Housekeeping

- No fire drills due for the day.

- Evaluations- Please use the QR code at the bottom of the printed agendas on your tables.

- If you have any issues or concerns during the day, then please come and find me or speak to someone at the Welcome Desk.

- The Market Place will be open during the breaks so please spend some time having a look around when you can.

- Refreshments and lunch will be served at the far end of the hall.

- Workshop Allocation.

The Education People

Opening Statement

- Rory Love, OBE (KCC Cabinet Member for Education and Skills)

- Christine McInnes (Director of Education and SEND, KCC)

- Bernie Hannon (Chair of Kent PACT)

- Abigail Kitt (Deputy Director of Children's Services, NHS Kent and Medway)

- Alison Ekins (Inclusion Lead, VIAT and Inclusion Champion)

The Education People

Workshop 1

Inclusive Classroom in Practice- Ruth Gately: Main Hall

AET- Melissa Devine: Bredhurst Room

NASEN- Amelie Thompson: Chilham Room

Balanced System- Elizabeth and Hester: Cornwallis Room

The Education People

Ofsted- Inspecting the Provision of Children and Young People with SEND

Aimee Floyd

The Education People

How Ofsted inspects special educational needs and/or disabilities (SEND)

Aimee Floyd

Senior His Majesty's Inspector, South East

Focus:

- Updates from Ofsted.

- How Ofsted inspects SEND.

- How inspectors gather evidence and evaluate outcomes for children, pupils and students with SEND.

- What inspection is telling us about SEND.

The Big Listen

Ofsted

Public consultation
Over 20,000 responses including 4,300 from children and young people. Around 5,000 responses to SEND and AP questions

Independent research
undertaken by 5 research organisations providing over **15,000 survey responses** and **60 focus groups** including:
- children and young people
- parents and carers
- members of the public
- professionals from sectors we inspect and regulate.

Events
Engaged with thousands of our stakeholders at events led by HMCI and other leaders at Ofsted.

Big Listen

Internal engagement
Over 1,000 Ofsted staff (including Ofsted inspectors) contributed to our internal version of the Big Listen.

Independent learning review
for Ofsted by Dame Christine Gilbert.

What we heard from children about SEND and alternative provision

Children want inspectors to ask about:

- the support they get in school, particularly how schools support the needs of distinct groups of pupils (such as young carers, children in care and those with SEND)

- how well schools understand how children's experiences and lives outside of school affect their learning in school.

What we heard from parents and carers about SEND and alternative provision

Parents and carers:

- expressed a lot of frustration with the quality and accessibility of SEND services

- said inspections should pay closer attention to how schools support pupils with SEND and the quality and availability of specialised staff and resources.

77% of parents who responded to the questions about SEND and alternative provision said there should be a system of oversight for unregistered alternative provision.

What we heard from educational and health care professionals about SEND and alternative provision

Educational and care professionals want us to:

- give a full picture of individual schools' SEND provision

- consider the funding and resources available to schools and how this impacts the ability to meet pupils' needs

- reform inspection of special schools, emphasising the need for inspectors with relevant experience and understanding.

What we will do – SEND and alternative provision

We will:

- make sure new report cards **give insight** on SEND

- **reform** our inspection framework to work effectively for SEND and alternative provision

- **strengthen** our alternative provision inspections

- **review** area SEND inspections to enable local areas to enhance the support they offer to children with SEND

- **introduce** the Ofsted Academy to improve training for inspectors.

New and strengthened legislation

We want:

- the government to introduce regulation of unregistered alternative provision

- to end illegal schools and keep children in unregistered settings safe and learning

- regulation of independent schools to be strengthened.

Key and provision judgements

Key judgements

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Provision judgements

- Early years
- Sixth form

Outcomes for ungraded inspections

- **Outcome 1:** The school has taken effective action to maintain the standards identified at the previous inspection.

- **Outcome 2:** Evidence gathered during this inspection suggests that the school's work may have improved significantly **across all areas** since the previous inspection. The school's next inspection will be a graded (section 5) inspection.

- **Outcome 3:** Evidence gathered during this inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded (section 5) inspection.

- **Outcome 4:** The school may now be inadequate in one or more of the key judgements under a graded inspection, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The ungraded inspection will usually be deemed to be a graded inspection within 48 hours.

- How Ofsted inspects SEND

- How inspectors gather evidence and evaluate outcomes for children, pupils and students with SEND

- What inspection is telling us about SEND

Key Documents

This guidance came into force on 16 September 2024.

