



Integrated
Treatment Services
Client-centred Therapy

SEND and the Ofsted Inspection Framework

Sarah Davis
Director of Integrated Treatment Services
Specialist SLT

Meeting Event Name



Introductions

- Welcome and thank you for joining us this afternoon so early on into the new term
- Show of hands who has joined us before?
- Over the last 8 years Integrated Treatment Services have been working with Leadership teams and their schools across the country to support their speech and language therapy and integrated therapy provision.
- As a team we have committed to supporting SENCOs and their SMTs to keep updated in the latest SEN changes and the impacts that these have on children's access to therapy - We have been working alongside industry experts to ensure we can delivery you the very latest advice and support
- Our passion is to keep 'hands on therapy' alive as to support SMTs, teachers and Teaching Assistants to understand children and adults therapeutic needs and the impact which it has on their learning and to demonstrate the very latest hands on therapy approaches which are all to frequently missing in the statutory service delivery models due to service constraints
- We are generous with our resources and advice
- Helen Dunn – ITS Service Delivery Manager and Hector Minto – Tobii Dynavox

The Future of Education Inspection

Lorraine Peterson – Ex chair of Nasen



Summarise key changes

Collate questions, direct to Lorraine and present back in email follow up

From September 2015.....

- A new **common Inspection Framework** for all early years settings on the EY Register, maintained schools and academies, non-association independent schools and FE and skills providers
- Greater **consistency** across all settings
- Inspectors will inspect the type of provision for **which they have appropriate expertise and training**
- **New Inspection Handbooks specific to each remit** will underpin the new Framework
- Introduce **frequent but shorter inspections** - focus on ensuring that good standards have been **maintained**
- Greater professional dialogue between inspectors and leaders
- Schools and academies judged **good at last section 5** will receive a **short inspection approximately every three years**
- All Inspectors will be **contracted directly** to Ofsted

Relevant Documents

- The common inspection framework: education, skills and early years from September 2015
- School inspection handbook from September 2015
- School inspection handbook for inspections under Section 8 of the Education Act 2005 from September 2015
- Further education and skills inspection handbook from September 2015
- Early years inspection handbook from September 2015
- Non-association independent school inspection handbook from September 2015
- Inspecting safeguarding in early years, education and skills from September 2015

Section 5 Inspections

- Maintained primary and secondary schools and academies that were judged to be **outstanding in their overall effectiveness at their most recent section 5 inspection are exempt from inspection** under section 5
- Certain types of schools that were judged outstanding for overall effectiveness at their most recent section 5 inspection are currently not prescribed as exempt schools and must be inspected within the prescribed interval
- **Exempt schools are subject to risk assessment.** If the risk assessment process raises concerns about the performance of an exempt school, it may be inspected at any time after the completion of the risk assessment

Section 8 Inspections

- Section 8 enables **HMCI to conduct inspections for a range of purposes**, including monitoring visits by HMI to schools in special measures, visits to aid him in keeping the Secretary of State informed or to contribute to specific reports (curriculum)
- **From 1 September 2015**, all schools judged to be **good** at their previous section 5 inspection will **receive a one-day short inspection**, carried out under section 8, approximately **every three years**, as long as the **quality of education remains good**
- Three outcomes from a section 8 short inspection
 - The school continues to be a good school
 - Enough evidence of improved performance to believe the school is outstanding – trigger a section 5 inspection, usually within 48 hours
 - Insufficient evidence that the school remains good - trigger a section 5 inspection, usually within 48 hours

Exempt schools

- **Exempt schools may be inspected between risk assessments** where:
 - **safeguarding**, including a decline in the standards of pupils' behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggests that it should be inspected
 - a **subject or thematic survey inspection** raises more general concerns
 - Ofsted has received a **qualifying complaint about a school** that, taken alongside other available evidence, suggests that it would be appropriate to inspect the school
 - **concerns** are raised about **standards of leadership or governance**
 - **concerns** are identified about **the breadth and balance of the curriculum** (including where the statutory requirement to publish information to parents is not met)
 - HMCI or the Secretary of State has **concerns about a school's performance.**

Non-exempt schools

- Pupil referral units, special schools (including maintained special schools and non-maintained special schools with residential provision) and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will receive short inspections approximately every three years carried out under section 8, as long as the quality of education remains good or outstanding. These settings are not exempt from routine inspections if they are judged outstanding.

