

The inspection of local areas effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities



## **Response to the consultation**

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**March 2016**



# Background



The Department for Education asked Ofsted and the Care Quality Commission (CQC) to inspect local areas on their effectiveness in fulfilling their new duties.

Ofsted and CQC have spoken with a wide range of stakeholders to gather the views of parents and carers, pupils and representatives from education, health and social care. National SEND and parent organisations have also been consulted with.

**The inspection framework and handbook have not been finalised.**

# The scope of the consultation



## The four proposals:

- Proposal 1 - *Inspectors will evaluate how effectively the local area identifies disabled children and young people and those who have special educational needs.*
- Proposal 2 - *Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs.*
- Proposal 3 - *A wide range of information will be used to evaluate the effectiveness of local area arrangements in identifying disabled children and young people and those who have special educational needs; and in meeting their needs and improving their outcomes.*
- Proposal 4 - *A wide range of ways will be used during the inspection to obtain the views of children and young people with special educational needs and/or disabilities.*

# The scope of the consultation



- In October 2015, a consultation document was published which outlined Ofsted's and the Care Quality Commission's proposals for inspecting how effectively local areas fulfil their responsibilities towards children and young people and those who have special educational needs and/or disabilities.
- Two questionnaires were available for the consultation. One was for all respondents: professionals, volunteers, sector organisations, parents and carers and children/young people. A separate questionnaire focused mainly on the first two proposals and was specifically designed for children/young people.
- The closing date for the consultation was 4 January 2016. In total there were nearly 2000 respondents: over 700 children and young people responded to their questionnaire and over 1200 responded to the other.

## Proposal 1

- The response was very positive

Respondents felt we should consider how:

- timely
- accurately and quickly
- useful information
- inclusive
- well education services work together
- how decisions are made

Therefore we will be considering in our response how well these aspects are met by the local area

## Proposal 2

- The response was very positive

Respondents felt we should consider how:

- effectively needs are met and outcomes improved
- progress is evaluated
- we take account of the views of young people and their families
- support is provided.
- We are therefore considering how we will use a range of evidence to:
- review outcomes
- review the breadth of need
- report clearly
- Review the local offer

## Proposal 3

Agreement that we should consider:

- How we gather information including documentation and the use of evidence
- Where we might find information

We will therefore be considering how inspectors:

- assess
- examine the range of evidence
- Look at support
- Consider local issues

## Proposal 4

Respondents want us to consider how:

- we use the range of views gathered, and who is included and the notice they are given
- inspectors will use their skills to communicate effectively

As a result we are thinking about how we:

- collect views

And the notice period is under discussion

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## Learning from the consultative pilot inspections

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# Learning from the consultative pilot inspections



- There were five pilots. Local areas volunteered to be a pilot.
- The areas chosen represented a wide range of different settings, sizes, geography and demographics.
- Some areas had been pathfinders. Others were at the early stages of implementing the reforms.
- Each pilot included a specific focus and the approaches to evidence collection changed as we learnt what worked and what needed to be done differently.
- Helpful evaluations from each of the local areas informed developing practice.
- Detailed feedback to the local area was provided at the end of the inspection by the lead inspector.
- Learning from the pilots and the consultation responses have helped to inform the development of the new framework, handbook and letter content.

# Learning from the consultative pilot inspections



During the five pilots, inspectors were able to test different approaches to evidence gathering. They found the following:

- a wide range of data and assessment information collated before the pilot inspections was used well by inspectors to develop the key lines of enquiry
- a number of further lines of enquiry were based on the needs of children and young people within the area, as identified by the local area
- it was beneficial to gather the views of leaders of the local area within the area prior to making the visits to providers (schools, colleges and other services).

# Learning from the consultative pilot inspections



- The notification period of two days was too short for parents.
- Webinars worked well in some areas and not others.
- Inspectors developed their questioning to focus on what the local area knew and how it could be sure that outcomes were improving.
- Inspectors checked what the local area believed it was doing well and gathered first hand evidence through case studies, discussions and assessment information about young people's achievement.
- We reviewed young people's outcomes during the pilots. Working closely with inspectors from CQC, we were able to review how the local area helped a young person across, education, health and social care.

