Our experience of inspection
(with specific reference to SEND)
2022-23

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A quick reminder about the basics...

During the lead inspector's conversation, he/she will:

- make the school aware of its statutory duty to inform parents of the inspection

- discuss provision for pupils with SEND

- ask if pupils attend off-site provision

- ask if there are any off-site units that cater for pupils with behaviour or attendance difficulties

- establish the governance structure of the school/academy

- inviting the headteacher to participate in lesson visits.

Some key points about the calls...

- Inspectors will not follow a particular script
- There is no requirement for this conversation to be one continuous call. The headteacher may want to pause to draw another colleague into discussions
- Inspectors will not expect leaders to have any particular information to hand.
- Timetabling and planning are key.
- The conversation concludes once the inspector and leaders have a shared understanding of the subjects that will be the focus of the deep dives

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OFSTED Preparation document

What subjects should be selected for deep dives?

- **Reading** will always be a deep dive in primary.
- Deep dives must include **at least one foundation subject**.
- Deep dive subjects must be on the **curriculum** (for example, not PD).
- Use published, **validated** data and top-level discussion. *Identify what might be strong/weak.*
- **Agree** subjects with headteacher (sampling from areas leaders say are strong/weak/developing and those indicated by published data).

Understand the SEND methodology:

Top-level view:

SEND context and ambitions

Organise a sample of pupils with SEND in at least two subject deep dives with copies of EHC and SEND support plans.

During deep dives:

Is the curriculum **implemented for pupils with SEND. What are they learning?**

How well are they **involved in school life?**

Day 2:

Dialogue with SENCo and sample group of pupils with SEND.

Review the day 1 and 2 evidence and evaluate the quality of education for SEND.

DAY 1 - SEND

SEND pupils will be picked up throughout all inspection activity (lesson visit, discussions with leaders, work scrutiny, reading with lead inspector, lesson visits and pupil discussions).

On arrival inspectors will expect to have class lists for ALL classes, that show gender, names, PP, SEND, yr group.

EHCP/IEPs will need to be available by 8am on day 1 of inspection; these will be referred to during deep dive activities by inspectors

DAY 2 - SEND

SEND is a major focus of day 2; the SENDCo will spend a considerable amount of time with inspectors.

Activities will include:

- o discussion with SENDCo
- o lesson visits that focus specifically on the provision for pupils with SEND and adaptive teaching (accompanied by SENDCo)
    - o *Can we see what you said we would see?*
- o work scrutiny
    - o comparing activities given to pupils with SEND
    - o Evidence of adaptive teaching
- o outcomes of pupils with SEND

Timetabling

DAY 1

	Inspector 1	Inspector 2
08:00	Arrive and set up Wifi/ EEG/ Team Room WIFI: Ventrus Password: debead2000	Arrive and set up Wifi/ EEG/ Team Room WIFI: Ventrus Password: debead2000
8.10	Tour of the School with HT – Charlotte Hill	Tour of the School with HT – Charlotte Hill
08:20	Meeting with Early Reading Leader ▓▓▓▓ (with curriculum information)	Meeting with mathematics Subject Leader ▓▓▓▓ (with curriculum information)
09:00	9.05 Phonics Lesson visits in Reception, Year 1 and Year 2	Workbooks Scrutiny for mathematics Years: 1, 3, 5 Samantha Andrews
09:45	SCR Check	9.30am Lesson Visits for mathematics Years: R, 1, 3, 5
10:00	Safeguarding Meeting – DSL ▓▓▓ ▓▓▓	
10:40	QA Evidence Cards and Sync Meeting	
11:00	Reading with Pupils from Year: 1, 2, 3 with unseen book and a trusted adult (inspector to select pupils)	Discussion with Pupils from mathematics Lesson Visits (with books) Years: Y1 and 3
11:30		Discussion with Pupils from mathematics Lesson Visits (with books) Years:5
12:00	Lunch	
12:10	KIT for inspection team and HT	
12:30	Lunchtime arrangements	Meeting with the History Subject Leader (with Curriculum Information) ▓▓▓▓
13:15	13.05: KS2 Reading lesson visits and discussions with pupils about reading	Workbooks Scrutiny for History Years: 2, 4, 6
14:00	Lead Inspector Time	Lesson Visits for History Years: R and 2 (including talking in Year 2 pupils)
14:30	Discussions with pupils about reading lesson visits	Discussion with pupils from History Lesson Visits (with books) Years: 4 and 6
15:15	QA Evidence Cards and Sync Meeting	
15:30	Surveys Day One	Discussion with staff from mathematics & history lesson visits
16:00	Discussion with Staff from Reading visits	After School Club
16:30	KIT for Inspection Team and Summaries	
17:00	Team Meeting and Timetable for Day Two with Senior Leaders (2 max)	
17:30		
18:00	Leave site	

