

Information, Guidance & Resources

19 May 2026

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Official Statistics: Pupil Attendance in Schools

- These figures are derived from regular data automatically submitted to the DfE by participating schools on a daily basis.
- Figures relate to the attendance of 5 to 15 year old (i.e. compulsory school age) pupils in state-funded primary, secondary and special schools in England.
- The figures are published as Official Statistics to give an indicative figure for the absence rate during the 2025/26 academic year, from the 08 September 2025. For the full 2024/25 academic year and termly pupil absence data, including by characteristics please see this [historical publication](#).
- This release covers the period 8 September 2025 to 1 May 2026.
- Use the '[Compare your attendance](#)' dashboard to compare with other schools in the local authority. This has been updated to show data for this current academic year. Use it to compare absence and unauthorised absence, as well as special educational needs and free school meals pupils.
- See [here](#) for the latest publication.
- The attendance rate (proportion of possible sessions attended) was 93.47% across all schools in the week commencing 27 April 2026 (absence rate 6.53%). The authorised absence rate was 4.10% and the unauthorised absence rate 2.43%. The absence rate varied across the week with a low of 5.91% on Wednesday, and a peak 7.73% on Friday. This peak in absence on a Friday is in line with weekly patterns seen during 2024/25.
- Absence was 0.23 percentage points higher across all schools when compared to the equivalent week in the last academic year ([week commencing 28 April 2025](#)). This has been driven by a 0.30 percentage point increase in authorised absence and a 0.07 percentage point decrease in unauthorised absence.
- The data shows that the attendance rate across the 2025/26 academic year to date was 93.33%. The absence rate was, therefore, 6.67% across all schools. The rate of authorised absence 4.48%, unauthorised absence 2.19% and persistent absence 17.92%.

School Type	Absence Rate (w/c 27 April 2026)	Absence Rate (2025/26 academic year to date)
State funded primary	4.53% (3.17% authorised and 1.36% unauthorised)	5.11% (3.73% authorised and 1.38% unauthorised)
State funded secondary	8.52% (4.94% authorised and 3.58% unauthorised)	8.18% (5.12% authorised and 3.06% unauthorised)
State funded special	12.51% (8.76% authorised and 3.75% unauthorised)	12.90% (9.44% authorised and 3.46% unauthorised)

Official Statistics: Suspensions and permanent exclusions in England: spring term 2024/25

- [This publication](#) presents statistics on suspensions and permanent exclusions in the spring term (January to Easter) 2024 to 2025 across state-funded primary, state-funded secondary and special schools.
- The publication includes data on:
 - reasons schools report for suspending and permanently excluding pupils
 - suspensions and permanent exclusions by pupil characteristics
- The data has been collected in the school census. Data for earlier years is also included.

<p>Suspension (rate) 3.72 in spring term 2024/25 - increased from 3.50 in spring term 2023/24</p>	<p>Suspensions 312,562 in spring term 2024/25 - increased from 295,559 in spring term 2023/24</p>
<p>Permanent exclusions (rate) 0.04 in spring term 2024/25 - consistent with spring term 2023/24</p>	<p>Permanent exclusions 3,320 in spring term 2024/25 - increased from 3,107 in spring term 2023/24</p>

Headline Facts :

Suspensions increased compared to the previous spring term, but are lower than in autumn 2024/25

- The rate of suspensions in spring term 2024/25 was 3.72 (equivalent to 372 suspensions for every 10,000 pupils). In comparison, the rate for spring term of 2023/24 was 3.50, while the autumn term of 2024/25 was higher at 4.02. In past years suspensions in the autumn term have often been higher than spring.

The rate of permanent exclusions was consistent, however the number of permanent exclusions increased compared to the previous spring and decreased in comparison to autumn 2024/25

- In the spring term 2024/25 the rate of permanent exclusions was 0.04 (equivalent to 4 permanent exclusions for every 10,000 pupils); this was consistent with the previous spring term and autumn term 2024/25, and is similar to rates before and up to autumn 2019/20, which remained around 0.03 to 0.04. The number of permanent exclusions in the latest spring term increased to 3,300.

Persistent disruptive behaviour continued to be the most common reason for suspension

- Persistent disruptive behaviour accounted for 52% of all reasons given for suspension and for 38% of reasons for permanent exclusions.

Official Statistics: Level 2 and 3 attainment age 16 to 25

- This statistical release provides national figures on overall level 2 and 3 attainment by age, cohort, qualification type and institution type.
- See the full release and supporting data [here](#).

