

ALDCS

The Association of London
Directors of Children's Services



Welcome

LiiA SEND Inclusion & Learning Conference 2026

Get Online!

Network: KingsPlaceEvents

Password: Oak2026Tree



**Access Today's Agenda & Other
Resources via the QR Code**

ALDCS

The Association of London
Directors of Children's Services



LONDON INNOVATION AND IMPROVEMENT ALLIANCE



ALDCS SEND Programme

Frank Offer – Head of SEND
(LIIA)

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Key themes of the ALDCS SEND Programme



**SUPPORTING
DELIVERY OF
SEND REFORMS**



**SYSTEM
LEADERSHIP,
COLLABORATION
AND
COPRODUCTION**



**ENABLING A
LOCAL INCLUSIVE
CULTURE**



**STRENGTHENING
INCLUSION
ACROSS
EDUCATION
SETTINGS**



**ACCESS TO
SPECIALIST
SUPPORT AND
LOCAL
PLACEMENTS**



**SUPPORTING LOCAL
DECISIONS THROUGH
DATA AND INTELLIGENCE**



**SUPPORTING
DEVELOPMENT OF THE
WORKFORCE**

ALDCS

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Directors of Children's Services



The FAW Way : Innovation With Purpose

Peggy Murphy
Principal

pmurphy@five-acre.kent.sch.uk



Tim Williams
Headteacher (Loose Site)

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Kirstie Hemingway
Headteacher (Satellite Provisions)

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Five Acre Wood School

01622 743925 | www.fiveacrewood.co.uk

Boughton Lane, Maidstone, Kent. ME15 9QF

<https://www.youtube.com/@FiveAcreWoodRecords>



Context.



UK's largest special
needs school
(870+ pupils and 520+
staff)
Serves pupils with
profound, severe and
complex learning
difficulties (4 – 19 yrs)



Rated *OUTSTANDING* by
OFSTED on three consecutive
occasions (most recently in
July 2024)



One of only 8 schools in
Great Britain to be
awarded the IQM
'National Inclusion
Champions Award' (2023-
24) and the only special
needs school



Rapid increase in
population:
Sept 2008 – 119
Sept 2015 – 269
Sept 2017 – 330
Sept 2022 – 700+
Sept 2025 – 870+

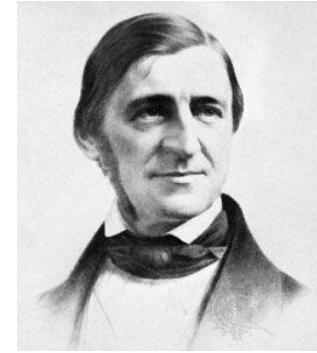


Our culture - 'One Wood
Many Trees'



We do things very
differently – in the
pursuit of providing an
'unreasonable
education'

Not Like Other Schools.



“

Do not go where the path may
lead, go instead where there is no
path and leave a trail

(Ralph Waldo Emerson)

”

Our Purpose.



*To achieve new
possibles, whilst
preparing pupils for their
life journey*

The Five Acre Wood Way.

'Together Stronger'

We all play a small but vital role in both the Five Acre Wood and the wider community. When we work together we are at our best.

#TogetherStronger



TogetherStronger

'Pupils First'

Pupil's remain at the heart of our decision making, to ensure that they have the best possible outcomes.

#PupilsFirst



PupilsFirst

'Every Moment Matters'

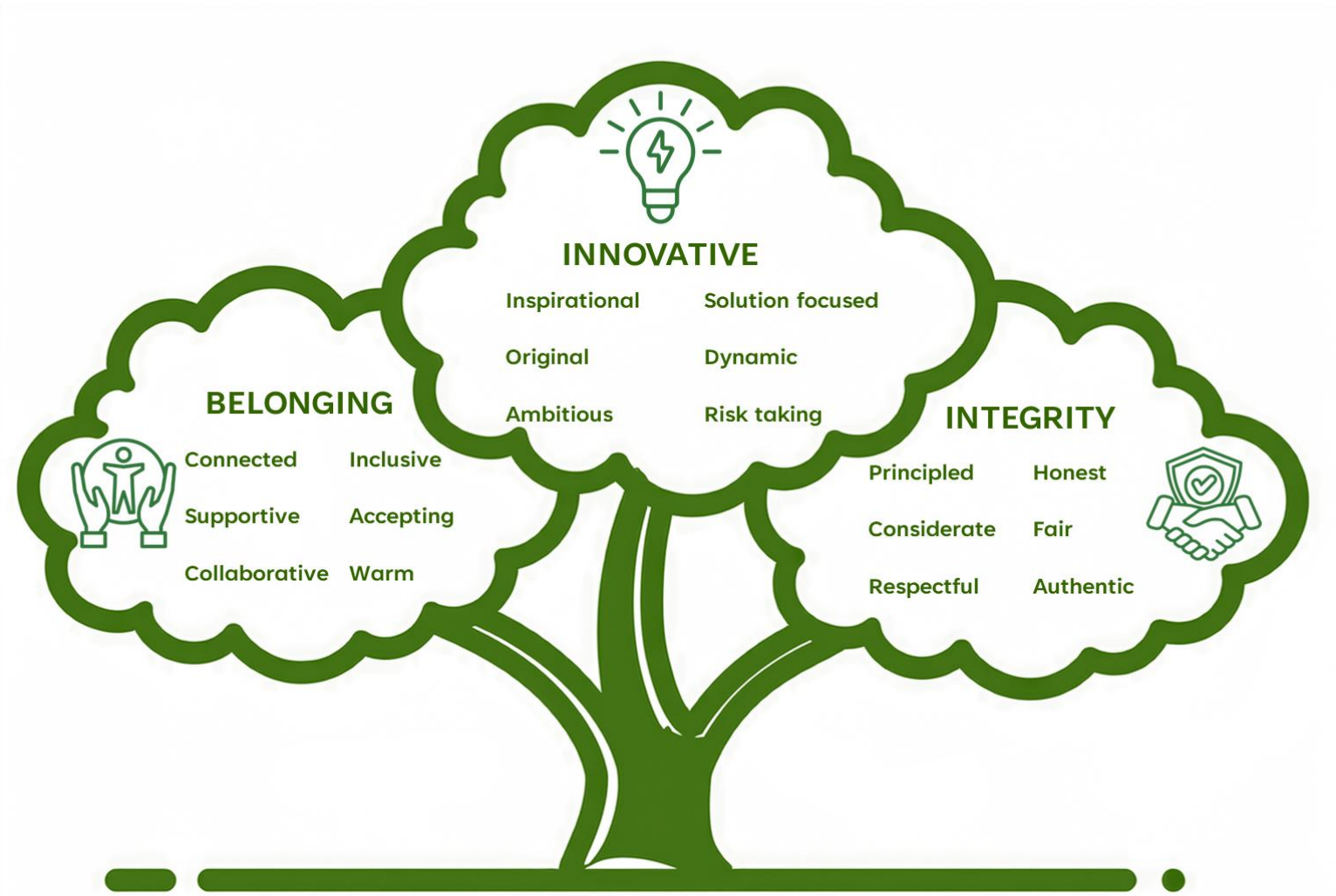
Our pupil's time in full-time education is limited and we are duty bound not to waste it.

#EveryMomentMatters



EveryMomentMatters

Our Values.



Learning Approaches.



Learning Approaches



Innovation – Training and Development.

Mindflick

Performance Psychology

All staff benefit from world class 'performance psychology' support and training, from our friends at Mindflick



World Class Consultants

We are supported by a range of global thought leaders such as Emily Rubin, Adrian Webster, James Kerr and Doctor Ceri Evans



Training And Conferences

We regularly stage our own training events, conferences and 'summits'. We also access a range of high calibre training events.



Multi-Disciplinary Professionals

We employ a multi-disciplinary team to support our staff and pupils (e.g. SALT, OT, Therapy Assistants, Social Workers, Social Worker Assistants, TEAM – Family Support, Designated LAC Teacher, Play Therapist, Counsellor, Strategic Pupil Intervention Lead).

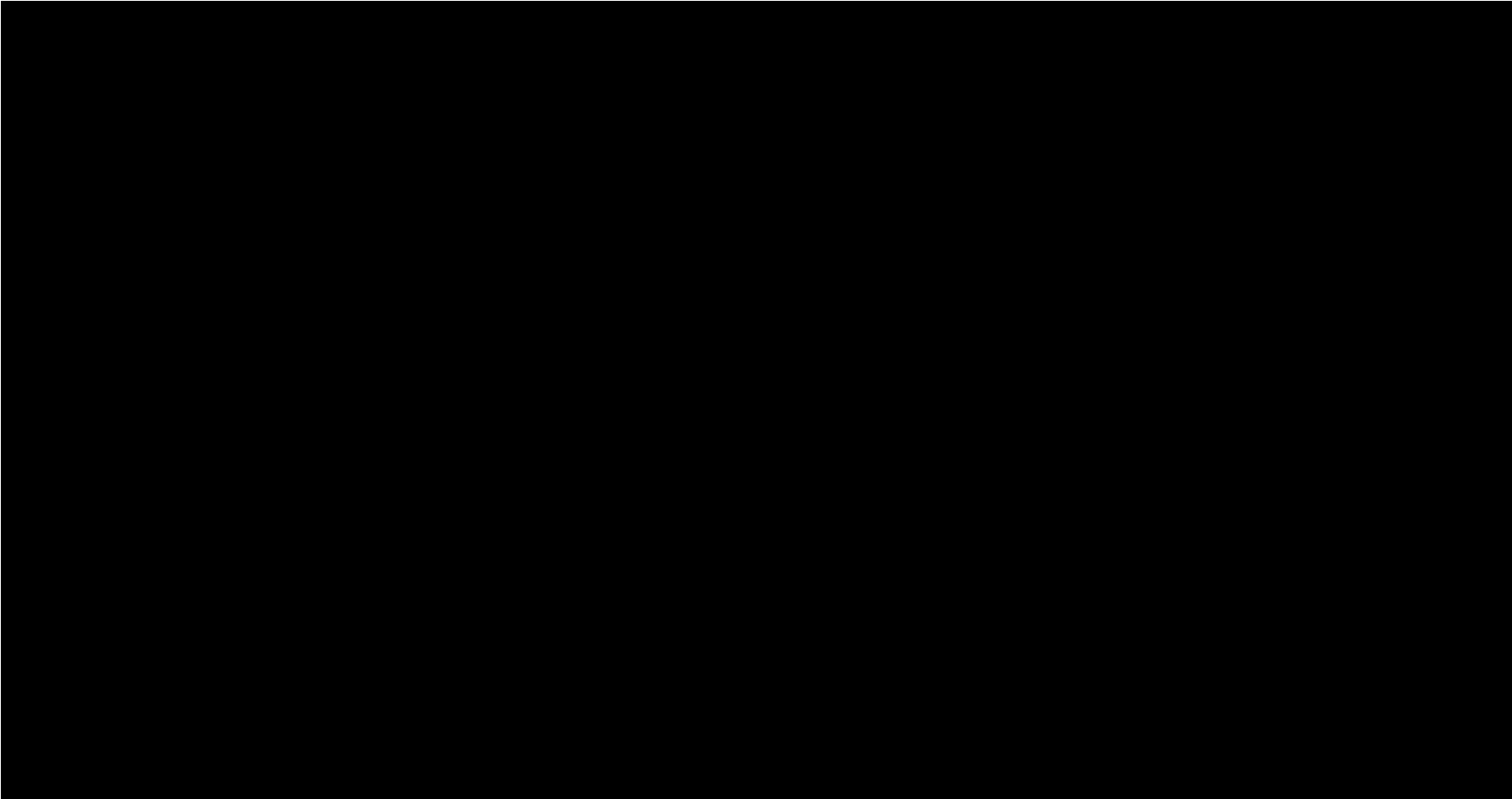
Innovation - Music.



Annual Music Festivals And Gigs

To offer our pupils the chance to access live and spectacular 'out of this world' events that they may otherwise never experience

Innovation - Woodstock.



Innovation - Music.



Annual Music Festivals And Gigs

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Music Singles

We have released a number of very successful iTunes charts music singles



Record Company

We have set up our own record company – 'FAW Records' and distribute our music singles worldwide

The Climb.



Innovation - Music.



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Radio Station

We have launched our own inclusive radio station – 'Maidstone Radio FAW All'



Innovation – Learning Environments.



The FAWrient Express, Platform FAW And Peggy's FAWtique

Our pioneering hospitality training academy, roastery and shop, where our pupils will acquire 'industry ready' tools, know-how and experiences, to help improve their chances of finding employment

The FAWrient Express.