Deep Dive Subjects	1. Early Reading 2. Mathematics 3. History

DAY 2
Set at the end of DAY 1

	Inspector 1	Inspector 2
08:00	Arrive and set up Wifi/ EEG/ Team Room	Arrive and set up Wifi/ EEG/ Team Room
08:10	Local Governors and Trustees	Breakfast Club
08: 30		Playground
09:00	Attendance meeting with leaders – ▓▓▓▓ 9.30am – Trust CEO/Representatives	Meet pupils about Personal Development Ethos Team (and PSHE folders) – Key Stage 2 children.
10:00	SENCO Meeting – ▓▓▓▓	Personal Development Meeting with Leaders (including PD/PSHE plans) ▓▓▓
10:30	Break time for pupils	
10.45	QA Evidence Cards and Sync Meeting	
11:00	Meeting with leaders about Behaviour and Exclusions approach incl. Sanctions/Rewards, behaviour/bullying logs, racist incidents	Early Years: Reception (including talking with leader, staff and children, curriculum plans)
11:30		
12:00	Lunch	
12:10	KIT for inspection team and HT	
12:30	Final Survey information Day Two	Lunchtime Arrangements/ Speak with pupils about behaviour
13:00	13.05 Speak with Staff selected by Inspector ECT and TAs ▓▓▓ ▓▓▓ TAs	Follow up: **Progression and expectations in Geography/Science Year 6 and 4 children and books ▓▓▓
13:30	SEND Continued	
14:00	School approaches to spelling and handwriting.	
14:30	Follow Up	
15:00	Bringing together evidence so far	Bringing together evidence so far
15:30	KIT for inspection team and Summaries	
16:00	Final team meeting with Senior leaders (2 max) ▓▓▓	
16:30		
17:00		
17:30	Final feedback with Senior Leaders, Governors, MAT Representatives	
18:00	Leave site	

Making sure the timetable shows what it wants you to show.
Are you aware of where strength is within the subject?

Is strength being shown within the timetable?

Will there be opportunities to show/celebrate key elements of your subject e.g. Planned enrichment opportunities?

Use evidence you have in school – eg photos, pupil voice, parent voice, displays etc
Plan your tour around the school – practice it…

What can we do ahead of inspection to prevent panic?