Level 2 by age 19

83.8%

Down 1.4 percentage points since 2023/24 and comparable to pre-COVID-19 pandemic level

Level 3 by age 19

60.7%

Stable compared to 2023/24.

Level 2 in English and maths by age 19

73.2%

Down 2.9 percentage points since 2023/24 and still above pre-COVID-19 pandemic levels

Level 2 English and maths progression between ages 16 and 19

20.2%

Up 0.5 percentage points since 2023/24.

Headline Facts :

At the end of the academic year 2024/25:

Level 2

- 83.8% of 19 year olds were qualified to level 2, a decrease of 1.4 percentage points from 2023/24 and comparable with pre-COVID-19 pandemic levels.
- 73.2% of 19 year olds achieved Level 2 in English and maths, still above pre-pandemic levels.
- 20.2% of 19 year olds who had not achieved Level 2 in English and/or maths at 16 had achieved both by 19, up 0.5 percentage points from 2023/24.

Level 3

- 60.7% of 19 year olds were qualified to level 3, stable compared to 2023/24.
- Impact of the COVID-19 pandemic on these latest estimates.
- Most level 2 qualifications are achieved by age 16. This latest 2024/25 age 19 cohort were 16 in 2021/22 and did not receive teacher assessed grades (TAGs) or centre assessed grades (CAGs) like previous cohorts. Instead they received additional support considering the disruption to education during the pandemic. See [Subject-by-subject support for GCSE, AS & A level students in 2022](#) and [Guide to GCSE results for England, summer 2022](#) for more information.
- Most level 3 qualifications are achieved at age 18. This latest 2024/25 age 19 cohort were 18 in 2023/24 and will have sat usual assessments at age 18.

Ofsted Published Information & Data

Lee Owston's speech at the Schools and Academies Show

- Ofsted's National Director for Education, Lee Owston, spoke at the Schools and Academies Show in London on 7 May. He spoke about wellbeing & workload, understanding context, achievement, attendance & behaviour, inclusion, report cards and exceptional practice.
- Read the full speech [here](#).

Ofsted pen portraits of HM Inspectors (HMI)

- The [HMI pen portraits](#) give a biographical summary of individual inspectors' experience and expertise.
- Updates have been made to portraits across all regions and directorates for schools and further education & skills sectors. Some social care HMI pen portraits have also been updated.

School inspection data summary report (IDSR)

- The [IDSR guide](#) provides an overview of the inspection data summary report for primary and secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data.
- The IDSR has been updated for all schools with the latest and final data, as well as the spring 2024/25 suspensions and permanent exclusions data. The IDSR guidance has been amended to reflect these latest updates.

Government Consultations, Calls for Evidence, Surveys & Research Requests

16-19 level 1 English and maths qualifications

- The DfE are seeking views on the design & delivery of proposed new level 1 English and maths qualifications for 16 to 19 year olds with prior GCSE attainment at grade 2 or below.
- It covers the cohort of students who will take the qualifications, qualification structure, content and proposals for achievement & grading
- See [here](#) for more information and to share your views **by 2 June 2026**.

Post-16 L2 & L3 qualifications: 2027 proposed subject content

- The DfE are seeking views on the proposed subject content for new new V levels, foundation certificates and occupational certificates to be first taught from September 2027.
- See [here](#) for more information and the link to the survey to provide views.
- The consultation closes at **11.59pm on Thursday, 4 June**.

EdTech tools in teaching and learning survey

- Data Spine is an early stage DfE programme exploring how data burdens for schools and trusts can be reduced by creating a more connected, secure and consistent way for data to flow between systems.
- The DfE are gathering quick insights from schools and trusts about the pupil-facing EdTech tools they use (e.g. homework platforms, subject specific learning apps, in class digital tools).
- Schools are asked to complete a short [online survey](#) by **Thursday, 4 June**. It takes around 10 to 12 minutes and responses are anonymous.

School Food Standards: updating the legislative framework

- The Requirements for School Food Regulations 2014 (known as the School Food Standards) provide the legislative framework to ensure schools in England provide children with healthy food and drink, and to make sure that children have the energy and nutrition they need across the school day.
- The existing standards have been in place for more than 10 years and no longer align with current dietary advice.
- The government is committed to improving children's health, and school food is one important source of nutrition and plays a fundamental role in helping pupils develop healthy eating habits.
- Provide you views via an online survey [here](#)
- The consultation closes at **11.59pm on Friday, 12 June**.