Platform FAW.



Peggy's FAWtique.



Innovation – Learning Environments.



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FAWbulous Bus And Poo Bus

Our new double decker bus, which has been transformed into a specialist soft play space

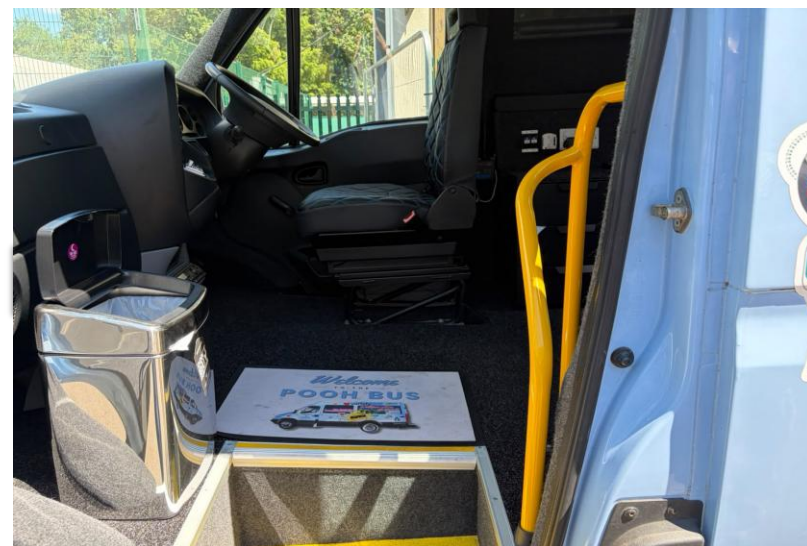


An old mini-bus that was converted into an incredible games space

The FAWbulous Bus.



Poo Bus.



Innovation – Learning Environments.



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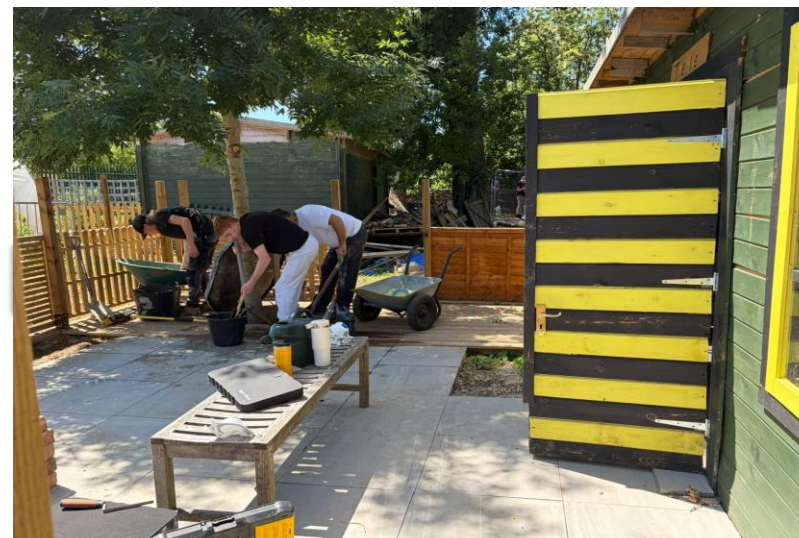
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Outdoor Learning Environment

A unique and immersive learning experience which includes an animal area, nursery, forest school, and outdoor + work related learning environment

Outdoor Learning Environment.



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The 7FAW7

Our new library, housed in the cockpit and fuselage of an aeroplane!



The 7FAW7.



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A dedicated counselling space for pupils and staff, located in a freefall lifeboat



The FAWtilus.



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FAWlife Lodge

Our 3 bedroom mobile home that supports the development of pupil's independent, life and home skills

FAWlife Lodge.



Made FAW You.

COSTA
Foundation
CHANGE A CHILD'S LIFE STORY



Our Approach.

**“Build It And They
Will Come”**



**Nothing Is
Impossible –
Never Say No!**



Nothing Is Impossible.



“

Nothing's impossible - you've just got to be a bit of a nutter (or a bit of a gangster) to go for it.

(The Hardest Geezer – Russ Cook)

”

Magic.



“

Sometimes magic is just
someone spending more time on
something than anyone else
might reasonably expect

(Raymond Teller)

”

Our Approach.

**“Build It And They
Will Come”**



**Nothing Is
Impossible –
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**Fundraising +
Powerful Long
Term
Partnerships**



Powerful Partnerships.

south east water

01

New, upsized drinking water supply



02

Sponsorship



03

Filling our temporary outdoor swimming pool



04

Volunteer days



05

Educational visits



Powerful Partnerships.



01

Curriculum opportunities



02

Work experience



03

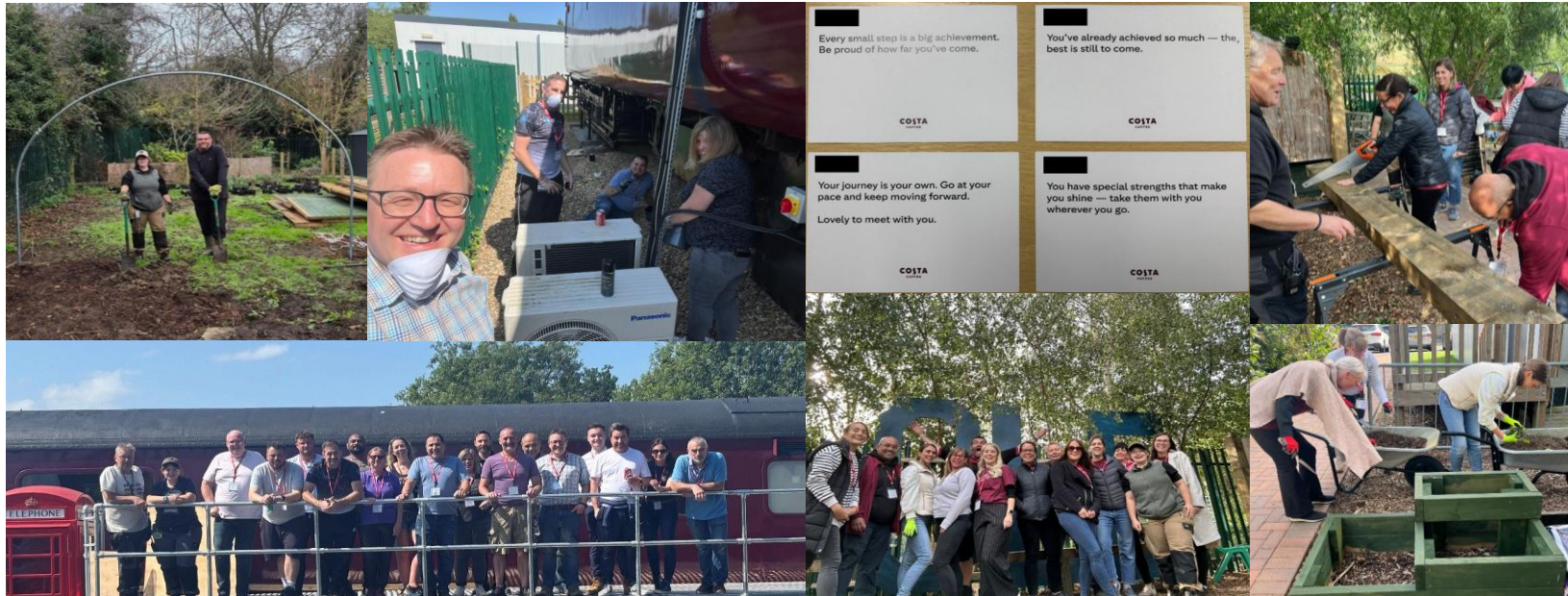
Volunteer days



04

Commercial kitchen....

COSTA
Foundation



Our Approach.

**“Build It And They
Will Come”**



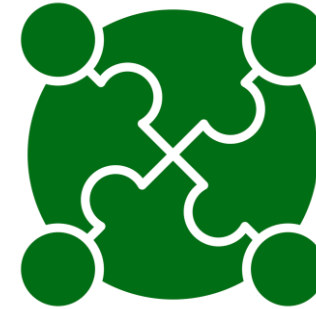
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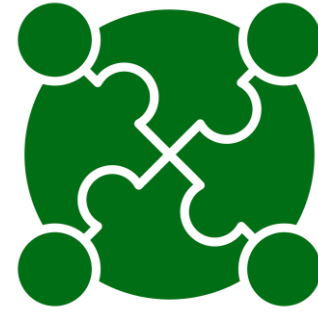
**Fundraising +
Powerful Long
Term
Partnerships**



**Culture
Matters....A Lot**



Commitment Culture.



“

....where people are united by shared goals, values and behaviours....it delivers consistent and superior levels of performance

”

Our TransFAWm Framework.



To ensure our innovations are sustainable rather than "one-off" projects, we developed our unique TransFAWm framework, where innovation begins with pupils' lived experiences and desired outcomes.

T

Targeted Need

Every innovation begins with analysis and, where possible, is data-driven. For instance, reviewing leavers' destinations revealed a clear gap in sustainable employment.



R

Relational Design

We co-design projects with pupils, parents, and therapists. For example, the layout of the FAWrient Express was modified following pupil feedback regarding sensory triggers and accessibility.



A

Adaptive Delivery

Pupils are not expected to "fit" the innovation; the innovation must fit the pupil. Roles are 'scaffolded', ranging from sensory-based tasks to high-level customer service.



N

Networked Growth

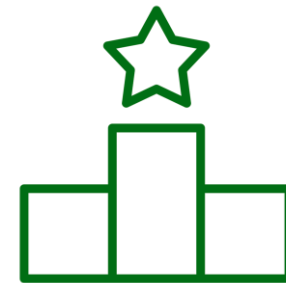
External partners ensure our projects meet real-market standards and we engage with organisations and communities locally for mutual benefit.



S

Sustainable Impact

We build business models into our innovation projects, so they are economically, socially and environmentally sustainable and disseminate the learning.



Our Innovation Strategy.



A ROBUST 5-YEAR INNOVATION PLAN 2025 - 2026

A visionary roadmap for creating world class, inclusive and cutting-edge opportunities that enhance learning, nurture independence and empower every FAW pupil to thrive in their own extraordinary way.



Bold, pupil-centred intent

Our innovations start with our pupils' needs strengths and aspirations



Long-term vision, real impact

Transformative environments, experiences and pathways that change lives.



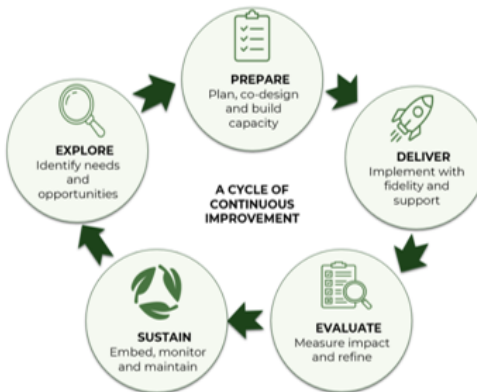
Inclusive by design

Every innovation is accessible, sensory-aware and built for belonging.



Evidence informed

Underpinned by the EEF's evidence informed 'School's Guide To Implementation' (2019) framework



SEVEN STRATEGIC PORTFOLIOS DRIVING TRANSFORMATIVE IMPACT



A STRATEGIC PORTFOLIO PRIORITISATION AND DECISION FRAMEWORK

A disciplined approach to focus our energy, resources and leadership where it will make the greatest difference.



ORGANISE

Our work is grouped into seven strategic portfolios aligned to the pupil journey.



PRIORITISE

We use an Urgency x Value matrix to focus on what will have the greatest impact first.



DECIDE

Clear lenses help us decide what to Start, Sequence or Stop/Group.



DELIVER WITH DISCIPLINE

Protecting capacity, coherence and quality so every initiative delivers real outcomes for pupils.

PRIORITISATION MATRIX URGENCY x VALUE

TIER 1 DELIVER NOW	Protect core outcomes and staff capacity.
TIER 2 SEQUENCE NEXT	Build enablers that expand Tier 1 reach.
TIER 3 SELECTIVE/ OPPORTUNISTIC	Differentiate and enrich without overload – progress selectively.
Disciplined ambition. Maximum impact.	

ONE CLEAR PLAN. SEVEN POWERFUL PORTFOLIOS. DISCIPLINED PRIORITIES. TRANSFORMING LIVES.



