

# WEEKLY BULLETIN

## 6 January 2025



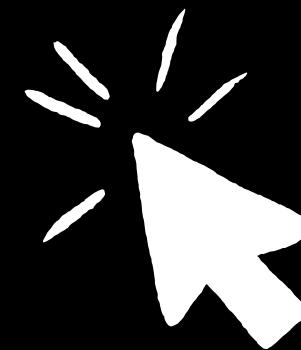
**BDSIP** | HELPING  
STUDENTS  
SHINE

# BDSIP

**SERVICE OFFER**

TRUSTED  
PARTNER IN  
EDUCATION

BDSIP IS YOUR EDUCATION PARTNER - OWNED BY SCHOOLS, FOR SCHOOLS



# BDSIP UPDATES

**BDSIP SPOTLIGHT: SUPPORTING NEURODIVERGENT LEARNERS**

**SPOTLIGHTED EVENTS**

**“GO ALL IN” CAMPAIGN**

**TRUST LEADERSHIP TODAY WITH PAUL CLAYDON**

**CONFIRMING HEADS CONFERENCE DATE**

**CPD**

**B&D RE AUTUMN TERM NEWSLETTER**

**B&D EDUCATIONAL VISITS GUIDANCE**

**CONTACT US**



# BDSIP SPOTLIGHT



## It Takes All Kinds of Minds: Fostering Neurodivergent Thriving at School

It Takes All Kinds of Minds is a multi-contributor handbook. It provides an inspiring and accessible introduction to neurodiversity in educational settings, informed by research and real-world experience.

The book is available to pre-order from the 1st of December from [www.routledge.com](http://www.routledge.com)

Use Code - GDM30 - 30% off



Find out more:  
[@gdmorewood @studioiii](http://www.routledge.com/9781032796222)  
[www.studio3.org](http://www.studio3.org)



## Supporting Neurodivergent Learners

A new book, **It Takes All Kinds of Minds: Fostering Neurodivergent Thriving at School (2026)**, edited by Rachael Davis, Claire O'Neill and Sue Fletcher-Watson, has been published, and includes a chapter by Gareth titled **Creating Inclusive Learning Spaces for Neurodivergent Young People: A Personal Journey, 30 Years in the Making**.

The book brings together contributions from leading voices and offers valuable insight for SENCos, aspiring leaders, and all staff interested in inclusive practice.

### £ Discounts available:

- 30% off using code GDM30 at checkout

If you would like to explore bulk purchase options or be put in touch with the publisher, please get in touch.

# Spotlighted Events

## SENCO Network

Tues 13 January,  
2:30pm

[Click Here](#)

## Secondary Deputy Heads Network

Tues 15 January,  
2pm

[Click Here](#)

# “Go All In” Campaign

 Go All In is a new national initiative from the National Literacy Trust and DfE, encouraging everyone to “If you’re into it, read into it.”

The campaign aims to reignite reading for pleasure, making it relevant and enjoyable beyond the classroom, aligning closely with our literacy priorities in LBBD.

It supports BDSIP’s work by offering national visibility, upcoming resources, challenges, and webinars, and opportunities to collaborate with schools, libraries, and families.

Further campaign materials will be shared throughout 2026.

[Click here to find out more.](#)

# 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



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 bolted on as one-size-fits-all solutions (EEF, 2020).

LA 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. Jürgen 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 match-ready 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

**TACTICS AND FORMATIONS: ALIGNING STRATEGY ACROSS THE SYSTEM**

"Great teams must learn to lose without complaining." Carlo Ancelotti

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

**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. LAs are used to working across multiple contexts and can often ▶

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 local education landscape.

22 | Trust Leadership Today | Summer 2025

WHAT MAT LEADERS CAN LEARN FROM FOOTBALL MANAGERS

**WORKING WITH LOCAL AUTHORITY SUPPORT**

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 Multi-Academy 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 luxury - 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 (LA).