Introduction

1. This handbook describes the main activities carried out during graded, ungraded and urgent inspections of maintained schools and academies in England under sections 5 and 8 of the Education Act 2005, respectively. It sets out the grade descriptors that inspectors use to make their judgements and on which they report. It applies to school inspections under the education inspection framework (EIF).

2. Graded inspections are carried out under section 5 of the Education Act 2005. They were previously known as section 5 inspections. In graded inspections, we use Ofsted's education inspection framework and grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision) against our grade descriptors.

3. Ungraded inspections are carried out under section 8 of the Education Act 2005. They were previously known as section 8 inspections of good and outstanding schools. An ungraded inspection differs from a graded inspection because it does not result in individual graded judgements. Instead, it focuses on determining whether the school has taken effective action to maintain the standards identified at the previous inspection.

4. Urgent inspections are also carried out under section 8 of the Education Act 2005. They were previously known as inspections with no formal designation and unannounced behaviour inspections.

Department for Education

Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

What does 'curriculum' mean...

Curriculum:
<u>WHAT</u> is taught?

Pedagogy:
<u>HOW</u> curriculum content is taught?

Assessment
WHAT is the impact?

Adaptation or a different curriculum?

"….a small alteration or movement made to achieve a desired fit, appearance, or result."

Pupils with SEND

- All parts of the inspection framework apply to state-funded and non-maintained special schools, PRUs, alternative provision and mainstream schools.

- All inspectors receive additional training about inspecting SEND.

A more personalised curriculum

Inclusion and performance tables

EIF and SEND

Inspectors will gather and evaluate evidence about:

- ambition
- identifying, assessing and meeting needs
- curriculum sequencing and goals
- involvement of parents and services
- inclusion of pupils with SEND in school life
- improvement in outcomes
- preparation for next steps

Reading

- Inspectors will explore early reading and/or communication in primary, middle and special schools.

- Inspectors will always look at how teachers are overcoming barriers to reading.

- If reading is not being taught, leaders must have assured themselves that their children will not benefit.

Ofsted

Reasonable adjustments

Visual and hearing needs are met effectively

Sensory needs are met effectively

Access to wider opportunities is equitable

Speech, language and communication needs are met effectively

Positive environments

- Ofsted will evaluate and understand any type of physical intervention or restriction on children's lives.

- We will want to be assured that any intervention is necessary, and that staff are trained appropriately.

Behaviour and attitudes

- We will evaluate if bullying, discrimination and derogatory language are dealt with quickly and effectively.

- We will want to understand how pupils' behaviour has improved over time.

- We will always consider attendance, including punctuality.

Ofsted

What do pupils need to feel included/behave well?

In addition to:

- knowledge for ideas
- language to express ideas and feelings
- understanding social norms/code for friendships.

Pupils **also** need to know:

- the school rules
- the routines
- what happens when they get things right or wrong.

Considering attendance on inspection

Attendance is a high priority for all

Leaders know the causes of absence

Effective strategies to improve attendance

Sustained improvement in attendance

Personal development

- The curriculum provided by schools should extend beyond the academic, technical or vocational.

- We will look at how the school enriches the curriculum, taking into account specific factors such as home-to-school transport for children with SEND.

- Inspectors will want to see how you are preparing your pupils for life in modern Britain.

- How are pupils with SEND included in all aspects of school life?

Safeguarding

- All schools should have a positive culture of safeguarding.

- Children and young people with SEND can face additional safeguarding challenges.

- Child protection and safeguarding policies must reflect these additional barriers.

Alternative provision as part of an inclusive curriculum

What inspectors consider

Leaders' rationale for using alternative provision

Leaders' checks on the provision's suitability

The quality of the curriculum the provision offers

Pupils' attendance and behaviour at the provision

How well the provision promotes pupils' personal development

What do we find on inspection?

In schools that improved:

- Processes to identify, assess and meet pupils' needs from the earliest age are robust.
- Staff adapt their teaching so that pupils 'keep up' instead of 'catch up', whenever possible.
- Coproduction keeps pupils' interests at the heart of all decision making.

What do we find on inspection?

Conversely:

- Some schools apply 'blanket approaches' that do not allow pupils' needs to be considered well enough.

- Staff are late to identify pupils' needs and are not equipped to help them.

- Staff do not adapt their teaching well enough to include pupils in the curriculum successfully.

Key points

- 'Ambition for all' is at the heart of the EIF.

- Pupils with SEND are included in all inspection activity.

