

The role schools as a foundation for employment and adulthood for learners with SEND

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References to 'employment' within the SEND Code of Practice, January 2015

- Foreword

- aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

- Chapter 1

- Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to... higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.



References to 'employment' within the SEND Code of Practice, January 2015

- Chapter 4

- The Local Offer **must** identify training opportunities, supported employment services, apprenticeships, traineeships, supported internships and support available from supported employment services available to young people in the area to provide a smooth transition from education and training into employment.
- Preparing for and finding employment should include information about... support available from Year 8 to help children and young people plan their careers, including signposting to where they can obtain information and advice about setting up their own enterprise



References to 'employment' within the SEND Code of Practice, January 2015

- Section 8: Preparation for Adulthood (PfA) from the earliest years
 - High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
 - For students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society.



Who is responsible for checking that schools are complying with the SEND Code of Practice?

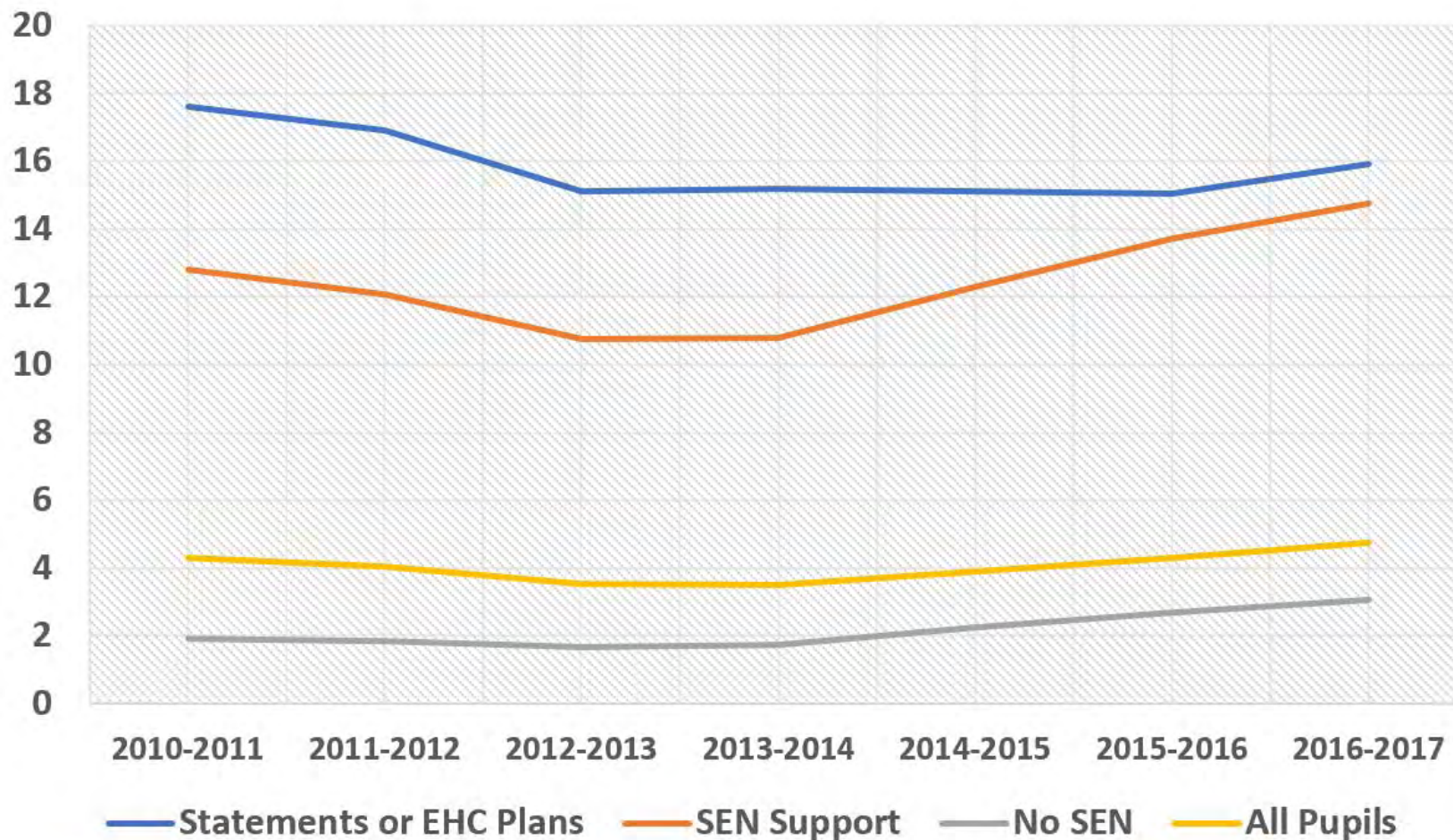
Does the school have a qualified SENCO?



