

Transcript – Ofsted Webinar Inclusion Session

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So, good afternoon, everyone, and thank you so much for joining us today for this SDN Mesmer Group webinar. This is session six of our series. This one focuses on the Inclusion Index and we'll explore what the inspection reports are telling us about inclusion under the revised inspection rule.

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framework, drawing on Cognosis data analysis and recent inspection insights to identify key themes and the implications for providers. I'm Kelly Gooch, Head of Events here at SDM Mesmer Group. I'm just here to say a quick hello and welcome you all and to get us started.

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I'm joined today by Louise Doyle, our director and co-founder, who will be leading the session for you. If you're new to us, just a quick word about who we are. The SDM Mesmer Group brings together sector leading expertise in apprenticeships, technical education and quality improvement.

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We've got a strong record supporting training providers, colleges, HEIs and employers offering practical tools, professional development, software and consultancy to help you navigate change and keep things improving quality.

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Uh, we've worked with the team at Cognosis for several years, so I'm delighted to welcome Chris Quickford from Cognosis to the session.

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Chris founded Cognosis to help education providers move beyond reactive diagnosis-led models of support. And today uses cognitive insight to help organizations identify learner needs early, translate insight into practical support and evidence-inclusive practice at scale.

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So we're expecting a very large group today, so just a couple of quick housekeeping points before we begin. The webinar is in broadcast mode. You all are on mute, but if you have any technical questions at all, just drop me a message in the chat. Obviously, we've been having some chat conversations as well.

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It's great to hear from you and to get you involved. If you have any questions at all, if you could pop those in the Q&A box, it just helps us to filter those a little bit easily.

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and also any particular questions with us being short on time in a big group, we might have to do those in Q&A after in writing, but we'll kind of see how we go. Finally, just to mention, you will get a recording of today's session, so we will fully record this for you.

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Um, and yeah, we'll share this with you after today's event. So that's all from me. I'll hand over to Lou now to take you through the agenda for today.

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That was beautifully done, you should have sang it, though.

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Absolutely not.

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I feel like you let us all down by not singing it today. Thank you, Kelly. Hello, lovely people. It's really nice to have you here, and to have an opportunity to chat with you, even though we can't see you, you get the joy of hiding, and for those of you inclined to do so like me, you don't have to put any makeup on.

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Um, to be able to come onto the webinar. Um, I think we've probably got... I'm just giving it a slow jog in, because I can see there's people still joining. Um, what I'll do is I'll take you through the agenda. You're going to hear from me first, and then Chris is going to join me about halfway through.

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And I hope that in the spirit of what we always try to do with these events, is that you come in, um, knowing that you're going to get one thing, but actually we aim to give you more than that as well, and, um, Chris, without, um, overstating it, is the very person to do that with.

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Because of his depth of experience, knowledge, and understanding of some of the topics that we are going to cover today. So I'm delighted to have him with us, um, to be able to just add an extra layer today that you, um, hopefully will go away and feel not only interested in, but enthused to think about in terms of the practice that you have.

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Back in the organizations. Again, I can still see there's a few people jogging in, so, um, we've got a really nice mix today. Universities, ITPs, colleges, adult, um, ed, who are all coming in, employer providers. So feel free if you want to, and this is where the chat goes mad.

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If you want to say, I know some of you have said hello, but if you want to perhaps say where you work, or the type of provider you're from, feel free to do that. So, uh, you very much feel part of our community today in the way that we always try to do that in the spirit of being inclusive, of course.

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Okay, let me, um, I think I've got enough for you here now to take you through the agenda. Debbie's in the Isle of Wight. I get distracted now because I just want to know where people are. So let me just tell you a bit about the agenda. I am going to take you through some of the key findings from the FES inspections between November and March.

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Bear in mind that this is a moving feast, so it literally changes by the week. Um, so, um, so bear that in mind when I go through it with you. Um, I'm going to take you through some inspection planning actions that you might want to take. Nothing heavy, I promise, it's 2 o'clock on a Thursday, and some of you are perhaps even still on Easter holiday.

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I'm going to talk to you about professional development priorities. It's deliberately got a question mark there, because it's a question for you about whether or not you agree. And then I'm going to bring Chris in, and I'll get Chris and I to perhaps riff a bit on what I've covered.

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And then, uh, I'm really excited that he's going to take that forward in nesting what's happening with Ofsted in the context of some broader policy changes. And we're narrowing the focus deliberately into SAND, because that is the group that is dominating the conversation around inclusion in inspection reports at this moment in time.

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Um, he'll say a bit also about why some of those policy changes matter to you, and then what we'll do is we'll get you to use the chat at the very last minute, um, where you perhaps just tell us what your key takeaways are from today. We want you to get the most out of the time.

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that you are with us, um, and also we learn lots from you guys as well. Okay, so thank you very much for saying hello. It's lovely. I love it when I see your names whiz past, um, of people I know well, and some new ones who've joined us today.

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Okay, so let me give you some headlines around what's coming through in terms of the FES reports. I will pause at different points, because what sometimes happens is we're so good at talking to each other that we find that we've got the chat going at the same time as the slides. So, what I'll do is I'll pause at different points and let the chat go mad.

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Um, and what we always do as well is we try to anonymize the chat and send you out key points in that as well. We won't cover it all, but again, that's because some people add some really useful and interesting comments, and as we go through.

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Um, just, um, you know, some of you know this back to front, but bearing in mind we have colleagues on today who aren't as closer to the things that some of you will just take for granted. So, a tiny bit of background, nothing heavy. So just when you think about the revised inspection approach, and I'll say a bit more about why I'm deliberately using the word revised that Ofsted also use.

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Um, there's these three things for you to keep an eye on. Number one, the inspectors are being directed to focus on what, as leaders within your organization, you want to celebrate in terms of your strengths, validating your priorities in terms of improvement, and leading on to highlighting where there is more to do that ensures that learners and apprentices achieve, belong and thrive.

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And those things are captured within Principle 1 of the operating guidance that is driven to inspectors. And there's nothing new in that, but I... and that's why I want to labour the word revised. And particularly in the context of inclusion, there's nothing in this new framework or revised framework.

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That is new. Nothing. What's different is the repositioning of it, and the fact that the methodology and the grading is different. So inclusion has always been in the topic of today, part of the Ofsted framework. Um, it's the emphasis that's been placed on it that's making a difference to that. And again, Chris will.

