

WEEKLY BULLETIN

6 May 2026



BDSIP

SERVICE OFFER

TRUSTED
PARTNER IN
EDUCATION

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



TRUSTED PARTNER EVALUATION

We're committed to continuously improving the services we provide and your feedback plays a crucial role in helping us to do that.

If you haven't completed our Trusted Partner Evaluation, we'd love to hear from you. Your feedback helps us refine our approach and ensure we continue to meet your expectations.

Thanks for helping us to make our services even better.

👉 Please click [here](#) to complete

A photograph of two young girls in a library or classroom. The girl on the left has a large yellow bow in her hair and is looking down at a book. The girl on the right has a braid and is also looking at the book. In the background, there are bookshelves with various books, including one with a cat on the cover.

BDSIP UPDATES

BDSIP SPOTLIGHT: 2026/27 SERVICE OFFER

SCHOOLS WHITE PAPER – AT A GLANCE

BREAKING BARRIERS WITH BOOKS

LBBB FOOD EDUCATION NETWORK

BDSIP AT FESTIVAL OF EDUCATION SPAIN

DEPUTY HEADTEACHERS CONFERENCE 2026

HEADTEACHER CONFERENCE 2026

CPD

CONTACT US

BDSIP SPOTLIGHT

BDSIP Service Offer 2026/27

Explore Our Services & Secure
Your Support

Our new Service Letter and
Order Form for 2026/27 are
now available.

Discover the full range of BDSIP
services designed to support
your school next academic year.

👉 View our [Service Offer here](#)

👉 Click [here](#) to place your
order



Breaking Barriers with Books

Using Book Creator for Inclusive Classrooms

Join Us to Explore How Book Creator Can Transform the Learning Experience for Students with SEND and EAL

During this [Book Creator](#) webinar, we'll demonstrate how to use audio notes, video integration and "read to me" features to support every learner to become a published author.

 Discover how to create:


 Social Stories

 Personalised visual schedules

 Scaffolded workbooks

 Enable students to demonstrate learning beyond traditional writing.

 Wednesday 6th May

 3:45 – 4:45pm

Register via [BDSIP website](#)

LBBD Food Education Network: Summer Term CPDs

 **Free CPD sessions for LBBD school staff (2026):**

 **3 June (9:00–12:00) – Inclusive & Sensory Food Education**

 **Barking Park Lodge**


 **Focus on picky eaters & SEND, with practical strategies for inclusive dining**


 **Delivered by experts including TastEd and Health Education Partnership**


 **Gain classroom-ready resources, practical activities and confidence to deliver inclusive food education.**

 **Click [here](#) to book your place.**

BDSIP at Festival of Education Spain

 Barking and Dagenham School Improvement Partnership (BDSIP) will be presenting at the Festival of Education Spain 2026 on 13 June in Barcelona.

 Helena Brooks will deliver a session on Adaptive Instructional Environments, focusing on how to design learning to better meet diverse pupil needs and support inclusive practice.

 The event brings together educators and leaders internationally to share best practice and innovation.

 Click [here](#) to book your place



DEPUTY HEADTEACHERS CONFERENCE

LEADING CONNECTED TEAMS



Friday 5 June 2026
9am - 4pm



Hyatt Regency,
London Stratford

Are you a current or
aspiring Deputy or
Assistant Head?

Register now
<https://bdsip.co.uk/our-services/cpd/>

Join us for this year's Deputy Headteachers' Conference, focused on the theme Leading Connected Teams. Deputy and Assistant Headteachers play a pivotal role in shaping the culture, cohesion and effectiveness of school teams. This one-day conference explores how leaders can build strong working alliances, foster a sense of belonging and create the conditions for teams to thrive.



Agnus Fitzpatrick
Regional Director,
Teacher Engagement Platform



Katherine Powell
Coaching CEOs, Exec Leaders and
Senior Leaders. Team Coach, AcL
Facilitator, Leadership Consultant.

Conferences by BDSIP

Click [here](#) to
sign up for
BDSIP's deputy
headteacher
conference!

25 - 26 JUNE 2026 - HYATT REGENCY STRATFORD

Join the Barking & Dagenham School Improvement Service for our 2026 Headteachers' Conference, focusing on Transition—one of the most important journeys pupils experience throughout their education.

From early development through adolescence and into adulthood, pupils encounter many transitions that shape their learning, identity and future success. This two-day conference brings together leading researchers, practitioners and leaders to explore how schools can better understand and support these key moments.

Hear insights on corporate leadership from Sandra Schembri, collaborate with peers on practical transition strategies, and conclude with an inspiring reflection from children's author Christian Foley, whose work explores pupils' experiences of moving from primary to secondary school.

This conference will enable headteachers to:

- Engage with the latest research on child development and learning
- Reflect on how transitions impact pupil outcomes
- Collaborate with peers to develop effective transition strategies
- Strengthen leadership approaches that support pupils at every stage

A valuable opportunity for reflection, collaboration and forward thinking with fellow school leaders.



