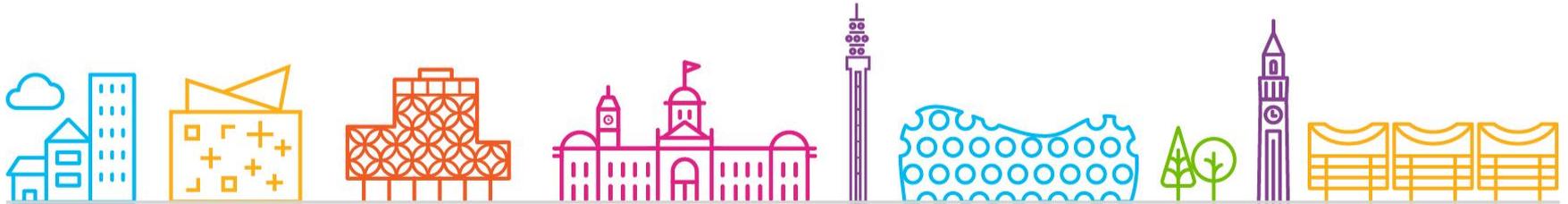


Getting Ready for SEND Area Inspection

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Broad topics to cover today

We aim to cover what you/school colleagues need to be aware of including:

- **Highlights of the new SEND inspection framework.**
- **How will we be measured?**
- **What happens after we receive ‘the phone call’?**
- **What can schools do in preparation for the inspection?**

Highlights of SEND Area Inspection

Purpose of SEND Area Inspection

- Inspections evaluate how well members of a **local area partnership** work together to **improve the experiences and outcomes** of children and young people with SEND.
- ‘Local area partnership’ **refers to those working in education**, health and care who are responsible for the strategic planning, commissioning, management, **delivery and evaluation** of arrangements for children and young people with SEND who live in a local area.
- .. they also consider the duties of other area partners which are set out in the Children & Families Act 2014 and described further in the SEND Code of Practice.

Everyone working together and being held to account



**It is all about
outcomes and
experiences for
C&YP
with SEND**

*“.. what it is like to be a
child or young person
with SEND in
Birmingham”*



Area SEND inspection framework

Provision is evaluated in relation to:

- Impact of ... the/your SEND arrangements on experiences and outcomes
- How effectively we collaborate to develop the SEND system

Working together to ... develop the SEND system

We need to:

- Be ambitious for children and young people with SEND
- Accurately engage and work with children, young people and families
- Have an accurate, shared understanding of the needs of children and young people in our local area
- Commission services and provision to meet the needs and aspirations of children and young people
- Evaluate what we do and deliver improvements
- Create an environment for effective practice and multi-agency working to flourish

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What do you need to be aware of/deliver?

- Children and young people with SEND have positive experiences (of education) are valued, visible and included in their communities.
- Children and young people are well prepared for their next steps and achieve strong outcomes.
- Children and young people receive the right help and support at the right time.
- Children and young people's needs are identified accurately and assessed in a timely and effective way.
- Children, young people and their families participate in decision making about their individual plans and support.

HOW WILL WE BE MEASURED?

WHAT DOES GOOD LOOK LIKE?



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Effective outcomes identified by Ofsted/CQC

Children and Young People have:

- ❖ Developed the knowledge, skills and behaviours to gain employment or meaningful occupation, move on to further or higher education, and live as healthily and as independently as possible.
- ❖ Developed their self-esteem and resilience.
- ❖ Made friends, and feel safe, valued and visible in their local communities.

Other areas of focus for the inspection:

- ❖ Attendance, C&YP with SEND not attending school
- ❖ Safeguarding
- ❖ Pfa and 14-25 transition.

Experiences for Children and Young People

Inspectors will assess whether children and young people's ***experiences of education are positive, and why***. They will evaluate whether children and young people with SEND have:

- Gained from stable, supportive relationships and environments
- Participated in decision-making about their own plans and support
- Had support provided when they have needed it and feel supported and believe that adults understand and advocate for them.
- Had the opportunity to participate in community activities to widen their understanding of the opportunities available to them now and in their future

The inspection will result in one of three judgments

1. The local area partnership's SEND arrangements **typically** lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.
2. The local area partnership's arrangements lead to **inconsistent experiences** and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.
3. There are **widespread and/or systemic failings** leading to significant concerns about the experiences and outcomes of children and young people with SEND, which **the local area partnership must address urgently**.