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Talk to you about, you know, some of the wider policy reasons for some of that happening. It's useful to dwell on this slide briefly around principle one, because that's showing you really clearly that your own approach to quality assurance and improvement is effectively at the root of successful inspection. I'll come back to what I always say to you, this is a no surprise mentality.

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That we need to adopt. You should never get a surprise when you see inspectors if your own QA and QI is strong enough.

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If I just take you again, nothing more than a bit of, um, early padding, page 12 of the operating guidance, should you need it, around when we're talking about inclusion, what does that mean in practice, and what you're looking at is around how we go about identifying and assessing needs.

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Our disadvantaged learners, or I prefer the phrase learners who experience disadvantage. Those who have SEND and high needs, those who are care-experienced learners, and a really broad church that is around barriers to learning and wellbeing.

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And what's nested in barriers to learning, and I'll show you in one second, are our learners who don't currently have Level 2 maths and English. And I'll show you that because it's getting missed a little bit in preparation because of policy changes, particularly around apprenticeships last year.

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But it is very much live within the revised framework. So it's on page 12, you can go and, you know, ferret around it and enjoy it to your heart's content, but I just wanted to draw your attention to the page to look at. It's not just the toolkit, also take notice, um, of the operating guidance.

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Um, I've written an article for every week, thank you for some of you who are here today, actually, I know commented on it. Um, and one of the comments I made in that is, I know that Ofsted are really keen to not refer to the toolkit as a checklist. I'm not sure that we should be so afraid to refer to it as a checklist.

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But, um, fundamentally, when you're looking at a secure fit model, then what we need to do is make sure that we are hitting each of these paragraphs, so each of these indicators in here. Um, you have to hit all of them, and proportionality still is a feature of those things, so don't think it isn't.

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In order for you to secure that grade before you can even look at the next one. If you were to miss one of them, then it will push you down into the grade below, and I am not an ambulance chaser when it comes to talking about Ofsted. I hope that you guys know that. I think that there are things that we can be confident in, in the way that we do what we do.

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But there is definitely a difference in the methodology of the way that grading works, and that's the thing that perhaps is not catching people out, but is certainly proving to be a different experience in terms of inspection. I just want to, the only reason I'm putting this on screen other than that key message is just to draw your attention to this.

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So, if you look down expected at strong standard here, this is where that including those, so barriers to their learning and well-being, including those without Level 2 English and Maths, sits in the strong standard here, and if I just put the second page up of expected standard.

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You can see that it drops into this one here. So I'm highlighting it because it's coming up in reports. Um, I think we've... not that we've taken our eye off the ball, but we've definitely got a difference in a policy statement, particularly around apprenticeships from last year that you don't have to get your level two before you can go through Gateway.

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The risk is that we take our eye off the ball and we need to be really careful not to do that.

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Um, so that's it in terms of three slides of intro. Some of you I know, know all of that really well, and some of you guys are a bit newer to the party, um, so I just wanted to draw your attention to it.

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Let's have a look at some of the grading profile, and I'll start to dive into the detail of this a bit more for you along the way. So, I've pulled out up until the end of March, what the inclusion grade distribution is looking like. I've put a bit more detail in the one around ITPs, and the only reason for that is there's been more of them.

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So, we're still really early days, 127 reports at the point where this was done. There's been... I think, actually, I'm not even sure any more have been published since. Um, so 127 isn't a lot, uh, in some of the areas, you can see the N there, so there's only been 3 reports here, 9 here, 7 here, 10 here, and so on.

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They're a really small sample to be able to base anything around other than perhaps us being curious, but we can go a little bit further on the ITP one because of the mix that we have in place. So, um, as you can see overall, if we take the colleges first, that in those small number of reports that have happened.

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In relation to inclusion, our colleges are coming out as expected or strong, and we've got one example of exceptional so far. Laura, thank you very much for the question. Independent training provider, and thank you, my lovely guys who, um, who've answered that as well. Um, so, uh, so they're hitting the meats are above.

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Adult and community exactly the same. Uh, I'll drop down to the universities. There's only been one of them. I know there's some of our own client reports that are due to come out, um, that will bump that up, but it's still really small numbers.

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In terms of the ITPs, we've got a bit more of a spread coming through in relation to that, so you can see on screen, of the 96 reports that have happened, 57 are dropping into expected or strong, so that's pretty good. In fact, it's really good. And we've got 17 sitting in needs attention. An employer providers is a... it's a small sample, but it's not dissimilar. So we're seeing that bell curve.

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come through in terms of inspection grades and the way that they're distributed.

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Um, a couple of things to say on that.

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So when you look at the narrative within the reports, there is a dominance of it focusing on SEND in terms of the language and the wording, and also English and maths coming through in that. I think at the moment there's less explicit discussion around other... Protected characteristics in terms of race and gender, and it's surprising how little ESOL is coming through, but again, that just might be the mix of providers that have come through so far in terms of inspection. There's a real lack of sophistication around intersectionality of disadvantage, which I hope that we will start to see more of, because.

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It isn't just about someone being disadvantaged in one category, it's actually how that starts to make up if someone is perhaps from a socioeconomic disadvantaged background, also has SEND, also doesn't have level two. So there's a whole bunch of stuff, you know, that's coming into that. And Lauren, I'm delighted to have you here, because I know how much you.

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focus on that and how important that is to you as well, that we start to think about where intersectionality fits into this.

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So, so, um, for our ITPs are in the audience, I'm hoping that that doesn't set your panic button, because it shouldn't do that, because I'm reminding you that there's a whole bunch of these that are sitting in the expected and strong, and there's nothing wrong with getting needs attention. It just means that we need to put a little bit of a lens on something.

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If I were to give you a kind of broad statement around it, what I would say is, for the ITPs, it is... I don't think you'll be surprised to know it's perhaps some of the smaller providers who are struggling with that a little bit more. And for the employer providers, you're having, even though you're quite big as an employee.

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Yeah, the apprenticeship piece in particular is a small part of your provision, and you perhaps don't have the infrastructure set up in the way that it's coming through an inspection, and I know other employer providers we work with have found some of that conversation. I'm not wrong, but challenging when they're meeting inspectors. So, you know, usual stuff for me, let's not panic about it, but there's definitely a.

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Little bit of work, um, for us to do.