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## Next Steps

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# Next Steps



- The handbook will provide guidance about how we will inspect, the types of data we will use and the range of information we will seek to gather from the local area during the inspection.
- We will take account of the needs, provision and outcomes for children in the early years and for older students who are post-16 or post-19. We confirm that we will inspect the local area's offer for the full age range from 0 to 25 years, as outlined in the Code of Practice.
- Inspections will start in May 2016.

# Next Steps



- Recruitment
- Inspectors will be specialists and will have good understanding of how young peoples' special educational needs and/or disabilities can be met.
- Inspectors will undergo bespoke training to enable them to evaluate the work of the local area rigorously.

# Next Steps



- When we conduct inspections we will be cognisant of the size and complexity of a local area.
- Ofsted and CQC inspectors will prepare for the inspection using a range of information to develop lines of enquiry and identify the particular aspects to focus upon.
- Inspectors are likely to choose which groups of parents and carers to speak with and which schools, colleges and other institutions to visit.
- Where we need to, we will make arrangements to communicate with young people and adults through sign, symbols or other means.

# Next Steps



- Inspectors will use a range of information available to them, including previous inspection reports of schools and colleges.
- They will visit a sample of providers but are not inspecting these.
- Inspectors will take account of any safeguarding concerns that arise and will take appropriate action if necessary.
- Our inspection of health and social care services will focus on their contribution and ability to work collaboratively to meet children and young people's needs. We will not be inspecting the services

# Launching the inspection framework



During the spring term of 2016 we will prepare to launch the new Local Area SEND Inspection Framework. We will:

- deliver workshops to local areas, helping them to understand the new framework
  - train our inspectors so they are ready to inspect under the new framework
  - publish the new Local Area SEND Inspection Framework and the LA SEND Inspection Handbook.
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- We will start to inspect in May 2016.

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## Successful Implementation

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# Successful implementation



- Local areas must work in partnership with children and young people, and their parents and carers to understand their needs so that outcomes can improve.
- Early years providers, schools and colleges must also work in partnership with the local authority and social care and health services to identify and meet these needs effectively.
- Education, health and social care services must work closely together to jointly commission the support and services their children and young people require, including where these are not located in the same area.
- Focusing on the needs of children and young people who have an education, health and care plan cannot be at the expense of providing for those others who require support but who do not need a plan.
- Early intervention and timely support can prevent some children and young people from needing an education, health and care plan at a later stage.
- Each local authority must set out the support it expects to be available in its local offer and ensure that this information is accessible.

# Successful implementation



- Above all, local areas must know whether their provision is improving outcomes for children and young people or not. They must agree aspirational yet realistic targets for young people and monitor their progress towards achieving them.
- The setting and reviewing of goals or targets must involve children and young people and their parents and carers.

# Proposed inspection arrangements



- The fieldwork will include discussions with elected members, key local area officers from health, education and social care, and meetings with leaders of early years settings, schools and colleges, and specialist services.
- Visits will be made to a range of providers and services. These visits will not inspect the provision but focus on their understanding of and participation in meeting the areas' responsibilities.
- Inspectors will look at children and young peoples' files to contribute to their evaluations.
- There will be a strong emphasis on gathering the views of young people, and parents and carers, involving:
  - meetings during visits to early years settings, schools and colleges
  - meeting with established parent and carer groups
  - meeting with any reference groups established in the local area
  - a webinar for parents and carers during the inspection.

# Proposed inspection arrangements



- All local areas will be inspected, with an inspections over a five year period.
- Inspection teams will include an HMI (lead), a CQC inspector and a local authority Ofsted Inspector (OI).
- Inspectors will review available national data as part of their preparation, including within area inspection outcomes from CQC and Ofsted.
- It is expected that local areas will know how effective they are and will be able to demonstrate this.
- There will a narrative evaluation report following the inspection. There will not be an overall effectiveness grade.
- Local areas may need to produce an action plan following the inspection.
- There may be be follow-up inspection activity.
- The findings of the area inspection may be considered as part of other CQC and Ofsted inspection activity.

# Peer challenge and planning session



- How do you know how your local area is doing? What sources of intelligence do you use?
- Do you have the right arrangements in place to support you to evaluate and improve? (for example, are there good links between schools and the local authority, PCF, etc).
- Where do you think your local area works well and why do you think this is. Where do you think there are areas of improvement?
- If you were inspected tomorrow what do you think the inspectors would say about your local area?
- What changes have you made to the way you work since the reforms?