

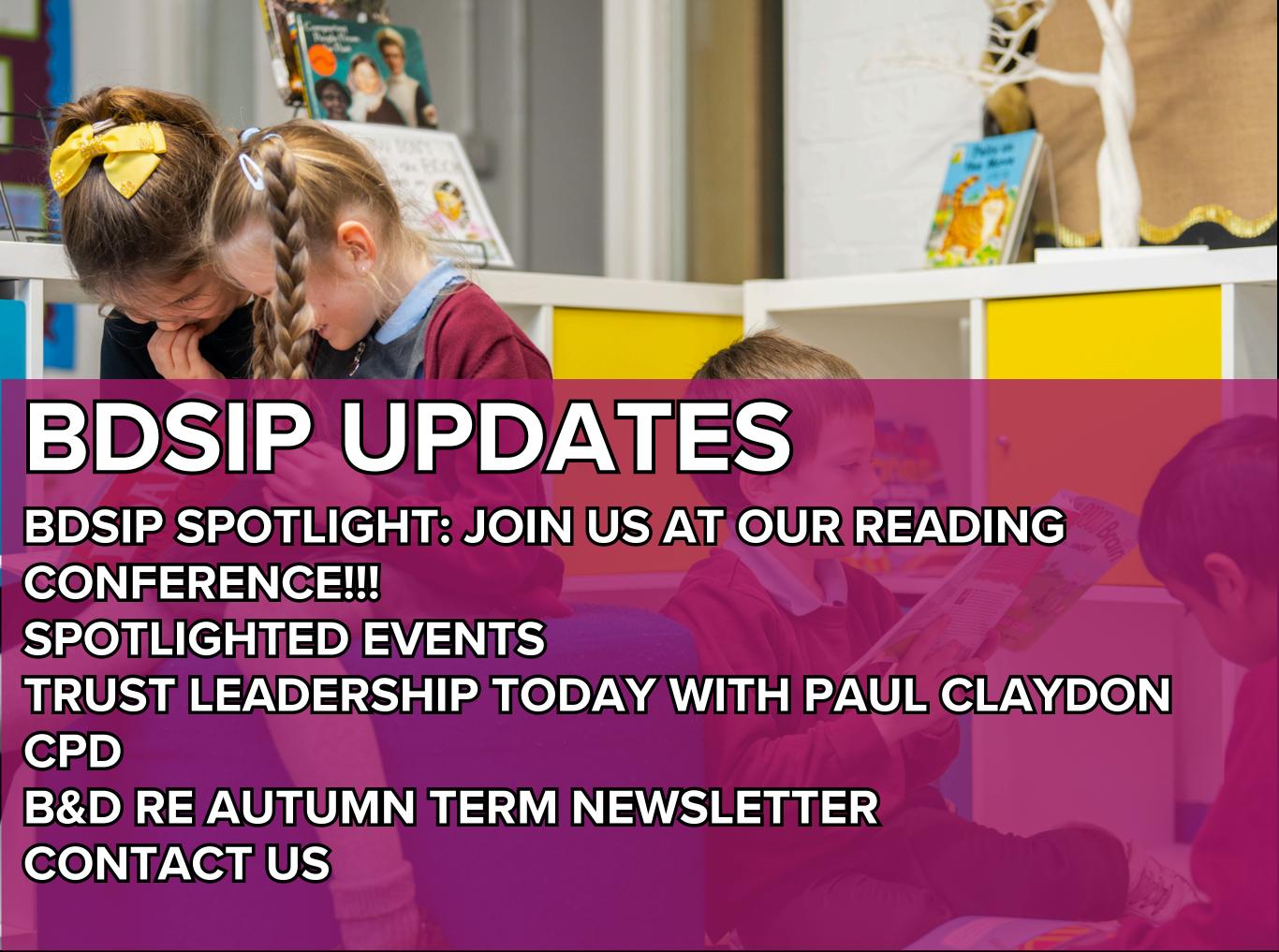
BDSIP

ADSIP IS YOUR EDUCATION DANINER -

PARTNER IN EDUCATION

Of Schools, FOR SCHOOLS, FOR SCHOOLS.





BDSIP SPOTLIGHT

BUILDING INCLUSIVE CULTURES FOR TOMORROW'S SCHOOLS

Includes keynote speeches from Diana Osagie and Frances Akinde that will leave you feeling empowered to create and sustain inclusive cultures within your school.



Diana Osagie

Being fearless and intentionally courageous: An uplifting keynote address to encourage and enthuse your organisation.