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A few interesting correlations, then I'll stop and give you a bit of a moment in the chat to reflect on some of the things I'm picking up on. I'm just doing a quick time check. So, what I think is really interesting, um, again, early days is only 127 reports.

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There is a really high correlation starting to come through between the leadership and the inclusion grades, which match in 87% of reports.

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And if I take that down a little bit further, I'll tell you about the other bullet point in a second, and Laura has already told me off for using an ITP abbreviation, so I'll make sure I tell you what GFEC means. Um, so if we were to look at leadership and governance and inclusion grades for ITPs.

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Every ITP that's got stronger inclusion also has it in leadership and management, leadership and governance. And every ITP who's got... needs attention in leadership and governance has also got it in inclusion. So there is 100% correlation if you're an ITP.

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It differs slightly within the other categories of providers, and the outlier in that at the moment are our general further education colleges, our GFECs, where we have three colleges where the leadership and governance grade is lower than the inclusion grade.

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But overall, there's a high correlation. I think that's really interesting, and not that it's surprising, but it's interesting that it's coming through so quickly in order... in the way that we're seeing the level of correlation in that. And I'm going to unpick some of the strong leadership and weaker in a moment, because I know that's what you had asked me.

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On the right-hand side, I've posed questions, and I think I've put MITE in there, because I think it's too early for us to draw any conclusions, but I'd welcome any comments around it in a moment. Um, it might be that if you take the GFEC example, that when.

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The bigger and more complex the provider that perhaps the work of middle leaders and on-the-ground practice is acting as a buffer to perhaps the senior leadership team and governance not having everything quite in order in the way that they need to. So I would have a look at a few of those reports, because I think that's really.

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Interesting to explore a little bit further, but I think it raises a question for you to consider if you're a larger provider.

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For our smaller providers, the weakness in leadership approach to inclusion, I would argue is probably more transparent, which is why we're seeing so much of a correlation between that, because you don't have the distance between the two. You don't often even have middle layers of leadership.

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In order to be able to kind of mask that, if you like, um, in where it's coming through. But I pose those as questions, rather than statements, because I don't think that would be right for me to do that, but I think it's interesting enough for us to perhaps keep an eye on.

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Let me unpick a couple of bits of that with you briefly, and then I'll just get you to let the chat whiz through if you've got some comments you'd want to add in and give you a couple of moments to pause on it. So, what's coming through in the narrative around strong leadership is identified the following things are coming through.

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So a clear strategic vision for inclusion for your organization in context of the provision that you deliver. Investing systematically in staff training, and you're about to see the opposite of that, come through in the weaker ones.

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Using data to monitor and improve inclusion practices, and creating a values-driven culture. Again, I think there's nothing surprising in there, there's nothing new in there, it would have been there before.

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The one that I do feel is coming through more strongly than it did under the old framework is the second one around investing systematically in staff training, specifically in relation to inclusion. And if I'm going to be even more specific around that, it is about support for learners with additional support needs.

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The key example of that being SEND at the moment, hence why Chris is with us today, um, to paint a broader picture around it.

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On the weaker side of leadership, those gaps in staff training are coming through, and actually I did a quick check on that for you, and I thought this was really interesting. So, that gap in staff training is coming through in 70% of ITP reports, regardless of grade.

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So even for meet's expectation, we're still seeing that come through as an area for development, and 100% of reports that are needs attention make direct reference to a gap in staff training. I think there's a real risk around that, so I'm going to narrow in on it very soon, that we try and sheep dip that, and we panic.

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And we start bonging training in that isn't necessary. We deliver loads of training around this, and one of our first questions to the people we work with is to really unpick what for, to make sure that we're not contributing to that box-ticking compliance type approach to that. But I thought... The figure was really interesting.

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Um, the other side of that I just wanted to bring in is this one here. So again, if you look at the narrative in the reports, these are the things that are coming through in terms of other barriers, um, which are around how we support learners who are struggling with confidence or anxiety.

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There are some references to financial barriers, work and employment commitments is coming through, so that comes through anyway, often in apprenticeships when people are feeling overworked, for example, and it causing anxiety. Access issues, so not being able to access the materials.

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Which links to, but not exclusively to, the one underneath about digital and technology, transport and caring responsibilities, and child care and housing. Um, I want... there are apprenticeship providers on the call today who will freak out at that and be like, oh my god, what do you want me to do with all of that?

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So bearing in mind this is a broad range of providers. Those things for the colleges on the line today will be very familiar to a college because they deal with lots of those things in lots of different ways. And again, for our smaller providers, we just need to think about proportionality.

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How are we checking in on these things? And I'm not going to even steal Chris's thunder, because he talks so brilliantly about not focusing on diagnosis and focusing on barriers, so I'll come back to that when I talk to Chris a bit later on. I've just put in bold there that one, I think you're bored of me saying it now, but let's not make sure we're not forgetting that not having level two maths and English.

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is considered to be a barrier, and for any of you who've noticed today, you'll have seen a social mobility report come out that continues to make the case for making sure that we've got the right scaffolding and bridges in place in order to support people to be successful.

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in work and life through developing their maths and English from their start point.

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So, um, let me give you, I think I've got time to... I'm going to give you 2 minutes, um, just give me a quick reflection in the chat, you know, anything that stands out in what I've said so far, um, that you think was particularly useful, that you want to take away and talk more about with colleagues.

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Perhaps even, because I know there's some of you who've been through the inspection process recently, and maybe you want to emphasize something or add something to some of the things that I've said. As always with our webinars, I don't come here as the person in the know, I come here as part of.

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your community to get us to share ideas together.

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Thank you very much, Rebecca. That's helpful. And I'll do a bit more on the breakdown one for you as well, actually, as well. That's great, Zoe. Chris will love hearing that because it's his mantra whenever I speak to him about it.

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I'll give everyone just another minute to add some comments in.

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Yeah, thank you, Savit. That's a great question, actually. And Chris, I'm just flagging that one to you about will be good to have more insight on barrier identification processes. I don't think we'll get to cover all of that today, Savit, but I think we can do something afterwards around it as well. Yeah.

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The gap. The question that went past around staff training, the one that is coming through particularly is around send. So, um, uh, your trainers or lecturers or teachers having the right understanding and skills to be able to respond to additional learning support needs.

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It's not all of that, but there is certainly some of that.