PUPIL CENTRED

Everything starts and ends with our pupils



EVIDENCE INFORMED

Rooted in research. Driven by impact.



COLLABORATIVE

Stronger together with staff, families and partners.



SUSTAINABLE

Building capacity today for tomorrow's success.

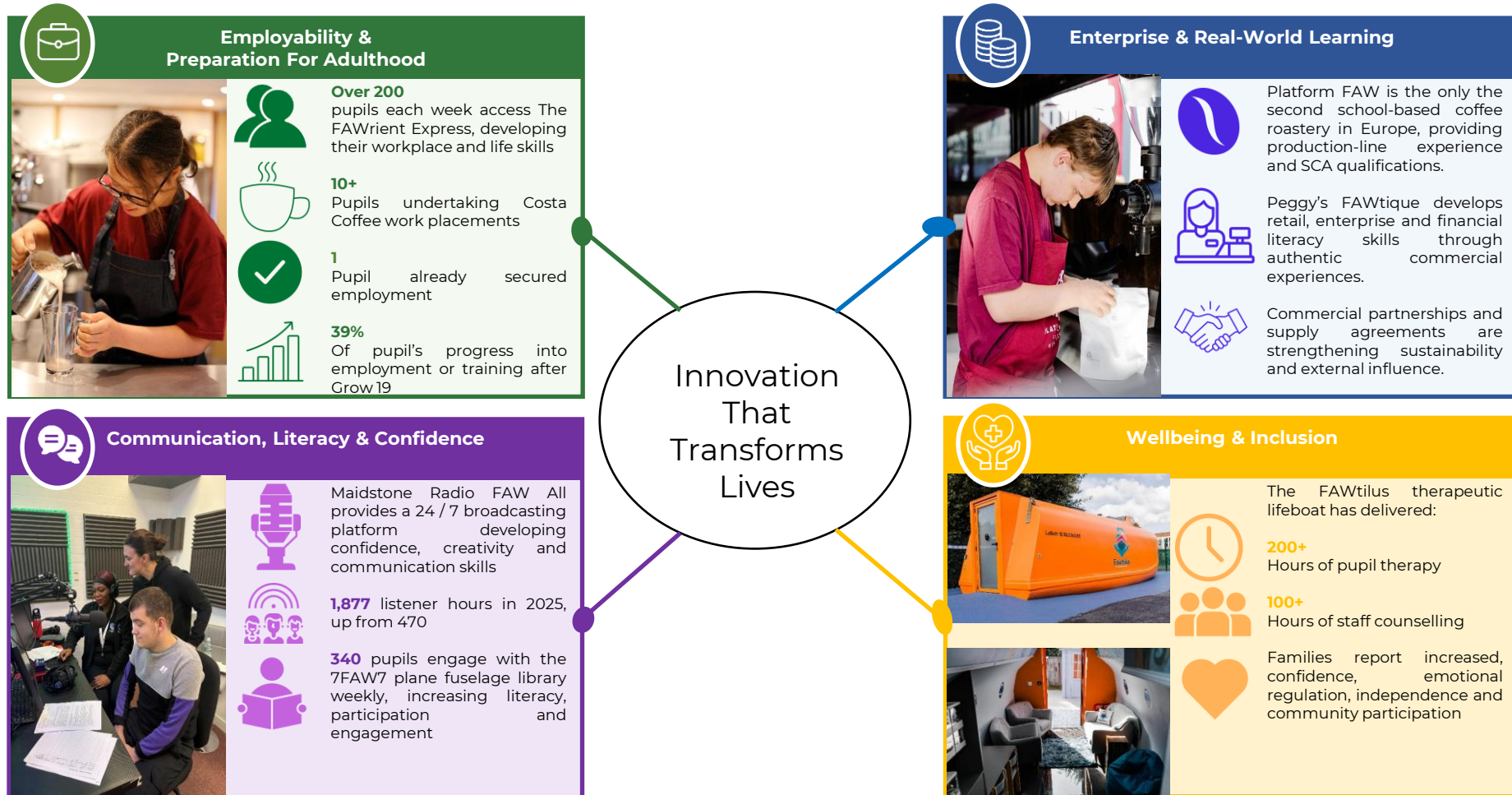


BOLD AND AMBITIOUS

Redefining what is possible in special education.

The Impact Of Our Innovation.

Changing lives and redefining the 'art of possible' in special education



Impact – Recruitment & Retention

Spikes in interest and job applications correlate with innovation news

Able to recruit to niche roles as a direct result of our innovation

Retaining staff through exciting opportunities and purpose

Impact – Profile

The profile of our school has been raised in local national and international media, through our innovation

BBC KM kmv itv sky

Inspiring Others

Other schools / organisations – locally, nationally and internationally are inundating us with requests for support and advice!

World's Best School - Innovation.

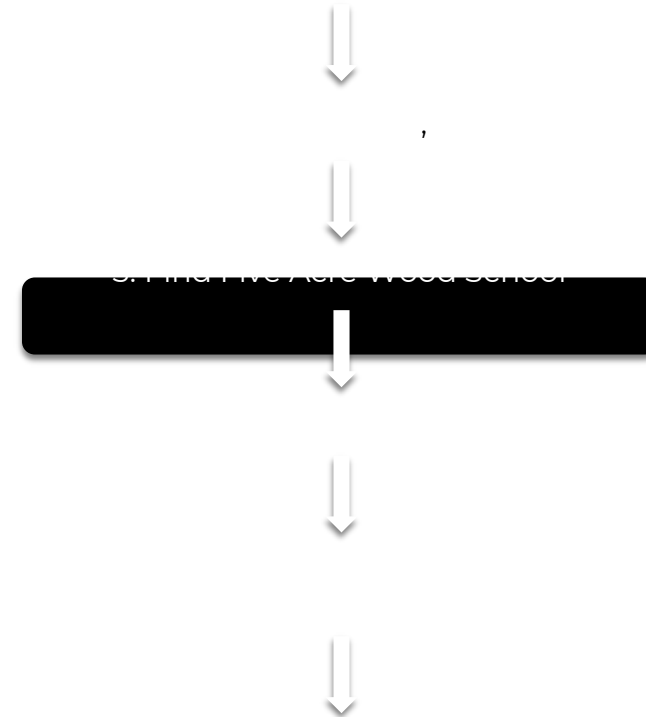


Please Vote For Us!



Scan Me

How To Vote!



Continual Challenge.



“

Mountain tops are small and the
air is thin for a reason....because
you're not supposed to dwell on
the top of the mountain

(Jill Ellis)

”





The FAW Way : Innovation With Purpose

Peggy Murphy
Principal

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Headteacher (Loose Site)

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LONDON INNOVATION AND IMPROVEMENT ALLIANCE



Flourishing together through inclusion
What we learned by listening to schools

LiiA SEND Inclusion and Learning Conference, 9th July 2026

Flourishing
together
through
inclusion

The Challenge We Heard

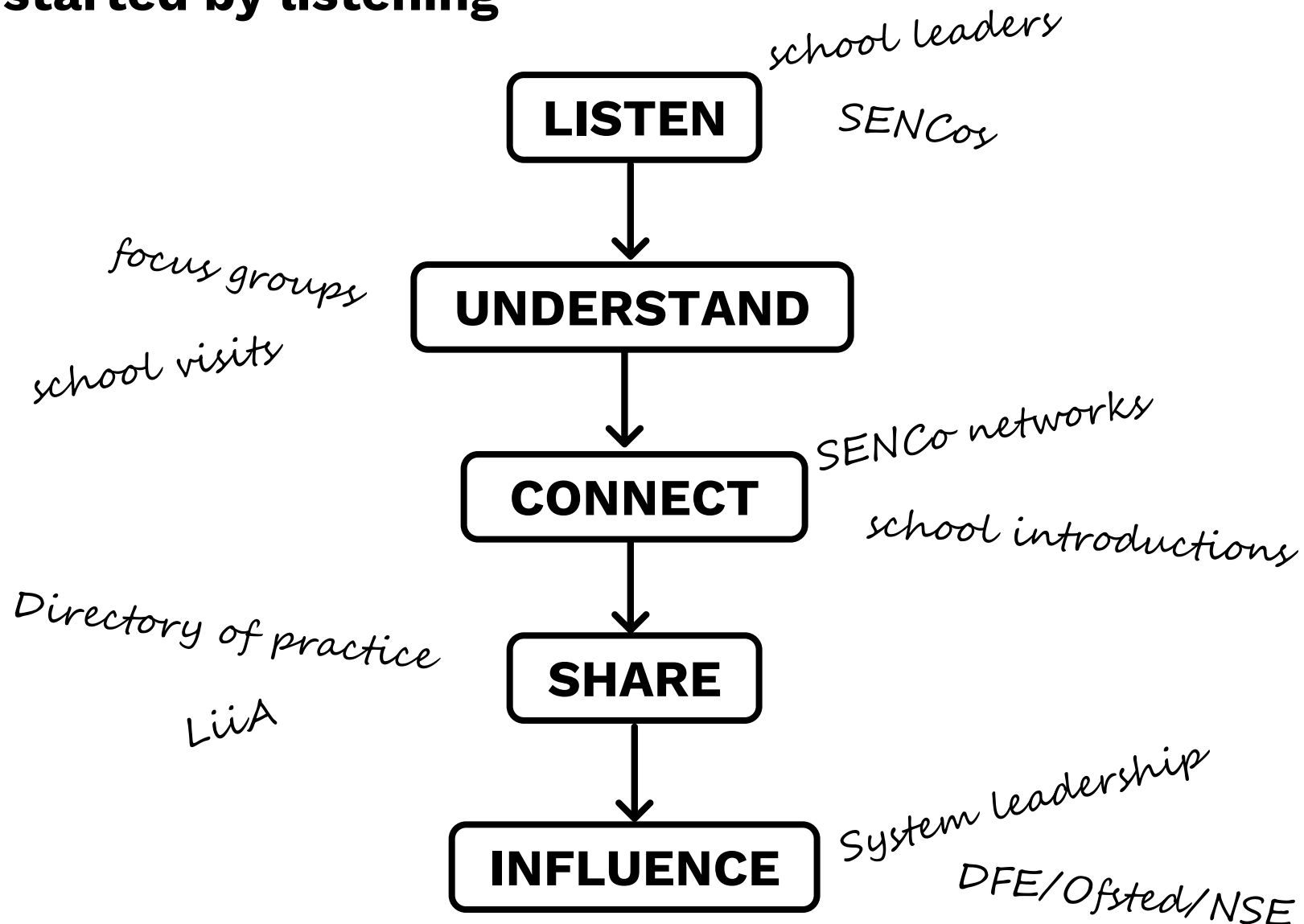
Schools wanted to do the right thing for children
Many questioned whether the wider system enabled it

- Increasing complexity of need
- Limited specialist support
- EHCP pressures and delays
- Funding challenges
- Workforce pressures
- Growing expectations on mainstream schools

How do we capture and share practice?

Flourishing
together
through
inclusion

We started by listening

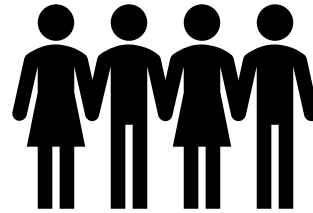


Flourishing
together
through
inclusion

What Did We Discover?

The needs of pupils with diverse skills and learning needs were often being carried by...

How do we ensure inclusion is carried by whole-school practice?