Frances Akinde

Discuss the current SEND climate, changes to legislation along with key national updates in preparation for the future of SEND.

RESERVE YOUR SPACE
Thursday 20th November 2025
9am - 4pm LondonEast-UK



Inspiring speakers

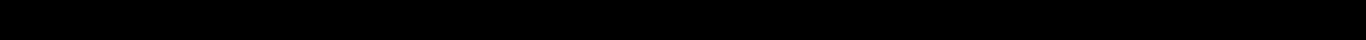
Interactive workshops

Inclusion panel question and answer session

Be ahead of the curve for the new Government SEND white paper.

Strategies to support the Governments new drive to further support SEND and complex needs in mainstream settings.

Key strategies and support directly linked to SEND leadership being core to whole school improvement



Spotlighted Events

Parental Engagement, Policies and Ofsted

3 October, 9am Click <u>Here</u> Inclusive Leadership:
Leading for Equity,
Belonging, and
Achievement
15 October, 3.30pm
Click Here

BDSIP | HELPIN STUDE SHINE

Trust Leadership Today with Paul Claydon

Paul Claydon seeks inspiration from football managers as he looks at how MATs can capitalise on their relationships with local authority partners.

Click here to read the rest of the article

MANAGEMENT



WORKING WITH LOCAL AUTHORITY SUPPORT

WHAT MAT LEADERS CAN LEARN FROM FOOTBALL MANAGERS

Paul Claydon believes that MATs should look towards leading football managers for inspiration on how to manage and capitalise on their relationships with Local Authority partners.

Some executive leaders in MultiAcademy Trusts (MATs) may find their
roles feel strikingly similar to managing
a football team, You're juggling leadership,
strategy and culture-building while
responding to unpredictable challenges
and keeping your team performing at its
best. In this high-stakes environment,
external support isn't a luzury – it's part of
the game plan. And for MATs, one of the
most underused and undervalued sources
of that support is the Local Authority (IA).
It can be helpful to think of your IA
not as a distant governing body but as
a potential coaching bench – filled with
assistant managers, performance analysts,
and well-being specialists. These are

professionals who know the local context, have a long-term stake in community outcomes and can offer targeted support if the relationship is managed well. As the 2024-25 football season draws to a close, it's worth re-examining how MATs can build a winning partnership with their LA support, drawing lessons from the world of effite football management.

BUILDING THE CULTURE SHARED VALUES AND LONG-TERM VISION

No successful football club does well without a strong culture – and neither does a MAT. Culture is more than slogans; it's the shared beliefs and behaviours that shape everything from staff development to pupil expectations. When working with LA support, culture alignment is key. The Education Endowment Foundation (EEF) has shown that interventions work best when they fit within a school's existing ethos - not when they're botted on as one-size-fits-all solutions (EEF, 2020).

LAs often share core values with MATs: inclusion, equity, and long-term community investment. The best partnerships begin with an honest conversation about vision and culture. A strong MAT doesn't just tolerate external voices - it invites them to amplify its mission. Jurgen Klopp is attributed with saying that: "The important thing is what people think when you leave." Your culture should be strong enough to integrate local expertise without being diluted by it; strong relationships with the LA can keep your organisation matchready for all seasons.

SELECTING THE STARTING XI: MATCHING NEEDS TO LOCAL EXPERTISE

Top managers don't just pick their biggest stars: they pick the right team for the moment, Likewise, MATs must be deliberate in selecting which external support to use and where to deploy it. LAs are uniquely positioned



"Preparation is everything."
Pep Guardiola

to offer high-impact, targeted services whether in safeguarding, SEND inclusion, behaviour support, or early intervention. Rather than duplicating internal provision, LA support should complement your in-house strengths. Carlo Ancelotti famously said: "Great teams must learn to lose without complaining." That spirit of the strengths and the complaining of the spirit

of maturity applies to MATs too: you can't fix everything at once. Prioritise, be selective, and use your IA's deep local knowledge to address the most pressing needs.