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Thank you, guys. You will definitely get the transcript as well, Jessica. We'll make sure we put it all in for you so you've got it. Thank you guys. We'll make sure that we're picking up your questions as we go through as Kelly said at the beginning, we'll come back with a Q&A as well. Thank you. Thanks, everyone. Keep going if there's anything else you want to add.

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Let me do a few bits of forward thinking. So I'm gonna signpost you to Steph now, um, and Sarah, I'm gonna say sorry, guys, I'm just going to pick up on Sarah's point. It's a very small ITP, how do we make sure we do all of this? And I think that that, for me, is where, um.

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We as supporters of the sector, need to help you to be proportionate in what's realistic for you, because you just can't do everything. And that's why I worry sometimes about these things, because you see them and think, oh my god, you know, how are we going to make this work? I think we can do more to support you with that, so.

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Thank you for the honesty of that reflection, Sarah, as well. And Lucy's agreed with you on it. Yeah. Okay.

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Um, so, let me keep going, because I want to get to Chris, and I know some of your points, uh, uh, Chris will pick up on as well. Um, a couple of tiny, tiny things that I want to make you aware of, so I'll say them quickly. When you're looking at the, uh, inspectors operating guidance, please, please, please don't lose sight of page 13 and 14. I've put them on the screen for you, but do read them.

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And that's because the inspection now, what is different in the methodology? The inspection, if you like, starts before they turn up on site, because of the planning calls they have, where they talk to you about your own context. And that, to some extent, plays into your point, Sarah, around actually what is our context, you know, and how many of these.

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categories of disadvantage are truly relevant within our own context in terms of what we've got. So do read that section. It's super important that you understand it and that you're able to have a really grown-up and sensible conversation with inspectors before they come in around it.

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I'll come back to the bit that's on the right-hand side in blue, because it's on the next screen as well. And part of that planning call asks you these questions, which is it asks leaders to talk through their approach to inclusion. So you need to be ready to have that conversation prior to them coming on site.

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Uh, as well. And actually, that's really helpful for you. It's not a negative at all. It just means you've got to be a little bit prepared earlier. Um, the bit that's in blue, um, I don't often, um, in the middle of a webinar, plug what we do, but I'm going to on this occasion, because I know some of you do it, and the rest of you would love to have you.

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So if you happen to log on to the Mesma app, and I think it'll go live next week, and you, um, toggle on your selected template to import and evaluate, there is now a context position statement builder that will take you through you dropping notes in.

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And help you create this, and give you a bit of feedback on whether or not, you know, it thinks that you're doing a good job of it, uh, as well. So, um, if you're one of our clients, then you can access that, um, on the platform, and anyone else, we'd love to chat to you as well.

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Um, a few more bits on inspection planning, and then I'm going to say something really briefly and signpost you to some things. Um, so forgive me that I'll probably whiz through it a little bit fast. Um, so in terms of inspection planning actions, just to extend those couple of points, um, the first one is around making sure that you name your inclusion lead.

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And that's a person you start to work with ahead of going into inspection, because that's the person who will do the learning walks with the inspection. I'm going to pull together a quick resource for you around that to take away, um, so that you've got that as an aide memoir, um, because again, people are getting a bit tied up in knots around it, and I don't think you need to.

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But it's someone who... who's the person that's going to do the learning walk with the inspector to focus on the inclusion evaluation area?

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Um, the second one is that if you don't build case sampling into your existing quality assurance practice, where you're deliberately and thoughtfully focusing on your learners who are disadvantaged, experiencing disadvantage, to look at their experience with you in the round, then you're missing a trick.

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Partly because that's all inspectors will do when they meet you as well. Um, so really think about the way that you build case sampling into your quality assurance approach.

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Third one is to help learners to articulate the support they received. You'll know yourself, your learners aren't always great at doing that, and particularly when they're faced maybe with an inspector. So, it's just using the naturally occurring opportunities, like progress reviews, to help them to articulate some of the great work that you do, and also have the confidence to speak truth to power.

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in telling you when it's not working out for them as well.

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And then what I've done on this slide, again, you'll get the recording, so you can pause on it, and it's a take-home is I've given you a list of the things that you'll want to show. So CPD is planned and impactful, early assessment drives action, what happens after barriers are identified?

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Progress is monitored by learner groups, drives actions. I've talked about Level 2 maths. Up on the right-hand side of ESOL is relevant for you, then making sure that you show that you have things in place. And one that I'll do a whole webinar on with you at some point, which is around how do we make sure that the employer role in inclusive practices.

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It's really, really clear, yeah. So, um, again, just to the chat quickly, um, let me know if, um, there's anything you feel I've missed on that. So, for those of you who particularly have been through the process, I know I have some, um, heavy weights in here, and the nicest possible way from some of the big colleges and so on who've been through... who are very well versed in inspection under the old framework.

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So, is there anything else you'd add to that list that you would want to say to people who are on today? This would be really helpful for me to, um, this would be really helpful for you to think about. So again, I'll just give you a moment to add anything in that you would want to.

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And if anyone's wondering if I have gone quite the answer to that was yes.

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Yes, Alice, no problem. We'll make sure we pull something together for you on that as well. We were talking actually earlier about doing a quick webinar around case sampling, um, with the team. So if that would help, then just drop a note in the chat, and we'll make sure we do that for you. Yeah.

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Okay. I want to bring Chris in. So just in the interest of me using 1 min to show you something. And what I'm doing is here. I'm I'm about to throw 4 or 5 slides at you as a resource to take away rather than we go through them. And I hope you guys are happy with me doing that and noted about the case sampling.

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So in terms of professional development, when Ofsted used this phrase, what you do for learners experiencing disadvantage benefits every learner in the room, think about that in practice, not just as a statement or a strapline, because it's a really, really super important one.

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So, I just want to draw your attention to two different tools to consider. Um, I'm not going to go into the detail of them, but I am going to give you a resource afterwards to have a look at. And the two different tools that I would urge you to take a look at if they're not part of your thinking already.

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The first one on the left-hand side is around universal design for learning, and that focuses on, um, it works on the curriculum. How do we build that inclusivity in from the outset? How do we remove barriers in design, and how do we really apply this at the planning stage? And the one on the right-hand side is the work of Daniel Sobel, which I adore.

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Which is actually around, do learners feel safe and valued enough to try? And his focus is around working on the climate, removing barriers in the relationships that you have in place, and applying that in every single interaction. And he's so practical and wonderful in terms of what he does. I love that Kristen's picked up on that around UDL.