PEOPLE

SENDCos
Teaching Assistants
Inclusion Leaders
Headteachers

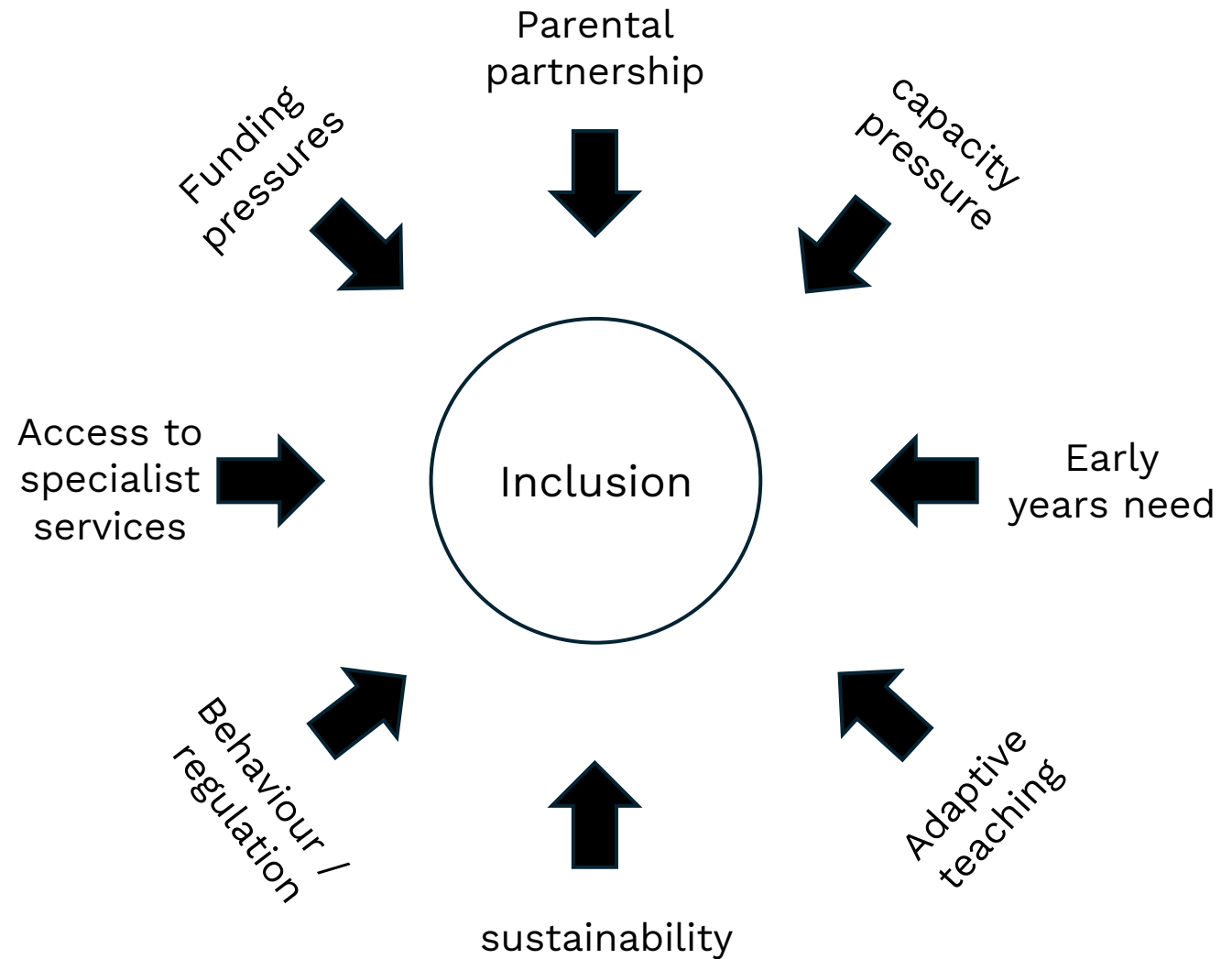


SPACES

Hubs
Nurture Rooms
Provision Bases
Sensory Spaces

Flourishing
together
through
inclusion

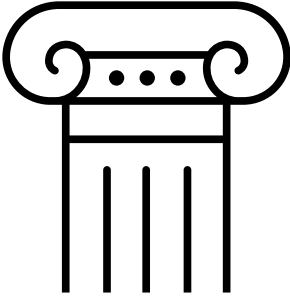
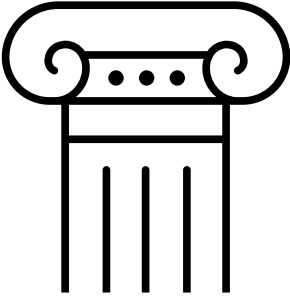
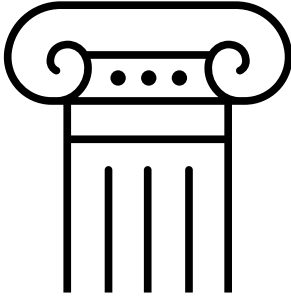
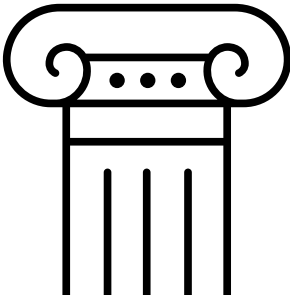
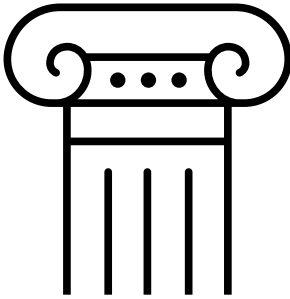
The Patterns We Saw Repeatedly



Flourishing
together
through
inclusion



What Excellent Schools Taught Us

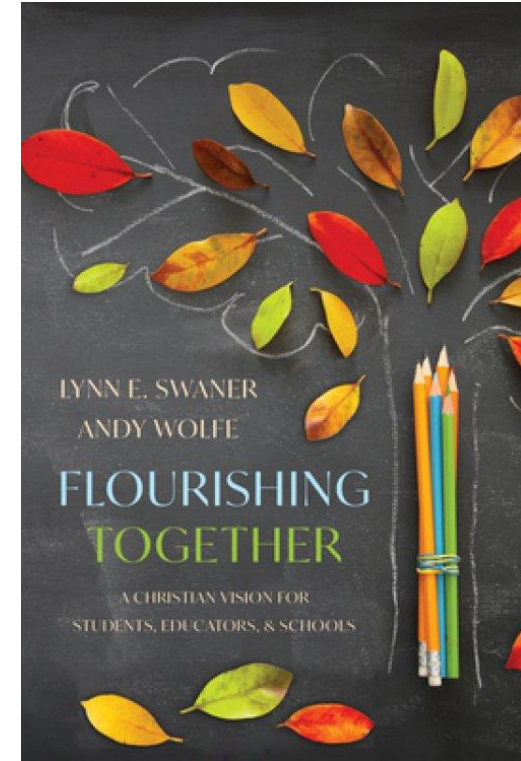
CULTURE	LEADERSHIP	TEACHING	IMPACT	COLLABORATION
Belonging Participation Relationships	Strategic Influential System-wide	Adaptive Responsive Inclusive	Evidence Outcomes Progress	Networks Sharing Learning
				

Flourishing
together
through
inclusion

Inclusion and Flourishing

FLOURISHING

Purpose
Relationships
Learning
Resources
Wellbeing



Inclusion is how flourishing
becomes real for every child.

Flourishing
together
through
inclusion

Our Response

Connect



SENDCo networks

Headteacher
clusters

NPQs

Capture



School effectiveness
partners

Collected practice
examples

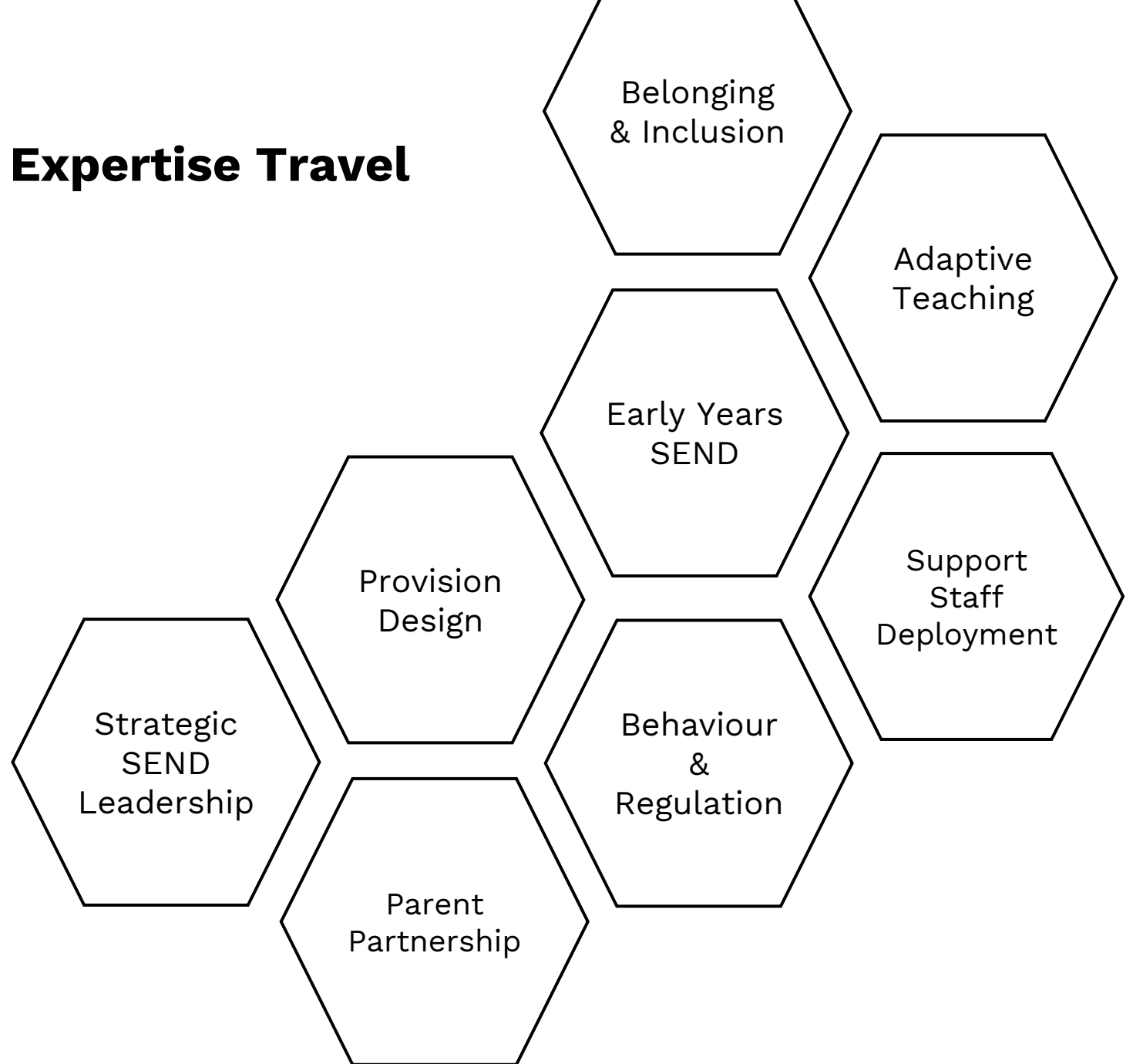
Learn



Evidence-informed
support

Flourishing
together
through
inclusion

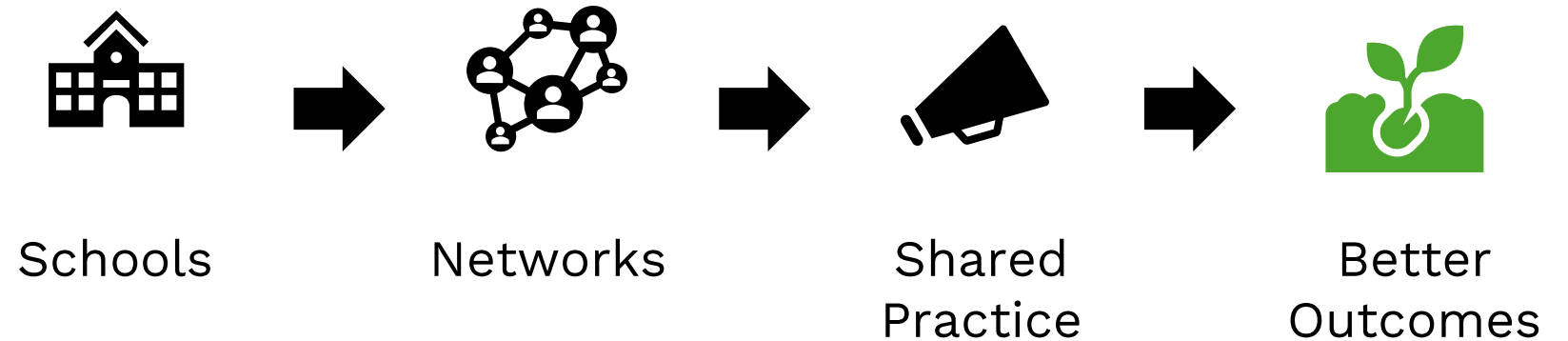
Making Expertise Travel



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together
through
inclusion

Reasons for Optimism

Mainstream schools already hold the expertise.



Flourishing
together
through
inclusion

Working with LiiA



Innovation



Evaluation



Evidence



Shared Learning



System Improvement

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together
through
inclusion

Excellence Already Exists

Our task is to make sure it doesn't remain isolated.

Inclusion grows when schools learn together.





