

Unpacking Ofsted's new proposals – Inclusion

29 May



Lou Doyle
An SDN–Mesma webinar

Introductions



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Introductions



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Chief Executive, Unloc



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COO & Quality &
Compliance Director,
Swarm Group

Contribute to today's conversation

You can move through each slide at your own pace.

You can only contribute once to the main questions (up to 200 characters) on each slide.



Please join the Menti using the QR-code or code at the top of the screen



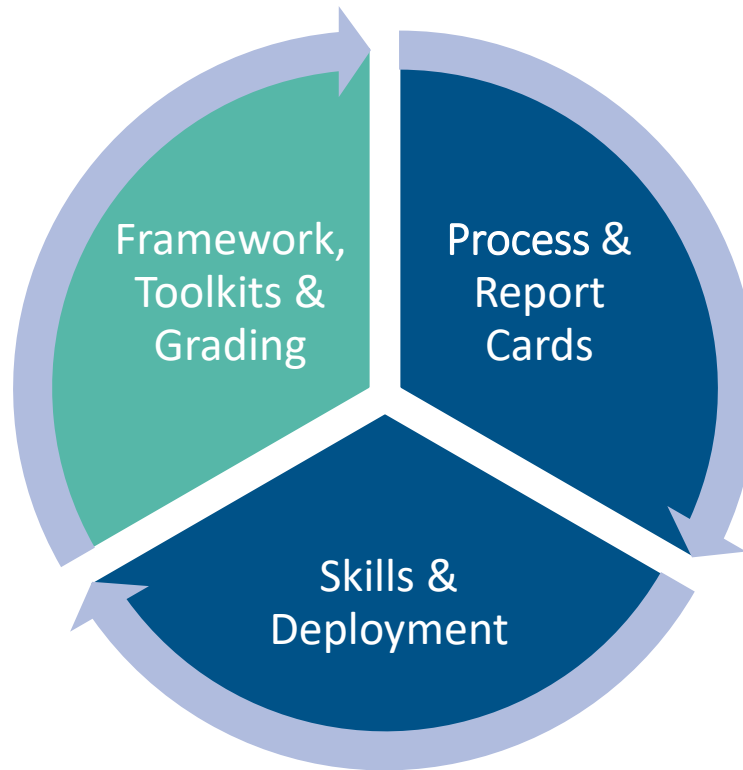
Today's plan

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- Ofsted proposals – why this, why now?
- Panel 1: Afsina, Vikkie and Hayden – Hearing the voices we overlook
- Delegate input
- Panel 2: Samantha and Sophie – Building inclusive apprenticeships
- Final thoughts from panel members and delegates

Proposed inspection changes

Underpinning principles



“SEND and disadvantage are at the heart of the changes.”

Why this, why now?

