



Developing your confidence

Supporting learners with additional learning support needs

Lou Doyle & David Lockhart-Hawkins

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Problem we want to solve?



At a time when we're looking closely at costs...

- Are there more cost-effective ways to meet the broad needs of our learner population?
- Can we make the case for investment in infrastructure for additional learning support?

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Reflection...



Can you think of:

- Examples of where your provision may be excluding learners with SEND (even if unintentionally)?
- One thing you'd like to put into practice that could improve SEND learners' sense of belonging, thereby enhancing their capacity to learn and grow?

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Exclusion?



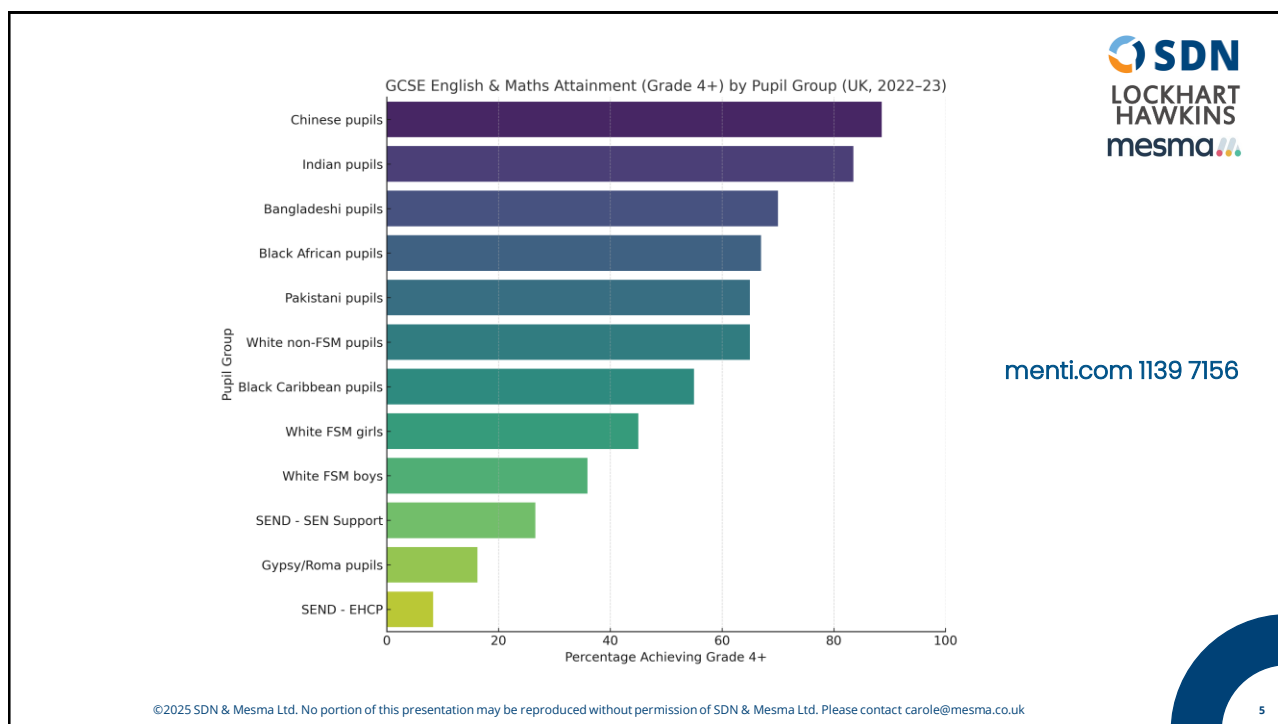
The act or process of preventing someone from participating in a group, activity, or place. It can be deliberate or unintentional, and may result from individual actions, systemic practices, or social norms. Exclusion often leads to individuals being or feeling isolated, marginalised, or disadvantaged.

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Beyond GCSE...

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

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Impact of intersectionality



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

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Future proofing what we do

- Increasing number of people diagnosed with learning difference and difficulties
- SEND system in crisis with little sign of short-term improvement
- Increasing reliance on the education system to provide support
- Increased focus on inclusion and SEND in the proposed Ofsted framework update
- Steadily declining school leaver numbers from 2028

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

Ofsted consultation 2025

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Philosophy before process

“There is nothing you will do in your practice for children with SEND that won’t benefit every other child in the classroom.”

Deb Ward MBE

Executive Headteacher (retired!)

Wise Academies

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Inclusion: Ofsted working definition



- You are at the heart of your communities.
- You have high expectations and aspirations for every learner.
- You are alert to the needs of those who need the most support to achieve well.
- Your leaders set a clear and ambitious vision for inclusion.
- Your culture is one where every learner belongs, feels safe, welcomed, and valued.
- Your learners access high-quality education, taught by experts who strive to develop every learner's potential.
- Your leaders work in a close and effective partnership with parents/ carers and other agencies to secure the best possible outcomes.
- You are relentless in identifying and removing barriers to participation and learning.