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So, from Chris and I's point of view, what we always focus on in our different worlds and different ways is build inclusivity in from the beginning, and then have the processes in place that allow you to really understand the barriers that exist for individuals.

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In order to draw on that, because otherwise, if you try and differentiate for every learner in the room, you will drive yourself nuts, because it's just not possible to do that. So, um, look at... that's my take-home for you, is have a look at UDL if you're not familiar with it. We'll send you some resources.

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And also the work of Daniel Sobel. I'll do exactly the same with as well. So Universal Design for Learning is UDL, as you can see on the left-hand side of the box, yeah. Is that okay? Thank you, guys. Thank you, folks. That's nice to have an IT person on here as well. It's brilliant. Thank you. Loads of good chat.

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Hello, Mr. Chris. How are you doing?

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Hi, Louis. Thanks for having me.

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Chris, any reflections on anything we've covered so far? I'm going to take the slides out the way briefly, and then I'll pop them back on.

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I'll just look and see.

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I was I was just thinking when you were chatting there on UDL. I've spoken to a lot of Ofsted inspectors more recently, and some of them have particularly pointed out when I'm talking about the toolkit that the UDL principles were taken a lot in how they constructed that toolkit.

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Yes, absolutely. It's a really good point, and actually, do you know what, Chris? I wonder if inspection reports yet are reflecting that, and really pulling that out as good practice, and perhaps not. You know, maybe we do a quick deep dive into that under CTT, under curriculum, and have a look at it together.

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That would be a good idea. Yeah, yeah, absolutely.

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Yeah, let's do that. We could do about 10 other webinars off the back of this one, couldn't we?

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So we said you're here today because of your deep understanding of SEND in particular, amongst other things. And when you and I spoke, I thought you did such a brilliant job of helping people to widen their thinking about not just getting hung up in Ofsted.

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But actually thinking about the broader policy landscape and what it might mean for them in practice. Um, so if it's okay with you, I'll share your slides on screen, and you just kind of talk me through how you want to do this and where you want to take them. Does that sound okay? We've got about 20 minutes or so to do that, yeah?

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Yeah, dad. Yeah, that sounds great, and I'll keep one eye on the chat as well, like you were doing, and hopefully I can.

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Try not to some questions as we go along as well.

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That's great. Yeah, I'll do that. Go for it.

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But bearing with me, I'm a pretty slow reader.

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That's okay. I'll do that thing.

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Yeah. Yeah, brilliant. Thanks, Luke. Yeah. So one of the things I was going to explain is about about 15 years ago. So I was I used to do a lot with inclusion in higher education.

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And I got asked to be a director of one of our industry bodies, the British Assistive Technology Association. And then about 3 months after that, a big legislation change came that affected inclusion at universities. And as part of that.

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I got seconded onto the negotiation team with BEIS Department for Business BEIS, I don't remember what it was called back then. And as doing that, I got coached into what are government trying to do and how do they work and what is their playbook?

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And it was fascinating, and I thought I'll share it here because it's exactly what the public sector is doing here now with SEND. And it's all around direction of travel.

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and and how they manage societal change over a period of around about 10 to 15 years. So once once you see it, you can sort of pattern match a lot.

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And and it's a simple 4-stage process. So the first stage is they will create incentives for the behaviors and operations that they're looking for.

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After a couple of years, or a few years after that, they will start utilizing existing authorities to mandate that people perform those activities that they've incentivized.

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The third stage they will do is they will use some form of authority or create what if doesn't exist.

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That has the power to go in and audit organizations to be able to perform the activity that they're looking for.

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And then finally, the last stage is they will create an act of legislation that puts legal liability onto those organizations themselves, so they can move that responsibility for sort of evaluation and governance of it onto the institutions themselves.

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Pretty simple four stage process. But then if we go to the next slide, what I've done is I've taken that and I've overlaid it over what's happening within SEND, particularly here within this sort of.

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post 16 learning environment. So I'll just focus initially. So we'll go stage one incentivize. So the the SEMD funding incentives are introduced.

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back in 2012, but it was 2 years later that they brought out EHCPs.

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We know with EHCPs. A lot of incentive to behave and support learners with needs, but they're currently getting changed, and they get changed because the costs going up, but it's almost what government were looking for initially. Get that incentivization structured.

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The next act is, well, how do we move from incentive to mandating it? So 2015, the SEND Code of Practice came into force.

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2023 will all offer deliver apprenticeships in particular. Funding rules changed to start having learning needs assessments mandated at the start of onboarding the learners within their initial assessment.

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So you can see how different bits of legislation come in at different stages to get that mandation.

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Then they've left it a few years, and now we're seeing them grab hold of an audit authority, Ofsted.

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And working with that audit authority to then start implementing criteria to go into organizations and double check that they're doing the things that they need them to. And we're seeing exactly this through the offset inspection toolkit.

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What'll happen next? And they've brought out this consultation and the SCND white paper, so we can see how it's going there. Is the SEND reform, which will be the last stage of how do we then, once we're comfortable that we've incentivized people to do the behaviour.

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Then we mandated that they do it, then we've checked that they do it. Now we'll make it a legal responsibility. So that SEND will... I've been told expected around about two years from when the paper was launched, and the paper came out about two months ago.

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So we'll start to see that legal liability shifting.

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I've got a couple of slides later about how that will work, because having gone through this process once.

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with public sector and civil servants and how they tactically manage it. I can share some of our experiences when I work through that.

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So go on to the next ones, please, Lou.

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I was too interested in listening, I forgot to move it.

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So I won't cover the Auster toolkit, because I'm sure everybody's pretty familiar with that.

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Want me to go to the next one?

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I'll just just highlight this obviously with the 2 areas. One thing that people might not know of is the assess, plan, do, and review process wasn't constructed by Ofsted. It's it's actually named in the Semd code of practice.

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And I think I thought I had put it on here exactly where where it is.

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But I don't think how so they've named it the graduated approach, but that structure of assess, plan, do, and review.

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was detailed back in 2015. Oh, I have got it there. Sorry, it's in bold.

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So, progress 6.44. Okay. There we go. Yeah. And then they've also structured a leadership component as well that we know about as well.

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And it's really interesting actually that the majority of leadership and delivery are getting getting paid.

