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# **Ofsted inspection of SEN provision**

Forum: SEN Leader Update Conference 2014

Jan Martin (Sensitive Education Consultancy)

10.15 – 11.00

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# Focus of session

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- Ofsted's expectations for outstanding SEN provision (Mainstream primary / secondary & Special)
  - How to demonstrate outstanding teaching and learning for all pupils
  - How to evidence pupil attainment and progress to Ofsted
  - How to prepare for the SEN inspection interview
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# HMI views: Ofsted SEND Review

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The keys to good outcomes;

- ✓ Strong teaching and learning
  - ✓ Accurate assessment and identification
  - ✓ Close tracking
  - ✓ Rigorous monitoring of progress with intervention quickly put in place
  - ✓ A thorough evaluation of the impact of additional provision
  - ✓ **AMBITION** – high aspirations for pupils with SEND
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# HMI continued

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## Assessment & identification: Effective practice

- staff who could identify frequently found learning difficulties
  - trust in previous assessments, built upon in a formative way
  - careful assessment and tracking of pupils' progress so that well-targeted interventions can be put in place if there is any indication of underachievement (for low and high attainers), or lack of progress in improving behaviour
  - clear thresholds and referral routes to different services with higher levels of specific expertise.
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# Charlie Henry HMI: National lead for disability and special educational needs

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Getting to outstanding and staying there;

- High aspirations and a focus on enabling children and young people to be as independent as possible led most reliably to the best achievement
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# Ofsted expectations for closing the gap

<http://www.ofsted.gov.uk/news/key-maximising-achievement-schools>

- If schools have good provision for children with SEN, what does this look like? Good and outstanding schools have **high aspirations** for all students, including those who have special educational needs. They focus on enabling pupils to make the **best possible progress**, and to **increase their independence**, so that they are well prepared for their futures. The most effective leaders in any school ask challenging questions about the progress and attainment of every pupil or young person. They use whatever information is available to compare their pupils' progress against that of other pupils who started at the same level, at the same age, across the country. They **do not make excuses for lower rates of progress**. They focus on ensuring teaching is strong, that staff meet the needs of all pupils, and provide well targeted challenge in lessons. These schools also ensure those pupils in most need receive the most expert support.

# Ofsted expectations for closing the gap (Contd.)

- Alongside **high aspirations for high academic achievement** there is a very well-understood view of how to help an individual become self-reliant and independent. Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support. Good attendance is also seen as a key to maximising achievement. The best schools that meet the needs of pupils with the most complex social and emotional needs understand and make use of the community in which the children live as well as the one in which they are educated.

# Ofsted: Descriptor for outstanding teaching & learning (January 2014)

- Teachers and **other adults authoritatively impart knowledge** to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with **clearly directed and timely support and intervention, match individual needs accurately**. Consequently, pupils learn exceptionally well across the curriculum.



Demonstrating outstanding teaching & learning for SEND pupils: All teachers are teachers of SEND (Draft SEN CoP Sept.2014)

