

# Hounslow SEND Conference

## High standards – and highly inclusive!

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## High standards – and highly inclusive:

- 'The experience of pupils with SEND is a bellwether of the school's performance'.
- 'Academic excellence and effective SEND provision are all part of the same picture'.
- 'Schools should be truly inclusive . . . including children and their parents in decision-making and as part of collecting information about what is important to them now and in the future and how best to support them'.
- 'Academic achievements are very important, but schools are about more than just that. For pupils with SEND it is vitally important that they are well prepared for the next stage of their lives'.



## EIF and inclusion:

- Inspectors will take a rounded view of the quality of education a school provides to all its pupils, including . . . and pupils with SEND.
- Schools should have an inclusive culture that supports arrangements to identify early those pupils who may be disadvantaged or have additional needs or barriers to learning.
- 'Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well'.



# What is meant by curriculum?

- The quality of education judgement encompasses curriculum, teaching and assessment.
- By 'curriculum' we mean what is taught! It is a specific plan of what pupils need to know and should be able to do.
- We can think about the curriculum at different levels – school level, at the level of subjects and as a sequence of lessons.
- In the EIF progress means knowing more, remembering more and being able to do more.



# What have we learned from EIF inspections?

- In schools that improved, there is high-quality, ambitious provision for pupils with SEND. Pupils' needs are understood and met.
- In schools that did not improve, there are weaknesses in the provision for pupils with SEND. Too little focus is given to supporting these pupils to achieve academically.
- Good practice for these children is the same as good practice more generally . . . in outstanding schools, staff are skilled at identifying, assessing and meeting the needs of pupils with SEND, and pupils receive good support and achieve well. In schools judged as requires improvement or inadequate, our inspection reports often note low expectations, an unambitious curriculum and weaknesses in the support provided for pupils with SEND.

## Children and young people's experience:

- 'Children with SEND have also often struggled with the restrictions placed on them'.
- 'These children were already less likely to attend full-time education than their peers and concerns about the pandemic has exacerbated this problem'.
- 'The pressure on parents of children with SEND during this period has been particularly acute, made worse by the reduced availability of support services'.



# What can we learn from remote education?

- Careful selection and sequencing of curriculum content is the essential starting point for providing remote education. This means really focusing on the most important things for children and young people with SEND to learn.
- Structure, routine and consistent support continue to be important for many children and young people with SEND. However, the flexibility of asynchronous approaches to remote education is really helping some children and young people with SEND to learn and make progress.
- Effective communication with families is crucial. Strengthening relationships with parents and carers and giving them the knowledge and practical help they need to support their child's learning has had a positive impact and may have longer-term benefits.
- Learning how to provide remote education well could help settings to support children and young people with SEND in the future.

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