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on how they're judging organisations. And so this is how they're going to do the audit stage. I'll move next onto the liability, so we can get a little bit of a picture about what I think is going to happen.

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So on the next slide, I've done a breakdown of what is our current state in terms of supporting SEND across institutions versus what is the SEND white paper suggesting that it's going to move to?

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So our current state. Typically, when we work with organizations, we see around about 5% of learners work within that organization that have registered and got an Ehcp wrapper around them. That EHCP has a lot of government liability, so we're able to access funds.

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from government to support those learners. And then there's a level below EHCP, where there are learners with needs, but those needs aren't complex enough to access EHCP status.

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And one thing, just to touch on, I think, Lou, you mentioned it when we spoke a few weeks ago, is what's the difference between sort of learning differences, SEND, complex needs, EHCP, for instance?

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And I always break it down into sort of complex and non-complex. Where someone has sort of, it might be multiple different needs that coalesce and cause more significant or more profound difficulties. That's typically where you'll see someone with an EHCP.

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Or, where they've got one specific need, but that significant need, that need is really, really profound and is causing significant barriers in education. And those complexities where you'll have learners with EHCPs.

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But I was diagnosed as dyslexic when I was in education. I sat inside of the SEMB space. I wasn't complex enough for an EHCP, but I benefited a huge amount from just adjustments being placed around.

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When Lou and I were chatting, my daughter's seven. No, sorry, my daughter's nine when she was seven, we got diagnosis. I put her through an end psych assessment to work with the school and get that diagnosis and then support.

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And the school has it down on the SEND register, so that she can get the support and adjustments she needs.

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which is not complex enough for us to ever push for an EHCP.

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So we got around about 25% of learners typically should have some form of adjustments applied to them. Below that EHCP level.

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So we typically sit around about one in three learners should have some level of support. So that's the current state. We've got about 5% EHCP, about one in four, one in three with some form of SEND ALS need. And then you've got your remaining learners.

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And the SEND paper has come out, and it said, don't worry, we'll still have EHCPs. So we'll government will still support those more complex learners.

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But we'll push some of the responsibility for support.

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And to use the education institution. Again, don't worry, because there's going to be experts at hand services which use the institution can access for these learners you put in your targeted plus.

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And then those those learners with SEND, the ELS learners, you'll still be able to support those, but government won't be helping with any extra help.

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So that's what the SEND one paper is saying. So basically the same. Everything will be the same. But we're just going to make you a little bit more responsible for EHCPs, but we'll still keep around about half of them.

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So that's first government outreach. Now, when I was involved in this with higher education. I first learned the term salami slicing.

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So if you can go on to the next slide, please, then.

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Uh, salami slicing is when the legislation gets drawn out in the in the negotiations and consultations, and at every 3-month interval or so, a little bit of responsibility that was on the government side moves on to the education provider side.

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And bit by bit, they just slice responsibility off them and put it onto the institution.

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Yeah, so that's when I got introduced to the term salami slicing.

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So we got salami sliced as every sector does by public sector when they're going through this societal change.

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And what it means is it means there'll be fewer and fewer ways in which you can get learners put into this complex EHCP category.

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And that's the area that you can push a lot of the legal responsibility and financial responsibility on the public sector, under central government.

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What that means is that that targeted plus. area where you as the institution are responsible for supporting that learner. But you do have the experts at hand that will grow, so it'll become a larger proportion of the learners than the white paper initially suggests.

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Then you'll still have your targeted zone in the targeted bit is what area you can't access experts at hand, but you do have to support those learners.

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And then you've got what I've termed the offset inclusion.

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area, which is learners that have some form of needs, and you should be identifying them, putting them on a plan, and making those adjustments.

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And then the remaining learners, where your natural universal design for learning should also be benefiting them.

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So what what I'm trying to articulate here is how this white paper is going to shift, and it's going to put more responsibility on to use the education system.

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less onto the government. I'm very confident that this is the direction of travel agreement is going to work towards.

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Can I ask you a quick question first at that point?

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Absolutely.

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So just in terms of I'm thinking about, you know, the kind of broader demographic changes in which we're operating in. So we've got a scenario whereby 2028 onwards, we start to see the birth rate decline that's already impacting schools start to hit.

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post 16, you know, which is interesting in the current focus around younger learners and apprenticeships and so on, and not that we shouldn't do that, but what we're going to see a decline in birth rate. However, at the same time, we've also got an increase in the number of people that are being diagnosed.

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with some form of SEND. And I just wonder, is... are you seeing this as a response to the fact that, from a government point of view, in terms of funding, that's just not manageable to be able to support that growing cohort, or are there other things? Am I oversimplifying that, I guess?

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No, you're exactly right. I think from a from a federal government.

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perspective. They're concerned that the costs are growing, and the rate of diagnosis is increasing as well. Not because I think more people are presenting with needs, I think they're just better at identifying and recognizing and then going through diagnostic processes.

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both culturally and sort of self-awareness. When we're... when I've been talking to civil servants, they've said their goal here isn't actually to reduce spend, but it is to flatten the curve.

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Okay.

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So if you've got more people coming in with diagnosis on a per person, per capita basis, there'll be a little bit less money available per person.

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Mm-hmm, mm-hmm.

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I do think over time we're going to see a little bit of a shift away from diagnosis and much more on a how do we identify the barriers?

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Mm-hmm.

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What are your specific needs? What barriers does come as a consequence of those needs? And then how do we target the barriers rather than taking a diagnosis?

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Yeah. Yeah, and and it comes back. You've made the point there already. So I'm just emphasizing it really, which is around if there is that there's.

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less funding per learner, yet the requirement is greater focus on barriers, and if you kind of line that up with the get written working strategy, which is also around how do we... we have too many people not working at the moment as a result of health related conditions.

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Um, and, you know, there's a lot to unpack in that for another day, but there is a lining up of this model, if you like, right, the way, I guess, across the whole system. That point we're making around universal design for learning isn't really a nice-to-have, it's actually about how do we make sure that from a provider's point of view, this is manageable.

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That we're building that inclusive practice in from the outset, supported by the process that I've just jogged back onto your slide here, the assess, plan, do and review model of the way that we go about providing individual support.

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Yeah, yeah, absolutely. Yeah, I think we've already seen a lot of money being redirected. I think a billion has recently been redirected into the needs.

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Yeah.