WHAT HAPPENS AFTER WE RECEIVE 'THE CALL'?



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Week 1

- The inspection lasts three weeks. The first two weeks off site, the final week in Birmingham.
- We will receive notification on a Monday. By Tuesday we have to provide data on all C&YP with an EHCP and all those at SEN Support level. By the end of Tuesday inspectors will choose six C&YP who they will track in detail.
- We then undertake a full multi-agency audit for the six C&YP. This will need to be completed on Wednesday and Thursday. This will involve EVERY service and settings involved including their school, college or early years setting. This may be historical as well as current setting.
- If a tracked child is known to your setting you will be involved at this point in an 'audit' process for each C&YP.
- The outcome of our audit(s), (with a summary of what we think about the quality of the work) has to be provided to inspectors by the Friday of week one.
- Also, in week one Ofsted will send a survey to both parents and all relevant professionals.

It is very important that as many staff from across the partnership as possible respond.

Week 2 – it could be you

- Inspectors will remain off site but will also start to meet with practitioners who are working directly with the C&YP who are the identified six cases.
- In preparation for those meetings, the early part of this week will include briefings for all staff who will be meeting with inspectors so that you feel well prepared.
- All staff who have meetings with inspectors will also have a de-brief session to review any of the emerging key themes so that we can respond quickly to inspectors.

Week 3 – Inspectors are on site

- More practitioner meetings and meetings with children and young people will take place.
- The rest of the week will involve inspectors undertaking a series of visits to different settings including schools (early years and AP).

PREPARING FOR INSPECTION



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If one of your children is selected, you will need to:

- Complete a case audit template.
- Attend a case conference regarding the child or young person known to you/your setting before the inspectors visit*.
- Attend a preparatory meeting regarding the inspectors visit.
- Attend a meeting with inspector(s).
- Attend a post inspectors visit de-brief meeting.
- Provide evidence and data regarding the case and how you supported their achievement of the outcomes outlined above.

* NB. This may be about a child who was previously in your setting but who has now moved on as well as who may be in your setting currently.

Meeting with Inspectors

Inspectors are not trying to catch you out. They want to see the best of what you do and this is your opportunity to show it to them!

Inspectors may challenge you about aspects of your delivery and the subsequent outcomes

- Be confident in your practice
- Be clear on the rationale behind your opinions/positions – support these with evidence from other examples of good practice
- Don't be afraid to ask inspectors questions if you are unsure about what they are saying or looking for... there are no “silly questions”
- If you think that the inspector's judgement or conclusion doesn't accurately reflect practice, offer some additional evidence.

Ofsted KLOE's from recent area inspections

- How well do we ensure the voice of children and young people and their families are heard and acted upon both at a strategic and person-centred level?
- Do the views of CYP and families help shape the design of the support you deliver?
- How does transition planning appropriately meet the needs for YP and their families?
- How accurately are SEND needs identified in a timely manner so the right provision is put in place in the right time? Are there some ages where this works better than others?
- For CYP who have been excluded or are at risk of exclusion what support is put in place for CYP and families to re-integrate into education, employment and training?
- How do mainstream schools understand additional risks with safeguarding because of SEND needs?
- How do we ensure C&YP have access to a range of health services in a timely manner including identification, assessment and treatment?
- What support is provided for C&YP whilst they are on the list for mental health support?

The local area is putting in place the following to support all stakeholders in advance of inspection:

- We are developing a multi-agency process for trialling case audits.
- We will be involving schools in the coming months so that everyone is familiar with the process and the paperwork.
- A proforma template is available for the key information required.
- For each child or young person, the template will need completing to support the case audit process.
- The template is being 'annotated' to ensure support and consistency for all those completing.
- We will run support surgeries across the local area in the coming months for all to attend.
- A communication will be coming soon to outline what and when.

An aide memoir

This inspection framework relates to the schools OfSTED framework also. Inclusion and outcomes for C&YP.

[Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Think about what is working well in your setting:

- ❖ What are you most proud of?
- ❖ Be honest
- ❖ support your best practice with case studies
- ❖ Think about them in advance (do they show impact for C&YP)
- ❖ Have them ready!
- ❖ Be prepared to share them with inspectors

Inspectors are coming



Do you know what you want to tell them?

Where is your evidence?

Will the children and families you support agree?

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