- Ofsted is an inspectorate, not a regulator.
- There is no specific legal duty on Ofsted to check whether a school is compliant with the SEND code of practice.
- Compliance with the code of practice should be a relevant factor when inspectors consider whether the educational provision in a school meets the needs of pupils with SEND.
- If provision for pupils with SEND is evaluated as strong, the lack of compliance would not limit the judgement that could be made.

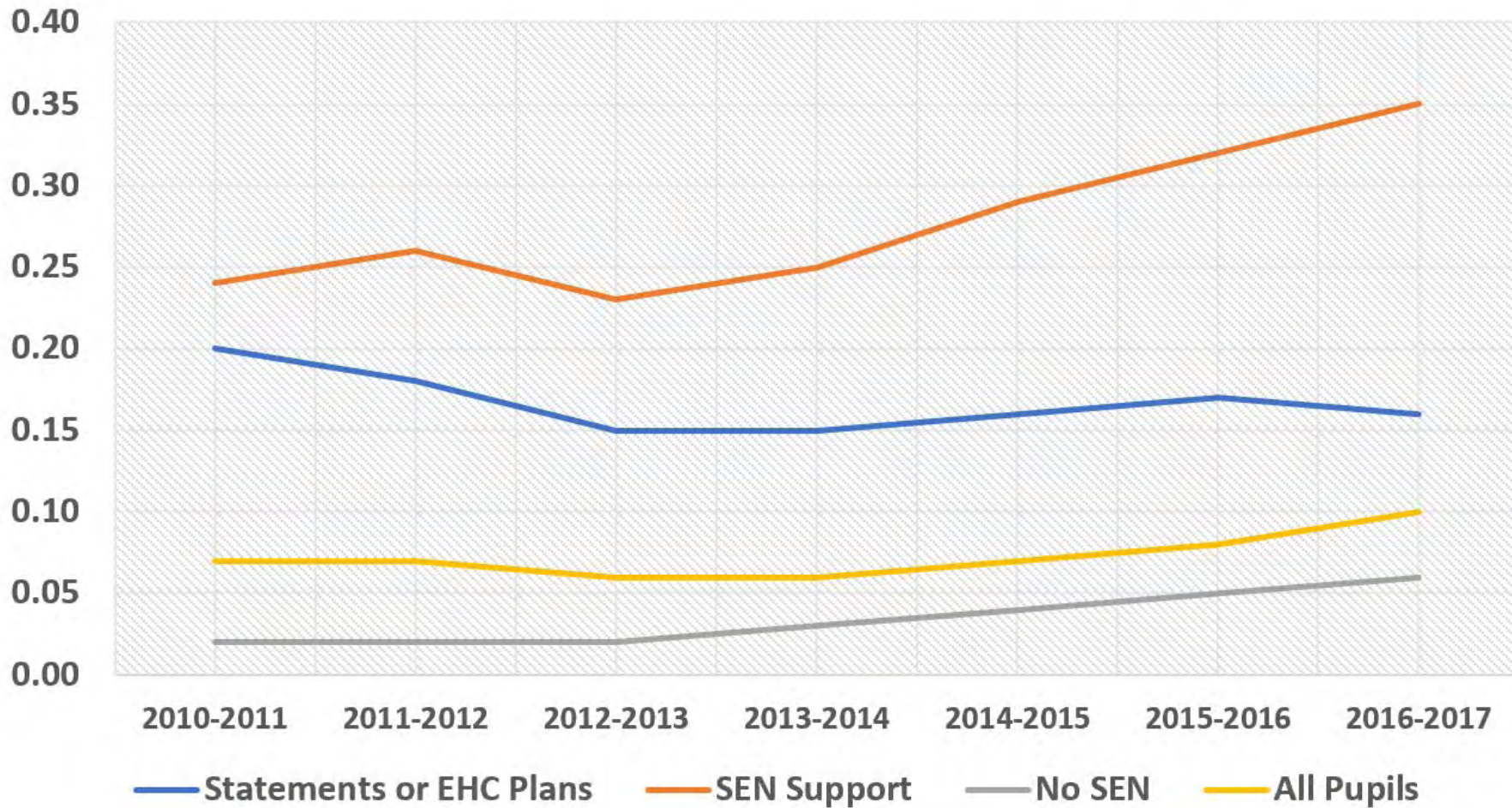


SEN Fixed Term Exclusions (%)