## Planning is matched to individual needs

### Activities:

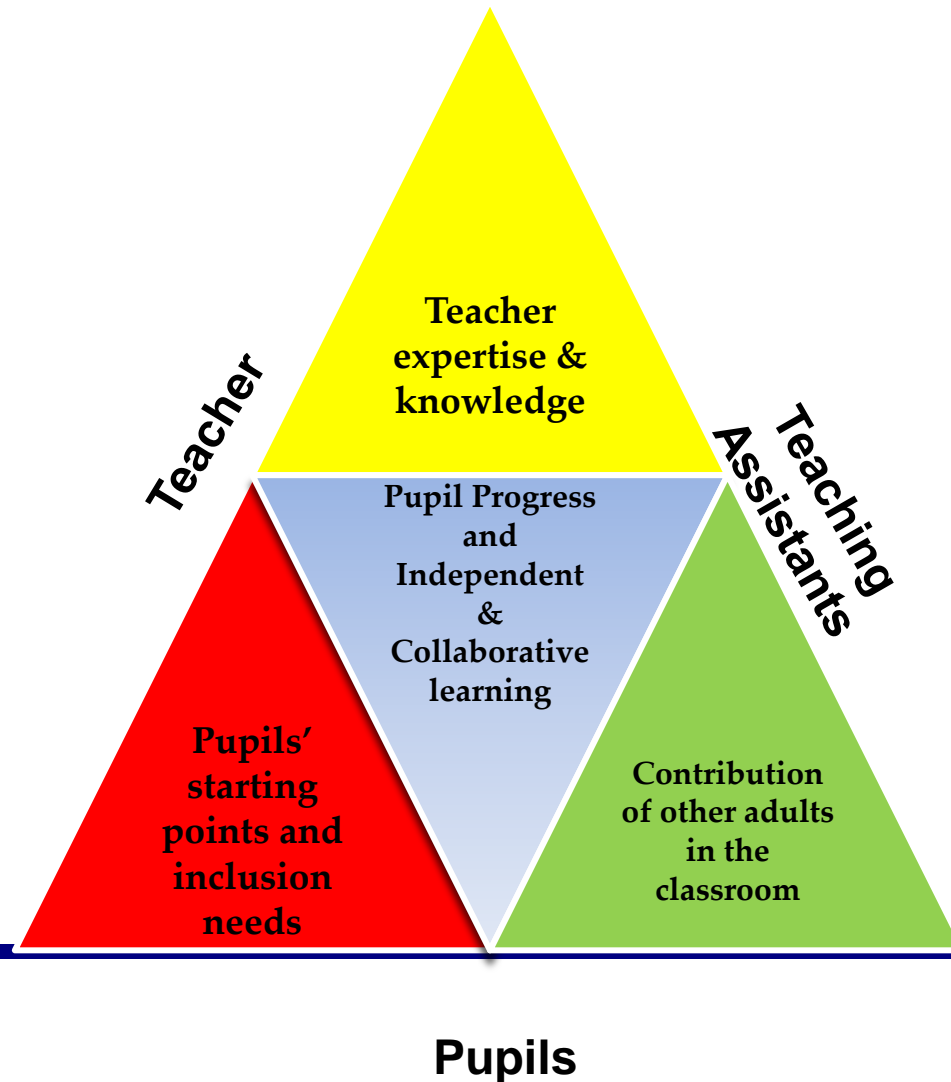
Scaffolded / Small step  
Collaborative  
Active, pupil-led learning  
Independent learning  
Frequent checks that pupil understands learning (AfL)  
Homework is accessible

### Resources:

Accessible reading materials  
Key words  
IT enables access to learning & recording of learning  
Planned use of TAs  
Interactive learning materials

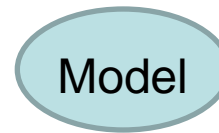
SEN specialist knowledge & strategies to support differentiation  
Understanding 4 types of SEN (CoP Sept.2014)  
Personalised Learning Plans for individual SEND pupils  
Understanding of social, emotional, behavioural needs of SEND pupils

# Harnessing inclusion in the classroom



# Evaluation of teaching & learning of SEND pupils

- Observation data
- whole class lessons
- interventions
- SEND Learning Walks
- Feedback from SEND pupils & their parents
- Scrutiny of SEND work
- Impact of SEND CPD



# National training materials for inclusion

- Inclusion Development Programme materials

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>

- NASEN – the inclusive classroom (National SENCo training)