Assistive software funded through Disabled Students' Allowance

- See [here](#) for the consultation document setting out proposals for changes to the way in which assistive software is funded through the Disabled Students Allowance (DSA). It also seeks views on the use of AI in supporting disabled students.
- The consultation closes at **11.59pm on Thursday, 18 June**.

Government Consultations, Calls for Evidence, Surveys & Research Requests

Independent review into antisemitism

- In March 2026 the Secretary of State for Education asked Sir David Bell to conduct [a review into antisemitism in schools and colleges in England](#).
- As part of this review, the call for evidence seeks views from people with relevant lived experience, knowledge or expertise of antisemitism in schools and colleges.
- It will inform practical recommendations for the DfE and sector leaders on how to effectively prevent, identify and respond to antisemitism and other forms of hatred and prejudice.
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Wednesday, 1 July**.

Regulating post-16 vocational & technical qualifications at levels 2 & 3

- Ofqual have launched a [consultation](#) on their proposed regulatory approach, including on assessment and grading for Level 3 V levels, Level 2 Foundation Certificates, Level 2 Occupational Certificates and retaking core exams in technical qualifications within T levels.
- This consultation is split into 6 parts and seeks views on both our proposed regulatory approach, and the specific Conditions, requirements and guidance we propose to set to require these approaches.
- This consultation closes on **2 July 2026**.

16-19 Performance measures

- The DfE is seeking views on proposals to improve 16-19 school and college performance measures
- The proposals aim to reform performance measures so that they improve outcomes and provide parents, students, and other users of the data with reliable and meaningful information.
- Views are sought on the ways in which we can make 16-19 performance measures more consistent & comprehensive, improvements to English & maths progress measures and to refining retention measures
- See [here](#) for more information and to share your views.
- The consultation closes at **11.59pm on Tuesday, 21 July**.
- Read the press release [here](#).

Research about how schools manage SEND information

- The DfE are carrying out research about how primary and secondary schools record, monitor and share information about children with SEND.
- They are recruiting participants whose role within a mainstream setting includes coordinating & reviewing SEND support, creating & updating SEND support plans, using SEND information to support day-to-day teaching and receiving & sharing SEND information with other settings, organisations, or professionals. This may include, but is not limited to SENCOs, teaching staff and support staff.
- This research will involve a 1-hour Teams call and you will receive a £50 voucher for taking part.
- If you are interested, complete this [expression of interest](#) form. We will then get in touch with more details.

News & Updates to National Guidance

Children's Wellbeing & Schools Act

- The Secretary of State has written to the sector to mark the Royal Assent of the Children's Wellbeing and Schools Act. The message highlights key reforms, including clearer expectations for schools, strengthened accountability, new support for families, and major improvements to child safeguarding through better data sharing and oversight.
- Read the message, "[A landmark moment for every child in England](#)".
- Read the supporting press release [here](#).

NAO report on DfE's response to falling pupil numbers

- The National Audit Office recently published a new report examining the financial risk created by falling pupil numbers and how the DfE has responded.
- As funding is based on pupil numbers, reduced demand for school places could impact on schools financially. The NAO found that the DfE has provided limited support to the sector to date.
- The NAO urges the DfE to build on its Estates Strategy, helping to create a plan for a school system that is resilient to changing demand.
- Read the report [here](#).

16-19 qualifications reform – new guidance

The DfE have published the [Post-16 Pathways Strategic Transition Planning Statement \(STPS\) guidance](#) setting out information that institutions delivering or intending to deliver post-16 technical and vocational qualifications in England should provide. Institutions will be asked to submit their STPS between 22 May and 6 July 2026

Trade mark fraudulent emails targeting education settings

- Fraudsters are sending convincing emails that claim to come from SRA regulated solicitors or intellectual property specialists. These messages claim that someone is intending to register your education setting's name or logo as a UK trade mark and urge you to act immediately. The aim is to pressure education settings into sharing information or making payments.
- If you receive an email of this nature:
 - do not reply to the email
 - do not click on any links or download attachments
 - do not provide information or payment
 - treat the message as suspicious unless you can independently verify it
 - save a copy of the email and [report it to DfE](#) and the following agencies:
 - [Solicitors Regulation Authority \(SRA\)](#) – Report misuse of solicitor or firm details and view existing “scam alerts”
 - [Report Fraud](#) – Report fraud and cyber enabled crime to
 - National Cyber Security Centre (NCSC) – Forward suspicious emails to report@phishing.gov.uk
 - UK Intellectual Property Office (UKIPO) – report misleading IP related correspondence to misleadinginvoices@ipo.gov.uk
- For more information on this type of fraud, see the Ashurst article on [Sophisticated trade mark scam emails impersonating SRA-regulated solicitors](#).
- Sign up to receive DfE fraud news and alerts [here](#).

