

Valuation positions at a glance

Funded pension schemes

The Government Actuary's Department (GAD) provides advice to trustees of a number of funded pension schemes, which cover over 300,000 members with combined assets of around £30 billion.

The funding positions of the funded pension schemes can fluctuate over time as conditions in the financial markets change. To support Trustee Boards in managing these arrangements, GAD is developing a tool which will allow the estimated funding position to be tracked on a daily basis.

We also advise the main unfunded public service pension schemes (such as the armed forces, the Civil Service, NHS and teachers).

Working with software

To obtain an estimate of the funding position, it is necessary to compare the value of the assets and liabilities. A full actuarial valuation is usually undertaken every 3 years. Results from the most recent valuation are used to estimate the funding position at times between full valuations.

The funding monitoring software being developed is designed to calculate "real-time" values of both the scheme assets and liabilities. The software links to market indices which inform asset values and will be used to determine updated financial assumptions for the assessment of scheme liabilities (for example, assumed future levels of inflation and interest rates).

Added value

This work forms part of our wider strategy to provide enhanced client services by upgrading our technology. We are working with our clients to understand their needs and enhance our delivery.

This development should add value for clients by providing instant access to an approximate funding position for their scheme. Once introduced, it is expected to facilitate more effective monitoring and save time and costs removing the need for some existing manual calculation updates.

[Do you know how to tell DVLA online that you've sold or transferred your vehicle?](#)

Since we launched our online [Tell DVLA you've sold, transferred or bought a vehicle](#) service back in 2015 more than 40 million transactions have been processed.

Making it easy for users

We wanted to make telling us you've sold, transferred or bought a vehicle as quick and easy as possible. Using [your feedback](#) we've made the service simple, putting the needs of customers, both public and trade first. Telling us you've changed a vehicle is now quicker and easier than ever.

By using the online service, the DVLA database is updated immediately, and you get instant confirmation by email without having to send any documents in the post.

You'll automatically receive a refund for any full remaining months of vehicle tax, this will be sent to the address on your V5C vehicle registration certificate (log book). Your online notification will cancel any Direct Debit you've set up for your vehicle tax – it's as easy as that.

One tip to make sure the process does run this smoothly is to make sure the address on your V5C registration certificate is the correct one.

If you've moved, you can tell DVLA straight away by using this service: <https://www.gov.uk/change-address-v5c>

Over the past 12 months, over 70% of vehicle keepers told us online that they've sold, bought, or transferred a vehicle.

The service is available 7am to 7pm, 7 days a week.



Our easy step by step guide to tell us you've sold or transferred a vehicle privately

All you need is the 11-digit document reference number from your vehicle V5C (log book).

1. Go to gov.uk/sold-bought-vehicle.
2. Tell us you've sold it privately to a person or business.
3. Remember to give the full name (not initials) and address of the new keeper.
4. Give the new keeper the green 'new keeper' slip (V5C/2) so they can [tax the vehicle](#).

If you sell your vehicle to a motor trader or garage or need to tell us the vehicle is scrapped or written off

With your consent, [the trader can tell DVLA that you've sold the vehicle to them online](#) – just give them the V5C and ask them to use the online service to tell us straight away.

If you prefer, you can tell DVLA online that [you've sold or transferred a vehicle](#) yourself by using the 11-digit document reference number on the yellow slip (V5C/3).

You can also use this service to tell us about the scrapping of a vehicle and any insurance write-offs.

Protect yourself from fraud

Please keep your V5C (log book) safe. The V5C's 11-digit document reference

number is the key to using our services online and, like a credit card number, shouldn't be shared, copied, or photographed.

What our service users have said

"Offering customers, the online option to inform DVLA of any changes, etc. is extremely helpful and very easy to use – especially during lockdown when we are unable to go out to post letters or documents. Please continue with this service. Thank you."

"Very simple and easy to use. Great not to have to post a form."

"Don't know how you can improve the service, because it's brilliant as it is."

"Superb easy service 5 stars for this organisation."