<http://www.nasentraining.org.uk/training-pack/>

- SEN Complex needs – Barry Carpenter et al

<http://www.education.gov.uk/complexneeds/>

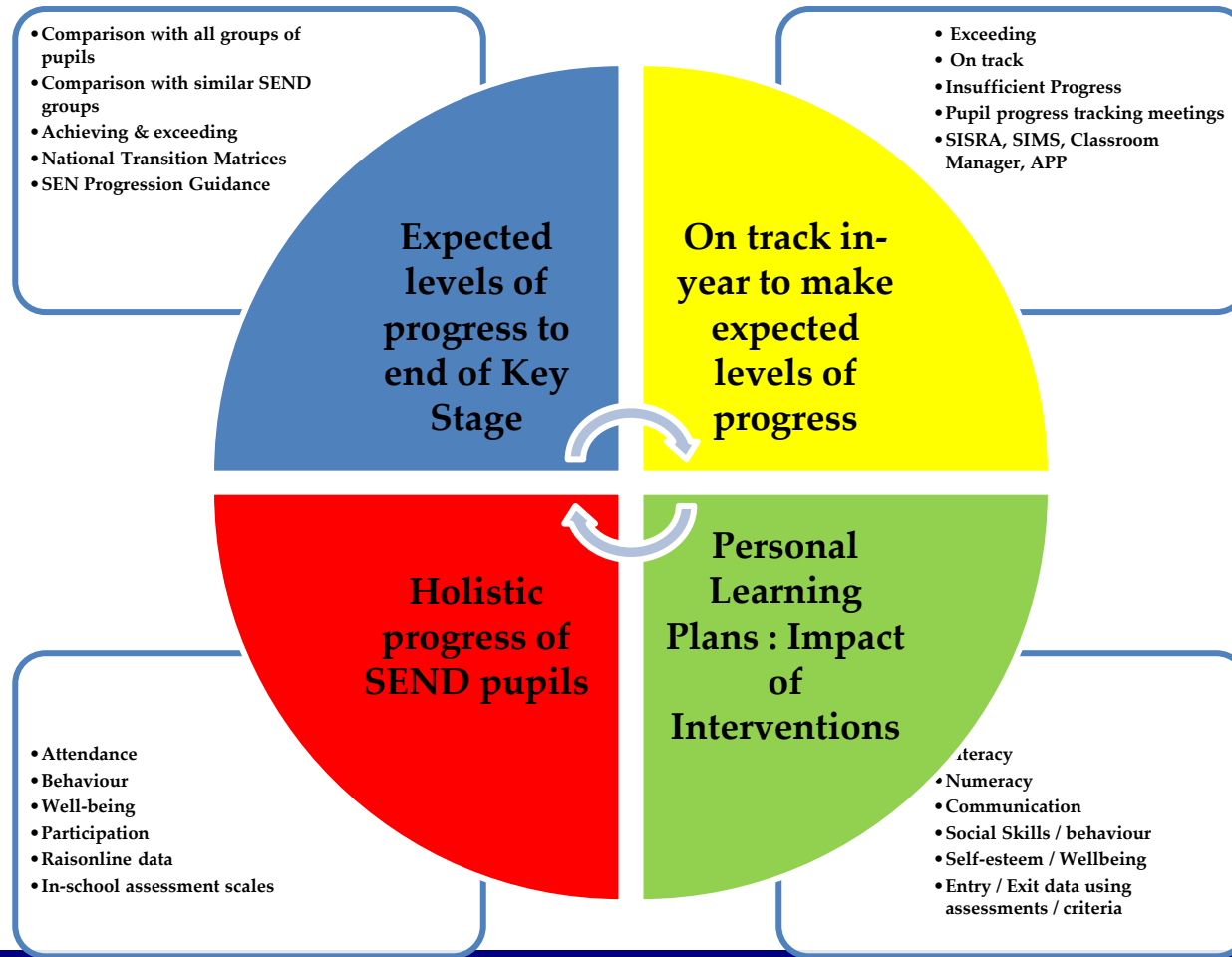
- DfE SEN training materials for NQTs

<http://www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/sen-induc-resources>