TACTICS AND FORMATIONS: ALIGNING STRATEGY ACROSS THE SYSTEM Elite teams shift formations

Elite teams shift formations depending on the opposition. Whether you're stabilising underperforming schools or scaling a successful model, strategy matters Effective MATs align their support strategy not just within their own structure, but across the wider local system. This is where LAs can offer real value. They bring a full-pitch view of regional trends, early years transition pipelines and vulnerable groups across boroughs. Working collaboratively allows for system-wide thinking, shared data, joint training. and aligned outcomes. As Pep Guardiola states: "Preparation is everything." LAs can be key players in that preparation, helping you align school improvement plans to the ocal education landscape

MANAGEMENT

MAKING SUBSTITUTIONS: STAYING FLEXIBLE AND RESPONSIVE

Even the best game plans need adjusting, if something isn't working - whether it's a curriculum intervention or an outreach strategy - leaders need the confidence to change things. It's are used to working across multiple contexts and can often >

STRONG RELATIONSHIPS WITH THE LA CAN KEEP YOUR ORGANISATION MATCH- READY FOR ALL SEASONS.

Trust Leadership Today | Summer 2025 | 2

To hear more from Paul, sign up for our Inclusive Leadership: Leading for Equity, Belonging, and Achievement CPD session, click here to sign up.

UPCOMING CPD

Click on the course titles to learn more and register **CPD** Weds **Thurs** Mon Tues

w/c 20 October		Primary Computing Professional Learning Network Literacy Skills for Secondary	Literacy Skills for Primary	
w/c 3 November	Parental engagement, policies and Ofsted	SENCO Network	ECT Training in RE Nursery Meeting	Expectations in Writing at the end of Year 3
w/c 10 November	AET Progression Framework and SCERTS Assessment Profile SEE-KS Engagement, SCERTS Assessment and AET Progression SEE-KS and Engagement	Primary Religious Education Network Meeting	Expectations in Writing – Year 4	
w/c 17 November		Expectations in Writing - Year 5	BDSIP Inclusion Conference 2025: Leading the Way: Building Inclusive Cultures for Tomorrow's Schools EYFS Coordinator Network Meeting Governor Accredited Programme (GAP) Module 2: How data supports school improvement and self- evaluation in schools – 'What governors need to know and why'	
w/c 24 November	Developing Reading for Pleasure in Primary	Developing Reading for Pleasure in Secondary		

This calendar shows the upcoming CPD for the term ahead, further dates can be found via our website



B&D RE Autumn Term Newsletter

B&D Dates for Your Diaries Secondary RE Network Meeting

7th Oct 2025, 1-3pm, Zoom

Masterclass on Hindu Dharma with Seeta Lakhani (Hindu Tutor, Eton College). A must for all secondary RE teachers.

Primary RE Network Meeting

11th Nov 2025, 12:30–3pm, Eastbrook School, RM10 7UR Essential for all B&D RE leads.

Junior RE Conference

A unique leadership and dialogue experience for Y4/5 pupils and teachers.

Dates: 20th Mar 2026 & 7th May 2026

Book: nnadeem@bdcs.org.uk

New to Leading in RE

Support, training, and best practice for new RE leaders.

Dates: 24th Sep 2025 & 26th Nov 2025

Details: nnadeem@bdcs.org.uk | Book here

ECT Training

Subject knowledge and curriculum support for ECT1 & 2.

Date: 6th Nov 2025

Details: nnadeem@bdcs.org.uk

Please click here for the Autumn Newsletter.



CONTACT US

All feedback and questions are welcome. If you have any queries about any aspects of this briefing or any wider issues, please use the contacts below:

Lee Boyce, Chief Executive — Lee.Boyce@bdsip.co.uk
Paul Claydon, Deputy Chief Executive — Paul.Claydon@bdsip.co.uk
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General enquiries – info@bdsip.co.uk

CPD enquiries – cpdevents@bdsip.co.uk





USEFUL RESOURCES

BUILDING HEALTHY & INCLUSIVE SCHOOLS BLACK TUDOR TRAIL

YOUNG PEOPLE'S ONLINE EXPERIENCES SURVEY FREE SCIENCE ACTIVITIES TO SPARK CURIOSITY

Building Healthy & Inclusive Schools Rights Respecting School (RRSA)

Barking & Dagenham is making great strides in embedding children's rights at the heart of school life, with 58% of schools now signed up to the RRSA. With free funding available until March 2028, there's a valuable opportunity for schools to get involved.

The RRSA provides a framework for school improvement by placing pupil participation at the centre of safeguarding, health and wellbeing, inclusion and citizenship.

Through this approach, schools are creating safer, healthier and more inclusive environments where every child feels a sense of belonging.



For more information, contact the borough's Professional Adviser: iddanellas@unicef.org.uk or register here to receive a free welcome pack to kick-start your journey.