Inspection planning
- SEND

Website Compliance

- SEND Policy
- SEND Information Report
- Equality Duty
- Accessibility Plan

Check they are all up to date for 2023-24

Ventrus file structure for SEND
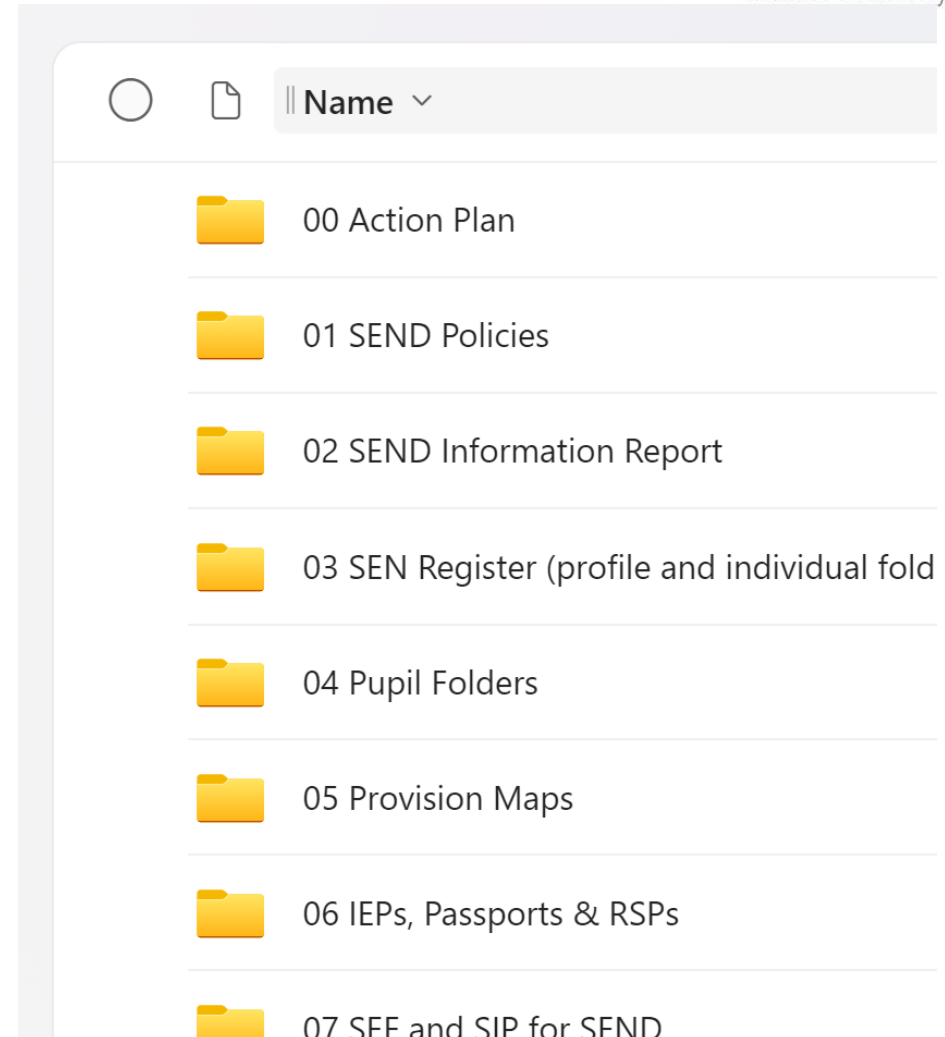
Accessible only by HT/ SENDCo/ SEND Lead (GDPR)

- Quickly accessible information in a standard format

- No SEND documentation is kept elsewhere

	Name ∨
📁	00 Action Plan
📁	01 SEND Policies
📁	02 SEND Information Report
📁	03 SEN Register (profile and individual fold
📁	04 Pupil Folders
📁	05 Provision Maps
📁	06 IEPs, Passports & RSPs
📁	07 SEF and SIP for SEND

SEND Register

C&I	SEMH
34	9
C&L	**P&S**
40	2

	NOR	K	% K	E	%E
YN	21	1	5%	0	0%
YR	41	4	10%	0	0%
Y1	42	10	24%	1	2%
Y2	40	6	15%	1	3%
Y3	45	11	24%	1	2%
Y4	43	11	26%	2	5%
Y5	38	5	13%	4	11%
Y6	46	10	22%	2	4%
TOTALS	316	58	18%	11	3%

Know your register & be able to access what you need quickly

First Name	Surname	Class	Year	DOB	Gend	P	FSM	LA	EAL	SEN C	Area of	CENSUS	Funding E2+3	Approx Hrs	EHC Review D	Comment
		Nursery	0	10/28/2019	M	N	N	N	Y	K	C&I	SLCN	0			EY Inclusion funding
	Donaldson	0	30/07/2019	M				N	N	K	C&I	SLCN	0			Application needs t
	Donaldson	0	25/02/2020	M	Y	Y	N	N	K	SEMH	SEMH	0			Request for statutor
	Hughes	0	30/07/2019	M			N	N	K	C&I	SLCN	0			
	Hughes	0	6/13/2019	M	N	N	N	Y	K	C&I	SLCN	0			Request for statutor
	Hughes	0	2/8/2019	M	N	N	N	N	K	C&I	SLCN	0			
	Murphy	1	3/8/2018	M	Y	Y	N	N	E	C&I	SLCN	L2	17	24/04/2024	
	Murphy	1	10/21/2017	M	Y	Y	N	Y	K	C&L	MLD	0			
	Murphy	1	2/21/2018	M	N	N	N	Y	K	C&L	MLD	0			
	Murphy	1	7/18/2017	M	N	N	N	N	K	C&I	SLCN	0			New to register? no
	Murphy	1	12/17/2017	M	N	N	N	N	K	C&L	MLD	0			

