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Planning

Whole School Approaches to Nurture

Kent County Council

F01: Prior information notice

Reducing time limits for receipt of tenders

Notice identifier: 2021/S 000-000038

Procurement identifier (OCID): ocids-h6vhtk-02876c

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Section I: Contracting authority

I.1) Name and addresses

Kent County Council

Sessions House, County Hall

Maidstone

ME14 1XQ

Contact

Ms Amy Merritt

Email

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Country

United Kingdom

NUTS code

UKJ4 - Kent

Internet address(es)

Main address

<http://www.kent.gov.uk>

Buyer's address

<http://www.kent.gov.uk>

I.3) Communication

Additional information can be obtained from the above-mentioned address

Tenders or requests to participate must be submitted electronically via

<https://www.kentbusinessportal.org.uk/>

I.4) Type of the contracting authority

Regional or local authority

I.5) Main activity

General public services

Section II: Object

II.1) Scope of the procurement

II.1.1) Title

Whole School Approaches to Nurture

Reference number

DN515582

II.1.2) Main CPV code

- 80000000 - Education and training services

- AA01 - Metal

II.1.3) Type of contract

Services

II.1.4) Short description

This is a potential opportunity to deliver a programme of accredited, evidence-based training and consultancy support to enable mainstream primary and secondary schools in Kent to implement a programme of Whole School Nurture, including provision and training in the use of a complementary accredited tool to measure pupil wellbeing. The programme must be able to demonstrate successful external evaluation and offer the opportunity for participating schools to gain a recognised accreditation as a nurturing school.

There are currently approximately 300 mainstream primary and secondary schools in Kent; further information about Kent schools can be found at:

https://www.kelsi.org.uk/_data/assets/pdf_file/0009/108738/Facts-and-Figures-Booklet-2020.pdf

The concept of 'nurture' in an education setting is built on the principle that all behaviour is a form of communication, and that by focussing on the root causes of presenting behaviours (which may appear challenging), responses can be better adapted to improve outcomes for individual children and young people, both academically and emotionally. There is a broad evidence-base outlining the efficacy of nurture models, which can lead to improved engagement in education and reduced exclusions, particularly for children and young people with social, emotional and mental health (SEMH) needs.

We would like to offer the opportunity to mainstream primary and secondary schools to take part in a phased approach through a 2 year contract with option to extend for 1 year (subject to available funding, governance approval, and interim evaluation findings).

The offer to schools must involve training and on-going consultancy support in implementing both whole-school approaches and targeted nurture provision for those with more significant SEMH needs, as well any licenses and training to implement a complementary accredited tool to measure pupil well-being throughout the programme. This will require a secure platform to store and track this information electronically.

As part of our broader work to support children and young people with Special Educational Needs and/or Disabilities, KCC may also be exploring other approaches that support inclusion over the coming months, specifically in relation to the workforce development around the identification of special educational needs, autistic spectrum conditions (ASC) and approaches to transition.

Further information and a set of soft market engagement questions are available to those who express interest via the Kent Business Portal.

II.1.6) Information about lots

This contract is divided into lots: No

II.2) Description

II.2.3) Place of performance

NUTS codes

- UKJ4 - Kent

II.2.4) Description of the procurement

1. Context:

Kent County Council is the Strategic Commissioner of Education Provision in Kent.

In Kent, the rate of increase in the number of children with Special Educational Needs and Disabilities (SEND) and the number of children with an Education, Care and Health Plan (EHCP) are above the national average.

Following the Local Area SEND inspection in 2019, Kent County Council and partners identified a number of priorities to improve outcomes for children and young people who have Special Education Needs and/or Disabilities. These priorities are set out in full within the Written Statement of Action, available at:

https://www.kent.gov.uk/__data/assets/pdf_file/0008/99719/SEND-Written-Statement-of-Action.pdf.

One of the ways that KCC is aiming to address this situation is to shape a shared strategic approach to whole school nurturing inclusion in mainstream settings and schools across Kent. This ambition has been identified strategically within our Written Statement of Action:

- 'to develop and implement a Kent approach to whole school nurture' (3.12),
- 'to develop more targeted and specialist training options for Teachers and Teaching Assistants to improve skills and knowledge to meet social, emotional and mental health (SEMH) needs' (3.16).

A key area of focus is to work closely with schools and settings to continuously improve and develop their approaches and practices that enable the full inclusion of all Children

and Young Persons (CYP) in school life and the wider community to ensure that children with Special Educational Needs and/or Disabilities (SEND) are able to thrive both academically and emotionally within a mainstream setting where appropriate. We are currently working with schools and partners to develop a strategic countywide vision around inclusion, and what inclusive practice looks like, and would like to support this with an offer of evidence-based tools and training programmes for mainstream schools to access.

2. Project Scope:

In Kent, one of the largest areas of need experienced by children with SEND relates to Social, Emotional and Mental Health (SEMH) needs: 18% of children who have an Education, Health & Care Plan having a primary need around SEMH. Children and young people who have unmet SEMH needs may find the school environment extremely challenging to manage, and present with a range of behaviours that leave them at risk of disengagement from learning, poor attendance, exclusions, low well-being, and not fulfilling their educational potential.

We would like to offer systemic support to mainstream primary and secondary schools in Kent to respond to these needs through implementing an evidence-based whole school programme of Nurture, following a programme that has been externally evaluated and can lead to a nationally recognised accreditation for participating schools.