# SEN progress

- Closing gap – SEN pupils expected to make same rates of progress as all pupils nationally
- Subsidiary Guidance Sept. 2013 para 30
- “The starting point for evaluation is that expected progress is the **median level (SEN Progression Guidance)** for pupils’ age and starting point. As with all progress information, inspectors must be cautious when considering data relating to small groups of pupils. For example, it is important to distinguish between health-related issues and educational provision. “

# Measuring and reporting SEN progress



# SEN Progression Guidance : KS3 NC levels: English

National Curriculum Levels			
KS2	KS3 LQ	KS3 Median	KS UQ
W	0	1	2
1	2	2	3
2	3	4	4
3	4	4	5
4	5	5	6
5	6	6	7

Point scores			
KS2	KS3 LQ	KS3 Median	KS UQ
W	3	9	15
1	15	15	21
2	21	27	27
3	27	27	33
4	33	33	38
5	39	39	45

# Progress of SEND pupils using National Transition

**Matrices:** National Transition Matrices - English Key Stage 2 to 4 - sublevel variation – Comparison against all pupils nationally, and SEN group against similar SEN pupils nationally

% of Pupils		Key Stage 4 Grade										Overall % achieving expected progress	All pupils nationally achieving expected progress	Overall % achieving more than expected progress	All pupils nationally achieving more than expected progress	School SEN achieving expected progress	National SEN pupils achieving expected progress	School SEN achieving more than expected progress	National SEN pupils achieving more than expected progress
		No KS4 Result	U	G	F	E	D	C	B	A	A*								
KS2 Level	Other or no prior available	17	2	3	9	13	16	20	12	7	2	53		23					
	W	86	1	2	3	4	2	2	#	#	#	13		11					
	1	56	2	7	14	12	5	3	1	#	#	35		21					
	2	18	3	7	24	29	15	5	1	0	#	49		21					
	3c	7	2	4	16	35	27	9	1	#	#	37		10					
	3b	5	1	2	10	29	35	17	1	0	#	53		18					
	3a	3	1	2	6	21	39	26	3	0	#	68		29					
	4c	2	1	1	3	11	35	40	8	1	0	49		9					
	4b	1	0	0	1	4	23	49	18	3	0	70		21					
	4a	1	0	0	1	2	12	44	32	8	1	84		41					
	5c	1	0	0	0	1	4	25	41	25	4	70		29					
	5b	0	0	0	0	0	1	7	28	44	19	91		63					
5a	1	#	#	#	#	0	1	12	40	46	98		86						



# Issues that Raiseonline might suggest

Do the scatter graphs for SEND value added progress tell a good story for SEND pupils?

Is the proportion of SEND pupils who have made expected progress from their starting points to the end of key stage good enough? Are their significant differences for the different SEND categories?

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Have you analysed the national transition data (English and Maths) to locate the performance of your SEND pupils?

Are you able to account for the increase in APS from entry to exit for your cohort of SEND leavers? Is it in line with similar groups nationally?

Are outcomes of any SEND category (SA, SA+, Statemented) significantly above or below at the end of Key Stage?

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Do you have pupils with statements (or being assessed for statements) who are borderline cases for special school provision?

Is there a high/low number of pupils on the SEND register who are excluded. Is it predominantly one category (SA, SA+ or statemented)?

Is the attendance of SEND pupils (or a category such as SA+) causing concern, or exceptionally good?

Is one category of SEND (e.g. MLD or BESD or ASD) increasing or decreasing over a 3 year period.

Are there differences in the number/category of SEND pupils in each year group, which may impact on interpreting the outcomes of that year group?

Do you have a high proportion of pupils with SEND in your school

And finally..... are there lots of blues or greens in the tables showing performance of SEND pupils?

