

Inclusion in London's Schools






A summary of our research into the inclusion of young people with SEND in London

What is inclusion?

Having collated the views of young people with SEND, their parents and carers, teachers, local authority stakeholders and other SEND professionals, **we define inclusion as:**

Identifying and supporting the full range of needs through flexible provision, including a broad universal offer, with an emphasis on welcoming all young people and creating a feeling of belonging across the school community.

And why is it important?

-  Emotional benefits for young people with SEND
-  Stronger engagement in learning
-  Avoiding financial and emotional stress for families
-  Better outcomes for young people with SEND
-  Social benefits for all young people

"Inclusion is being part of a place that feels like home"

 Key Stage 4 pupil with SEND
 Mainstream Secondary School



This definition encompasses four principles, all enabled by appropriate and sufficient local provision:

-  An excellent universal offer
-  A supportive culture and ethos
-  Flexibility to meet individual needs
-  Early and accurate identification

"To ensure good inclusion there needs to be flexibility to meet individual needs along with an excellent and broad universal offer. This will recognise different cultures and promote early and accurate identification."



Rosalind Luff
National Network of Parent Carer Forums London Region

London's Challenges

Recommendations

59%



of parents/carers reported concerns over an **inflexible approach** from schools.

13%



reduction in TA workforce in London since 2016 vs. 2% growth across England

Even in schools rated Outstanding by Ofsted, pupils with SEND in London are **more likely than their peers to be:**

-  **Suspended**
-  **Persistently absent**
-  **Off-rolled**

Since 2016 the EHCP cohort size has **doubled**

3,500 **57%**



London pupils **wait longer** than the statutory timeframe for an EHCP each year



of parents/carers of young people with SEND reported **financial challenges**

17%



of special school placements are **not in a child's home borough**

"The key is to **build trust with families, and to be transparent and flexible**"

Local authority stakeholder



A well-supported workforce with specialist skills

- Ensure a focus on inclusion in teacher training
- Establish sufficient workforce of specialists to draw upon
- Further professionalise the TA role

An accountability framework that encourages inclusion

- Ensure the Ofsted framework and report card prioritises inclusion
- Adapt school performance measures to reward inclusive practice

Sufficient and responsive funding

- Allocate sufficient funding to meet growing need
- Use funding flexibly to address needs earlier

Strengthened partnership working across London

- Improve information sharing to facilitate pan-London planning and commissioning
- Ensure the views of young people and their families feed into strategic decisions