It can be helpful to think of your LA 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 elite 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



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

Trust Leadership Today | Summer 2025 | 23

# UPCOMING CPD

Click on the course titles to learn more and register

CPD

Mon

Tues

Weds

Thurs

Fri

w/c 5 January		EDM Spring Census Workshop	Arbor Admin – Spring Census Support Workshop		
w/c 12 January		SENCO Network		Governor Accredited Programme (GAP) Module 4: Enabling equality, diversity and inclusion: 'A fairer system for all' ----- Secondary Deputy Heads Network	
w/c 26 January				Primary English Subject Leader Briefing	
w/c 2 February		Secondary Religious Education Network Meeting ----- Training to Assess Writing in Year 6			Inspire and Develop the Vulnerable Writer
w/c 10 February	Primary English Subject Leader Briefing				
w/c 23 February		Primary Religious Education Network Meeting	Governor Accredited Programme (GAP) Module 5	Mastering Physics Required Practicals: AQA Combined Science Paper 2 Made Simple	
w/c 9 March			Primary Maths Professional Learning Network	Governor Accredited Programme (GAP) Module 6: Preparing for Ofsted – 'How to demonstrate impact of governance to inspectors'	

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

### **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](mailto:nnadeem@bdcs.org.uk)

Please find in our BDSIP resources:

[\*\*Summary Advice for Schools on Ramadan 2025\*\*](#)

[\*\*A Briefing Paper on Ramadan by B&D SACRE for Schools 2025\*\*](#)

[\*\*RE Agreed Syllabus for Barking and Dagenham 2025\*\*](#)

Please click [here](#) for the Autumn Newsletter.

# B&D Educational Visits Guidance

**All maintained and voluntary controlled schools must follow OEAP national guidance, have a trained Educational Visits Co-ordinator (EVC), and gain Local Authority approval for higher-risk trips.**

**Schools should ensure robust risk assessments, use licensed providers, and record all visits on EVOLVE. EVC training is renewed every 3 years, and audits are carried out every 3–4 years.**

**For advice or training, contact [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk).**

**Click [here](#) to read the full guidance.**

# 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:

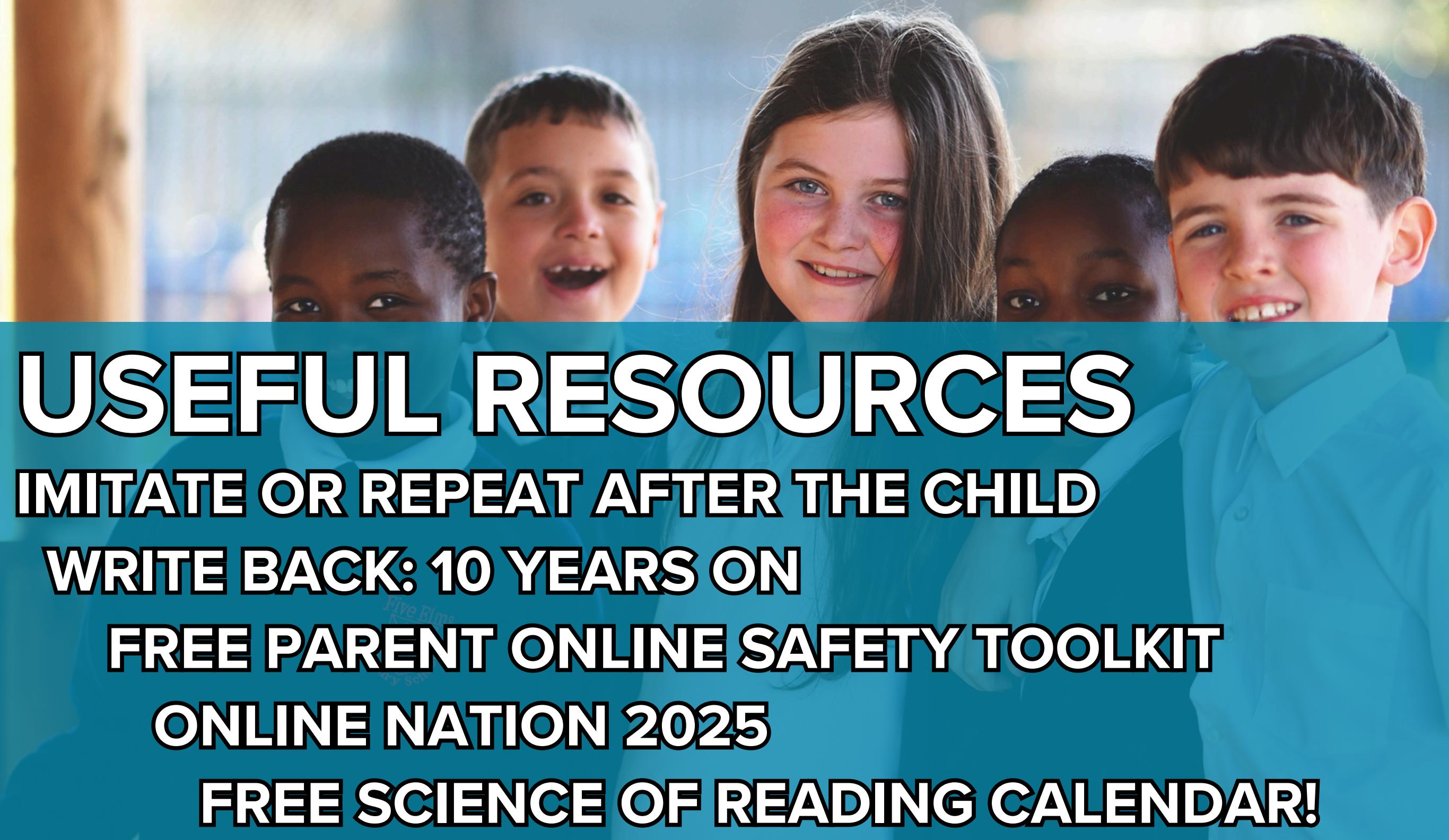
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# **USEFUL RESOURCES**