Source: DfE SEND exclusions data

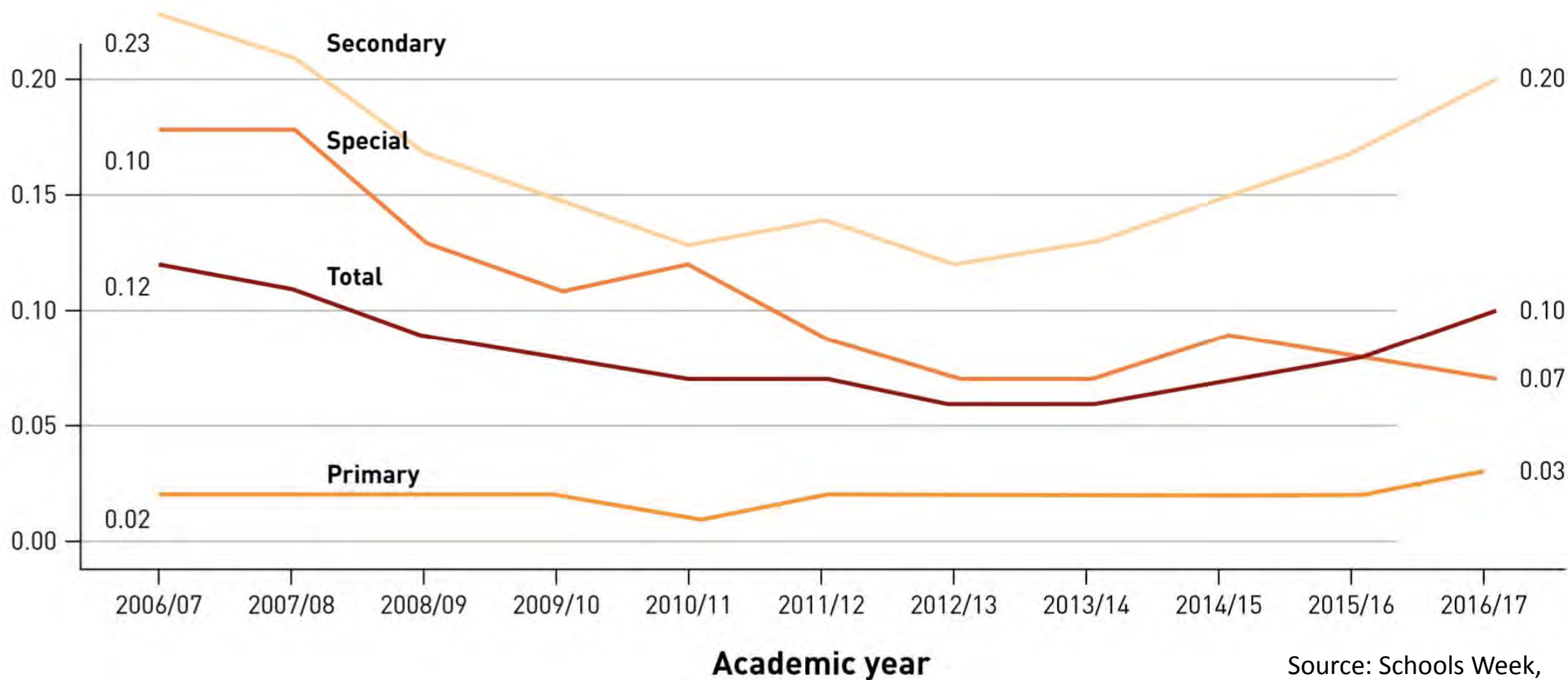
SEN Permanent Exclusions (%)



Source: DfE SEND exclusions data

Permanent Exclusions by Phase

Permanent exclusion percentage



Source: Schools Week, July 2018

Exclusions Review – Edward Timpson CBE

- This review will explore how head teachers use exclusion in practice, and why some groups of pupils are more likely to be excluded. **It will not** seek to examine the powers head teachers have to exclude.
- Edward Timpson will be supported by an expert reference group. The group will provide expertise on the school system and perspectives of pupils more likely to be excluded.
- The review will aim to report by the end of 2018. The review launched with a call for evidence and that phase has now closed. The review will report to the Prime Minister and Secretary of State for Education.