Black Tudor Trail Eastbury Manor House

This Black History Month, uncover the lesser-known stories of some remarkable Tudors.

As Part of Black History Month Celebrations across Barking & Dagenham, this month welcomes a new trail to Eastbury Manor House, uncovering some lesserknown stories of the people who made Tudor Britain tick.

Following important research by a number of experts, including Miranda Kaufman, this trail explores five characters with Black heritage, with facts, fun activities, and more complete as you explore the house together.

FREE with Entry, just pick up your trail sheet from Reception



Until 26 October, Fridays 10am - 4pm and Sundays 11am - 4pm Eastbury Manor House



Young People's Online Experiences Survey Project Ember Research Study

SWGfL are exploring the online experiences of young people (13-24 years), particularly how they view and respond to harmful online behaviours, through Project Ember research study.

The Survey:

- Is completely anonymous (no personal or identifying information is collected).
- Takes approximately 15 minutes.
- Is open to young people aged 13-24 years (those under 16 years of age will need consent from a trusted adult before providing their own consent).
- Includes signposting to support services throughout the survey.
- Has received full ethics approval from the University of Suffolk (RETH24/075).



They would be very grateful if schools could share information about the survey with parents and students (age 13-24 years).

Further information and link to survey: Project Ember online experiences
Survey.



Free Science Activities to Spark Curiosity in Primary Classrooms

Explorify

Explorify is a free resource aimed at, but not exclusively for, primary teachers. Explorify offers short, engaging activities that promote curiosity and discussion; perfect for mixed-ability classrooms. Its visual prompts, open-ended questions, and accessible language make it ideal for all pupils, including pupils with SEND, helping them to participate meaningfully in scientific thinking and dialogue.

Teachers can use Explorify to:

- Encourage oracy, observation and reasoning skills
- Foster peer collaboration and communication
- Build confidence in pupils who may struggle with traditional assessments



Very much a 'dip in and dip out' resource, Explorify also has an inclusion hub that can support you further in inclusive teaching using the resource.

You need a STEM Learning account to access Explorify, but you can sign up for free.





NATIONAL GUIDANCE

SUPPORT DATA PROTECTION IN SCHOOLS
PHONICS SCREENING CHECK ATTAINMENT
TARGETED MAINTENANCE GRANTS FOR STUDENTS
PUPILS TO BENEFIT FROM SPECIALIST TEACHERS

DFE: Resources to Support Data Protection in Schools

Resources - Updated 6 October 2025

- Download resources to help with data protection in schools, including posters, templates, and learning materials.
- This page offers resources to support data protection in schools, including printable posters.
- We are open to feedback on what would be most helpful for data protection officers. Fill in our survey to share your suggestions and help us improve.
- Click here for Posters and Videos.



DFE: Phonics Screening Check Attainment: England 2025 Official Statistics - 9 October 2025



Phonics screening check attainment: England 2025

https://explore-education-statistics.service.gov.uk/findstatistics/phonics-screening-check-attainment/2024-25

Details

The data provides statistics for the phonics screening check. It includes results for pupils in schools in England by:

- national, regional and local authority level
- pupil characteristics such as:
- gender
- disadvantage
- special educational needs
- school characteristics such as:
- school type
- phase
- religious character



DFE: <u>Targeted Maintenance Grants for Students to be</u> Reintroduced

Press Release - 29 September 2025

Students from low-income households will benefit from the return of targeted, means-tested maintenance grants for college and university, funded by a new international student levy in England.

- The grants, reintroduced under the government's Plan for Change, will support students on priority courses (Levels 4–6, including technical qualifications and degrees), helping remove financial barriers and address the 20% decline in maintenance loan value over the past five years.
- Details on the grants and international student levy will be announced at the Autumn Budget, with further higher education reforms coming in the post-16 education and skills white paper.





DFE: <u>Pupils to Benefit from More Specialist Teachers</u> in Classrooms

Press Release - 6 October 2025

- Talented trainees can receive up to £31,000 to train in shortage subjects like chemistry, maths, physics, computing, SEND, and English, helping boost student outcomes nationwide.
- The government's Plan for Change has improved attendance, recruitment, and retention, with increases in physics and computing trainees (33% and 42% respectively) and growth in the Postgraduate
- Teaching Apprenticeship (PGTA) by 55%, offering hands-on classroom experience while earning a salary.
- Schools can access up to £29,000 per apprentice for STEM and £20,000 for languages, ensuring children have high-quality specialist teachers in key subjects.
- Click <u>here</u> to read more



