

Ofsted inspection of special educational needs and disabilities provision in schools

Stefanie Lipinski-Barltrop
Her Majesty's Inspector

SEND Conference: Inclusion – Opening doors
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Inclusive education involves:

- all pupils being valued as equal members of the school community
- supporting each pupil in belonging, participating, and accessing ongoing opportunities
- being recognised and valued for the contribution that he or she makes, and is succeeding
- families, schools, and community agencies working as collaborative partners

How inclusive is your school?

Inspectors make four key judgements:

The framework does not contain a distinct special educational needs (SEN) or inclusion category for inspection, but instead integrates inclusion in all four key areas.

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Inspectors will check the quality of safeguarding systems at every inspection and state if safeguarding is effective.

Remember:

- Ofsted does not expect schools to provide evidence for inspection beyond that set out in the handbook.
- Ofsted does not expect evidence to be provided in a specific format or generated for inspection purposes.
- Ofsted does not expect performance or pupil-tracking to be presented in a particular format.
- Ofsted does not expect to see photographic evidence of pupils' work.
- Ofsted does not require schools to hold onto books and other examples of pupils' work who left school the previous year.

Teaching and learning - remember:

- Ofsted does **not grade** individual lessons.
- Ofsted does not require schools to provide individual lesson plans to inspectors. Inspectors are interested in the **effectiveness of the planning** rather than the form it takes.
- Ofsted does not expect to see any specific frequency, type or volume of work in pupils' books. This will depend on the subject being studied, the age and ability of the pupils.
- Ofsted does expect that teachers and other staff have consistently **high expectations** of what each pupil can achieve. Assessment information is used to plan appropriate learning.

Personal development, behaviour and welfare



- Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time.
- The judgement will be informed by documentary evidence about behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons.
- Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons.
- Inspectors will gather the views of parents, staff, governors and other stakeholders.

Outstanding PDBW is seen when:

- Pupils are prepared for their next stage of education, employment, self-employment or training. They have excellent attitudes to learning.
- Pupils value their education and rarely miss a day at school.
- Pupils are safe and feel safe at all times. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online.
- Pupils show respect for others' ideas and points of view.
- Incidents of low level disruption are rare.

Inspectors will evaluate what it is like to be a pupil in the school.

Transition arrangements

- How good are transition arrangements into your provision and between the key stages?
- How good are your arrangements for ensuring that your pupils make a successful transition into the next phase of education, training or employment?

Opportunities for pupils to show what they can do.

Outcomes

When judging outcomes, the following aspects are important:

- high aspirations for academic as well as pastoral aspects (personal / skills development)
- the identification of intended outcomes involves the pupil and parents/carers
- taking into account the special educational needs of pupils and taking into account pupils' individual starting points
- the impact of funded support – improvement in progress
- preparation for the next stage(s) in education, training or employment, and adult life

Outstanding leadership and management

- Leaders and governors focus consistently on improving outcomes. They are uncompromising in their ambition.
- Governors systematically challenge senior leaders to secure excellent outcomes for pupils. Governors do not shy away from challenging leaders.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness.

What do these areas look like in the way that you plan school improvement?

1. Your SEND staffing structure – deployment of staff and resources
2. Your CPD programme for staff – evidence of impact
3. SEND / inclusion priorities and action planning
4. Target setting and planning for pupils with SEND
5. Progress and achievement
6. Impact of interventions
7. Your evaluation of the impact of TAs
8. Attendance and behaviour information
9. Qualifications and destinations
10. Pupil voice + parent/carer feedback on the quality of SEND support
11. Value for money / removing barriers
12. Governors' monitoring of SEND provision



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