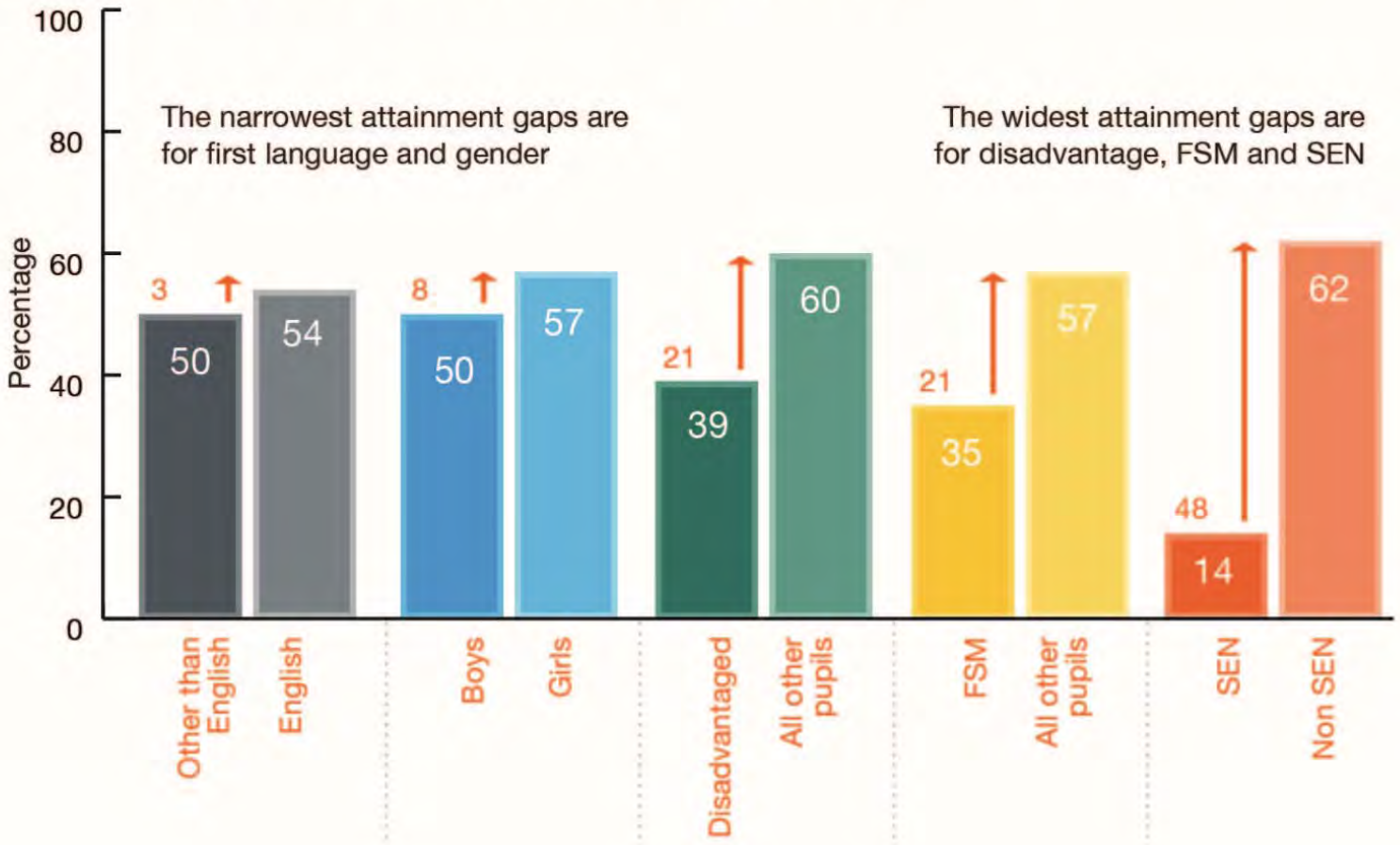
Coherence of Accountability Frameworks

- Narrowing of the curriculum: Maths/English (primary) and Progress 8 (secondary)
 - Squeeze on skills, vocational qualifications, arts (cultural inclusion)
 - Perverse incentives to exclude CYP with SEND
 - Schools penalised by Ofsted for focusing on inclusion and non-academic development
- Responsibility for children and young people with SEND should now be shared by all:
 - All teachers are teachers of learners with SEND
 - All leaders are leaders of SEND (ethical leadership)
 - 'Take back control of accountability'



Attainment gap, age 11, by different pupil characteristics:

Percentage reaching the expected standard in reading, writing and mathematics for different groups England, 2016 (state-funded schools)



Source: Education Endowment Fund Website

https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/?mc_cid=669de92925&mc_eid=ad263cfbe5#close
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Wider Areas for Consideration

- Role of SENCOs
 - If being deployed primarily for EHCP paperwork, then this is a very expensive administrator!
 - Consider team around the SENCO so that more time can be dedicated to the development of 'quality-first teaching' and a broader notion of outcomes for CYP with SEND
- Expansion of schools into post-19 provision
 - Does this help or hinder PfA, the development of independence, employment prospects?
- Loss of Connexions. Introduction of the Careers and Enterprise Company



Questions?

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