EHCPs/IEP
– a sample should be printed for inspectors by 8am on Day 1 of inspection

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CHILD'S NAME XXXX	YEAR 1	Murphy CLASS	DATE: 2023-24	

MY PROVISION
Ongoing Provision in place to meet the child's needs __(delete or add to as appropriate)

Relational approach – led by 2-3 key adults Relational Support Plan Total communication approach Create frequent opportunities for T to speak Build Ts confidence when speaking: -use closed Qs – eg did you go to the park? - give a choice of answers – did you go with your mum or your aunty? -give the sentence starter - 'XXXX went to the park with his....' Praise any expressive communication to build self esteem Adult to model sentences from what XXXX says (not correcting him but remodelling) Develop vocab linked to themes / topics Supported transitions Social stories – to support understanding Encourage T to slow down in speech to support the listener	Frequent opportunities to play phonological awareness games Individualised curriculum Adults to model learning / new activities Encouragement during self care tasks Supervision as required during meal times Access to sensory/tactile play Messy play activites Monitoring during unstructured times, outdoor activities, and moving around the school site due to limited awareness of danger. Staff to explicitly 'notice and name' emotions Use of emotions cards Zones of regulation Model and verbalise emotional vocab during play and social interactions

MY PLAN for targeted support

Cognition & Learning	EHCP Outcomes: By the end of Key Stage one, XXXX will be able to ➤ consistently engage with the curriculum, following an adult led routine and engaging in adult led activities.

Specific Area of Need	Desired Outcome (SMART) *Specific, Measurable, Achievable, Relevant, Time based*	What will be done to achieve this? (Provision)	Who? When? How often?	Resources Needed	Review / Next steps -Achieved -On track -Not on Track
Attention	*Sept 23* XXXX will stay focussed and engaged on the carpet during whole class learning 60% of the	Attention bucket session (Level 1) - attention grabber	TA Daily 10 mins 1:3 max	Attention bucket resources. Sticker chart.	*Dec 23*

Private and Confidential

Devon

E H C P

This is
Amended Education, Health and Care Plan
30-05-2023

The purpose of my EHC Plan is to enable me to have the opportunity to prepare me for adulthood. The EHC plan will describe the things

Print examples
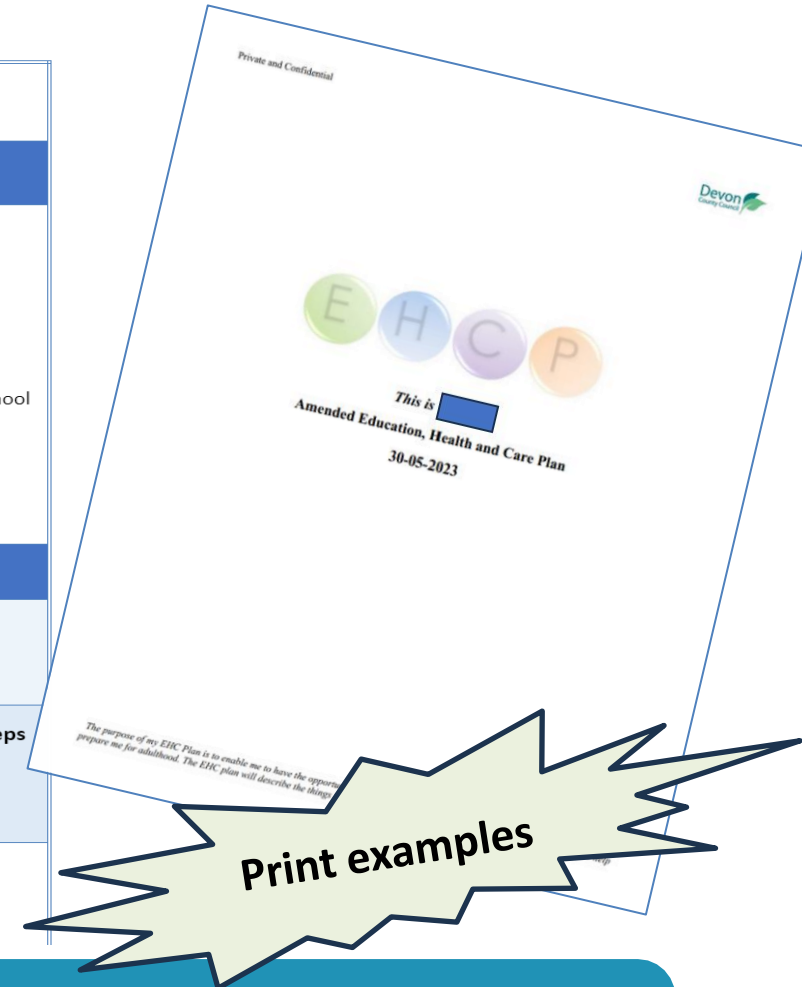
Curriculum
## - adaptations for pupils with SEND – EEF Research

