

Tracking inequalities in the education system to ensure SEND pupils receive the necessary support

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Achievement for All

I Can. I Do. I Have. I Am.



- Our three priority drivers for change are:
- **One in five children and young people** do not achieve expected outcomes due to the disadvantage, needs or challenges they experience
- **Social mobility** is impeded by poverty; one in six children live in poverty in the UK
- **Development of adults and services that support children and young people** is fundamental to changing society.

Pupils with SEND: An increasing trend



% of pupils by SEN provision	2018/2019	2019/2020
EHC Plans/ Statements	3.1	3.3
SEN Support	11.9	12.1

Most common need



Most common need 2019/2020	EHC Plans/ Statements	SEN Support
1	Autistic Spectrum Disorder	Speech, Language and Communication Needs
2	Speech, Language and Communication Needs	Moderate Learning Difficulty
3	Social, Emotional and Mental Health	Social, Emotional and Mental Health

Pupils with SEN more likely to be eligible for FSM



% pupils eligible for FSM by SEN provision	2018/2019	2019/2020
EHC Plans/ Statements	32.8	34.6
SEN Support	27.3	29.9
No SEN	13.2	14.9

‘Saving our lost boys’



- In 2019/2020- 73.1% of all pupils with an EHC plan are boys.**
- In 2019/2020- 64.6% of all pupils on SEN Support are boys**

Children from poor families start behind and may never catch up....

... a more forensic view on “disadvantage” within and beyond SEN shows.....

The leadership of behaviour:



Are school improvement measures working?

Biggest reason? Persistent Disruptive Behaviour

Pupils eligible for FSM have exclusion rates around four times higher than those not eligible

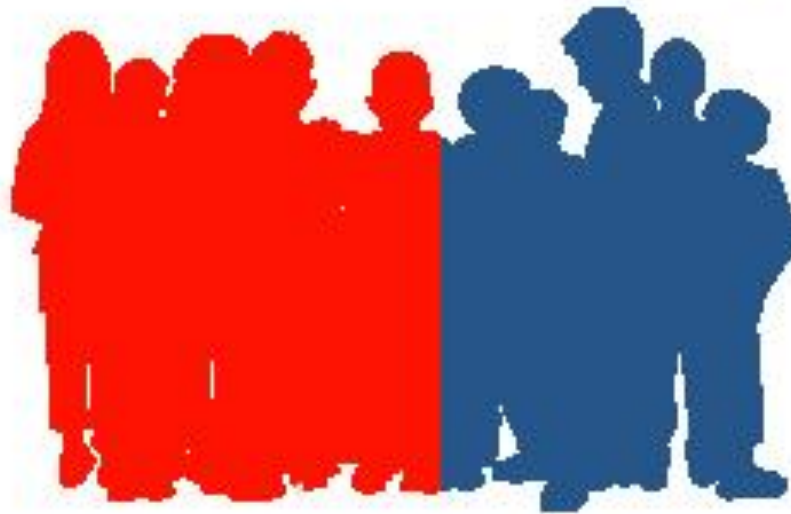
Pupils with identified SEN accounted for around half Fixed Term Exclusions and Permanent Exclusions (PEX)

SEN Support pupils had highest PEX rates, six times higher than pupils with no SEN