News & Updates to National Guidance

Record your initial teacher training placement preference for academic year 2026/27

- The DfE are asking all schools to record their ability to host initial teacher training (ITT) placements for academic year 2026/27 on the [find placement schools](#) digital service by answering a short series of questions.
- To support early planning by ITT providers, schools are asked to record their placement preferences as soon as possible.
- For support or queries, contact find.placementschools@education.gov.uk

Erasmus+

- In 2027, early years providers, schools, academy trusts, local authorities and FE settings will be able to take part in Erasmus+, creating opportunities for learners, apprentices and staff to study, work and train abroad.
- Applications open in November 2026 and schools are encouraged to start preparing now by:
 - Familiarising yourself with the programme: [visit Erasmus+ for information](#) about the programme and [sign up for updates](#) from the British Council.
 - Identify potential international partners: Erasmus+ has resources to support partner finding. The [European School Education Platform](#) for schools and FE and for adult learners the [EPALE - Electronic Platform for Adult Learning in Europe](#).
 - Think about the types of projects you might want to deliver: consider how international activity could support your learners, apprentices, staff and curriculum priorities.
- Find inspiration on the [Erasmus+ project results](#) platform

Education Secretary speech at Education World Forum

- Bridget Phillipson, Education Secretary, spoke at the Education World Forum on 18 May. In her speech, she called on global leaders to join an International Alliance to deliver opportunity for all children with SEND.
- Read the full speech [here](#).

Data protection updates for schools & online privacy campaign

- Updates have been made to the data protection in schools manual about the use of [photographs & CCTV in schools](#).
- The Information Commissioner's Office (ICO) has launched the "[Switched on to privacy](#)" campaign. This is designed to help parents and carers have conversations with their children about online privacy – please share with your parents/carers.

Free school meals: guidance for schools & local authorities

- Guidance for schools & local authorities about providing school meals including information on free school meal (FSM) eligibility can be found [here](#).
- The FSM guidance has recently been updated with additional information added on evidence of eligibility for Universal Credit recipients. A model registration form and self-employment declaration for schools to share with parents alongside an operational readiness checklist for schools have also been added to the available documents.

News & Updates to National Guidance

New supply staff framework

- The new [Supply Teachers and Education Recruitment \(STeER\) framework](#) provides a compliant, cost-controlled route for schools, trusts, colleges and nurseries to access education staff through pre-approved suppliers. It caps agency fees and tackles unacceptable supplier practices - helping put more money back into classrooms.
- The framework is available to all public sector schools now and from September 2026 academy trusts must use it to procure supply staff. [Read the DfE blog to find out more.](#)

Prepare for autumn seasonal flu vaccination sessions

- The UK Health Security Agency (UKHSA) has updated its [guidance](#) on supporting immunisation programmes for children and young people, including:
 - more user-friendly language and structure
 - clarity on School Aged Immunisation Services (SAIS) providers' and schools' roles and responsibilities
 - more practical information about how to work effectively together
 - clearer advice on the consent process and data sharing
 - an updated resources section
- School leaders are asked to:
 - read the [updated guidance](#)
 - understand the roles of your setting and SAIS providers
 - identify your vaccination lead(s)
 - book your autumn seasonal flu vaccination session before the summer holidays, when contacted by your SAIS team.

National inclusion base peer networks

- The DfE are inviting mainstream settings who have, or are interested in developing, an inclusion base to sign up to national networks with the following specialisms:
 - speech, language and communication development (SLCD)
 - social and emotional development (SED), and/or supporting pupils at risk of exclusion or low attendance
 - autism
- The SED and SLCD networks will launch after May half term, with additional sign-ups welcomed for the next academic year of the autism networks.
 - Inclusion bases include:
 - specialist bases (local authority-commissioned)
 - support bases (school-commissioned – e.g. school-led SEND bases, pupil support units / “internal alternative provision”)
- Aimed at inclusion base leads, the networks will meet virtually every half term and offer expert-led sessions, high-quality resources, collaborative problem-solving and lasting professional connections.
- Settings can join any network by [filling in this form](#).
- For enquiries, contact support.inclusionbases@education.gov.uk

Early years qualifications list: UK only

- See here for a list of UK qualifications that meet DfE criteria for counting in the early years foundation stage statutory framework staff:child ratios.
- Please note that new qualifications have been added to rows 41, 83 and 84 of the post September 2024 tab in the 'Early years qualifications achieved in the UK: checklist'.