- We evaluate how effectively schools are improving pupils' outcomes, and how well pupils are prepared for their next steps in education, employment or training.

- We always consider how well schools identify, help and manage safeguarding concerns.

- We are committed to being a force for improvement for all children and young people, including those with SEND.

Ofsted on the web and on social media

www.gov.uk/ofsted

https://reports.ofsted.gov.uk

www.linkedin.com/company/ofsted

www.youtube.com/ofstednews

www.slideshare.net/ofstednews

www.twitter.com/ofstednews

Workshop 2

AET- Melissa Devine: Main Hall

Balanced System- Elizabeth and Hester: Bredhurst Room

NASEN- Amelie Thompson: Chilham Room

SEMH- Ruth Gately: Cornwallis Room

The Education People

A Localities Model in Action- Croydon

- **Mark Southworth**
- **Keran Currie**
- **Sonal Dessai**
- **Mel Farris**

Croydon Locality SEND Support
Benefits and Challenges of Locality Collaboration

Our Aims

Locality SEND Support is a programme aimed at **better supporting pupils with special educational needs and disabilities** in Croydon mainstream schools by **devolving resources to** groups of schools in localities across the borough.

The objective of the project is to ensure that help is provided at the **earliest opportunity**, by supporting school SENDCos with **rapid identification and assessment**, as well as providing advice and resources to **improve outcomes**, resulting in better value for money.

A brief history of numbers

- Locality support started in September **2020**
- Now **8** localities across the borough
- Working with **114** schools
- The collaborative approach has supported **5316** CYP up to July 2024
- **2949** CYP supported with advice support, signposting and peer-to-peer collaboration
- **2367** CYP supported with resources and funding
- Average support **£2,296**

Outcomes

CLSS average outcomes

- CYP Supported By CLSS without funding (59%)
- CYP Supported By CLSS with continuing funding (8%)
- CYP Supported By CLSS moved to EHCP (10%)
- CYP Supported By CLSS returned to School SEND Support (23%)

Keran Currie
Area SEND Lead

The benefits of collaboration

Education settings are part of a **broader community**.

The significance and importance of the **voice of the child, young person** and their families

Not just systems, structures and pathways for SEN but also **overlaps** with behaviour policy, attendance, mental health provision

Contextual **understanding of intersectionality** - building a system that better understands and therefore meets the needs of all children and young people, including those from marginalised groups.

Effective, meaningful multi-disciplinary working to challenge narratives using a strength-based approach

Mel Farris
Area SENDCo

Working with groups of pupils

Efficient resource allocation which leads to more efficient use of funds
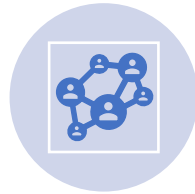
Collaborative learning opportunities peer learning, builds social skills, teamwork, sense of community

Flexibility in support reduced restriction - flexibility to shift resources where most needed

Greater access to specialist interventions access to higher – quality specialist intervention and resources i.e. tech, programmes, development of spaces

Holistic and inclusive approach caters to broader spectrum of needs fostering an inclusive school culture

Enhanced staff training opportunities improves overall quality of SEND provision – staff upskilled and better equipped

CROYDON
www.croydon.gov.uk | Delivering for Croydon

Working with groups of pupils

In house enhanced learning provisions

Speech and language provision

Nurture provision

Specific learning programmes – Nessy, Clicker,

Therapeutic play sessions

Additional 'booster' support groups

CROYDON | Delivering for Croydon
www.croydon.gov.uk

Sonal Desai
Area SEND Lead

Overcoming Challenges

Empowering SENDCos and Schools

- **Decision-Making**: SENDCos to make well-informed decisions with early, flexible advice and funding.

- **Peer Support**: Building a collaborative network of SENDCos and headteachers, fostering peer-to-peer support and challenge to promote best practices.

- **Managing Workloads**: Addressing school constraints, such as limited SENDCo time, while still ensuring high-quality support is provided to pupils.

Timely Resource Allocation

- **Rapid Action:** Ensuring agreed resources are allocated to schools quickly to enable timely interventions.

- **Innovative Funding**: Introducing creative approaches like group support and therapeutic interventions to maximise the use of fixed annual budgets.

Overcoming Challenges

Strengthening Access to Support

- **Access to Additional Support**: Ensuring Children and Young People (CYP) receive additional support when needed, with a return to SEND Support or regular provision when appropriate.