Zachary Walker



Dr Liory Fern-Pollack



Dr Gisele Dias



Dr Rebecca Gordon

Click [here](#) to sign up for BDSIP's headteacher conference!

UPCOMING CPD

Click on the course titles to learn more and register

CPD

Mon

Tues

Weds

Thurs

Fri

w/c 4 May			Arbor Assessment – Setting up DfE assessments ----- Breaking Barriers with Books: Using Book Creator for Inclusive Classrooms		
w/c 11 May		Summer Census Workshop ----- SENCO Network	Arbor Admin – Summer Census Support Workshop		
w/c 1 June			Inclusive Eating – Supporting Picky Eaters and Children with SEN		Deputy Headteachers’ Conference 2026 – Leading Connected Teams
w/c 8 June		Primary Religious Education Network Meeting	Arbor Admin Drop-in Workshop	Science Leadership Meeting: Reflection, Impact and Next Steps	
w/c 15 June		Secondary Religious Education Network Meeting		Primary Maths Professional Learning Network	
w/c 22 June	Primary English Subject Leader Briefing		Arbor Assessment – Submitting DfE assessments	Headteachers’ Conference ----- EYFS Coordinator Meeting	
w/c 29 June		Arbor Admin - Year End Support Workshop ----- Transitioning into Year one ----- Primary Computing Professional Learning Network			

This calendar shows the upcoming CPD for the term ahead, further dates can be found via [our website](#)

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

General enquiries – info@bdsip.co.uk

CPD enquiries – cpdevents@bdsip.co.uk



USEFUL RESOURCES

LITERACY SUPPORT IN LBBD

DIGITALLY NATIVE OR DIGITALLY NAIVE?

EXPERIENCE AI

ADELA KAY'S APRIL RESEARCH

SCREEN TIME FOR UNDER 5S

Literacy Support in LBBD

Literacy Pirates

Literacy Pirates is an award-winning charity supporting young people aged 9–13 who are falling behind in literacy. Through creative, pirate-themed small group tutoring, pupils build reading, writing, confidence and communication skills.

📍 Delivered in local learning hubs and online, working closely with schools to support pupils who need it most.

🤝 Get involved:

🏫 Partner as a school

👩🏫 Volunteer as a tutor

💼 Workplace partnerships & fundraising

🔗 <https://literacypirates.org/>

📖 BDSIP Literacy Programmes

Active in 12 schools (primary & secondary), supporting pupils at different stages of need through targeted, evidence-informed interventions.

Proven impact (based on latest programme data):

📖 Developing Reading for Pleasure

👥 Small group intervention for pupils with low engagement and comprehension gaps

📈 +12 months progress in 12 weeks

Literacy Skills (1:1)

🎯 Bespoke support for pupils significantly behind age-related expectations

📈 Pupils make between +18 months to 2 years progress in literacy after 20 weeks of targeted 1:1 support

Why it works:

- ✓ Tailored to individual pupil needs
- ✓ Builds confidence, fluency & comprehension
- ✓ Engages reluctant readers through structured support

📅 **Next impact update: July 2026**

Please contact louise.harding@bdsip.co.uk directly for further details.



Digitally Native or Digitally Naive?

Rethinking Digital Literacy in Schools

Young people are very online - but that doesn't mean they are digitally skilled.

For example, 74% of 11-18 year olds feel confident using TikTok, but 34% have shared their personal information with people they don't know online, and 34% are not confident at spotting disinformation.

AQA recently carried out a survey with 11-18 year olds and the subsequent report has recently been published.

[AQA news post about the report](#)
[Rethinking digital literacy in schools report](#)

The report assesses the state of digital literacy among young people in England and examines how the education system can better prepare them for an increasingly digital society.

The report considers a variety of methods for improving young people's digital literacy. It also contains a useful visual overview of the various statistics.



Experience AI

Free Training for Secondary Schools

For many educators, the question isn't if they should teach AI, but how to do it confidently. ParentZone have teamed up with the Raspberry Pi Foundation and Google to deliver free AI training to secondary school teachers, based around the [Experience AI](#) programme.

19 June: Streamlined 2.5 hour 'intensive'

7 July: Full-day 'deep dive'

Training will be held at the Google AI Campus, London. There is no charge for the training - travel and lunch are also provided.

[Click here for further details and to register your place](#)

[Click here to explore other training opportunities](#)



Adela Kay's April Research

Sibling Contact for Children in Care, Attendance and Early Years: Screen Use and More

For April's research, Adela explores a range of issues affecting children and young people, including:

- Children and Wellbeing Bill updates
- Working Together to Safeguard Children 2026
- Attendance guidance and impact
- Race, ethnicity and culture in practice
- Knife crime and county lines exploitation
- Unaccompanied asylum-seeking children
- Domestic abuse in pregnancy
- Early years screen use



📌 Click [here](#) for the full blog

Screen Time for Under 5s

Guidance for Parents and Carers

How much screen time?

Under 2 years: Avoid screens except for shared activities with family that encourage bonding, interaction and conversation

2-5 years: Try to keep it to 1 hour per day. Less if possible

Choose better content

Slow-paced, predictable shows are better for young brains

Avoid social media and AI tools, toys and chatbots for young children

Use parental controls to block harmful content

When and where?

