

Briefing paper for schools should they be selected as part of the Local Area SEND inspection

Introduction

- Inspections will be undertaken jointly by a three person inspection team. The team will be made up of HMI Inspectors (Ofsted) and the Care Quality Commission (CQC).
- Following the initial phone call from the inspection team, inspections will comprise five day preparation week, followed by a five-day on-site visit. It is anticipated that three days will be managed from a central point and approximately two days will be used to undertake visits to various stakeholder groups and settings.
- The views of parents, carers, children and young people will be strongly reflected in the inspection outcomes. The inspection will focus not only on children and young people with education, health and care plans but also those children and young people who have provision made for them through school support.
- Inspectors will pre-select groups of parents and carers to speak with, including Early Years settings, Schools, Colleges and Health Service Commissioners and Providers. This will include Maintained and Independent Provision.
- The local area does not decide which schools, colleges and other providers to visit
- A sample of providers across education, health and social care will be visited but inspectors do not judge these settings.
- The inspection will focus on three questions:
 - How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
 - How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?
 - How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?
- Within school settings the inspection will review the extent to which the outcomes for children and young people are improving as a result of the collective actions and support of local agencies and bodies.

If your school or setting is selected, inspectors will...

- Meet senior leader(s) and manager(s)
- Meet a member(s) of the governing body
- Meet children and young people who have special educational needs and/or disabilities

What to consider / review as preparation...

- Ensure all relevant policies are in place and are being followed e.g. Supporting children with medical conditions, transition arrangements, Fair access arrangements, Behaviour and Bullying policy, Administration of medicines, Assessment policy, Pupil Premium strategy, etc.

- Check your website is compliant – SEND policy, annual SEND report, link to local offer, Accessibility plan, Equality policy, etc.
- Make sure individual pupil SEND files are up to date and compliant (see checklist overleaf) including review dates
- Ensure all staff across school are aware of the additional needs of pupils with SEND within their class, Key Stage or department
- Ensure ALL staff are aware of critical needs of pupils with SEND / medical issues e.g. need for Epi pen, asthma, mobility etc.
- Children with medical needs should have Individual Health plans written by school in conjunction with medical professionals which staff must be aware of
- Check that the named SEND governor has a comprehensive overview of SEND provision and in particular the impact on pupil outcomes
- Read the Local Area SEND Inspection framework, April 2016, Ref No. 160025
- Note that inspectors will select a pupil / student and expect to follow their story from start to end, using pupil files.

School Tracking of SEND should include:

- Attainment information using appropriate assessment criteria
- Evidence of progress compared with all pupils
- Attendance records for SEND pupils
- An overview of the appropriate use of funding for SEN and its impact

Individual pupil files should include:

- Attainment information using appropriate assessment criteria
- Evidence of progress
- Attendance record – be prepared for analysis with reference to progress made, ensure correct coding of absences
- Exclusion data if appropriate
- Timetable variations / alternative provision where appropriate
- Health issues (Include Health plan if relevant)
- Any EHCP – refer to the SEND Code of Practice Chapter 9 Pages 160-169
- PEP – if in place it must refer directly to the statutory EHCP
- Annual SEN review paperwork
- Record of use and impact of SEND funding – PP, PP+, Range funding from base budget and additional through EHCP

Also worth considering:

- Do you have any ready prepared case studies of pupils with SEND which can evidence the story from beginning to end and thereby evidence the above succinctly?