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And you're exactly right. I think pushing universal design for learned philosophies into all of these from remaining learners, the Ofsted inclusion section. How are we embedding that graduated approach across your whole learner cohort?

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Where typically EHCPs actually run really, really well, and organizations are very good at delivering for EHCP learners.

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And it's taken those lessons and operationalizing them and embedding them so that a lot of learners can access not that level of support.

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But some level of adaptations and support as as a normal way of learning and rather than I've had someone from civil service talk to me saying it's not about taking a learner out and putting them into a special place and supporting them, and then putting them back in learning.

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What they want to do here is say, these are learners that should be supported in learning.

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So, embedding practice so that it can be supported in learning is going to be what's critically important here.

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Yeah, it's a great summary. Thank you. Do you want me to move on to the next one? Thanks, Chris.

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Yeah, yeah. So the next slides I'm going to talk about what are the consequences of this shift in legislation, and what behaviors will it drive.

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So we're going to get tension at the boundaries.

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And what I mean by that is at the EHCP layer, you as educational organizations are going to be incentivized and have a goal to get as many of the learners in your targeted plus section, where these learners need a lot of help. If we can get them into EHCP, they can access a lot more support.

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But government is also going to be saying, well, we want to fewer learners in the HCP, and we want you as the education organization to be supporting those learners as much as possible. So we're going to see a lot of tension at that level.

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The consequence of that is it means there'll be more learners with more complex needs at the top of Targeted Plus than you would initially expect. So it's really important to start operationalizing your inclusion as quick as possible.

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And the next pressure will be at the bottom of targeted where you are going to be doing as much work for learners with needs in offset inclusion zone, as you will in Target.

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But there's going to be a lot of legal liability that in Targeted that isn't in offset inclusion.

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So, as an education organization, you actually want as many people to be supported.

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In your normal way of working, in their normal way of learning. It's say to the Sophstead inclusion layer by making adaptations, using the graduated approach, support supporting people in general and embedding this.

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Rather than allowing them to move up to targeted plus, where you have the same amount of responsibility, but you actually also now have some new legal liability. So you're going to want to push as many people down.

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And what that means is that some of them will... you'll end up with more complex learners inside of that targeted zone as well.

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Mm-hmm.

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So that's how you imagine this will play itself out and why it's important to get stock better in these practices in as quickly as possible.

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And so 4 areas to really think about how to deal with this. What actions can we take away?

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And so systemizing. your inclusion processes is going to be really, really important, because you're going to have to put this across your whole provision, so that the scale demands some form of system and structure and repeatability and consistency.

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And with scale, it's always great to have triage mechanisms and process.

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So building the right triage. How do we have our on subject specialists?

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They're not DLS specialists, but our tutors. How do we enable them to deliver adjustments in their normal way of working?

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And then, where those adjustments aren't working. How do we have an escalation process potentially into an ALS team, where you can bring that Als team through? And then where that's not working and you struggle, and how do you then build up that evidence pack to be able to support putting learners into Targeted Plus, and potentially into EHCP zones?

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So having building the infrastructure to facilitate that triage.

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Yeah, the second, the 3rd thing, sorry, is making sure that you capture the evidence on all of these touch points. So having the systems, not just so that it support your operations, but you can capture the evidence of that, because that evidence is going to be great, great and critical for your data.

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And being able to monitor how you're supporting your learners day by day, and how leadership have that visibility to be able to see if, are there any bottlenecks, and how do we resource to achieve... unlock up all that.

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And then fourth, but certainly not last but not least, is your people are definitely your strongest asset here.

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So, the training is there, and it's really highlighted by Austac, because I think it's going to be so critical. Lou, you mentioned culture previously.

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getting people to be aware that every brain's different, everybody needs slightly different support needs, some more than others, and building adjustments into the normal way of working is going to be critical.

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use your people because they're the largest cohort of individuals you've got.

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and they can do an awful lot to help you manage that triage process. Don't default to specialists. I think the age of default specialists is gone. We need to scale this across our institutions.

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Yeah. Thank you so much. I'll give... I've got a question, really practical question for you that's one from me if I've got time, and then one that's come through in the, um, I'll ask... I'll ask James a question, actually, because I could have talked to you all day. Jane asked a really specific question, and I thought you'd have a view on it.

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Uh, which is at enrolment, if someone states they have dyspraxia, but then declares they have their own strategies and just wanted us to be aware of them, as long as we're aware, is it that we should be doing more than that, essentially, is Jade's question around it?

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Yeah, so ideally, you'd want to sit down with that individual and start developing a plan.

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once you've got that plan, you can use that plan to inform educators.

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if this individual, she has her own strategies, and she doesn't want any extra support.

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Making sure that shooters are aware and they can keep an eye on it is really beneficial because as she goes through a course, there is no... normally sort of step-ups.

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in complexity. Where someone's strategies exist when they face a step up quite often, they have a period of time that they need to encode new strategies into their ways of working, and it's those jumps in course complexity where they will typically struggle and fall behind.

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making sure she is just aware, so they can keep an extra extra eye out and see, right? Do we want to revisit that decision about extra support would be really important there.

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No. That's lovely. It's a great explanation. Thank you, Chris. So Kelly doesn't kill me.

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Um, and we stay on time. What I'll do is I'll move us, because I think you've got one. We invite Chris along today, so he'll say a little bit to you about Cognisist, and we'll show you... you saw the ticker tape slides, and we'll show you those as well. There's a really good question in the chat, in the Q&A about English and math, so I'm going to answer that in writing when Kelly comes on just to bring us to the close.

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on the session. Chris, did you want to say something? Because you kind of gave up time to be here about the Cognisist pathway?

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Yeah. So what we've done with Cognosist is our goal is to try and enable all of your non-specialist people to deliver work inclusion and support services as almost as well as the specialists can. So how can we really provide the right information and the right guidance to your staff at the right time?

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And we've tracked that against the assessed plan doing review process. And then build the workflows and data capturing so that we can present the right information up to management.

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So we've got... I can't remember is a little bit about 11 specific features for different stakeholders that will allow them to do these inclusion jobs without you needing to expand your ALS workforce threefold, five-fold, etc.

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But more than happy to talk about that later, because a lot of people think Cognos is an assessment tool. We assess so that we can support, so it's all around how do we support the learner? How do we support their tutor?

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And we do have a QR code to sign up for some free licenses if people want to get their hands on it.