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'Include by connection not correction'



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

Daniel Sobel

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The foundations of confidence?



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SEND & Learning Support

What resources do you have?



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What best describes your organisation



Confident that
compliant
claims made

Claims made /
not confident

Do not claim

Does not apply
to them

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SEND & Learning Support

What resources do you have?



Support
Administration

Needs
assessment

Support
planning

Delivery

Hardware /
software access

Adaptive
materials

Implementation
Review

Confidence through effective resourcing

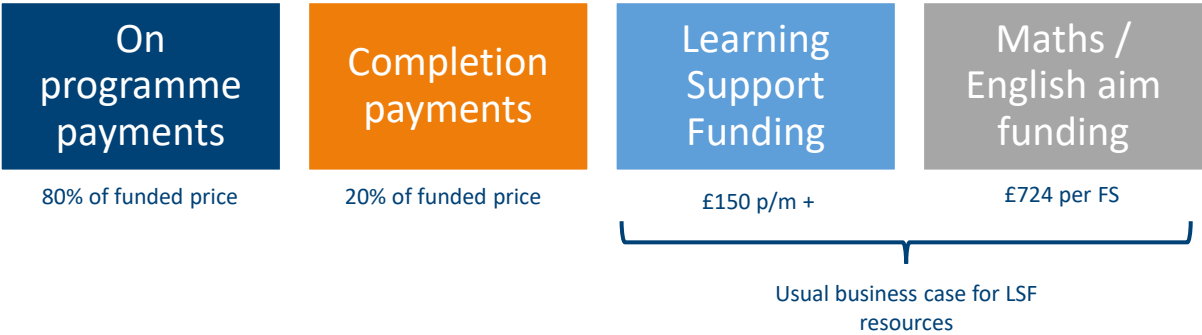
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How do we build case for investment?

Apprenticeship funding driving investment?



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The rationale for resources - FE



FE

		LLDD					
		LLDD - no			LLDD - yes		
		2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Education and Training	Participation	435,580	452,510	455,020	125,280	135,710	141,640
	Participation percentage	77.7%	76.9%	76.3%	22.3%	23.1%	23.7%
Further Education and Skills	Participation	840,090	837,640	843,520	184,140	198,750	210,300
	Participation percentage	82.0%	80.8%	80.0%	18.0%	19.2%	20.0%

APP

		2022/23	2023/24	2024/25
LLDD	LLDD - yes			
	Starts	17,310	20,050	20,800
	Starts percentage	14.7%	15.9%	16.3%
LLDD - no	Starts	100,560	106,430	106,850
	Starts percentage	85.3%	84.1%	83.7%

Source FE Statistics / Explore education statistics

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FE

APP

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The rationale for resources – retention



		2020/21	2021/22	2022/23	
FE	LLDD - No	Achievement rate	85.6%	84.6%	85.2%
		Retention rate	91.3%	90.9%	91.1%
	LLDD - Yes	Achievement rate	82.5%	80.8%	81.6%
		Retention rate	90.4%	89.2%	89.4%


		2020/21	2021/22	2022/23	
APP	LLDD - No	Achievement rate	58.1	53.9	55.3
		Retention rate	59.3	55.3	56.8
	LLDD - Yes	Achievement rate	54.6	50.6	51.0
		Retention rate	55.7	52.2	52.7

Source FE Statistics / Explore education statistics

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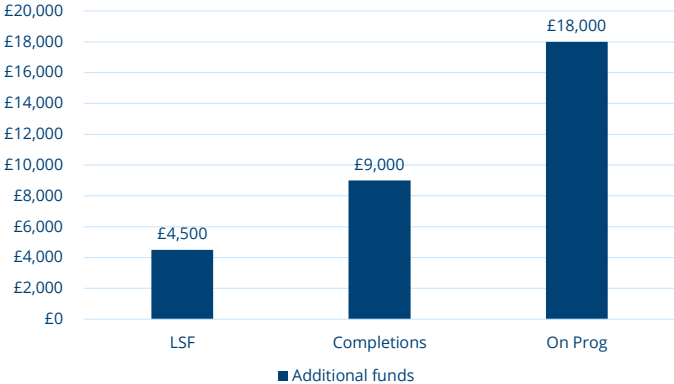
The rationale for learning support



Example

- 5 Apprentices:
 - Retained 6 months longer
 - Sit EPA
 - LSF funding
- Total additional funding:
£31k
- 1 apprentice:
£6,300

LSF apprentice (£9k band 5 learners retained for 6 more months)