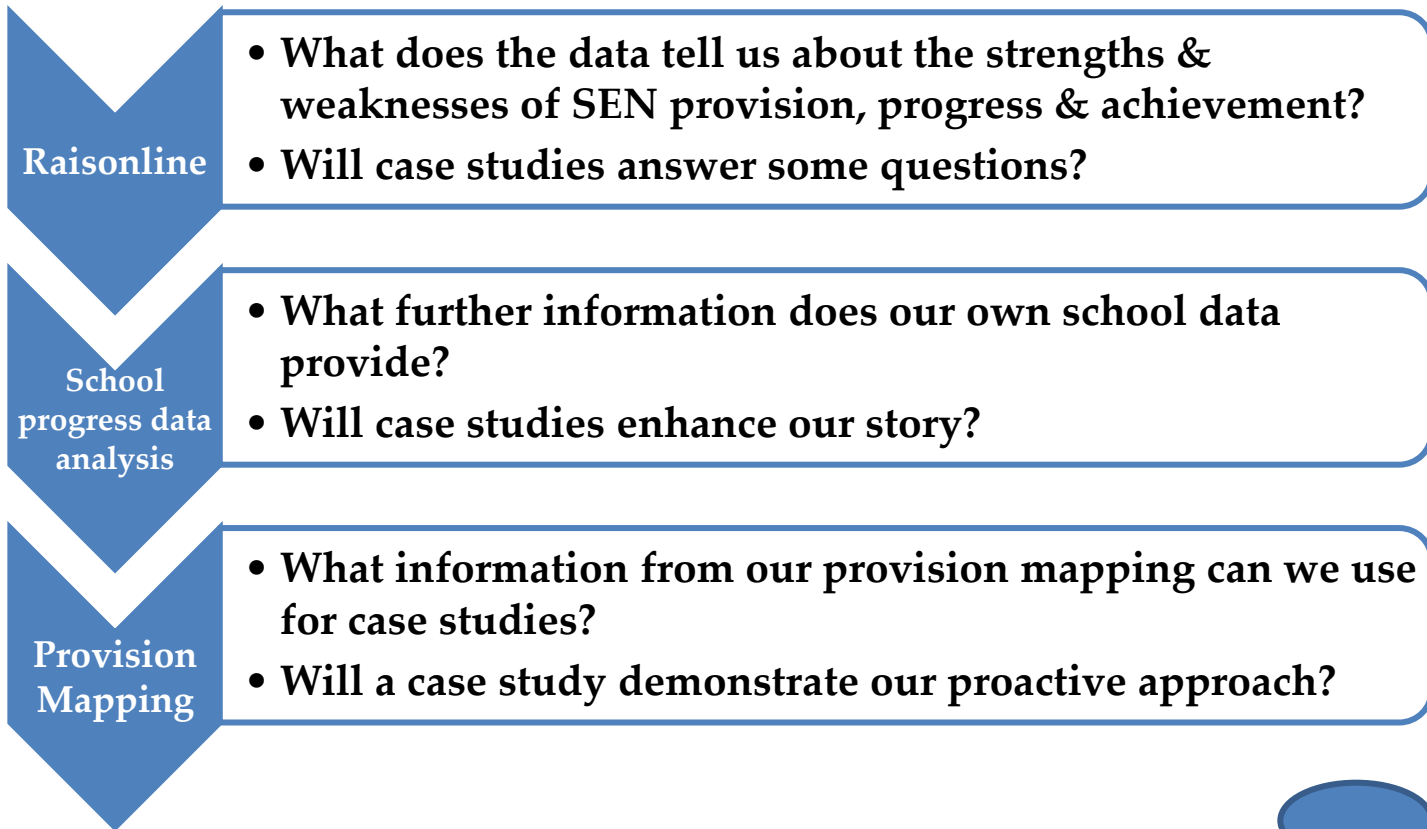
# Simple model of provision mapping

Provision Mapping: Key Stage ...			
Area of Need	Wave 1 – All pupils	Wave 2 – Some pupils	Wave 3 – A few pupils
Cognition & Learning			
Communication & Interaction			
Emotional, Mental & Social			
Sensory & Physical			