News & Updates to National Guidance

National Professional Qualifications

- The following updates have been made to guidance on National Professional Qualifications (NPQs):
 - [Funding for NPQs](#) – updates have been made to scholarship funding and eligibility criteria for autumn 2026 recruitment.
 - [Headship NPQ](#) – Information has been added about the early headship coaching offer. This course aims to help headteachers and leaders in educational settings develop the knowledge behind expert leadership and apply it to become outstanding headteachers.
 - [Apply for an NPQ](#) – Information on registration and getting a course certificate has been added to the steps to start an NPQ or the early headship coaching offer.

News & Updates to National Guidance – Finance & Funding

High needs funding arrangements: 2026/27

- Information for local authorities, schools and colleges about high needs funding arrangements for the 2026/27 financial and academic year is published [here](#).
- Please note that the 2026/27 Operation Guide, section 3.4, 'SEND reform and deficit funding' has been updated to reference the new Experts at Hand offer.

Schools budget support grant (SBSG)

- Guidance for schools and local authorities on the schools budget support grant (SBSG) for the 2025/26 financial year is published [here](#).
- Information now includes '*Schools Budget Support Grant (SBSG) April to August 2026 allocations for academies (April 2026)*'.

National Insurance contributions (NICs) grant for 2025 to 2026

- Guidance for schools and local authorities on the National Insurance contributions (NICs) grant for the 2025/26 financial year is published [here](#).
- Information now includes '*National Insurance Contributions (NICs) April to August 2026 allocations for academies (April 2026)*'.

Pupil premium

- Information on [pupil premium funding](#), how school leaders can use it effectively and pupil premium strategy statements have recently been updated with the '*Pupil premium: overview*' for 2026/27.
- In addition, the [Pupil premium: allocations & conditions of grant 2025/26](#) have been added back to available information after being removed in error.

Initial teacher training mentor training grant claim window opening

- The first claim window for initial teacher training (ITT) general mentor funding for academic year 2025/26 opened on 27 April.
- Eligible schools have been onboarded to the service. Accredited ITT providers must record their placement schools on the register trainee teacher's service, in order for onboarding to take place.
- See here for [additional guidance](#) or contact ittmentor.funding@education.gov.uk for further queries.

Free school meals expansion grant 2026/27

- The free school meals (FSM) expansion grant provides extra funding (for the period from September 2026 to March 2027) to mainstream schools, special schools and alternative provision schools to help with the additional costs of free meals following the expansion to FSM eligibility in England to all children in households receiving Universal Credit.
- See [here](#) for the methodology and conditions of grant for the 2026 to 2027 financial year.

Schools block funding formulae 2026 to 2027

- See [here](#) for an analysis of local authorities' schools block funding formulae.

16 to 19 Bursary Fund guidance

- Funding guidance for all institutions that administer the 16 to 19 Bursary Fund is published [here](#). The fund provides financial support to help eligible students participate in education.
- The 2026/27 '*16 to 19 Bursary Fund guide*' has recently been added alongside an updated '*16 to 19 Bursary Fund: checklist*'

Published Research & Evaluations

Omnibus surveys 2025/26

- Findings from regular surveys have been updated as below
- [Parent, pupil and learner voice: omnibus surveys for 2025/26](#) – the parent, pupil and learner voice was set up to provide robust, rapid research on the experiences of parents, pupils and learners on topical education issues. The latest report is dated December 2025.
- [School and college voice: omnibus surveys for 2025/26](#) - the school and college voice is a regular online survey gathering the views within the academic year from senior leaders and classroom teachers in state-funded primary, secondary and special schools, and in colleges. The latest report is dated December 2025.