London Diocesan Board for Schools
www.ldbs.co.uk 020 7932 1100

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LiiA Together for
London's Children
LONDON INNOVATION AND IMPROVEMENT ALLIANCE



Double Disadvantage?

Charlotte O'Regan
Schools Engagement Lead



The Sutton Trust is the UK's leading social mobility charity

We believe every young person should have a **fair chance in life**, regardless of their family's income, the school they go to or where they grow up.

But today in this country, the **opportunity to succeed** is heavily shaped by **socio-economic background**.

Our mission is to change this. Our programmes empower young people to access life-changing opportunities, and our research **influences national change** to deliver a fairer future.

Transforming individual lives

Each year, together with our **university and employer partners**, we support over 14,000 young people to reach their potential through our **university, apprenticeship and career access programmes**.

And our support doesn't stop there. We engage our **thriving alumni community** to help them to succeed in their professions and to act as advocates for social mobility.

As an independent charity, our work is entirely reliant on the **generous support of our community of donors**.

The need to **support our work to tackle the UK's low social mobility** has never been greater.

Tackling the big issues

Our **rigorous and extensive research** shines a light on barriers to opportunity from the early years to the workplace, and we strive to **influence national policy change** with evidence-based solutions to tackle educational and workplace inequality.

Using insights from our programmes and research, we **also test and scale new ideas** in education and employment practice.



Special Educational Needs and Disabilities (SEND)

Current context – an overwhelmed system

SEND : A broad descriptor that identifies the need for additional support.

SEND Support – first tier of support led by schools.

EHCP – legally enforceable support led by the LA.

1.7 million children have SEND. A 44% increase since 2014.

2 x EHCPs now exist compared to 2014

>£12 billion
was spent on Higher Needs
Funding last year, a 66%
increase since 2014.

Why is this a social mobility issue?

Children from low-income families are **more likely** to have SEND. This is true across all categories but does **fluctuate depending on diagnostic needs**.

Reduced income, increased outgoings, increased spousal breakdown, less likely to move into high income stable career

SEND



Disadvantage

Inherited conditions, impact of poverty, maternal health and wellbeing, ACEs, reduced access to EYFS

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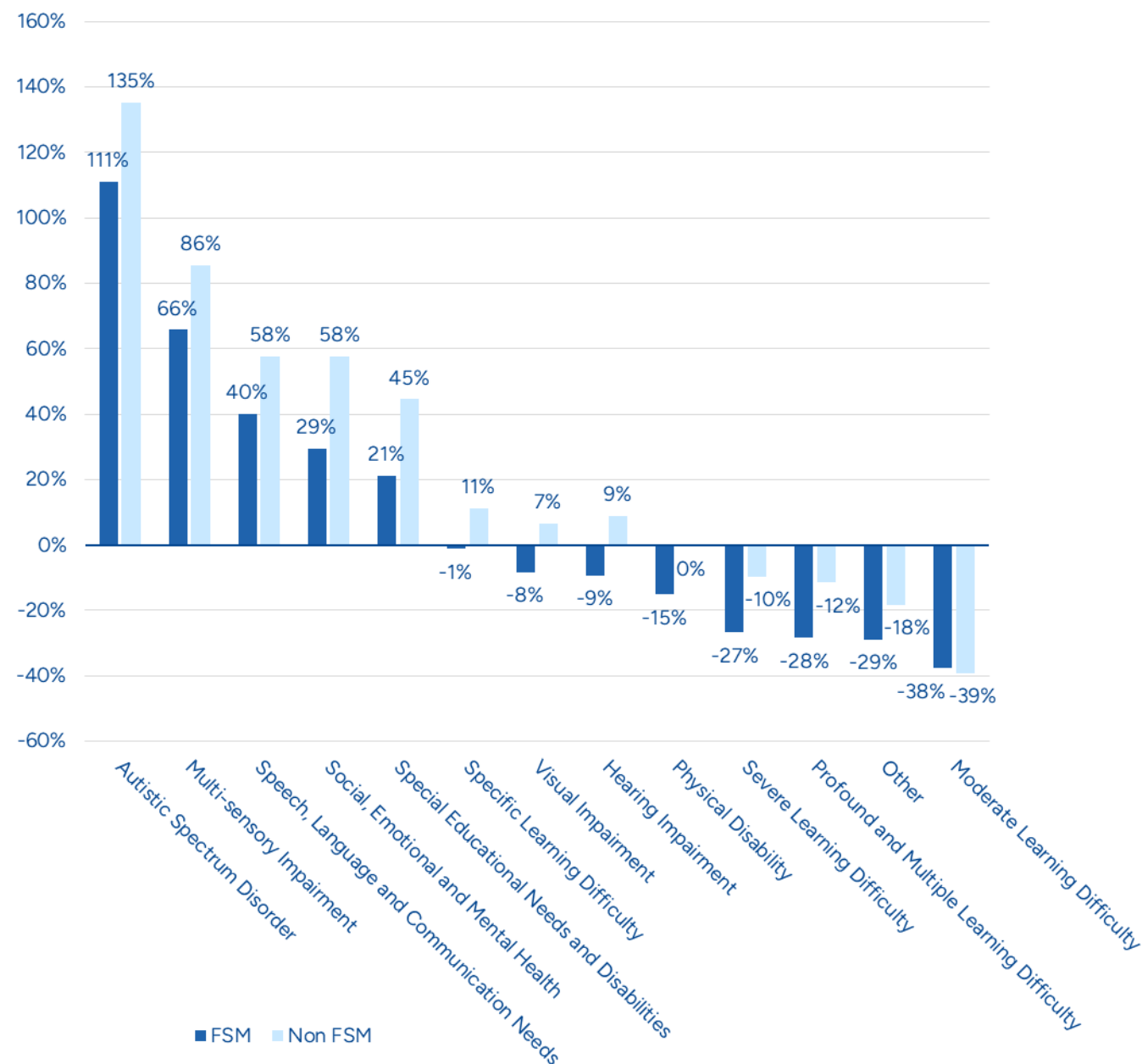
Children from low-income families are **more likely** to have SEND. This is true across all categories but does **fluctuate depending on diagnostic** needs.

Despite this, recent growth in SEND is **faster in affluent** families...
...who are **better able to access** support in an overwhelmed system.

SEND and Disadvantage

The scale of SEND, changing numbers of children eligible for FSM and large proportion of children eligible for FSM is hiding a more complex picture.

In many categories, including those requiring specific diagnosis, growth has been quicker in non FSM groups.



Special Educational Needs and Disabilities

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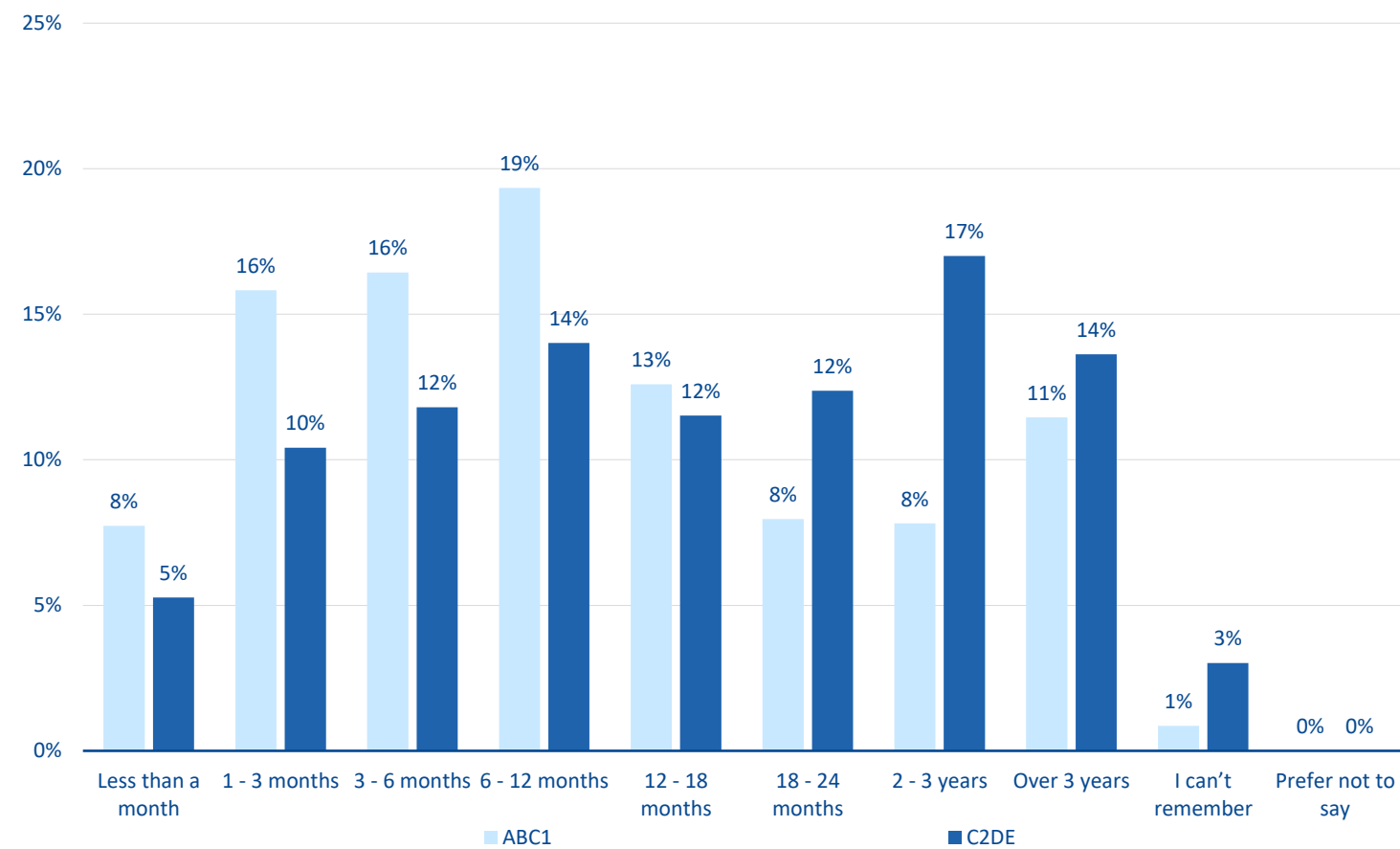
Despite this, recent growth in SEND is **faster in affluent families...**
...who are **better able to access** support in an overwhelmed system.

Subsequently children eligible for FSM and who have SEND have **lower attendance, worse behaviour** rates and **significantly lower education outcomes**.

Getting a Diagnosis

Nore affluent parents wait less time for a formal diagnosis.

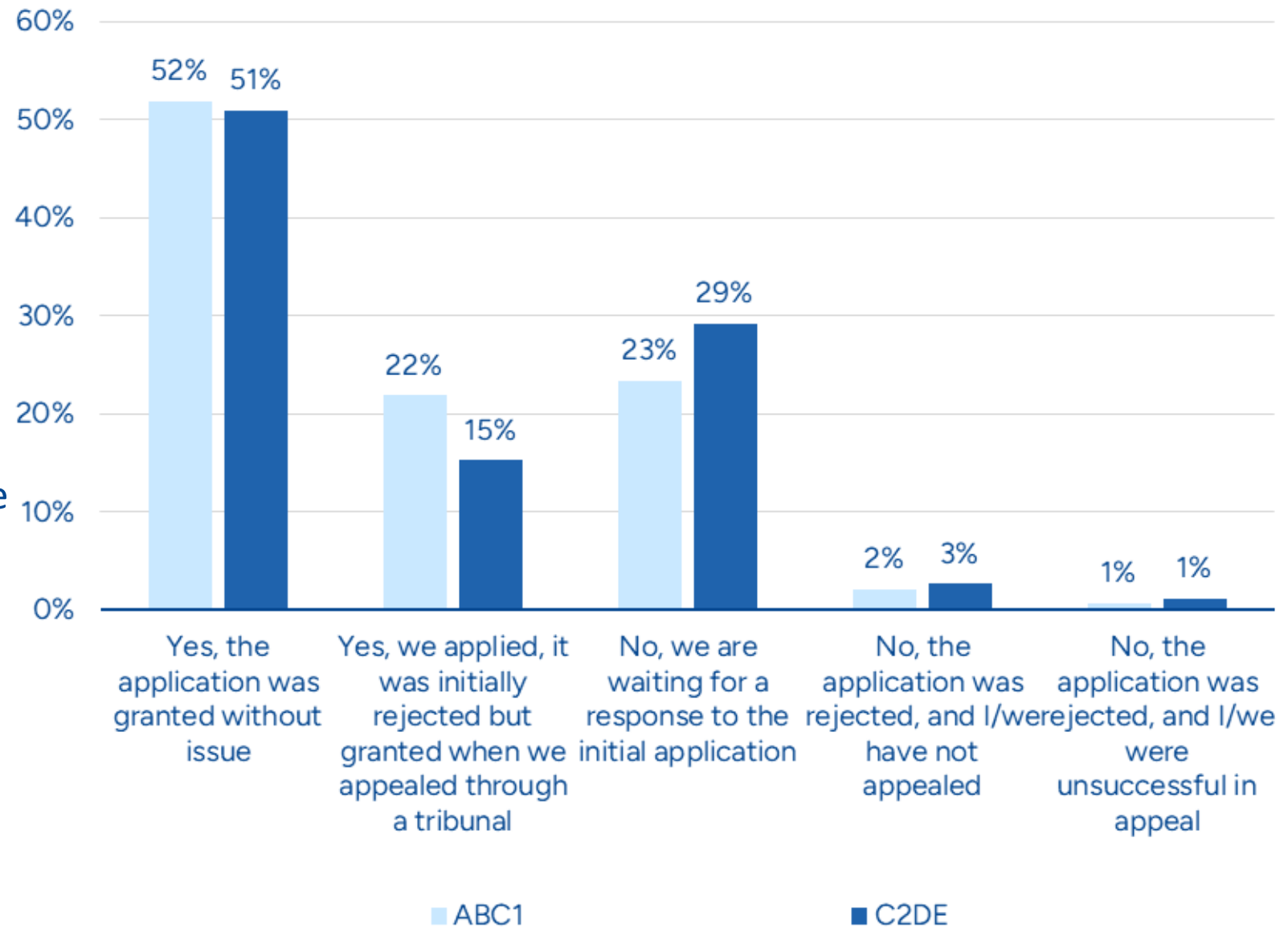
In part this is because they are more likely to pay for a private diagnosis.