The leadership of behaviour



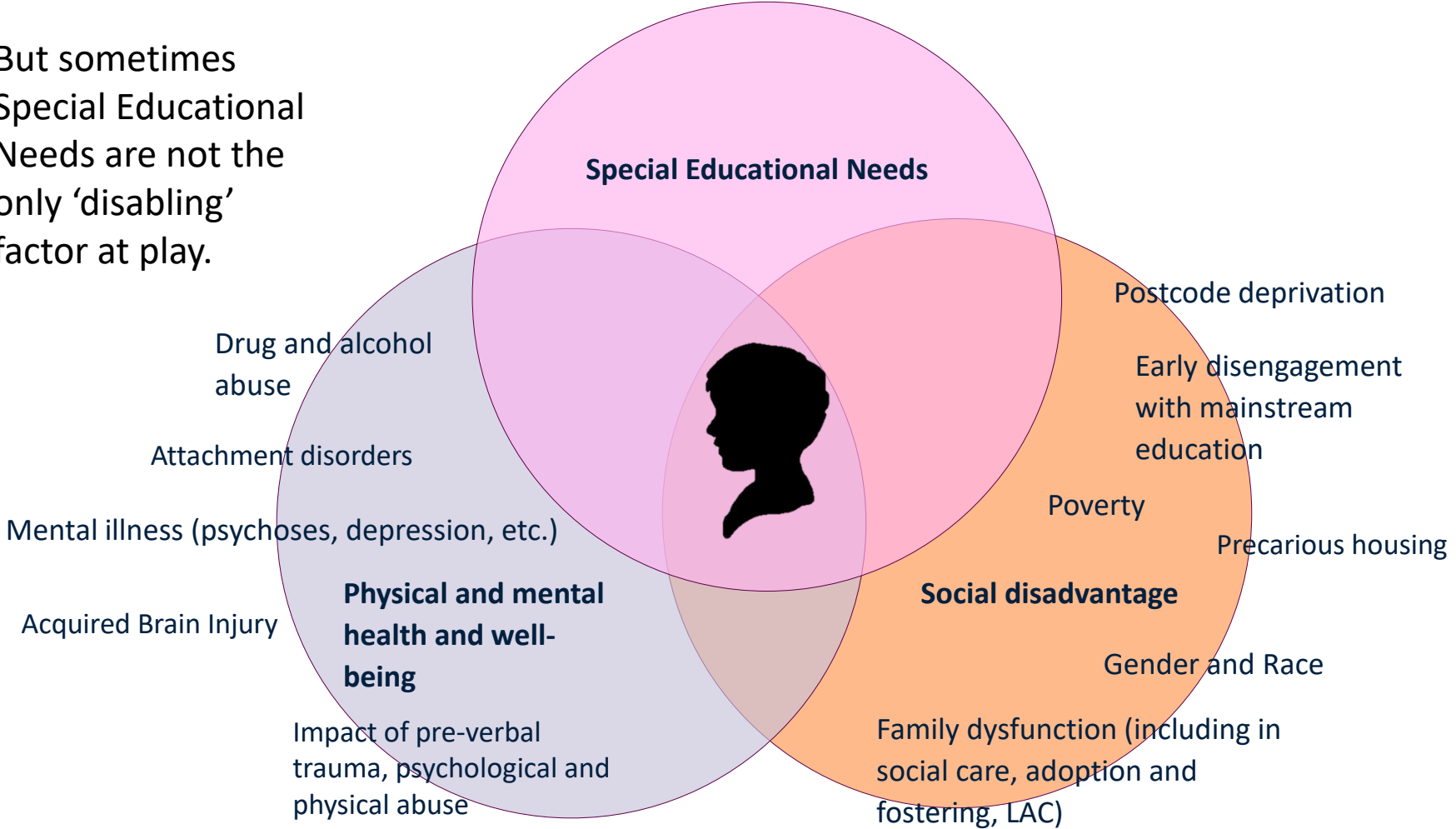
Between **40 and 50%** of children growing up in socially disadvantaged areas are starting school with delayed language



Approximately **50%** of children in some socio-economically disadvantaged populations have speech and language skills that are significantly lower than those of other children of the same age

The leadership of behaviour

But sometimes
Special Educational
Needs are not the
only 'disabling'
factor at play.