**IMITATE OR REPEAT AFTER THE CHILD**

**WRITE BACK: 10 YEARS ON**

**FREE PARENT ONLINE SAFETY TOOLKIT**

**ONLINE NATION 2025**

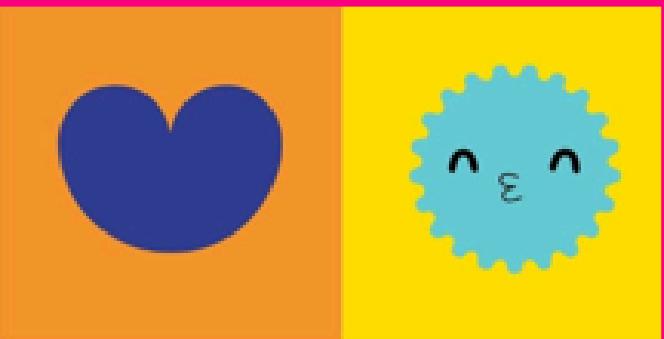
**FREE SCIENCE OF READING CALENDAR!**

# Imitate or Repeat After the Child

## January's Speech, Language and Communication Top Tip



**Barking &  
Dagenham  
Family  
Hub**



### Speech and Language Strategy of the Month: January



#### Imitate or Repeat After the Child

**Why?** Copying the child's words or actions encourages communication by reinforcing their efforts, showing them that you are interested, and it teaches them that their communication is valued. It also supports early turn-taking skills.

**How?** Say what they say, and do what they do. If your child says "car!" repeat "car!" back to them. If they babble "babadi," repeat "babadi." This imitation shows your child that their words and sounds are being heard and encourages them to keep communicating.

**When?** Whenever the child says or does something.

**Barking &  
Dagenham**

**Imitate and say (or do) what the child does. This creates a lovely back and forth between the adult and the child and is a great way to support them in practicing and expanding their communication.**

**By imitating, you're telling your child: "I hear you, and what you say is important!"**

**This is a lovely way to make communication fun and rewarding.**

**As always, share far and wide- and enjoy!**



# Write Back: 10 Years On A Decade of Storytelling in Barking & Dagenham

## Ink Ignites Change

We launch our very own Write Back short film to inspire a new generation of young writers.

👉 **Read more [here](#).**

## 10 Years of Storytelling in Barking and Dagenham

As we celebrate 10 years of storytelling we look to learn from all those who made the last decade possible.

👉 **Read more [here](#).**



## School-Based Programmes

Alongside our work in Future Youth Zone we are now delivering our storytelling programme directly in schools.

👉 **Read more [here](#).**

# FREE Parent Online Safety Toolkit

## Latest Safeguarding Updates, Training and Resources

Support parents with a ready-to-use toolkit designed to help schools run effective online safety sessions.

### What's included:

- Up-to-date guidance on generative AI, social media and gaming
- Practical tips, activities and discussion prompts
- A customisable slide pack to engage parents
- Support for promoting safe and healthy device use



- Watch the accompanying webinar for a walkthrough of the slides and delivery tips.

