary need
- 29% of those with EHCP – ASD was the primary need

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814244/SEN_2019_Text.docx.pdf

Keeping Children Safe in Education – DfE – September 2019

On 2nd September 2019 the DfE published the revised Keeping Children Safe in Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

The only real change from 2018, is the inclusion of the voyeurism activity 'up skirting'.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

EYFS, Key Stage 1 and Key Stage 2 Assessment and Reporting Arrangements (ARA) – STA – October 2019

The STA have published the ARA guidance for 2019 – 20. This guidance sets out the statutory requirements for EYFS, KS1 and KS2 national curriculum assessment and reporting for the 2019 -20 academic year.

<https://www.gov.uk/government/publications/2020-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2020-key-stage-1-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2020-key-stage-2-assessment-and-reporting-arrangements-ara>

Teacher assessment guidance has also been produced for KS1 and KS2

<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance>

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance>

School and college security

The DfE have recently published guidance to help schools and colleges manage their security effectively so they can meet their obligations. This guidance contains practical advice on:

- how to manage school and college security
- security policies and plans
- relevant school and college security legislation

<https://www.gov.uk/government/publications/school-and-college-security>

Character education framework

The DfE have recently published non-statutory guidance to schools on character education and development for pupils. This guidance is for school leaders and teachers considering the rationale for character education and personal development, and the practicalities of provision and delivery.

The guidance will support schools as they consider:

- the 2019 Ofsted inspection framework
- the social, moral, cultural and spiritual development of pupils
- preparations for the introduction of 'Relationships education' and 'Health education' in primary schools, and 'Relationships, sex and health education' in secondary school

The guidance provides schools with 6 benchmarking questions to support reflection and the self-evaluation of current provision.

<https://www.gov.uk/government/publications/character-education-framework>