Be part of our research – join our online panel to help improve our services

We value customer feedback through our research and are looking for volunteers to test our services. To volunteer, [join our online research panel](#).

In the meantime...

Check out our [wide range of online services](#) – they're all quick and simple. I've highlighted just a few below:

[Follow DVLA on Twitter](#), [follow us on Facebook](#) and [connect with us on LinkedIn](#). You can also [subscribe to the DVLA digital services blog](#).

[Adblock test \(Why?\)](#)

[Consultation starts on Alton environmental permit application](#)

Press release

The Environment Agency is holding a public consultation on an environmental permit variation application from Veolia ES Hampshire Limited.



The application is to request a significant variation to the existing Alton Materials Recovery Facility permit for the proposed advanced energy recovery facility (often referred to as an incinerator). The proposed facility would be capable of treating around 330,000 tonnes of non-recyclable non-hazardous waste each year from homes and businesses across Hampshire and its neighbouring counties.

The Environment Agency is now seeking comments on the company's application from the local community and interested groups. Information received about relevant environmental considerations during the consultation will be used to help determine the application as part of a detailed and rigorous assessment of the proposed operation.

A permit variation will only be granted if the operator demonstrates that it meets all legal requirements of the Environment Permitting Regulations and that the facility will be operated in a way that provides a high level of protection of the environment and human health.

Colin Chiverton, Area Environment Manager at the Environment Agency, said:

When we make a permit decision, we use information on the potential environmental and human health impacts of the activity.

Public consultation lets people and organisations take part in our decision making. As this consultation is for an environmental permit we are looking specifically for environmental or health considerations. You can comment on issues that could affect you or where you have particular local knowledge. We take all relevant comments into account so we can make better decisions.

Should the permit variation be granted, specialist Environment Agency officers will regularly audit the operation, including analysing monitoring data, and will also conduct unannounced inspections.

The consultation runs from Thursday 13 May until midnight on Thursday 24 June 2021. [Application documents are available to view.](#)

Comments can be made online or they can be emailed to us at pscpublicresponse@environment-agency.gov.uk.

If you are unable to access the application online please call our National Customer Contact Centre on 03708 506 506 who will be able to help you between 9am-6pm Monday- Friday.

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[Some pupils with SEND missing out on specialist support](#)

Some pupils with special educational needs and/or disabilities (SEND) in mainstream schools are not getting enough help to support their learning and development, even when external services are involved, according to a new research report by Ofsted.

Published today, the study finds that specialist support from multi-agency services often complements the support offered by schools. Although families and school staff value this external support, it is not always timely or implemented appropriately.

Many of the schools and families participating in the research had experienced long wait times and high levels of bureaucracy in the education, health and care (EHC) plan process. In some instances, families were commissioning or paying for additional services themselves. This suggests that the playing field is not level for pupils from poorer backgrounds.

Through different case studies, the research identifies important issues that influence how in-school support, therapies and other multi-agency services are provided for pupils with SEND. The findings include the following.

- Gaps in teachers' or staff's understanding of pupils' needs has a negative impact on children's experiences at school and their learning and development. This is especially the case when pupils did not have an EHC plan or were less well known to their special educational needs coordinators (SENCOs).
- Almost all pupils who took part in the research, including those on SEND support, had teaching assistants (TAs) allocated to them. In a small number of cases, pupils had become over-reliant on their TAs, which could potentially impact on their ability to develop independence. Some parents and carers also raised concerns around social exclusion because of the amount of time their child spent out of class in small-group or individual interventions.
- Occasionally, schools were teaching a curriculum that was not properly sequenced or well matched to pupils' needs. A few pupils did not have the background knowledge and skills required, due to missed learning or unmet needs. In some cases, pupils were not always given the chance to

master basics before moving forwards with their learning.

- Some parents and carers took part in decision-making around special education provision. However, others felt that they were not given enough information about their child's learning and development, or the opportunity to input into support plans.
- Some SENCOs were also full-time class teachers. This suggests that they may not have enough time to fully support pupils with SEND at their school.