Dispelling the myths!

- Lesson planning
 - Ofsted **does not require schools to provide individual lesson plans** to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans
 - Ofsted **does not specify how planning should be set out**, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the **effectiveness of planning rather than the form it takes**
- Self-evaluation
 - Ofsted **does not require self-evaluation to be provided in a specific format**. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.

Dispelling the myths!

- Grading of lessons
 - Ofsted **does not award a grade for the quality of teaching or outcomes in the individual lessons visited.** It does not grade individual lessons. It **does not expect schools to use the Ofsted evaluation schedule** to grade teaching or individual lessons
- Lesson observations
 - Ofsted **does not require schools to undertake a specified amount of lesson observation**
 - Ofsted **does not expect schools to provide specific details of the pay grade of individual teachers** who are observed during inspection.

Dispelling the myths!

- Pupils' work
 - Ofsted **does not expect to see a particular frequency or quantity of work in pupils' books or folders.** Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
 - Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, **Ofsted does not expect to see any specific frequency, type or volume of marking and feedback;** these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning
 - While inspectors will consider how written and oral feedback is used to promote learning, **Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.**
 - If it is necessary for inspectors to identify marking as an area for improvement for a school, **they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.**

Dispelling the myths!

- Evidence for inspection
 - Ofsted **does not expect schools to provide evidence for inspection beyond that set out in this inspection handbook.**
 - Ofsted will take **a range of evidence into account when making judgements**, including published performance data, the school's in-year performance information and work in pupils' books and folders. However, unnecessary or extensive collections of marked pupils' work are not required for inspection.
 - Ofsted **does not expect performance- and pupil-tracking information to be presented in a particular format.** Such information should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.
 - **Ofsted does not require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.**
 - Ofsted will usually expect to see **evidence of the monitoring of teaching and learning** and its link to teachers' performance management and the teachers' standards, but this should be the **information that the school uses routinely** and not additional evidence generated for inspection.
 - Ofsted does not require schools to provide evidence for each teacher for each of the bulleted sub-headings in the teachers' standards.

Before the inspection

- Responses from Parent View
- Information on the school's website, including:
 - its statement on the use of the pupil premium
 - in primary schools the PE and sport premium
 - the statutory sharing with parents of curriculum information
 - **the special educational needs (SEN) information report**
 - the presence and suitability of the safeguarding guidance
 - taking into account current government requirements, information about the promotion of equality of opportunity and other information for parents
- Data from RAISEonline, including on attendance and exclusions, the sixth form performance and assessment (PANDA) report and the Level 3 Value Added (L3VA) report

Information to be made available

- a summary of any **school self-evaluation** or equivalent
- **the current school improvement plan** or equivalent, including any strategic planning that sets out the **longer term vision for the school**
- **school timetable, current staff list** and **times for the school day**
- any information about **pre-planned interruptions** to normal school routines during the inspection
- **the single central record** of the checks and vetting of all staff working with pupils
- records and analysis of **exclusions, pupils taken off roll, incidents of poor behaviour** and any use of internal isolation
- records and analysis of **bullying, discriminatory and prejudicial behaviour**, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents

Information to be made available

- a list of **referrals made to the designated person** for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are **open cases to children's services/social care and for whom there is a multi-agency plan**
- up-to-date **attendance analysis** for all groups of pupils
- records of the **evaluation of the quality of teaching, learning and assessment**
- information about **the school's performance management arrangements**, including the most recent performance management outcomes and their relationship to salary progression, in an anonymised format
- documented evidence of the **work of governors and their** priorities, including any written scheme of delegation for an academy in a multi-academy trust
- any reports of external evaluation of the school, including **any review of governance or use of the pupil premium funding**



What does the framework say about SEND?