Scaffolding

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.

Explicit instruction

Explicit instruction refers to a range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.
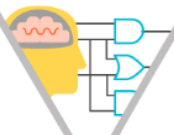
Technology

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.

Cognitive & Metacognitive strategies: chunking

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.

Flexible grouping

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
Guidance Report

Education Endowment Foundation

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The History Curriculum and Provision for Pupils with SEND

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum.

For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success.

We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEND' and that our pupils with SEND should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The History curriculum can be adapted to meet the needs of children with SEND in the following ways

Word Banks for pre-learning and to support during topics and themes	Now/Next
Cutting and Sticking Key Words on to work as prompts	Visual Timetables – class and individual
Print out portions of work and learning objectives to minimise writing	Fidget toys available
Coloured Paper or recycled paper to minimise visual stress	Coloured Paper for visual stress
Breaking down lessons into short, manageable chunks	Cushions for seats – wobble and wedge cushions
Mixed ability groups – using peers as support and role models	Dyslexia friendly font used as standard practice (eg Courier)
Adult assistance 1:1 adult/adult nearby	Coloured exercise books
Using Immersive reader or reader support from an adult/peer	Writing frames and scaffolding
Knowledge map/Mind Maps	Word lists of key vocabulary for pre-learning and as prompts
Printing work larger and in smaller chunks	Relevant word banks of common language for different subjects
Cloze passages/activities to check learning	Use of concrete resources
Draw answers or explanations	A safe/quiet space in or near the classroom
Songs and rhymes/mnemonics – Horrible Histories	Allow talk time for those who find recording difficult
Actions – telling the story of a lesson	Simplified work
My Turn/Your Turn	Keeping instructions short and one at a time
Breaks	Pencil grippers/ pens/writing implements
Targets made clear for lessons and learning – linked to IEP	Use of IT to record outcomes

When planning for History, class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

Plan for Deep Dives

Outcomes for pupils with SEND

- over time, and an understanding of strengths/challenges

Attendance

Attendance, Exclusion/Suspension data
o for SEND & EHCP pupils
o analysis of how this compares to non-SEND groups

Attendance
Clubs / Residentials / Opportunity
o for SEND pupils
o analysis of how this compares to non-SEND

Attendance/opportunities
brief notes on how you target SEND pupils to increase their attendance at clubs/ residentials etc e.g. choosing clubs that are attractive to them/meet their needs

Monitoring

Evidence to support discussions around the quality of education:

o you should be able to demonstrate that you:
  o undertake regular monitoring with SLT
  o know the quality of education for all learners and how this is adapted for pupils with additional needs
  o know the quality of 'provision' for pupils

Evidence of your analysis of the SEND interventions run in the school, demonstrating their impact

progress isn't always measured on paper

Grab opportunities to direct the conversation
- Key areas of strength (e.g. PP SEND   SG) get them in to the conversation

Make requests for additional members of staff to join in conversations if this will add to the evidence bank

Having success stories to hand - Particularly through the Safeguarding and SEND strands, be prepared with examples of your best practice.