Overcoming Structural Barriers

- **Stakeholder Engagement**: Ensuring all parties (parents, carers, health, and social care) understand the pathways to additional SEND support.
- **Challenging EHCP Reliance**: Addressing the misconception that Education, Health, and Care Plans (EHCPs) are the only way to support SEND CYP, promoting a broader range of support options.

Systems and Integration Challenges

- **Process Integration**: Working to align the Locality SEND Support with existing SEND and Inclusion processes.

Croydon Locality SEND Support

lss@croydon.gov.uk

CROYDON
www.croydon.gov.uk | Delivering for Croydon

Overview

- Celebrating Inclusion and Advocacy

- Creating Inclusive Cultures and Psychological Safety

- Stakeholders as Inclusion Strategists

- Inclusion as *The Golden Thread* of School Improvement.

#IQMFamily

"Fitting in" is becoming who you think you need to be in order to be accepted.

Belonging is being your authentic self and knowing that no matter what happens, you belong to you.

Brene Brown

Owen Eastwood

Belonging
The Ancient Code
of Togetherness

'One of the wisest books about winning you'll ever read'
JAMES KERR, author of *Legacy*

Belonging is a wildly undervalued condition required for human performance.

Inclusion Strategist - Activity

Who is responsible for inclusion in your school?

Where do you see *inequity* in your school?

Target: Stakeholder Belonging

Stakeholders   Belonging   Learners
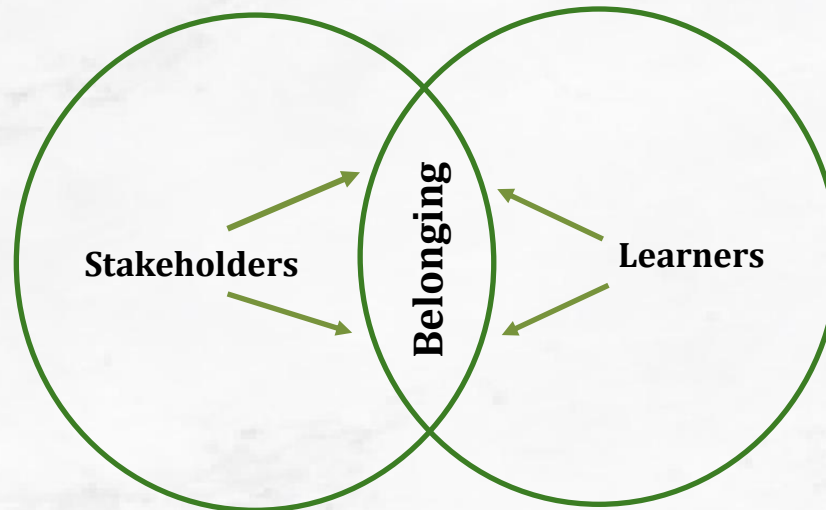
Future Proofing and Enhancing School Cultures.

- The culture in a school defines the day-to-day running of the school and each individual stakeholder's experience.

- Culture is evidenced through the ethos, routines, behaviours, attitudes, systems and approaches.
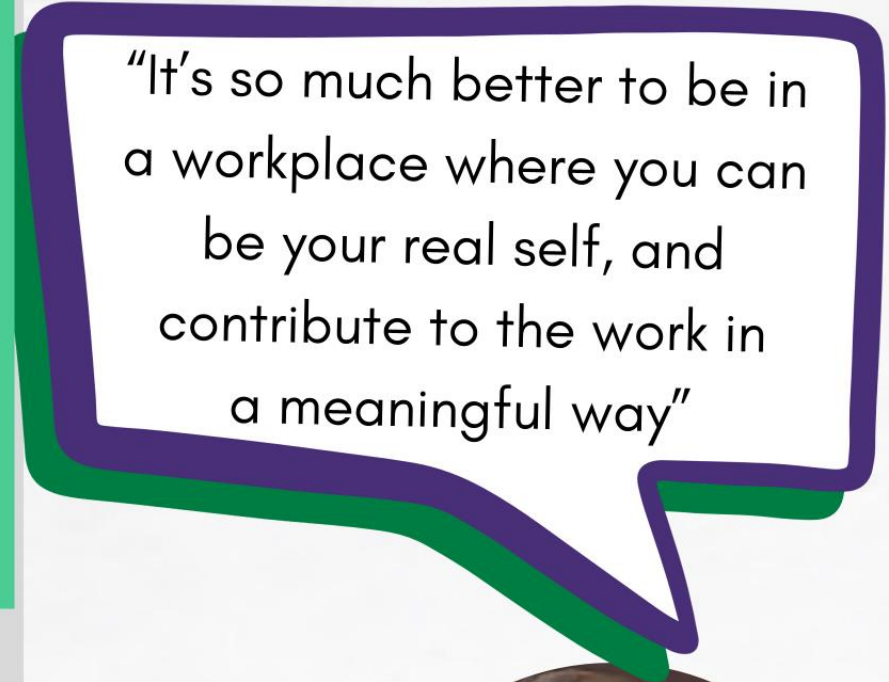
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"Here's a lesson I learned last year and would love to pass on to new leaders:

With people, slow is fast. You probably have changes you want to make. Start talking about those ideas, drip them out there, give people time to think and adjust. Then when it's time for change, you are ready to go fast!"

—LEADER JED GRUNIG

Why we need Psychological Safety in Schools

Pressures on staff

- Very high (often unrealistic) workload

- Poor work/life balance

- Frequent organisational change

- Lack of resources

- Bureaucracy and lots of paperwork and data gathering without good systems to support this

- Unreasonable demands from managers

- Not feeling valued or appreciated

- A target driven culture

Stressed staff need a workplace that promotes:

- Innovation

- Professional development

- Continued learning

- Shared responsibility

- Openess and honesty when things are not going well.

- Creative problem solving

- Agility

- Values-driven leadership at every level

A school that foster these things is a psychologically safe one - it's a safe and happy place to work

The 4 stages of Psychological Safety

Learner Safety

Members are able to learn through questions. They are able to experiment and learn from their mistakes. They are able to ask for help.

Collaborator Safety

Members feel safe to contribute ideas without fear of ridicule or embarrassment. They can engage in an unconstrained way and interact with colleagues.

Challenger Safety

Members feel safe to question others - including those in authority. They can suggest changes and expose problems.
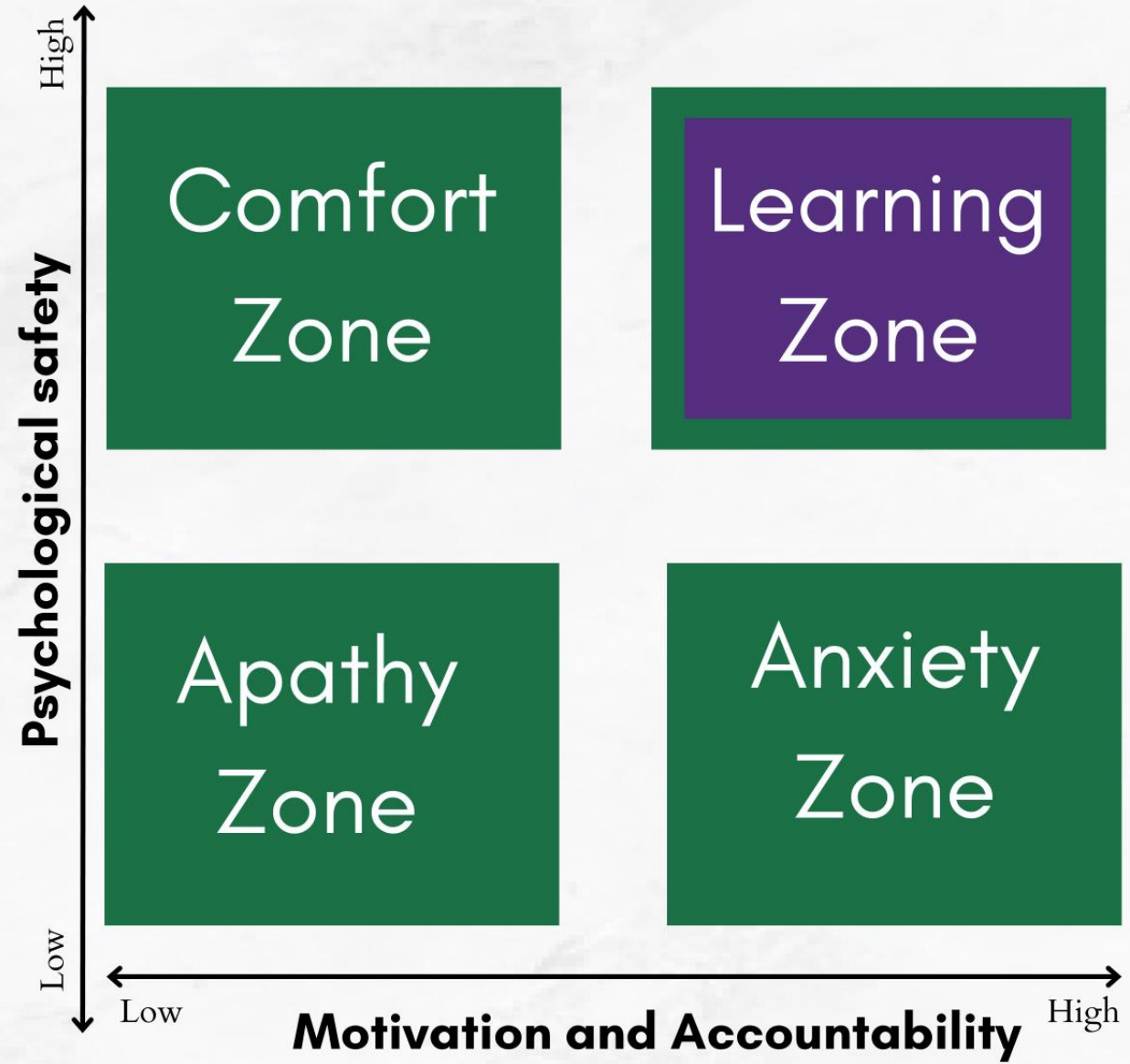
Inclusion Safety