- [!\[\]\(cdce662f57d331b9c731fe0ee23c85fa\_img.jpg\) Download the Parent Toolkit](#)
- [!\[\]\(9e7178ca683a79b8864467de617e3033\_img.jpg\) Watch the Webinar](#)

# Online Nation 2025

## How UK Adults Use the Internet

Online Nation is Ofcom's annual report exploring how people use the internet, the platforms they rely on, and their experiences online.

- ⌚ Time online: UK adults spend 4.5 hours a day online; 18–24s spend the most
- 📱 Devices: Smartphones account for 77% of online time
- 🌐 Access: 95% of adults have home internet; 1 in 5 aged 75+ do not
- 📺 Platforms: Google/YouTube and Meta apps make up over half of online time
- 🤖 AI use: Tools like ChatGPT are growing rapidly, with AI now built into search
- 📰 News: 97% of adults access news online; the BBC remains most used
- ⚠ Safety: 37% encountered upsetting content; 48% want stronger online protections

The report highlights increasing digital reliance, rising use of AI, and growing concern about online harms.

👉 [Click here to read the full report.](#)

# Science of Reading Planning Calendar

## Plan Smarter with Expert Literacy Tips

Plan with confidence and get expert tips using this free, printable Science of Reading calendar—designed to use year after year.

### What's included:

-  Space for daily and weekly planning
-  A section to track monthly goals
-  A recommended PD book each month
-  Quick tips from Literacy All-Stars on key science of reading topics

 Complete a short form [here](#) to download your free calendar.





# **NATIONAL GUIDANCE**

**INDEPENDENT SCHOOL INSPECTION**

**SCHOOL RESOURCE MANAGEMENT**

**GENDER PAY GAP 2025**

**JOIN OUR TEACHER VOICE SURVEY PANEL**

# DFE: Independent School Inspection: Toolkit, Operating Guides and Information

Guidance - 18 December 2025



[Non-association independent schools inspection toolkit: for use from January 2026](#)

PDF, 3.15 MB, 81 pages



[Operating guide for standard inspections of non-association independent schools: for use from January 2026](#)

HTML



[Inspection information for non-association independent schools: for use from January 2026](#)

HTML



[Operating guide for additional inspections of non-association independent schools: for use from January 2026](#)

HTML

## Details:

This guidance brings together key information on non-association independent school inspections in England, including the inspection toolkit, operating guides for standard and additional inspections, and information for schools, parents, and the public. It will replace the current independent schools inspection handbooks from January 2026.

# DFE: School Resource Management Self-assessment Checklist

Guidance - 16 December 2025

**Submit your self-assessment checklist**

**Academy trusts with an open academy must complete the self-assessment checklist annually using the [online form](#) and DfE login details (not IDAMS).**

**The checklist helps trust boards:**

- **Check financial management and governance arrangements**
- **Confirm standards for good financial health and resource management**
- **Identify improvements to support high-quality teaching and pupil outcomes**

**It also provides assurance to the DfE that appropriate systems and processes are in place.**

Click [here](#) to read more.

# DFE: Department for Education gender pay gap 2025

## Transparency Data - 16 December 2025



[DfE 2025 gender pay gap report](#)  
PDF, 368 KB, 13 pages

### Details

**The gender pay gap is an equality measure that shows the difference in average earnings between women and men.**

**Gender pay gap legislation requires all employers of 250 or more employees to publish their data.**

**DfE's pay approach supports the fair treatment and reward of all staff irrespective of gender.**

**Further gender pay gap reporting data is available.**

# NFFR: Join our Teacher Voice Survey Panel

## Survey

### What it is:

A national survey run by NFER across publicly funded primary and secondary schools in England, capturing teachers' experiences on topics such as curriculum change and post-Covid recovery.

### What's involved:

-  Online surveys 3 times a year (Autumn, Spring, Summer)
-  Complete on a computer, tablet, or smartphone
-  £5 voucher or option to donate £5 to charity per survey
-  Access to reports and findings where available

### Who can take part:

-  All teachers, from ECTs to Headteachers, in state-funded schools (including academies)

Teacher Voice findings are regularly used by organisations such as the DfE, Sutton Trust and Book Trust, and help shape national debate.

Sign up [\*\*here\*\*](#) to take part and have your voice heard.

A young girl with brown hair tied back with a yellow bow is sitting at a desk in a classroom, looking intently at a computer screen. She is wearing a dark blue school uniform with a white collared shirt. The computer monitor is on the left, and a keyboard and mouse are in the foreground. The background shows other classroom desks and chairs.

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