 Know what has taken place, what the intent was and what evidence you have of the successful implementation.
Provide evidence of the cycle undertaken and the impact it has had on the child/family.

Parent Questionnaire

Does your child have special educational needs and/or disabilities (SEND)? (yes or no)

If yes, the survey asks parents how strongly they agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'

Any "snapshots" of positive feedback from parents of pupils with SEND can be helpful if they don't complete the Ofsted survey – as others are likely to...

Prior to Inspection

Staff Well-being

Take account and genuinely value staff mental well-being

Know whether this will be an issue in advance
– regular staff surveys with clear feedback on actions taken.
Protecting staff from the things that are unnecessary.
Managing change – focussing on less and giving things time to properly embed.
Provide staff with the time needed to do things properly – allocating staff meetings to give time for staff to complete foundation subject assessment etc.
IMPORTANT
Allocation of time within the inspection to unpick this – heavily influenced by the results of the staff survey, particularly focussing in on how school supports mental health and well-being in practice.

Know the Questions the SENDCo may be asked...

How do you ensure that pupils with SEND **are identified** in a timely manner?

Are they involved in the **design/planning** of the Curriculum?

How do they ensure that pupils with SEND have access to a **broad and ambitious C**? (Particularly if interventions are in the afternoon).

How do they ensure that the **needs** of pupils with SEND are met? How are they involved? (Include use of Tas/what are strengths of Tas?)

What does **assessment** involve and how do they support teachers?

How do they ensure that all teachers have **high expectations** for all pupils with SEND?

How frequently do you work with teachers/monitor the impact of provision?

How effective is **the LA** in supporting pupils? How does the school respond to this?

How do they involve **parents and carers**?

How well are pupils **prepared** for the next stage in their education (adult life in secondary)?

What CPD has happened/is planned to support staff

How are pupils with SEND involved in **wider school life** e.g. after school clubs, residentials?

How do you ensure staff are aware of the **additional safeguarding risks** to children with SEND? E..g barriers to communication?

What steps have you taken to challenge the LA/ Outside agencies when services are 'not good enough' – this is a key issue when the LA is not judged 'GOOD'.

Additional questions

How are leaders working with them to **manage their workload**?

What **safeguarding training** have they had?

Who would they go to, should they have **concerns about a child? Member of staff?**

What training have they had on recognising the signs of **sexual violence and sexual harassment** between children in schools and **online**?

What is **behaviour** generally like in the school? Do they get **support** from senior leaders?

From the current handbook :

Preparation carried out by the lead inspector

82. Inspectors will review and consider:

· Ofsted's inspection data summary report (IDSR)

[Ventrus note: ensure you know what this says about outcomes for SEND in all measures].

· use of funding (for example, pupil premium and catch-up funding)

· information about SEND provision (for example, SEND information report and accessibility plan)

· information about equalities

· the main findings from the relevant local area SEND inspection, including (where relevant) arrangements for identifying, assessing and meeting the needs of young children with SEND

Inspection planning conversation

85. This conversation will be short and focused on practical issues. The lead inspector will:

· discuss the nature of the SEND resource base, if applicable

From the current handbook :

96. The inspection support administrator will also send the school a letter setting out that the following information must be made available to inspectors by 8am the next day, at the formal start of the inspection:
· records and information about behaviour and attendance, including:
· up-to-date attendance analysis for all groups of pupils
· records and analysis of pupils taken off roll
· records and analysis of exclusions and suspensions, incidents of poor behaviour and any use of internal isolation
· records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
· records and analysis of sexual harassment and/or sexual violence
· records and analysis of any restrictive physical intervention

[Ventrus Advice: these will need to include a breakdown for all groups, including SEND]

From the current handbook :

The educationally focused conversation
91. Inspectors will use this conversation to understand:
· the school's context, and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections that remain relevant under the current inspection framework
[Ventrus note: if SEND was an AFI at last inspection, it may be a focus here]
· the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum, the standards that pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils.
[Ventrus note: if SEND outcomes are strong, flag them here]