Securing an EHCP

More affluent parents were more likely to apply for an EHCP and more likely to be successful with this application.

In part this is because they were more likely to use the tribunal system.

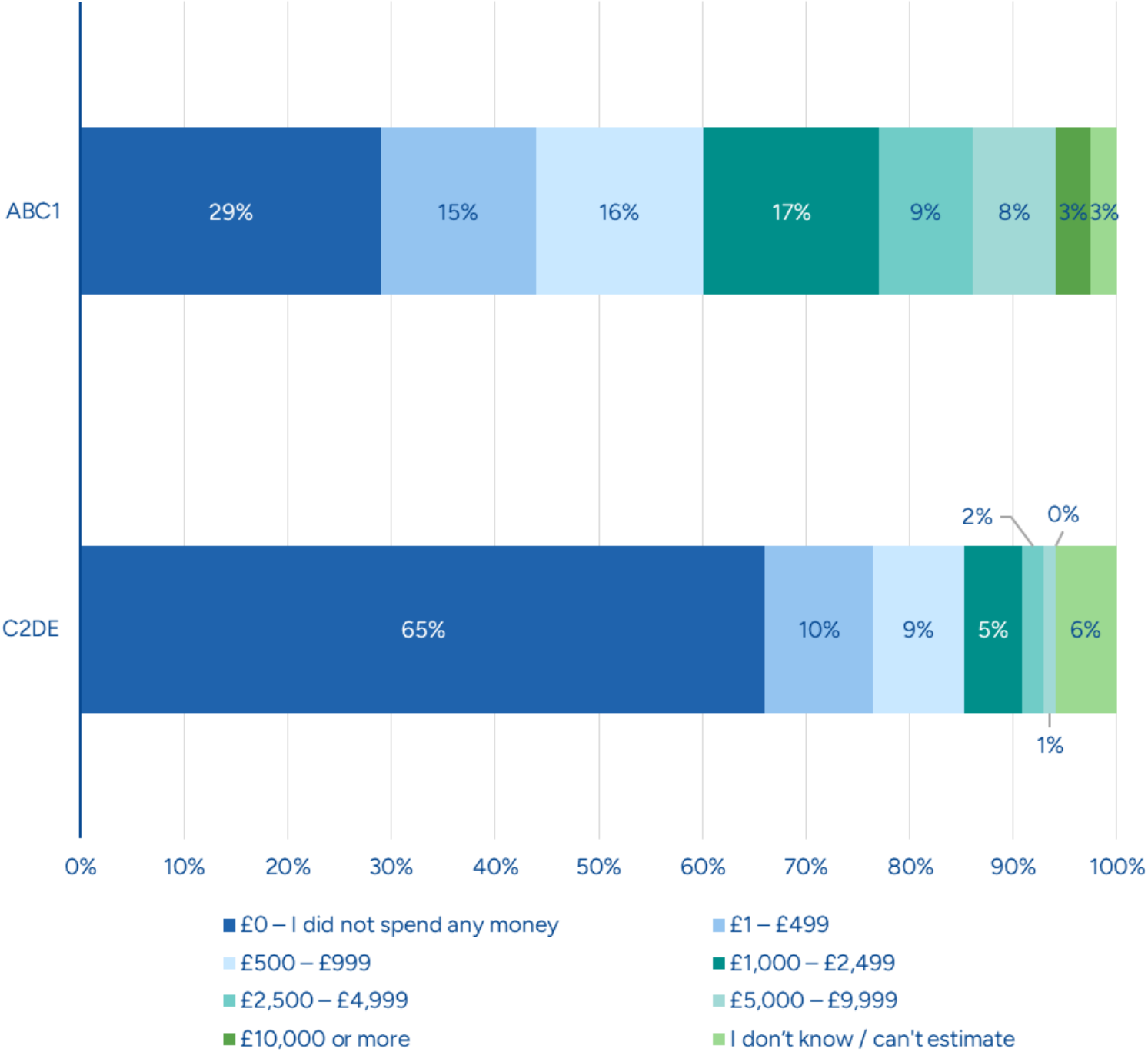


Securing an EHCP

They were also significantly more likely to spend money on their EHCP applications.

This was partly for private diagnosis which speed up the process,

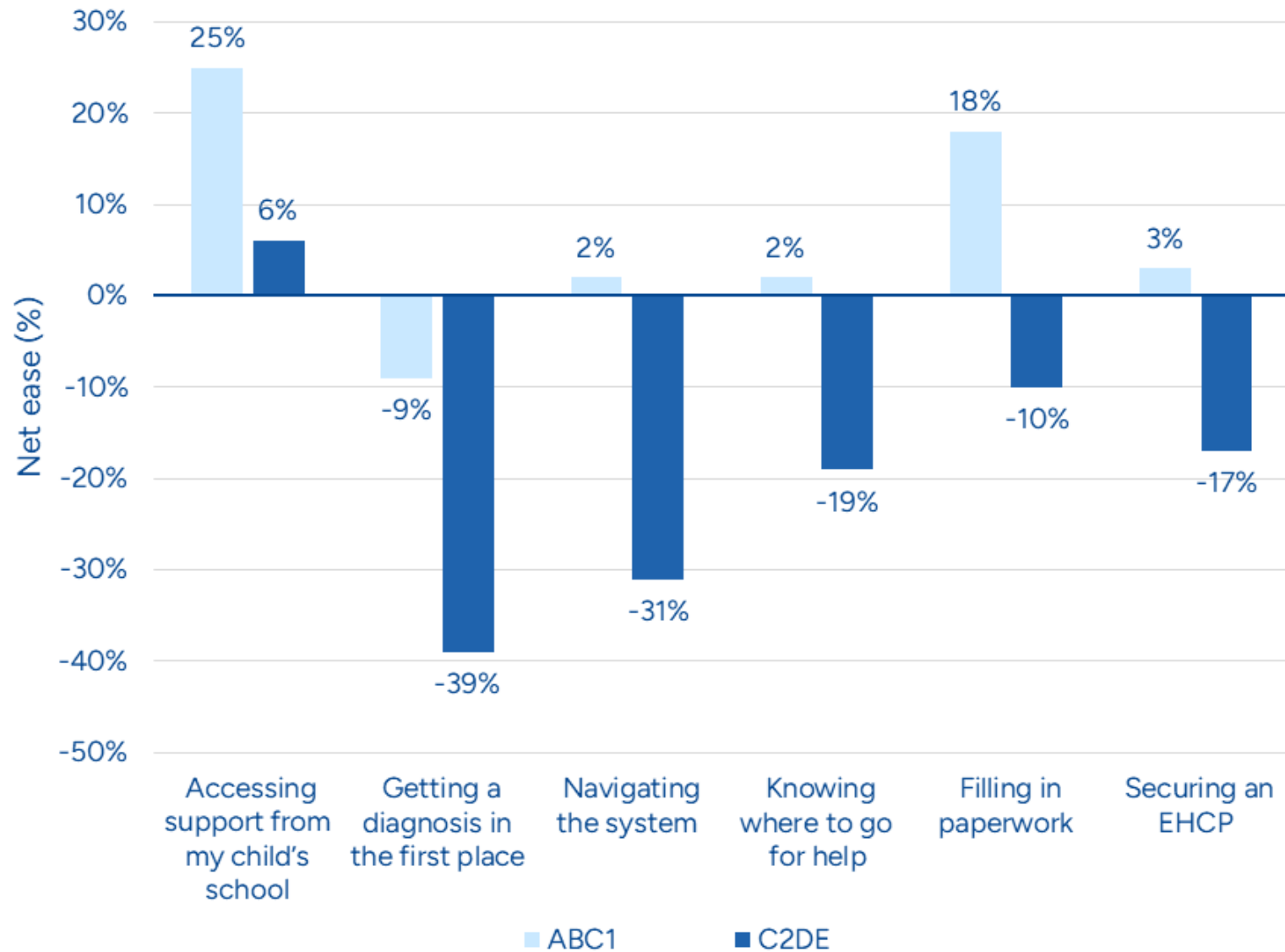
1 in 4 also paid for a SEND consultant.



Securing an EHCP

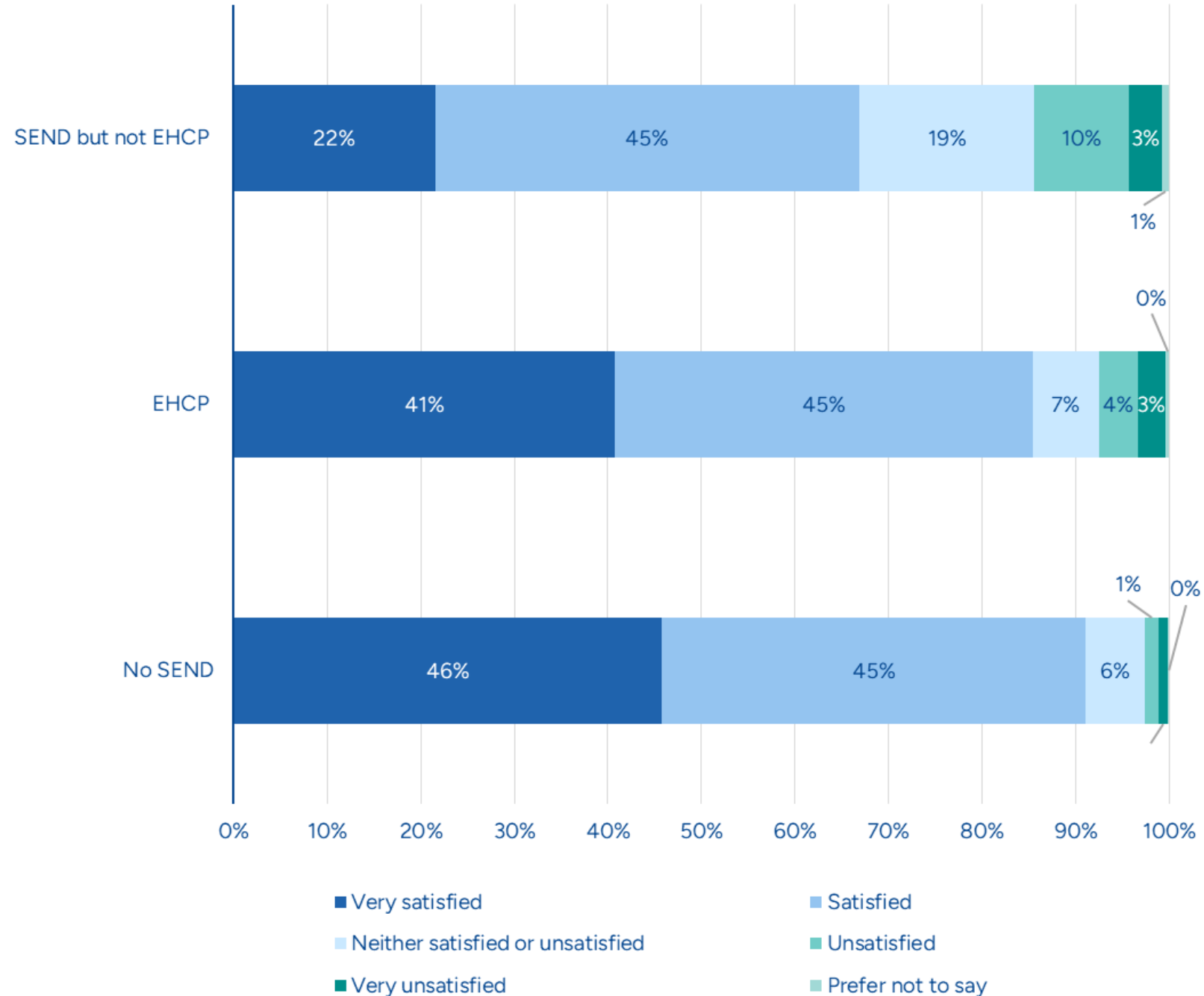
They also found the system easier to navigate overall.