- Evidence about the school should be gained from information on the school's website – **SEN Information Report**
- The lead inspector will require to know if the school has **pupils in alternative provision**, has an **off-site unit** or if the school has a **SEN resource base**
- Inspectors will evaluate evidence relating to the **achievement of specific groups of pupils and individuals**, including **disadvantaged pupils**, the **most able pupils**, **disabled pupils** and those with **special educational needs**
- Evaluate the extent to which **assessment information is used to plan appropriate teaching and learning strategies**, including to identify pupils who are **falling behind in their learning** or who **need additional support**, enabling pupils to make good progress and achieve well

What does the framework say about SEND?

- Inspectors will consider how **information at transition points between schools is used effectively** so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and Key Stage 1 and between Key Stages 2 and 3
- Inspectors will consider the impact of the teaching of literacy and the outcomes across the range of the school's provision. They will **consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving**
- During the inspections of infant, junior, primary and middle schools, **inspectors must listen to children reading**. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are **equipped with the phonic strategies needed to tackle unfamiliar words**
- There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.

What does the framework say about SEND?

- Within the judgement on personal development, behaviour and welfare, Inspectors evaluate the **experience of particular individuals and groups**, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), **disabled pupils** and **those who have special educational needs, looked after children** and **those with mental health needs**. Inspectors must look at a small sample of case studies about the experience of these pupils
- If the school runs (on its own or in partnership with other schools) an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector must visit the unit. Inspectors will assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance

What does the framework say about SEND?

- In judging achievement, **inspectors will give most weight to pupils' progress.**

They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress.

Within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts, where relevant.

Inspectors will **consider the progress of pupils in all year groups, not just those who have taken or are about to take examinations or national tests.** As part of pupils' progress, inspectors will consider the growth in pupils' **security, breadth and depth of knowledge, understanding and skills**

What does the framework say about SEND?

Disadvantaged pupils

- Inspectors will take particular account of the **progress made by disadvantaged pupils by the end of the key stage compared with that made nationally** by other pupils with similar starting points and the extent to which any gaps in this progress, and consequently in attainment, are closing
- Inspectors will consider the **impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.**
- Where in-school gaps are narrowing, inspectors will check that this is because **the progress and attainment of disadvantaged pupils are rising** and not because the progress or attainment of non-disadvantaged pupils is falling

What does the framework say about SEND?

The more able

- Inspectors will pay particular attention to whether the most able pupils are **making progress towards attaining the highest standards** and achieving as well as they should. They will also consider whether they are **receiving the support they need to reach their full potential**
- Inspectors will consider the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age. Inspectors will also consider the impact of provision on raising the attainment of other pupils who have fallen behind so that they attain as well as they should

What does the framework say about SEND?

- Inspectors will consider the progress of disabled pupils and those with special educational needs in relation to the progress of pupils nationally with similar starting points. **Inspectors will examine the impact of funded support for them on closing any gaps in progress and attainment.**
- The expectation is that the **identification of special educational needs** leads to **additional or different arrangements being made and a consequent improvement in progress**
- Inspectors will consider whether **any differences exist between the progress and attainment** of pupils in **resource-based provision** and those with similar starting points who are disabled or have special educational needs in the **main school**. Inspectors will report on any differences and the reasons

What does the framework say about SEND?

- For groups of pupils whose cognitive ability is such that their attainment is **unlikely ever to rise above 'low'**, the judgement on outcomes will be based on an evaluation of the **pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds**. Evaluations should not take account of their attainment compared with that of all other pupils

Evidence

Ofsted will expect SENCOs to have evidence to show impact and progress.

They may ask to see:

- SEN Register/list
- Pupil Premium Information (where relevant to SEN)
- Tracking information – Progress data
- Provision Map
- Support and Interventions and impact over time
- Case Studies
- Samples of work
- Parent responses/contact information/ records of meetings etc.
- Evidence of CPD and the impact it has on teaching and learning for all staff
- Evidence of how the school and LA have implemented the new Code of Practice

Thank you

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