Sean Harford, Ofsted's National Director for Education, said:

Many children and young people with SEND have found it harder to engage with remote education during the pandemic, so getting the support right for these pupils is more important than ever.

This research shows that high-quality education for these children is underpinned by a good understanding of their individual needs, and strong relationships between families and schools. Effective joint work between schools and other services, especially including health, is also critical to children's learning and development.

The findings from this research will be really valuable as we continue to build on our inspection practice and develop the new area SEND inspection framework.

Ofsted carried out the research in the spring term of 2019 to 2020, before the COVID-19 (coronavirus) pandemic. It draws on interviews with pupils, parents, teachers, support staff and leaders from a sample of schools across 2 local authorities. Representatives from the local authorities and clinical commissioning group were also interviewed. The findings are based on a small number of case studies. Therefore, they are not necessarily reflective of the wider population of pupils with SEND.

Report of the Chief Schools Adjudicator: September 2019 to December 2020

Press release

Office of the Schools Adjudicator report of our work for September 2019 to December 2020.



The report of the Chief Adjudicator, Ms Shan Scott, to the Secretary of State for Education, covering the period 1 September 2019 to 31 December 2020 is published today, 13 May 2021. The report records the progress made by admission authorities in England in complying fully with the [school admissions code](#) and achieving fair access to schools for all children.

In her report, the Chief Adjudicator states that as in past years, the overall impression from adjudicator casework and reports from local authorities is of an admissions system that as a whole works effectively in the normal admissions rounds and in those rounds the needs of vulnerable children and those with particular educational or social needs are generally well met.

The Chief Adjudicator notes that local authorities reported that despite the challenges presented by the pandemic, they were able to process applications and make offers in accordance with the timetable set out in the school admissions code. There remain concerns about how well some vulnerable children fare when they need a place during the school year or at the beginning of school years which are not normal points of entry to school. The Chief Adjudicator notes that a number of local authorities welcomed the government's consultation on a new school admissions code that contains more detailed provisions about such in-year admissions.

Adjudicator casework in the period covered by the report was dominated by requests for variations to determined arrangements in the light of the coronavirus (COVID-19) pandemic. Adjudicators considered in excess of a thousand such cases, compared with 80 variations requested for other reasons. The great majority came from schools with a religious character wishing to change the requirements to attend worship to gain priority for a place. These were necessary to take account of the fact that places of worship had been closed or access to them had been restricted in the interests of public health. Other cases concerned testing for selective schools where changes to testing arrangements had to be changed again in the interests of public health.

1. Read the [report of the Chief Schools Adjudicator for 2019 to 2020](#).
2. The period covered by this report was extended to take account of the COVID-19 pandemic by giving local authorities more time to submit their

reports to the Chief Adjudicator and to allow her to include the adjudicators' work considering variations to admission arrangements necessitated by the pandemic.

3. Ms Shan Scott was appointed as an adjudicator in 2013 and to the post of Chief Adjudicator on 4 April 2016.
4. There are currently [10 adjudicators](#), including the Chief Adjudicator. All are part-time and paid only for the work they are asked to undertake.
5. Adjudicators have a number of statutory functions.

In relation to all state-funded schools, adjudicators rule on objections to and referrals about determined school admission arrangements.

In relation to maintained schools, adjudicators:

- decide on requests to vary admission arrangements
 - resolve disputes relating to school organisation proposals
 - resolve disputes on the transfer and disposal of non-playing field land and assets
 - determine appeals from admission authorities against the intention of the local authority to direct the admission of a particular pupil
6. The Chief Adjudicator can also be asked by the Secretary of State to provide advice and undertake other relevant tasks.
 7. Adjudicators do not deal with complaints from parents whose child has not been offered a place at a particular school.
 8. In June 2020, the Department for Education launched a consultation on changing the school admissions code with the aim of improving the admissions system in relation to in-year admissions, particularly for the most vulnerable children who are more likely to move school in year. All changes to the code will be subject to Parliamentary procedure.

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