Unsurprisingly this led to significant disparities in perception of fairness of the EHCP system.



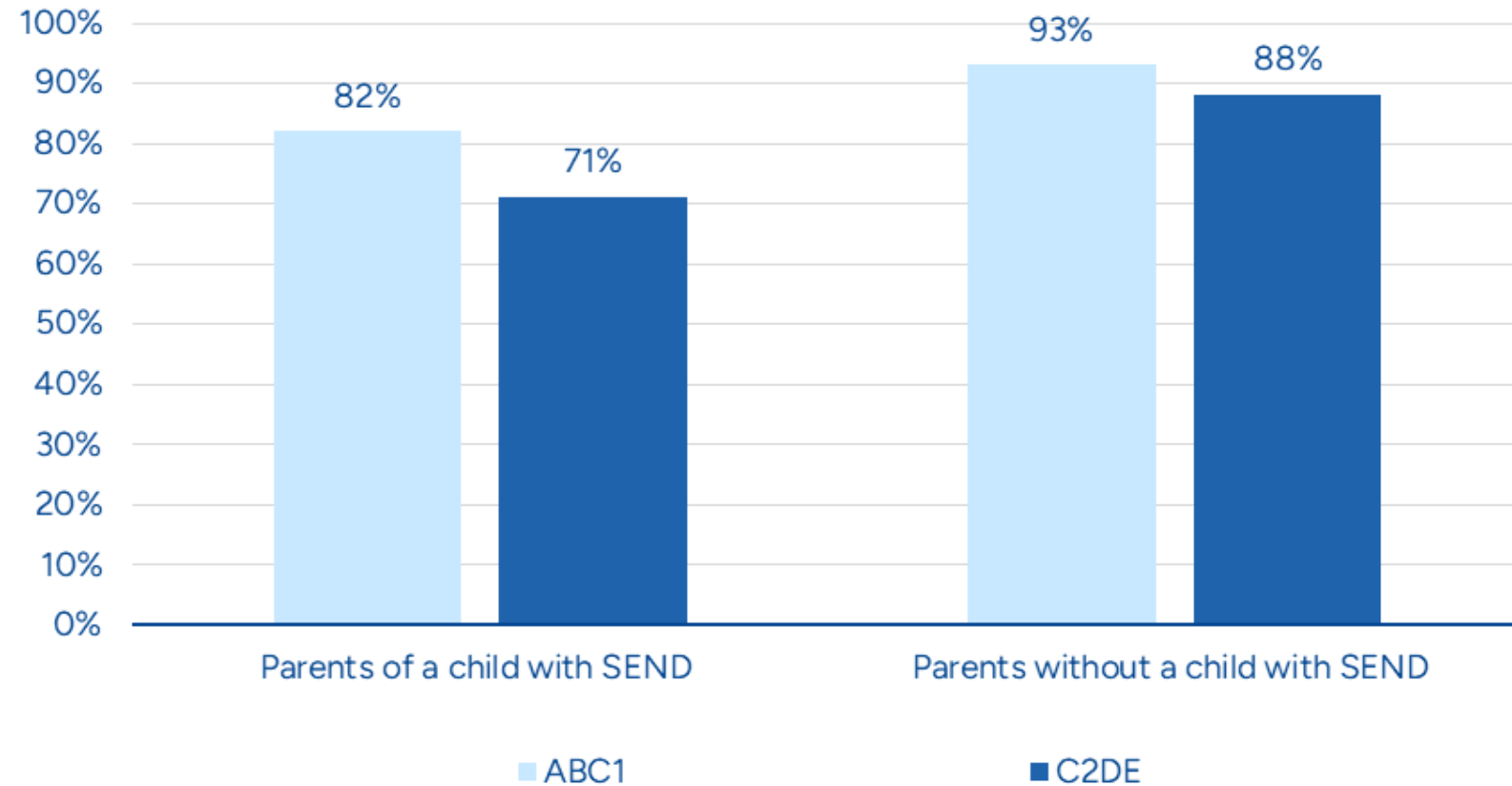
The impact of EHCPs

Who gets an EHCP matters as they tend to act as a mitigating factor within education.



Socio-economic disparities

All of this contributes to a socio-economic divide in the educational experience of a child with SEND.



Double Disadvantage?

Our research showed that the current system amplifies and embeds inequalities rather than addressing them.

Socio-economic barriers to support

Middle class families were more likely to:

- **Apply for an EHCP** and use a tribunal
- **Pay** for a private diagnosis, significantly reducing their **waiting time**.
- Spend money on their EHCP, **11% of middle-class families spend over £5000**.
- Secure a **special school** place .
- Say that the EHCP system was **easy** to use and that is a **fair** process.
- Report that they **are satisfied** with the support their child is receiving and that their **child is happy and belongs** at their school.

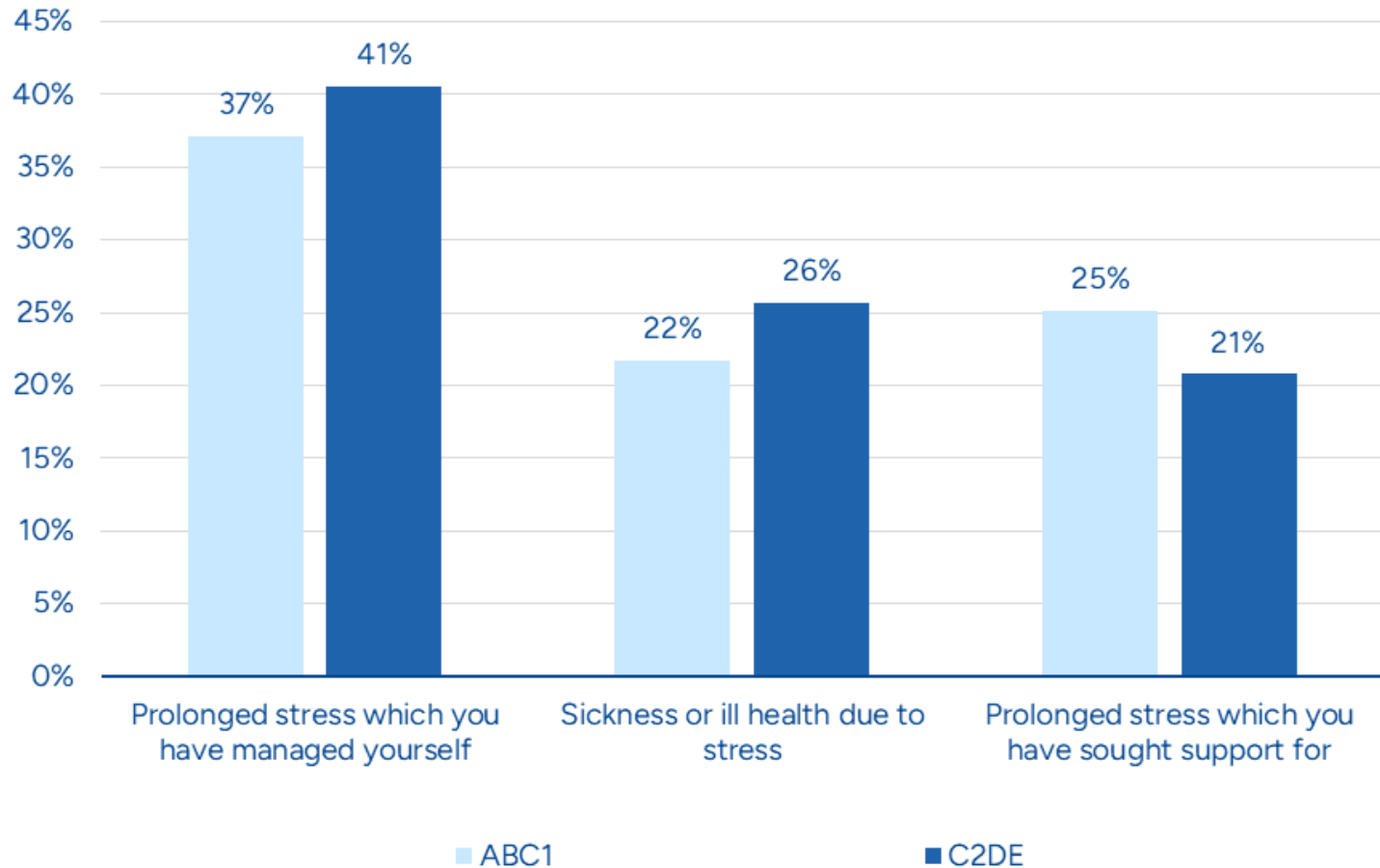
‘Double Disadvantage?’ was widely reported. In addition, we were able to share findings with the DfE and contributed to policy discussions on SEND reform.

Financial Implications

- 15% of families reported having to take on more work to cover the costs of supporting their child.
- Meanwhile, 27% of parents of children with SEND had reduced their working hours to support their child. This was a more common course of action among middle-class parents (33%).
- A third of parents (33%) had requested flexible working patterns with their employer in order to get the support their child with SEND needs. Again, this was more common among middle-class parents (41%).
- 34% of parents of a child with SEND reported taking time off from paid work, while 16% of all parents of children with SEND reported leaving employment altogether and 16% reported having changed their job to better support their child with SEND.
- Others asked family and friends for help with child support, 33% of middle-class

Impact on parents

Both groups of parents of children with SEND reported some level of stress associated with supporting their child. However, working-class parents were more likely to report stress that they managed themselves and sickness or ill health caused by stress. Meanwhile, middle-class parents were more likely to report stress for which they had sought support.



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Impact on parents

Having a child with SEND **can inhibit social mobility** for parents as well as the child themselves.

- 14% of parents report going into **debt**.
- 25% report **spending more money** on their child.
- A third request flexible working
- A third take **time off from paid work**.
- 16% change jobs and another 16% **leave work all together**.