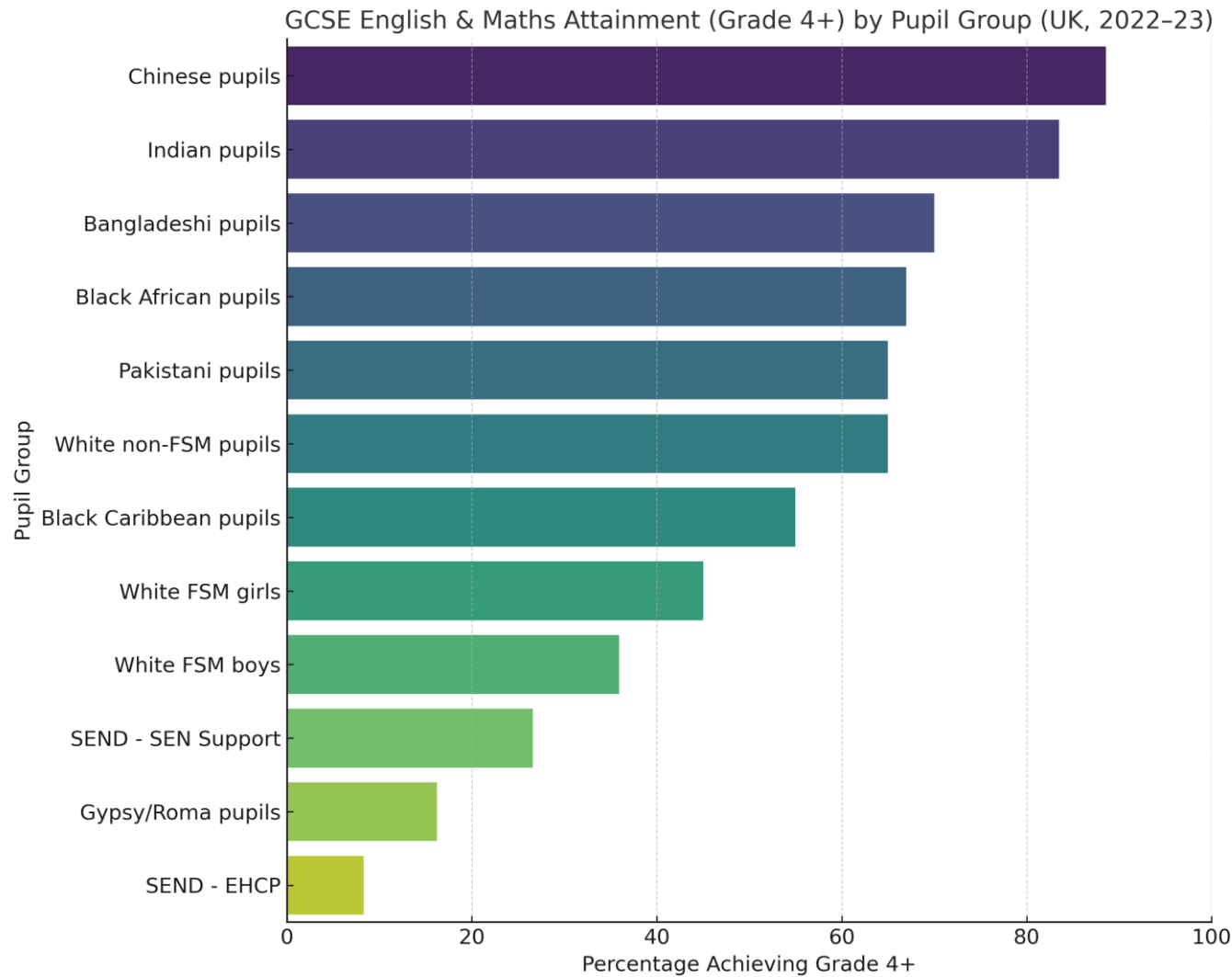
Ofsted working definition of inclusion

- At the heart of their communities.
- High expectations and aspirations for every learner.
- Alert to the needs of those who need the most support to achieve well.
- Leaders set a clear and ambitious vision for inclusion at the provider.
- Create a culture in which every learner belongs, feels safe, welcomed, and valued.
- Learners access a high-quality education, taught by experts with high ambition who strive to develop every learner's potential.
- Leaders work in a close and effective partnership with parents/ carers and other agencies to secure the best possible outcomes.
- Relentless in identifying and removing barriers to participation and learning.

FE & Skills inspection toolkit extract

Inclusion (whole-provider level)

Causing concern	Attention needed	Secure	Strong	Exemplary
How well leaders are developing inclusion is likely to be 'causing concern' if one or more of the following applies: Across the provider's work, leaders fail to meet learners' needs. Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged learners, those with SEND and/or those who receive high-needs funding. The provider fails to	Inclusive practices (across all toolkits)			Where a provider is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: <ul style="list-style-type: none">▪ embedded and sustained over time▪ making a tangible
	Aspects of the provider's inclusive practices need attention.	Across the provider's work, inclusive practices are secure so that all learners feel welcome and valued and have a sense of belonging to the provider.	Across the provider's work, inclusive practices are strong.	
	Identifying and meeting needs and removing barriers			
	Leaders' support for learners who face barriers to their learning and/or well-being is not sufficiently precise, sustained or effective. Expectations of what learners can achieve are not high enough. Staff are not doing enough to make sure that all	Leaders quickly and accurately identify learners who have additional needs, are disadvantaged or face barriers to their learning, participation or well-being that might make them vulnerable. Leaders make sure that these learners receive effective support, drawing on external specialists where necessary/available	Leaders have established a culture in which all staff are highly vigilant in identifying those learners who may face barriers to their learning and/or well-being. Leaders have a keen understanding of the barriers that individual learners face	



Why this, why now?

“When you get it right for learners with SEND or experiencing disadvantage, you get it right for everyone.”

Beyond GCSE...

- **White FSM boys** are the **least likely** to achieve Level 3 qualifications and enter university
- **Black Caribbean pupils** still face barriers related to teacher expectations, exclusions, and access to higher-tariff institutions.
- **SEND pupils**, particularly those with an EHCP, continue to have **limited progression opportunities**.