Never alone: Watch together and talk about what you see

Screen-free zones: Keep bedrooms and mealtimes screen-free

No background TV during play, meals or family time

Your screen use matters

Lead by example: children copy your habits

Being on your phone makes it harder to notice what your child needs

Put your phone away during quality time together

Why it matters

90% of brain growth happens before age 5

Too much screen time can affect language, sleep, eyesight and healthy weight

Play, reading and conversation build the foundations for life

Children with SEND

A tailored approach may be needed - assistive tech can be valuable

Still protect time for screen-free play, sleep and interaction

Screen swaps

Mealtimes > background music, colouring, 'I Spy', conversation

Bedtime > read stories together. Avoid screens for 1 hour before bed



Juggling family life and raising children in a digital world can be challenging. Find out more about how to support healthy screen habits for children under 5.

Find full guidance [here](#).



NATIONAL GUIDANCE
LANDMARK MOMENT FOR EVERY CHILD IN ENGLAND
SEND REFORM: CHILDREN AND YOUNG PEOPLE FIRST
CHILDREN'S REFORMS BECOME LAW
WORKING LIVES OF TEACHERS AND LEADERS
SUPPORT FOR PUPILS WITH MEDICAL CONDITIONS

DFE: [A Landmark Moment for Every Child in England](#)

Updated - 27 April 2026

“This Act is rooted in a simple belief: every child should be safe, supported, and able to succeed. It brings education, safeguarding and family support together to ensure no child falls through the cracks. For schools, it sets clear expectations and high standards; for families, it delivers practical support to ease costs and improve access. As the most ambitious safeguarding reform in a generation, it strengthens how services work together to protect children and improve outcomes for every young person.”

— Bridget Phillipson, Secretary of State for Education

 **Click [here](#) to read the full Children’s Wellbeing and Schools Act and policy summary**

DFE: SEND Reform: Putting Children and Young People First

Updated - 27 April 2026

The government is seeking views on proposed reforms to improve outcomes for children and young people with SEND across the 0–25 system.

Key proposals include:

- 📍 Early, local and fair support
- 📊 Evidence-based approaches
- 🤝 Shared accountability across services
- 😊 The consultation invites views from children and families, educators, providers, local authorities, and wider sector partners.

Feedback will help shape future changes to the SEND system.

📌 Click [here](#) to share your views



DFE: Families to Save Up to £1,000 As Children's Reforms Become Law

Press Release - 30 April 2026

New legislation aims to reduce costs for families and strengthen safeguarding across education.

Key measures include:

💷 Cost savings for families – up to £1,000 a year through expanded support

🍴 Free school meals – extended eligibility for an additional 500,000 children

🍳 Free breakfast clubs – over 2,000 schools offering provision from September

👕 School uniform cap – limit of 3 branded items (excluding ties)

🛡️ Stronger safeguarding – tighter regulation of children's homes and increased powers for Ofsted

🎯 Raising standards – supports wider reforms to reduce the attainment gap and improve outcomes, including for pupils with SEND







📌 Click [here](#) to read more




DFE: Working Lives of Teachers and Leaders: Wave 4 Research & Analysis - 30 April 2026

The Department for Education has published the latest wave of its national survey exploring the experiences of teachers and school leaders in state schools across England.


The research provides insight into key areas including:


-  Workload and wellbeing
-  Flexible working arrangements
-  Pay and conditions
-  Professional development
-  Pupil behaviour
-  Career reflections and future plans

 The publication includes a full research report, summary findings, data tables, and a technical report outlining the methodology. Previous survey waves are also available for comparison over time.

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

 [Working lives of teachers and leaders wave 4: research report](#)
Ref: ISBN 978-1-83870-779-8, RR1620
PDF, 1.67 MB, 163 pages

 [Working lives of teachers and leaders: wave 4 summary report](#)
Ref: ISBN 978-1-83870-723-1, RR1578
PDF, 343 KB, 39 pages

 [Working lives of teachers and leaders wave 4: data tables](#)
MS Excel Spreadsheet, 6.84 MB

 [Working lives of teachers and leaders wave 4: technical report](#)
Ref: ISBN 978-1-83870-780-4, RR1620
PDF, 4.34 MB, 207 pages

DFE: Support for Pupils with Medical Conditions

Open Consultation - 12 April 2026

The Department for Education is seeking views on proposed updates to guidance to strengthen how schools support pupils with medical conditions and allergies.

Key proposals include:

- 📄 **Mandatory policies – every school to publish a medical conditions policy**
- 📋 **Stronger support plans – improved Individual Healthcare Plans (IHPs)**
- ⚠️ **Better incident management – clearer recording, reporting, and learning from incidents and near misses**
- 🪡 **Allergy safety measures – a new requirement for a dedicated allergy policy, including staff training and use of adrenaline devices**



📅 **Closes: 1 May 2026**

📌 **Click [here](#) to take part in the consultation**



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