Members feel safe to belong to the team. They feel valued, wanted and included. They feel confident to openly contribute, and treat all people fairly.

Learner

Collaborator

Challenger

Inclusion

A Model for School Improvement

Where do your stakeholders currently reside...and **WHY?**

Psychological safety (High / Low)

Motivation and Accountability (Low / High)

Comfort Zone

Learning Zone

Apathy Zone

Anxiety Zone

• Model created by Amy Edmonsdon

Inclusive School Leader Behaviours That Build Psychological Safety in Schools

Build trust by avoiding blaming and shaming

Actively show staff you're engaged and interested

Be self-aware and demand it from staff too

Approach every conversation as a learning-point

Champion your staff and school

Recognise other points of view and be open to feedback

Include your team in decision making

Nip negativity in the bud

Let your team see that you understand

7 leadership strategies to create psychological safety

1.	**Show genuine care**	- Be interested in the person, their well-being & growth - Listen and value perspectives
2.	**Have your team's backs**	- Provide support & resources - Protect your team from drama and false urgencies
3.	**Be transparent**	- Be honest, admit uncertainty - Provide reassurance when possible
4.	**Invite feedback**	- Ensure feedback is welcome - Debate & brainstorm ideas
5.	**Be vulnerable**	- Share your own challenges, mistakes and learnings - Admit when you don't know
6.	**Facilitate inclusive decision making**	- Involve your team in decisions - Ensure everyone is heard - Encourage diverse viewpoints
7.	**Celebrate learning from failures**	- Celebrate the courage to take risks, learn from mistakes without fear of punishment

Creating an inclusive culture

The inclusive ethos starts with the BOG,

Headteacher and Leadership Team.

Reflection

Is your school's mission inclusive?

What are your core values?

How do you articulate inclusion through your school policies and procedures?

Are your daily routines rooted in inclusive values?

What Great Leaders Say
to Build Strong Teams

I believe in you.
Helps team members feel confident and trusted.

Thank you.
Shows you appreciate their hard work.

You've got this.
Encourages them to handle challenges on their own.

What do you need to be successful?
Shows you want to help them achieve their goals.

How are you really doing?
Shows you care about them, not just their work.

© Justin Wright

Tell me more about your idea.
Encourages them to share and develop their creativity.

How can I support your growth?
Shows you're invested in their career advancement.

I trust your judgment.
Lets them know you have confidence in them.

What challenges are you facing?
Lets them share problems they may need help with.

What do you think we should do?
Asks for their ideas and includes them in decisions.

Let's celebrate.
Recognizes their contributions and reminds to enjoy the wins.

Inclusive School Award as a vehicle to drive the inclusion agenda in your school

- IQM's Self Evaluation Report (SER) is an inclusive framework - Element 1 is all about the inclusive ethos and values of the school; it is a great starting point when developing your inclusive culture.

- The self-audit tool will help you identify what you do well and any areas to develop further.

- Visit our Centres of Excellence and Flagship Schools for best practice ideas and additional support.

What's Next?

#IQMFamily

Final Words

Christine McInnes (Director of Education and SEND, KCC)

Session Feedback and Evaluation

If you have any questions/comments, please email
SENDandInclusion@theeducationpeople.org

Many thanks!!

The Education People