Impact of intersectionality



Teacher SEND handbook 30th
January 2024
PDF ([ASSET.NASEN.ORG.UK](https://asset.nasen.org.uk))



Exclusion?

The act or process of preventing someone from participating in a group, activity, or place. It can be deliberate or unintentional, and may result from individual actions, systemic practices, or social norms. Exclusion often leads to individuals feeling isolated, marginalised, or disadvantaged.

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Panel 1 – Hearing the voices we overlook



Afsina Begum
Social Impact
Engagement Lead,
EPNE



Hayden Taylor
Chief Executive,
Unloc



Vikkie Morton
VP Student Life &
Stronger
Communities, EPNE

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Inclusion in Apprenticeships

- Participation among **ethnic minorities** has increased; they **are still underrepresented** relative to their population share.
- Efforts to **increase female participation** in traditionally male-dominated fields like engineering are showing progress but **remain below average**.
- **Limited access to apprenticeships in small businesses** may disproportionately affect individuals from disadvantaged backgrounds.
- **Drop in apprenticeship starts among younger age groups** suggests potential barriers to entry or shifts in post-education pathways.
- **Increasing number of learners with a declared learning difficulty or disability (LLDD)** accounted for **15.6%** of all apprenticeship starts in England.
- Notable achievement rate gaps.



Panel 2 – Building inclusive apprenticeships



Samantha Wilson
Director of
Apprenticeships, Exeter
College



Sophie McArdle
COO & Quality &
Compliance Director,
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Checklist for equitable, inclusive education

- ✓ Welcomed
- ✓ Sat in the right place
- ✓ Comfortable and distractions minimised
- ✓ Right equipment
- ✓ Breaks and movement planned
- ✓ Role in the lesson/ progress review/coaching session
- ✓ Progress celebrated
- ✓ Leave in positive frame of mind
- ✓ Opportunity to talk about any issues
- ✓ Positive interactions with others
- ✓ Reinforce positive behaviours for learning

Daniel Sobel



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Final words...



“Toolkits set out how we propose to hold providers to account for ensuring inclusive education. This includes strong outcomes for disadvantaged learners...”

Ofsted consultation

Questions & Answers

Type your questions into the Q&A panel

Navigate the changes with confidence

We know that having easy-to-access support & CPD is critical.

Mesma and SDN are working in partnership to deliver a series of online events related to the framework changes free to access until December 2025

- Digest the latest updates when they happen
- Understand what they mean in practice
- Prepare for the new inspections with confidence

For full event details and to book, visit:

www.strategicdevelopmentnetwork.co.uk/sdnevents



Meet Mia: Mesma's Intelligent Assistant for Quality Assurance and improvement

"Mia is a
game changer"

User group feedback 2025



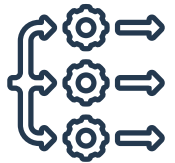
Summarise and analyse large volumes of unstructured data

Flag risks before they become issues and identify root causes

Clear, consistent insights into what's working and what's not

Reduce admin and encourage collaboration

Spend more time embedding improvements



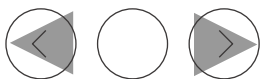
Quality Assurance &
Improvement Expertise
Enhanced with AI



Save Hours, Gain Insights
Faster Quality Decisions



mesma.co.uk/meet-mia



Free webinar: 2025–26 Apprenticeship Funding Rules

The Department for Education has published version 1 of the Apprenticeship Funding Rules for 2025–2026.

Part of our deep-dive CPD series to help you practically implement the funding rules this year includes an **early free webinar** to help you lay the ground.

The session will cover:



Break down each of the funding rule changes



The impact for independent providers, universities, colleges, and employer providers



Identify key risks across your organisation

Monday, 2nd June at 10:00 am

Register now: https://us02web.zoom.us/webinar/register/WN_JjZJRUnJQamntBlIP0yPww

Other SDN & Mesma events...

- [Observations of Practice in your Quality Cycle](#) – 2 July
- [Unpacking Ofsted's new proposals – Self-assessing brilliantly \(RoI\)](#) – 26 June

Other SDN events

- [Apprenticeship curriculum design](#) – 11 June
- [Apprenticeship compliance for leaders](#) – starting 26 June
- [Advanced progress review practice](#) – 4 July
- [Designated safeguarding officer training](#) – 10 September
- [Recognising and responding to harmful behaviours](#) – 24 September

For full event details and to book, visit:

www.strategicdevelopmentnetwork.co.uk/sdnevents





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young person to become
a changemaker

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Find out more



After this session you will receive:

- **Survey**
- **Webinar recording**

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Thank you for joining us

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