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I was busy talking on time chat. Yeah, I think we've... I think we've got those in there as well, so let me get anyone. So Kelly said to you, we knew that we were going to have a lot to cover with you today, and thank you so much for the people who've sent a bit of feedback. It's great to hear the feedback, Chris has been around how clear it is and something that's felt...

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bit muddy around the send review and where all this fits together. Um, and I think you've done a brilliant job of showing that in the round, so thank you so much. Um, so we knew we might be short on time for the Q&A. That doesn't mean to say we don't want you to ask questions, so we know we've got some in the chat. Feel free to add any others in there or in the Q&A itself.

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And we'll make sure we come back on them. I'm not going to forget about answering this level 2 one that's there. Um, just to make sure that you've got those QR codes and things that we referred to in case you went on earlier. First thing is to say to you, um, you'll get all this through on email as well.

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There's a bunch of new, I've already mentioned the context and inclusion position statement builder that's in your Mesmer app for the guys who are here who've got that. If you're not a Mesmer user, we'd love to have you, so please just get in touch. The team are lush. They won't do anything other than show you whether or not it's something that can be useful for you.

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And, uh, we're delighted that we have also just launched the observations part of, um, MESMO that it was already there, but it's now got the AI piece built into it to take some of the stress out of the writing up and so on. So, um, you'll get that come through afterwards, and we've got a developed session on the 30th of April.

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Here is the QR code for Chris's piece that you just mentioned, Chris, so that people can get access to this. Do you want to say a couple of words on that while it's on screen?

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Thanks, Lou. Yes, yes, we've been working to be able to offer this to a lot of organizations as a sort of try and explore. Does it solve some of your challenges? Are you able to embed it into your workflows? So feel free. Give it a good sign up, and we'll get someone to reach out and send some free licenses and coach you up. We also provide free training. So great opportunity to get some training.

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That I've seen come through on the on the chat quite a bit. How do... what is inclusion? How do we support different needs?

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Thank you. That was awesome. Thank you so much, Chris and Kelly, I will type while I hand over to you to take us to the close.

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Sure, um, yeah, we also have, um, a new event in July that's going to be for new or aspiring nominees. Um, so it's a two-part workshop. As I say, it's coming in July, so if you want to join us for that, or that would be useful for someone in one of your teams.

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Then do you just drop us an email and we'll let you know as soon as that is live. And yeah, we also have a number of kind of other professional development courses, um, webinars and events that we run throughout running up until July. At the moment we've got live.

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Yeah, all the dates and the links will be sent out to you, as Lu says, so we do hope to see you on a future session. And yeah, we will send the recording and transcripts and all the information that you need following today's session. So thank you so much for joining us.

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And thank you to Chris.

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Thanks for having me.

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Smiley.

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Thank you, guys. As always, you have so many brilliant things to say, so I'm going to read them all, I promise. What I'll do is I will say, let's not shut the webinar down, Kelly. I'll just keep it open for another 5 minutes, so... and we've still got a stack of people online.

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So, what I'll do is I'll answer this math and English question in the... in fact, I might say it if everyone wants me to say it, and then we can capture it on the recording. And then anyone else, if you've got things that you still want to hang on for a few minutes and ask a question for, please feel free to do that, particularly while we've got Chris with us.

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The question is, okay, if anyone didn't see it, is around people dropping the requirement for mandation of maths and English Level 2 as a result of the policy change for over 19s that came in, um, last year. Um, and what that's turned into now for lots of providers is actually for anyone who does want to upskill, what we're doing is, as a provider is signposting them elsewhere.

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What I would say to you in that is, um, it's not Ofsted's job to tell you that your approach is wrong, it's your job to show them why your approach is the right one for your learners, because we know Level 2 Maths and English is a barrier to further progression. So what I would say is, is just make sure that you're still thinking about your initial assessment processes so that you can check in on the level that they're at.

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Even with that change in outcome-based qualification, I would still be having that in as an input into the early stage of the program, because it's a barrier to learning. If they're too far away from being able to access your materials, um, and the teaching that's taking place.

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Beyond that, I think it then becomes your internal strategy about how is it, for example, that we embed the development of maths and English into the curriculum, so that we're still thinking about the ways in which we're doing that contextually, even if what we're not doing is, is, um.

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taking our people directly to the level 2 qualification. So in the achievement element of the framework, achievement is broader than just the outcome calls. What you want to show is you're still supporting people to progress, and in the context of inclusion.

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That their level of maths and English is not proving to be a barrier for them to be able to access the core content of the curriculum, yeah? So, in short, um, it's not for officers to say your approach is right or wrong, it's for you to prove that what you're doing is right.

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Are you recognising that there are barriers? If they're there, what is it that you're doing to overcome them? And I worry about that policy position that Anna White came in, and I know the benefits of it last year. I think the fact that that debate is still raging is a really good one.

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Because we've got a little bit of a rub between what the policy said and what is fundamentally we know is a barrier to access and content. Um, so I very much hope that answered your question that was in the chat that was there as well.

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Okay, thank you, guys. Thank you so much, everyone, for coming. And everyone, there are still 157 people that are left online, so feel free. I'm going to check, because there might be other questions here that I haven't picked up on. Let me just double check.

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What level of send call would you expect the SENCO to have in a small ITP? Um, I will send you that as an answer in the Q&A, because I know it's come through in the chat as well, to be a bit more specific about it.

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And I think what I would say to you is broadly around, um, the way that you deploy your Senkos is... I'm always so mindful that some of you are tiny providers, you know, and what you can't do, you know, is just have everyone being trained up to a level. So, number one is don't forget Chris's point around when you think about those four levels that he talked to you about, is that bottom level, which links with what Ofsted says, is how are we supporting all of our team?

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To be able to be as effective as they can be. So I'm kind of directing you towards thinking about that, number one. Number two is I'll send you something about the different levels of Senko, and again, Ofsted's position on that, I think I would be... I'm comfortable in saying, if you're a school, we'd be having a different conversation.

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Um, isn't that, as a small ITP, they have said this is the level of qualification they have to have because they don't do that. It's for you to say, in the context of the policy that we have put in place, this is what we think we need based on the learner cohort we have.

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And the, um, uh, and what's realistic and appropriate for us in practice, yeah. So hopefully that gives you some reassurance. They're not going to point at you and tell you off.

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Yeah. Thank you, guys.

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Thank you very much.