

# Local Area SEND Inspection

Sue Franklin

Lead Educational Psychologist

Head Teachers Working Together

22nd April 2016

# Local Area

- Local authority, Clinical Commissioning Groups, Public Health, NHS England for Specialist Services, Early Years settings, Schools and FE providers
- Education, Social Care and Health combined efforts to ensure that children and young people with SEN and/or Disability achieve good outcomes
- Local Area is responsible for all of their children and young people with SEN and/or Disability whether attending an educational setting within the area or out of their area

# Local Area SEND Inspection

- Inspection by Ofsted and Care Quality Commission (CQC)
- 3 Inspectors: HMI SEND, Local Authority Ofsted Inspector and CQC
- 5 working days notice to ensure that CYP, Parents and Carers can prepare to be involved
- Visits to EY, Sch, FE provision – will know where ahead of time and letters will go to provisions from Ofsted/CQC
- Local Area presents its own evaluation
- Inspection tests out the validity of the evaluation by triangulating evidence

# The Framework – due publication end April

The starting point for inspection is the expectation that the local area should have a **good understanding of how effective it is**. Leaders for the local area should be **able to accurately assess how well** the local area meets its responsibilities. Leaders should have **an accurate understanding** of strengths and aspects that require further development.

Inspectors will **test out** the accuracy of this understanding during the inspection as they make their evaluation. Purpose is to hold the Local Area to account and to assist them in improving so they become more effective

# The inspection handbook

To make their judgement about the effectiveness of the local area, inspectors will gather evidence for three **primary questions** as follows:

- **Question A:** How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
- **Question B:** How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?
- **Question C:** How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

These questions are about...

**SEND Support – approx. 15%**

And

**Statement/EHC – approx. 2%**

Want to make sure that efforts are being made for all children/young people with SEND – not find that all the resources and time are going into most complex and larger % of CYP are missing out.

# What does this mean for nurseries and schools?

- Visits to settings by inspectors (decided week before inspection, by inspectors)
- Meetings with parents/carers – asking how involved are you?
- Meetings with CYP – asking how involved are you?
- Meetings with key staff in nurseries/school – discuss with leaders, managers and staff their contribution to, and understanding of, the local area's evaluation of its effectiveness, Questions A, B and C
- Looking at CYP files – following lines of enquiry/triangulating evidence

# Children and young people's records

Inspectors will:

- Review a selection of records held by providers and services and the local authority
- This will contribute to the inspectors' evaluation of the effectiveness of identification of needs, the extent to which needs have been met and how well outcomes are improving
- Use information gained to inform discussions

Goes back to how well you are identifying, how well you are using advice, planning and reviewing...



# Inspectors will not...

- Inspectors **will not** undertake observations of teaching and learning or service delivery.
- **No evaluation will be made about the overall quality of the individual providers or services visited.**

# Question A – identifying needs

## **Timeliness:**

- When potential needs are raised by CYP, parents/carers, teachers, other staff...how efficient and appropriate was the response?
- Do monitoring arrangements ensure assessment is up to date?
- Routine assessments and national assessments of educational attainment and progress – how used effectively

## **Quality of identification:**

- Used for establishing a baseline for setting targets
- Informing planning for effective teaching
- Evaluating (identifying seen as part of the assess, plan, do, review)

# Question B – assessing and meeting needs

- Engagement and co-production with CYP, Parents and Carers
- Coordinating assessments from agencies
- Satisfaction of parents/carers, CYP
- Suitability of provision
- Ensuring the planning is appropriate to meet the needs

# Question C – impact – improving outcomes

- SEND Support IEPs ‘intelligent reviews’
- SEND Support Plans ‘intelligent reviews’
- Annual Review – AR5 – ‘intelligent reviews’
  
- Head Teacher, Head of Inclusion, SENCO – leadership evaluations of how effective your provision is for children with SEND (SEND Support and EHC)

# Being questioned on this...

- Provide evaluative statements in interviews
- Provide evidence of the fact of these evaluations
- Provide our understanding of the impact this evaluation is having on CYP/Parents/Carers
  
- DO NOT just provide descriptions of what you are doing

# How are you contributing to the Local Area's understanding?

Local Area Evaluation document – this sets out the strategic lead's understanding of how effective nurseries and schools are in meeting the statutory requirements in the Code of Practice

- School checklists – please send to Rachael Norman – School Improvement Advisor [rnorman@lambeth.gov.uk](mailto:rnorman@lambeth.gov.uk) or Kathryn Shaw – Early Years Quality Improvement Team [kshaw@lambeth.gov.uk](mailto:kshaw@lambeth.gov.uk)
- Only 14/90 schools so far
- SEND Support Plans – what we see at SEND Panel
- Annual Review documentation – evidence of CYP and Parent/Carer
- Intelligent reviewing – assess/plan/do/review
- SEND Information Reports on website – up to date information and clarity of process in your nursery/school

# Some ways of evaluating outcomes...

- Preparing for Adulthood strands
- Rigor of assessments to establish starting points – can we measure progress because we know where we started and we have SMART outcomes?
- Thoroughness of understanding of individual children and young people's SEND
- National data sets
- Rigor of moderation in the evaluation of progress made
- Regularity and effectiveness of reviews

- Whether the CYP, Parent/Carer is involved in setting targets and reviewing progress
- Whether destinations reached match aspirations and achievements
- Extent to which the range of outcomes match the diversity of children and YP
- Thresholds – clarity of criteria, consistency of application to ensure equity and transparency of service delivery (what does this look like in nursery/school?)
- Availability of support as set out in your SEND information report
- Preparing for transitions
- Services you commission – how you use advice
- Thoroughness of your understanding of SEND in your nursery/school



# Inspection notification

- Telephone call 5 working days before inspectors come to the local area – Director of Education, Learning & Skills
- CQC Inspector calls the CCG
- Given opportunity to say where you think you have responded to the new legislation regarding provision; where you are meeting needs that you didn't meet before
- Asked to provide a local area **nominated officer**, who will act as a single point of contact on behalf of all local agencies throughout the inspection and until the publication of the inspection report
- Role will be to liaise with the lead inspector throughout so activities can be coordinated effectively

# After notification by telephone...

- The HMI will then decide where the team will be visiting (based on a data document created on the local area for the HMI)
- That afternoon a letter goes to the local area setting this out
- Letters go to settings and parents of settings – to ensure a week's notice is given for arranging meetings
- HMI will be identifying case studies in the week before the inspection
- HMI will communicate the key line of enquiry with the nominated officer the week before inspection (but enquiry can change over the course of the inspection)

# During the inspection...

Lead inspector should meet the local area's nominated representative regularly throughout the inspection to:

- Provide an update on emerging issues, to enable further evidence to be provided
- Allow the local area to raise concerns, including those related to the conduct of the inspection or of individual inspectors
- Alert the local area to any serious concerns
- CQC inspector may also attend these meetings to ensure officer receives feedback about health provision

# Inspector Report

- It will assess how well the local area is in meeting the needs of CYP with SEND and how well service providers work together to deliver positive outcomes
- It will inform the Secretary of State for Education how well the local area is performing in its statutory duties
- It will promote improvement in the local area (education, health and social care)
- Where relevant it will require the local area to consider the action it should take in light of the report and direct the local area to prepare a written statement that sets out these actions and a timetable for them