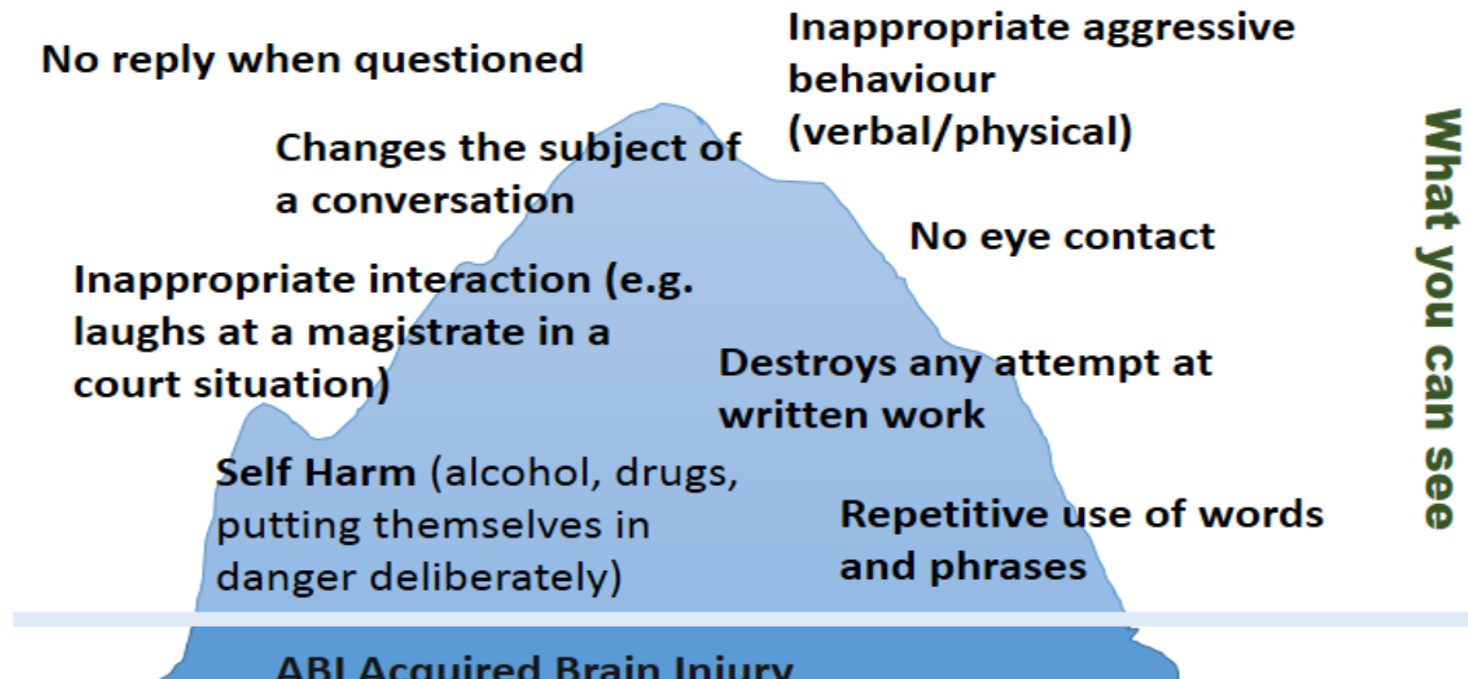


The leadership of behaviour



Poor behaviour could be a communication that things aren't right

The Communication Iceberg



Developing good mental health and emotional well-being: 'schools have a front line role'



- Education is not only academic learning- PHSE to become mandatory
- But -a **whole school approach** to pupil well-being is needed
- Teachers need more training and support
- Develop strong links between education and mental health services
- Social media- teach children to manage the risks

*(Children and young people's mental health-the role of education, 2017,
Education and Health committees report: House of commons)*

Achievement for All One solution : Emotion Coaching



Achievement for All's Emotion Coaching programme is designed to embed and measure the impact of Emotion Coaching on the effectiveness of teaching and learning in schools and other education settings.

Emotion Coaching is an attachment based tool that helps children to self-regulate and manage their own emotions by developing self-awareness and nurturing relationships.

***Every Child Included* -manifesto priorities**



- **Promote kindness and wellbeing** in education, business and third sector settings, where every child and young person is included every day,
- **Further investment across all phases of education**, beginning with the early years that results in a socially and culturally relevant curriculum.
- **Greater focus on teachers as professional learners** through recruitment, retention, and professional development that includes an enhanced understanding of the way disadvantaged and vulnerable children learn
- **Reduce children and young people being excluded in education by:**
 - increasing responsibility for children at risk of exclusion through cross-agency collaboration and
 - closing the gap for SEND
- **Increased recognition of parents, carers and wider communities**, valuing all parents and carers as crucial partners in the improvement of learning and life chances for every child.

Working with schools...



Where are the inequalities in the education system?



Local Performance

- Variation at local level
- Inter-agency working- is it working?
- Transition monitoring
- Variation in exclusions
- EHC Plans- assessments/quality of plans/provisions
- Local offer-expectations
- Local area/Ofsted inspections-how effectively are they connected?
- Do we need more areas of good practice highlighted?

Where are the inequalities in the education system?



Demand and Capacity

- Better analysis of data at local level
- Quality of SEN support
- Funding and ring fencing
- Lack of specialist expertise
- SEND is not a 'one size fits all'
- Early intervention
- Are all schools clear on the graduated response?

Code of Practice Guidance, schools will be most effective when they have:



- Structured approaches to engaging parents and children
- Systems to track and measure progress
- Staff with good levels of knowledge of SEN (CPD)
- Suitable teaching approaches (Quality Teaching and Learning)
- Appropriate interventions

(Code of Practice, p.80)

Where are the inequalities in the education system?



Parents

- Better parental engagement
- Parents need more support and information
- Too much responsibility with parents to find the 'best' for their child

Evidence from Achievement for All: key areas of impact (PwC, 2016)



- Improved parental engagement largely linked to structured conversations
- Improved pupil attainment, which has led to greater teacher confidence and ownership of learning outcomes
- Improved inclusivity of vulnerable children, with schools now identifying, supporting and tracking the outcomes of pupils who experience barriers to learning

Engaging parents:

What the pupils say- Achievement for All



- “Getting my parents involved with my work has been good. That’s a big thing for me.”

Defining Core Strength

I Can. I Do. I Have. I Am.



Core strength can be described in this context as **the confidence and ability to learn, develop and participate in society.**

Children and young people experiencing disadvantage and underachievement often lack confidence, find learning challenging, develop differently and may have limited participation in society.

Underlying factors, or needs, may be cognitive, physical, emotional or social; each are manifest in a fundamental lack of progress of the child or young person when compared to their peers.



Building core strengths



- **Aspiration, 'I can'**: the grit and resilience that makes perseverance in the face of challenge a 'lived practice' of children and young people, understanding and supporting learning, building ambition and goal-focused behaviour.
- **Access, 'I do'**: developing independence in learning and self-development in children and young people leading to an understanding and ownership of their responsibility for their own ongoing life-long journey of learning and development.
- **Attainment, 'I have'**: attaining the grade – 'I have passed'
- **Achievement, 'I am'**: the internalisation of learning and success, the 'feel good' factor of learning that grows from within, equipping children and young people to understand what they know and how to learn.

Thank you