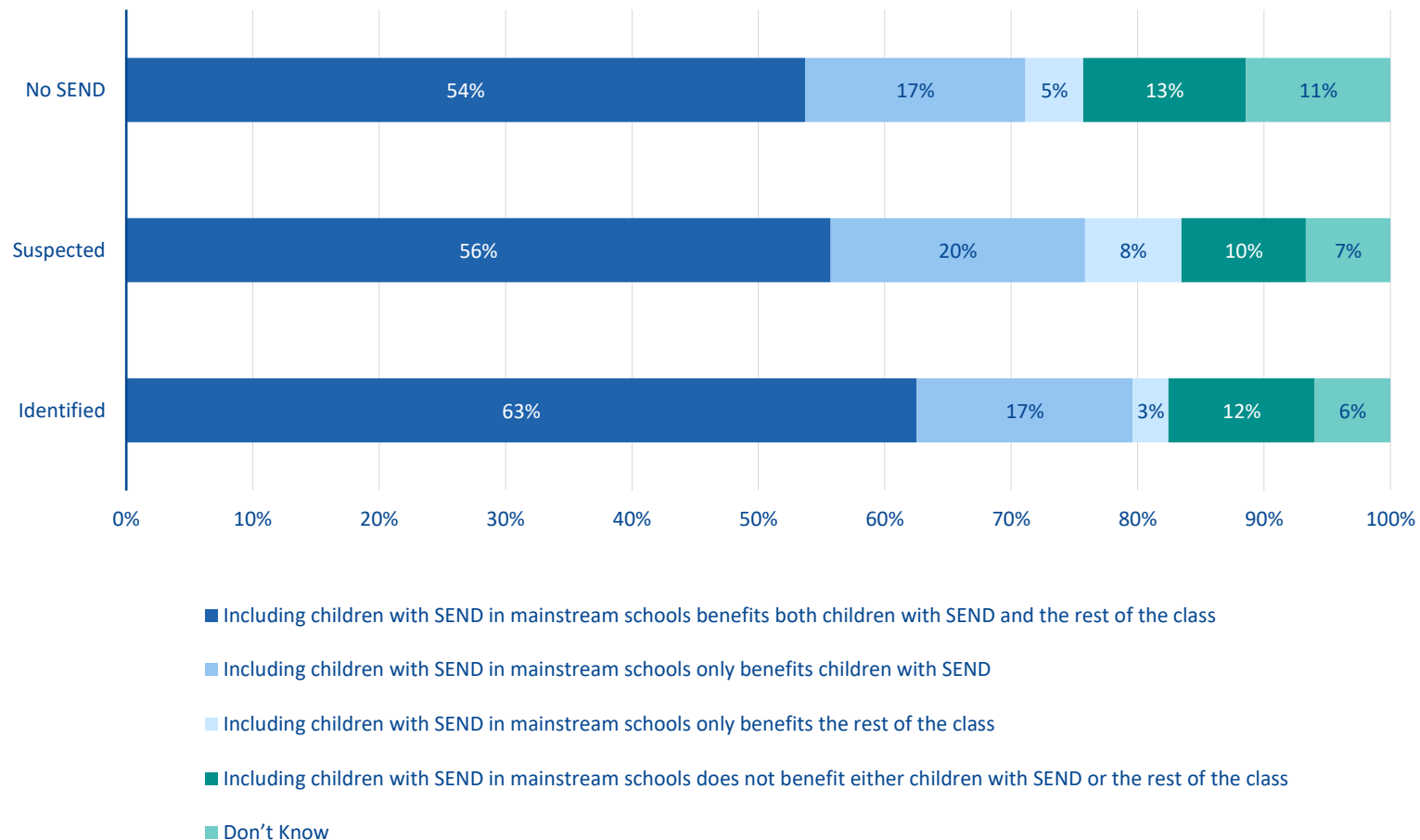
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Views of Parents

The majority of parents feel that children should be educated within mainstream, wherever possible.

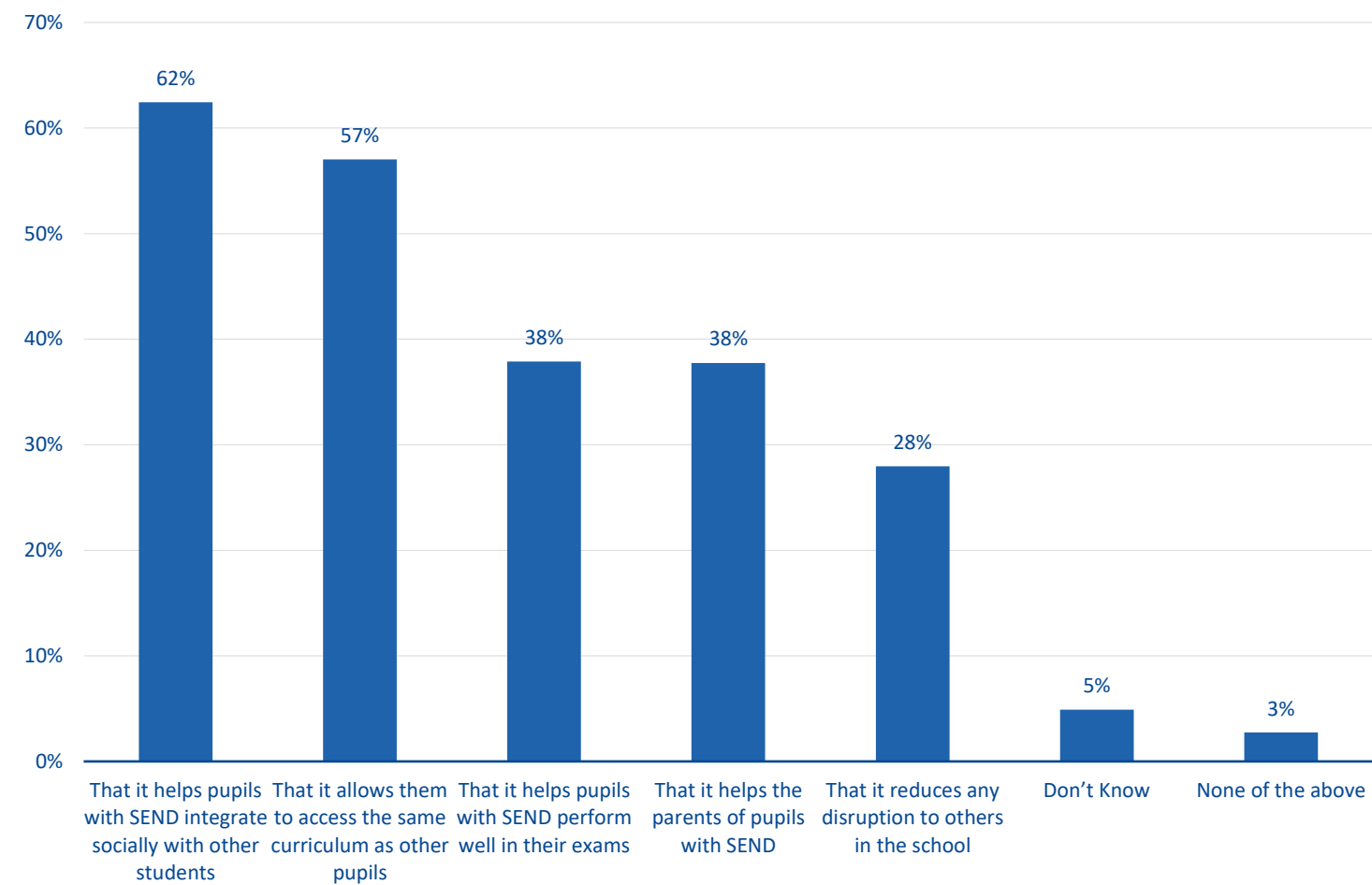
This was true across socio-economic groups and across SEND and non SEND parents.

Parents felt having children with SEND in mainstream education benefitted both children with SEND and children without SEND.



Views of Parents

They felt the priority for support should be on ensuring children with SEND felt socially integrated and able to access the curriculum.



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Parent views on SEND

Broadly speaking, all parents were in favour of a **more inclusive mainstream** system as was subsequently announced in the white paper.

- Parents felt that **it benefitted all** children to have more children with SEND in mainstream settings.
- The focus of support should be on helping children with SEND to **integrate socially** and to access the curriculum.
- Only 6% of parents felt **too much money** was spent on SEND provision.

‘Double Disadvantage?’ was widely reported. In addition, we were able to share findings with the DfE and contributed to policy discussions on SEND reform.

Reflections for educators

We also wanted to give school leaders something they could do in the short term.

1. How does the socio-economic make up of your SEND cohort compare to your whole cohort. Are there any discrepancies?
2. How do you support families who are waiting for a diagnosis or EHCP?
3. How do parents approach your setting if they think their child had SEND? Is the process simple and easy to navigate?
4. Does your setting have systems in place to support parents who may need help navigating the SEND system, especially with elements such as paperwork?
5. How well do children who are eligible for FSM and have SEND perform in public examinations in your setting compared to other children? Is there an attainment gap within your attainment gap?



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LONDON COUNCILS



SEND Inclusion in London's Schools

Caroline Dawes, Associate Director – Children,
Young People and Community

July 2026

Introduction

- London Councils – represents all 33 London local authorities; cross party support to promote more inclusion in mainstream schools to address funding and outcomes deficits for children with SEND
- Commissioned Mime to undertake research to identify challenges, benefits and recommendations around how to improve inclusion in mainstream schools in London:

[Inclusion-in-Londons-Schools-Report-Mime-London-Councils-20241104.pdf](#)

London context

Larger rise in the number requiring **EHCPs**, up by more than **50%**

Significant budgetary pressures facing London schools compounded by **falling school rolls** in many areas

31% increase in children with SEND in **independent provision**

Longer waiting lists across the system

Widespread **concern** about **consistency of inclusive practice**

1 child in every classroom living in temporary accommodation

What is inclusion?

Widespread desire for schools to be inclusive, but inconsistencies in definitions

While definitions varied, **four key *principles* of inclusion** were consistently identified

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



Benefits of inclusion

1. Emotional benefits for young people with SEND and their families

Almost all parents and carers surveyed had experienced emotional distress as a result of non-inclusive practice

2. Stronger engagement in learning

More effective inclusion drives engagement in learning, including boosting school attendance

3. Avoiding financial stress for families

Over half of parents and carers surveyed had experienced financial challenges as a result of non-inclusive practice

4. Stronger outcomes for young people with SEND

Non-inclusive practice can have a negative impact on the education, health, wellbeing and labour market outcomes of young people with SEND

5. Social benefits for all young people

There are wider social benefits for all young people from being in an inclusive environment

1. Workforce sufficiency

Challenge

The available workforce has not kept pace with the needs of the growing cohort of pupils with SEND

245% growth in third-party teaching assistants

No growth in educational psychologists

[My son's experience was affected by the] absence of 1:2:1 support due to short staffing.

Parent / carer

Recommendations

1. Further professionalisation of teaching assistant role
2. Inclusion in teacher training curriculum
3. Trainee placements in inclusive schools
4. Establishment of an enhanced SEND or SEND specialist career path
5. Greater movement of qualified teachers between mainstream and special schools
6. DfE to ensure sufficient workforce of associated experts available to schools, MATs and local authorities

2. Accountability

Challenge

Across all types of schools, even in schools rated *outstanding*, pupils with SEND are more likely to be suspended, absent and “off-rolled”

London pupils with SEND 2.5x higher likelihood of being suspended

London pupils with SEND 1.8x higher likelihood of being persistently absent

Gap in suspensions rates between pupils with SEND and their peers is as large in *good* schools as in those rated *requires improvement*

Recommendations

1. New Ofsted inspections to value inclusion on equal footing with safeguarding and academics
2. New report cards to include data on inclusion
3. Review the role of performance measures in narrowing the curriculum
4. Evaluate the impact of pressure on absence rates on young people with SEND
5. Adopt more flexible approaches to absence
6. Publish measures of long-term outcomes for pupils with SEND

3. Funding

Challenge

Funding is insufficient to effectively meet the needs of pupils with SEND, and access to support is often restricted by long waiting lists.

Just 1% of senior leaders believed they had enough funding to meet the needs of their pupils with SEND
(NAHT survey)

Recommendations

1. **Sustainable and sufficient funding** to support effective inclusion of the rapidly growing cohort of young people with SEND
2. **Funding responsive to the needs** that arise, including facilitating early intervention to meet needs before they escalate

*We are asking schools to meet a **greater level of need for less money***

Local authority stakeholder

4. Pan-London partnership working

Challenge

Young people with SEND in London are highly mobile across local authority and NHS borders, making information sharing difficult

Much greater degree of movement of pupils with SEND across borders

Lack of consistency in data and information sharing

Recommendations

1. Strengthen and expand the **involvement of young people with SEND** and their parents and carers in strategic decision making
2. Empower London's **local authorities to make decisions around investment** in future educational provision
3. London's local authority education and social care teams, alongside relevant NHS bodies, should expand and strengthen collaboration on **joint commissioning**
4. Establish mechanisms to encourage the **sharing of good practice**

Key developments since this research...

- Substantial LIIA work programme around SEND - lead regional partnership working including sharing best practice, exploring joint commissioning arrangements and exploring improvements in workforce sufficiency
- New Ofsted framework for education settings, with focus on inclusion, has been introduced
- *Every Child Achieving and Thriving* - Schools White Paper & SEND reforms including strong emphasis on inclusion in mainstream provision, Experts at Hand model to provide additional expertise, write off of up to 90% high needs block deficits
- Education for All Bill announced – to enshrine in legislation new reforms, opportunity for London to ensure that reforms are deliverable and anticipate improved outcomes

Next steps...

To ensure greater and more consistent inclusion across London's schools, London Councils will continue to lobby for:

- More funding and support for schools to address workforce pressures
- Clear duties to reflect partner responsibilities around inclusion, including local authorities, health and schools
- Clarity around the new appeals process for the new tiers of support, to minimise disruption
- Potential other areas.....

Thank you

Questions?

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