3. What is 'Nurture'?

The concept of 'Nurture' within an education setting is built on the principle that all behaviour is a form of communication, and that by focussing on the root causes of presenting behaviours (which may appear challenging), we can better adapt our responses to improve outcomes for individual children and young people, both academically and emotionally. Nurture approaches recognise that many children may have missed out on the foundations of their nurture, usually received through their early relationships with a parent or care-giver at home, or may have experienced trauma that leaves them missing vital early attachments. This can lead to difficulties later on in forming and sustaining relationships, coping within the school environment, managing change and transition and engaging academically.

There is a broad evidence-base outlining the efficacy of nurture models in terms of reducing exclusions and improving engagement in education, both through whole-school approaches and targeted nurture provision for those with more significant needs:

- Whole-school approaches typically focus on building a supportive and inclusive culture and approach to teaching and learning, including leadership, working in collaboration with children and young people, parents/carers and teaching staff, and supporting pupils to feel 'safe' within their school environment.

- As well as whole-school approaches, there may be more intensive (and complementary) nurture group work with children and young people who have more significant SEMH needs, with the aim of building confidence and strategies to support them within the mainstream classroom.

Some of these features may also be found in alternative whole-school approaches, but in this instance we are specifically interested in commissioning an evidence-based nurture model that can support schools in developing both whole-school and individual strategies and lead to a nationally recognised accreditation for participating schools. Please note that we will be looking for proposals with evidence bases that have already been externally evaluated and/or accredited and which can demonstrate capacity to deliver countywide across both primary and secondary phases (potentially in a phased approach).

4. What are we interested in exploring?

Kent County Council would like to explore the potential to commission a practical and solution focused package of support to include expert advice, consultancy, training and a secure platform for mainstream primary and secondary schools in implementing an evidence-based nurture programme.

This must include:

- 1) Implementation of an accredited, evidence-based tool (such as Boxall Profiling or Leuven) that has been evaluated externally to assess emotional well-being and support schools in identifying appropriate nurture strategies in response to identified needs, both at classroom and individual levels, to enable national benchmarking to inform future service provision.
- 2) Supporting schools through training and consultancy to develop and implement their own whole-school approaches to nurture, working within an accredited framework.
- 3) Supporting schools to engage positively with parents /carers as partners in developing whole school and individual nurture strategies.
- 4) Providing training and support to schools around the development of school-level nurture groups.
- 5) Working with local forums and stakeholders, such as SENCOs, the Educational Psychology Service and the Specialist Teaching & Learning Service as well as inclusion forums, to ensure the model is sustainably embedded within local infrastructure.

Facilitating an informal network of participating schools to share good practice and experience.

6) A countywide approach to investigate trends to adapt teaching and learning to support schools and settings' development with targeted interventions.

7) To conduct district level research and impact studies to inform the Local Authority in the effectiveness of the approach across the county.

5. What outcomes are we seeking?

In collaboration with schools, we would be seeking to measure progress against the following key individual and school-level outcomes:

Short-term:

1. Number of schools who have successfully developed and implemented whole-school nurture approaches following engagement in the offer.

2. Reduction in the number of CYP who receive SEN Support / have an EHCP on reduced timetables.

3. Improved attendance of CYP who receive SEN Support / have an EHCP.

4. Improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP.

5. Reduced percentage of CYP who receive SEN Support / have an EHCP receiving fixed term and permanent exclusions.

6. Those CYP receiving support from nurture group provision are able to experience successful and sustained return to mainstream classrooms.

Longer term:

1. Increase in the proportion of parents who agree or strongly agree with parental survey statement that they are confident the educational provider can meet needs / has the knowledge and skills to do so.

2. Improved wellbeing scores of children and young people who receive SEN Support / have an EHCP (using an accredited measure of wellbeing such as Boxall or Leuven).

3. Increase in percentage of CYP who receive SEN Support / have an EHCP in mainstream education.

4. A sustained approach to the model within participating settings, whereby those who have taken part in the offer are able to embed the approach within their settings in a self-

sustaining manner. This could be measured through follow-up surveys with participating schools over an extended period.

6. Estimated duration:

This is intended as a 2 year contract with the opportunity to extend for a further year, subject to available funding, governance approval and interim evaluation findings.

II.2.13) Information about European Union Funds

The procurement is related to a project and/or programme financed by European Union funds: No

II.2.14) Additional information

This Prior Information Notice (PIN) is issued solely for the purpose of conducting pre-procurement market testing. Interested parties will not be prejudiced or advantaged by any response or lack thereof to the PIN and a response to this PIN does not guarantee any invitation to participate in any future procurement. This PIN does not constitute a call for competition to procure any services, supplies or works for Kent County Council. Kent County Council is not liable for any costs, fees, or expenses incurred by any party in replying to the PIN or the soft-market engagement questions.

To access and respond to the Market Engagement Questionnaire, please first express interest in this opportunity through the Kent Business Portal (<https://www.kentbusinessportal.org.uk/>). Please note the window to express interest and complete the Market Engagement Questionnaire will close on 22nd January.

Please note the estimated date of publication of Contract Notice given at 2.3 is provisional and therefore subject to change.

Finally please note that there may be a delay in responding to questions received through the mailbox between 21.12.20 and 04.01.2021.

II.3) Estimated date of publication of contract notice

14 February 2021

Section IV. Procedure

IV.1) Description

IV.1.8) Information about the Government Procurement Agreement (GPA)

The procurement is covered by the Government Procurement Agreement: Yes

Section VI. Complementary information

VI.4) Procedures for review

VI.4.1) Review body

Kent County Council

Sessions House, County Hall

Maidstone

ME14 1XQ

Country

United Kingdom