Working lives of teachers & leaders: wave 4

- Findings from the fourth wave of the working lives of teachers and leaders survey are published [here](#).
- This IFF Research (conducted on behalf of the DfE) is the fourth wave of the working lives of teachers & leaders survey, undertaken in 2025.
- The survey asked teachers & leaders in state schools in England about their experiences, including workload, wellbeing, flexible working arrangements, pay, professional development, pupil behaviour and career reflections & plans
- The wave 4 research report, technical data and data tables have been added to the available information.
- See [Wave 3](#), [Wave 2](#) and [Wave 1](#) for reports and technical information from the previous waves

Flexible working ambassador MATS & schools research

- The flexible working ambassador MATS & schools (FWAMS) programme ran from 2023 to 2026. It comprised bespoke peer support for school leaders delivered by ambassador multi-academy trusts (MATs) and schools.
- See [here](#) for findings from qualitative research on delivery of the FWAMS programme.

Education Endowment Foundation funded trial research projects

- The Education Endowment Foundation (EEF) are funding trials of professional development programmes. Deadlines for academic year 2026/27 are approaching fast — secure your school's place now.
- **Year 5 – Fluency Focus:** A whole-class programme where teachers are trained to deliver 20 carefully sequenced reading lessons that use six strategies aiming to improve reading fluency and attainment, with full resources provided. The sign-up deadline is midnight on **31 May 2026**.
- **Secondary – Learning Together for Mental Health (LTMH):** A whole-school programme training staff in restorative, relational practice to manage behaviour and build positive relationships. The sign-up deadline is midnight on 31 May 2026.
- [Search your setting](#) to find suitable projects and register your interest

Published Research & Evaluations

Join the research to understand how alternative provision settings manage SEND information

- The DfE are carrying out research to understand how alternative provision settings record, monitor and share the needs, provision and progress of students who receive SEN support but do not have an education, health and care plan (EHCP).
- The are recruiting participants working as:
 - alternative provision SENCOs
 - alternative provision teaching staff
 - Or anyone whose role within an alternative provision setting includes:
 - coordinating and reviewing SEND support
 - creating and updating SEND support plans
 - receiving and sharing SEND information with other settings, organisations, or professionals
- This research will involve a 1-hour Teams call in May 2026 and you will receive a £50 voucher for taking part.
- If you are interested in taking part, please complete [this expression of interest form](#). The DfE will then get in touch with more details.

Resources, Training & Campaigns

Online SEND CPD units focused on inclusive practice

- As announced in the SEND consultation document, the DfE have extended the Universal SEND Services contract. [Universal SEND Services](#) provides free online SEND CPD units focused on inclusive practice, funded by the DfE and delivered by [Whole School SEND](#) and the [Education Training Foundation](#).
- The [20 CPD units](#) address common barriers to learning across a wide range of needs, with practical, evidence-informed guidance for everyday use. Each unit can be completed online in around one hour

Maximising Value for Pupils: Free webinars 2026

- The DfE have launched a collection of free webinars and senior leadership power hours designed to support school business managers, leaders and finance managers to get more from every pound spent.
- See [here](#) for more information and sign up.

Nuffield Early Language Intervention programme

- The free [Nuffield Early Language Intervention \(NELI\)](#) programme supports reception-aged children with their speech and language development. Government funding is confirmed until academic year 2028 to 2029, subject to spending reviews, giving you the confidence to plan ahead and embed into your school improvement plans.
- NELI has been shown to support 4 to 7 months of additional progress, on average, in oral language skills.
- Register for NELI [here](#).

Support getting children ready for reception

- [Getting children ready for reception](#) brings together practical insights from schools that are focused on getting transition right for children, families, feeder settings and the school. Drawing on effective practice, the guidance supports partnership working between schools, families and early years settings through early identification of need and high-quality transition arrangements.
- Use this resource to review and strengthen transition practice, and support more children to thrive, improving wellbeing, early attainment and attendance at the start of reception.
- The DfE have also launched 'Steps for School', a campaign aimed at parents whose children are yet to start reception. A variety of social media assets, including MC Grammar's ['Steps for School' rap video](#), are available on the [campaign toolkit](#). Schools are encouraged to download and share via digital channels in the lead up to September and beyond.

Resources, Training & Campaigns

New resources about online hate and misogyny

- The DfE and the Department for Science, Innovation & Technology (DSIT) have published new resources on the ['Kids online safety' website](#) to help parents and carers understand and get support dealing with online misogyny.
- A [new section](#) is designed to help families and give them more confidence in talking to their children about what they're doing and experiencing online. The updated content includes:
 - what misogyny is
 - why you should talk to your child about misogyny
 - spotting the signs of misogyny
 - how you can support your son or daughter
- The DfE continue to link to trusted charities and expert organisations where families can find specialist support, including helplines and further advice.
- Please share the updated Kids online safety website with parents and carers.