# Grid to show impact of interventions

Year Group 5	SEN status	End of KS1 En	End of KS1 Ma	June 2013 En	June 2013 Ma	Current En	Current Ma	End of KS target En	End of KS target Ma	On track to achieve / exceed target?	Interventions	Commentary
Pupil A	SA	2b	2b	3a	3a	4c	4c	4b	4b	Green	Learning Mentoring Anger Management	Responded well to interventions
Pupil B	St	P8	1a	P8	P8	1c	1b	2a	3a	Red	1:1 En & Ma Small group Lit & Num	Absence – EWS following up
Pupil C	SA+	1a	2b	2c	2a	2c	3c	3a	4b	Green	Small group Lit & Num Use of ICT for communication	Supported well by differentiation in class
Pupil D	SA	2b	2b	2b	2c	2a	3c	4b	4b	Red	Small group Lit & Num Self-esteem / social skills group	Family circumstances have unsettled pupil
Pupil E	SA+	1a	1a	3b	3b	3a	3a	3a	3a	Blue	Small group Lit & Num 1:1 Language work	Responded well to interventions & differentiation

# Importance of case studies: Where do SENCos start in deciding what to showcase in a case study?



# Preparing for inspection of SEN

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- The interview with the inspector is likely to take around 20 minutes.
  - The inspector will have his/her own agenda for the meeting based upon RAISEonline analysis and scrutiny of school data, and you will have your own messages you want convey.
  - Draw up beforehand a list of key points about SEND progress and achievement that you want to make before the interview finishes (probably no more than 10 maximum, to ensure that they are understood).
  - Sometimes the interview might result in the inspector asking for some more information to aid evaluation. If you have done your preparation well, this is less likely to happen, as you will already have the information to hand.
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# Readiness for inspection

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- Remember that the inspector will not have time to read whole folders of evidence. You need to have the evidence to hand and ensure that you keep it updated each term, so that when you are inspected it will not take long to make final revisions.
  - Make sure that your files and folders of evidence are easy to access, and that you can find the relevant piece of evidence easily.
  - In an interview it is easier to discuss information on a piece of paper, rather than having to find the right file electronically.
  - Put post-its on your case studies and label them so that you can find them easily when you want to answer a question.
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# Focus of Ofsted questions for SENCo

- Special educational needs and/or disability (Identification and assessment of pupils for SEND register, analysis of progress & achievement)
- views of pupils/parents/carers/external agencies)
- What is the quality of learning for pupils with SEND
- How SEND pupils are encouraged and successful in learning for themselves and collaboratively with their peers
- Behaviour of pupils with SEND
- Attendance of pupils with SEND
- Quality of teaching and use of assessment for SEND pupils
- Quality and impact of additional interventions
- Effectiveness and quality of alternative provision
- Safeguarding of pupils with SEND
- Effectiveness of Leadership of SEND provision
- Effectiveness of partnerships (external agencies and other schools) to enhance the SEND provision
- How thoroughly are governors aware of:
  - the accuracy of the identification of pupils who have special educational needs or are disabled
  - the quality of their progress
- the effectiveness of interventions and additional resources used for meeting these pupils' needs?

# Checklist of SEN evidence needed

- SEN register (+ evidence to distinguish underachievement)
- Progress & achievement
- Effectiveness of identification & assessment
- Target setting and planning for pupils with SEND
- Impact of interventions
- Attendance of SEND pupils
- Behaviour data re SEND pupils
- Monitoring of teaching & learning of SEND pupils
- Monitoring of impact of TA support
- SEND pupil voice
- Views of parents/carers re SEND provision
- Overall monitoring of impact of SEND provision – reports to Governors & governance accountability
- CPD for staff on SEND



# Implications for staff other than SENCOs

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- SLT need a clear view on progress & achievement of SEN pupils, and impact of provision
  - Class teachers must be accountable for progress of SEN pupils
  - In secondary schools Heads of Department and subject teachers are accountable for progress of SEN pupils
  - TAs have an important impact on their progress
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# Contact details

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