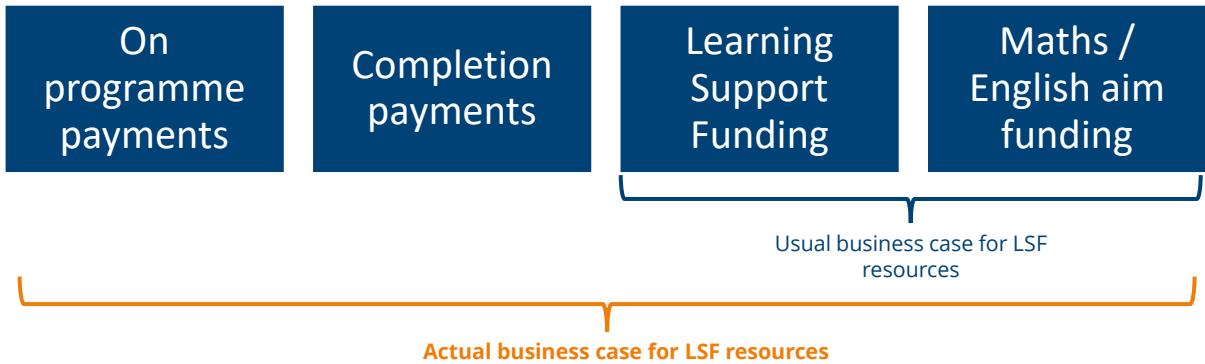


Category	Additional funds
LSF	£4,500
Completions	£9,000
On Prog	£18,000

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Apprenticeships funding driving investment?



But what are the additional quality benefits of investment?

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What resources can we invest in?



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SEND & Learning Support

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Funding and compliance support



Practically implement the 2025-26 Funding Rules

Our annual 'implementing the changes' series helps you implement the changes effectively and lay the best foundations heading into August. Receive a detailed **Changes Action Plan**, a **Recognition of Prior Learning calculator** and an **Off-the-job analysis tool**.

Part 1: Laying the ground

Part 2: Detailed implementation

Part 3: Supporting change



Get the details here: www.strategicdevelopmentnetwork.co.uk/sdnevent/2025-apprenticeship-funding-rules

Claiming apprenticeship learning support funding (LSF) with confidence

Examine the rules and evidence needed to apply learning support and put practical solutions in place with your apprentices. This **recorded support package** comes with a practical **Handbook** and **Action Plan**.

- ✓ The latest Funding Rules for learning support
- ✓ Funding claim controls and using the Earnings Adjustment Statement
- ✓ Funding Compliance management
- ✓ Applying the 2024/25 functional skills flexibilities
- ✓ The foundations of learning support infrastructure



Get the package here: www.strategicdevelopmentnetwork.co.uk/sdnevent/recorded-package-claiming-apprenticeship-lsf-2024-25

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Quality and inspection support



Using Observations of Practice in your Quality Cycle – 2 Jul

Observations of practice can be a powerful tool to improve quality when implemented well, with the right intent behind them. Done badly observations add little value and can be perceived as a threat.

Join this session to take a deep dive into observations of practice within the context of your quality cycle.



Get the details here: www.strategicdevelopmentnetwork.co.uk/sdnevent/using-observations-of-practice-in-your-quality-cycle

Free webinar: Self Assessing Brilliantly against a backdrop of Ofsted EIF change – 26 Jun

With the education landscape shifting and Ofsted's framework under consultation, it's important to focus on what matters.

As part of our **free-to-access series on the proposed Ofsted framework changes**, this session helps build an approach to self-assessment with clarity, confidence, and impact. Because brilliant, collaborative self-assessment starts with the right preparation—and the right mindset



Register here: www.strategicdevelopmentnetwork.co.uk/sdnevent/free-unpacking-ofsted-new-proposals-self-assessing-brilliantly

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Safeguarding support



These courses are hosted in partnership with our friends at [Psych-Logical](https://www.psych-logical.co.uk/).

Designated safeguarding officer training – 10 Sept

Whether you're new to the Designated Safeguarding Officer role, or are looking for a refresher, this interactive online workshop will cover both virtual and face-to-face settings and will equip officers with the knowledge, skills and confidence to respond to a variety of safeguarding concerns.



Get the details here: www.strategicdevelopmentnetwork.co.uk/sdnevent/designated-safeguarding-officer-training

Recognising & responding to harmful behaviours – 24 Sept

How confident are your staff in spotting and responding to harmful behaviours in line with their safeguarding responsibilities? In this interactive, half-day course, we'll explore how to recognise concerning behaviours and respond appropriately — especially in the context of PREVENT, exploitation, and harmful sexual behaviour.



Get the details here: www.strategicdevelopmentnetwork.co.uk/sdnevent/recognising-and-responding-to-harmful-behaviours

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