

HEP SEND Information Grid for Inspection Areas

Ofsted area	SEND Focus	Aspects	Activities / Questions
Leadership and Management	Fully Inclusive Environment	<ul style="list-style-type: none"> The school environment, along with the attitudes and behaviours of staff and other pupils enable all pupils with SEND to be part of the school community? Pupils with SEND are included in all aspects of school life. In schools where there is resourced provision, leaders are proactive in ensuring pupils attending the provision are not segregated /isolated from the rest of the school 	<ul style="list-style-type: none"> Focused learning walk Observations of clubs, breaks and lunchtimes Discussions with leaders, staff & pupils
	Leaders attitudes to SEND	<ul style="list-style-type: none"> SEND has high priority and is included in SEF and SDP Leaders are ambitious for all pupils with SEND SEND is included in CPD programme SEND is included in staff performance management Positive engagement with the curriculum for all Positive outcomes for all Off-rolling of pupils with SEND – Is this disproportionate? Exclusions of pupils with SEND – is this disproportionate? 	<ul style="list-style-type: none"> How well does the school’s education provision meet different pupils needs? Discussion with SLT Review of CPD programme Discussion with staff Review of exclusions data
	SENDCo	<ul style="list-style-type: none"> Is a member of the SLT or regularly attends SLT meetings to report on SEND to SLT Knowledgeable about SEND, able to support and train colleagues Suitably experienced and qualified Given time and resources to do the job Ensures SEND documentation i.e. register, provision map etc are up to date and accurate Ensures personal plans i.e. IEP, behaviour support plan etc for pupils with SEND are up to date and accurate 	<ul style="list-style-type: none"> Discussion with SENDCo Review of SEND documentation with SENDCo
	Identification of SEND	<ul style="list-style-type: none"> Clear procedures for identifying and addressing barriers to learning – including behaviour, bullying, safeguarding, attendance and exclusion data before assuming SEND Clear procedures in place for early identification of additional needs using graduated approach – assess, plan, do, review 	<ul style="list-style-type: none"> How well do leaders identify, assess and meet the needs of pupils with SEND? Range of assessments that cover all 4 areas of need, not just literacy and mathematics

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		<ul style="list-style-type: none"> • Range of evidence- based assessments used which cover all 4 areas of need : <ul style="list-style-type: none"> ○ communication and interaction ○ cognition and learning ○ physical health and development ○ social, emotional and mental health • The needs of pupils with SEND are accurately identified, assessed and met 	<ul style="list-style-type: none"> • Review of SEN information report on website • Review of SEND policy • Discussion with SLT • Discussion with SENDCo •
	Governors	<ul style="list-style-type: none"> • Well informed about SEND in the school • Link governor for SEND • Statutory duties including: information report • Accessibility plan • SEN policy • Supporting pupils at school with medical conditions • SEND funding used appropriately 	<ul style="list-style-type: none"> • Review of SEND documents on website • Discussion with SLT • Discussion with SENDCo • Discussion with Chair of governors • Discussion with link governor for SEND
	Safeguarding	<ul style="list-style-type: none"> • Appropriate and effective safeguarding arrangements that reflect the additional vulnerabilities of pupils with SEND. • Safety and wellbeing of pupils with SEND who are attending off- site provision • Use of bullying, safeguarding & attendance data for pupils with SEND to identify and address any disproportionate representation 	<ul style="list-style-type: none"> • Discussion with SLT • Discussion with DSL • Discussion with SENDCo • Telephone call to off-site provision • Review of data
	Parental / specialist involvement	<ul style="list-style-type: none"> • Parents, carers involvement in deciding how best to support pupils with SEND. • Effective use of other professionals/specialist services in deciding how best to support pupils with SEND 	<ul style="list-style-type: none"> • Do school systems actively encourage contributions from parents and carers, for instance to their child's IEPs, annual reviews and behaviour support plans? • Discussion with leaders • Review of SEND documents i.e. annual review, personal planning • Discussion /phone call with parents • Parental surveys • Discussion/ phone call to external professionals who support the school
Quality of Education	Curriculum Intent	<ul style="list-style-type: none"> • Curriculum is developed and adapted (differentiated) so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future. 	<ul style="list-style-type: none"> • How successfully have leaders ensured that the curriculum has been adapted, designed / developed to be ambitious

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		<ul style="list-style-type: none"> • Curriculum is ambitious and designed to give pupils with SEND the knowledge they need to succeed in life • Curriculum is planned to enable pupils with SEND to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. • Pupils with SEND access the full curriculum, not a reduced offer • Where required, pupils with SEND have personalised plans (i.e. IEPs, pupil profiles) that clearly set out their individual needs, short-term outcomes and long-term objectives which are 'above and beyond' the standard curriculum offer in the school 	<p>and meet the needs of pupils with SEND?</p> <ul style="list-style-type: none"> • Review of long and medium-term curriculum planning • Discussions with SLT • Discussions with subject / curriculum leaders • Discussion with SENDCo • Review of personalised planning documents – IEPs, EHCPs, pupil profiles, annual reviews, behaviour support plans
	Curriculum implementation	<ul style="list-style-type: none"> • High Quality Teaching is in place: <ul style="list-style-type: none"> ○ Teachers have positive relationships with all pupils in their class, including those with SEND ○ Teachers work directly with and take responsibility for pupils with SEND in their class ○ Teachers make good pedagogical choices which support pupils with SEND through the learning process i.e. use of manipulatives, scaffolding, purposeful practice ○ Teachers' use formative assessment to make adjustments/ adaptations (differentiation) to lesson delivery and lesson planning in order to meet individual needs of pupils ○ Expectations for pupils with SEND are high ○ Teachers know the needs of the pupils with SEND in their class and consistently apply the individualised strategies that are in place to support these needs for example, visual timetables ○ Teachers use pupils interests to engage them in learning • Pupils with SEND access the majority of their learning alongside their peers in class, they are not isolated or segregated from them 	<ul style="list-style-type: none"> • Joint lesson visits with SLT / SENDCo • Discussion with SENDCo • Discussion with Teachers • Book look • Review of short term /teachers planning • Visits to interventions •

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	Curriculum Impact	<ul style="list-style-type: none"> • Teachers manage and deploy additional adults effectively • Pupils with SEND achieve exceptionally well from their individual starting points and attain the best possible outcomes • Pupils with SEND make the best possible progress academically, socially and emotionally. This is supported by personalised planning where required • The school assesses the academic learning and social and emotional (personal) development of pupils with SEND accurately • Pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: <ul style="list-style-type: none"> ○ further/higher education and employment ○ independent living ○ participating in society ○ being as healthy as possible in adult life. 	<ul style="list-style-type: none"> • Because of the often vastly different types of pupils' needs, IPs should not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally • Is there clear evidence (for instance school data, teacher reports) that, from their individual starting points, pupils with SEND across all year groups are making expected or above expected progress in English and Maths. • Is there clear evidence (for instance pupil's workbooks, pupil progress meetings) that, from their individual starting points, pupils with SEND are achieving well and making consistently strong progress in a wide range of subjects? • Is there clear evidence (for instance annual review documentation) that pupils with an EHC plan are making at least expected progress from their individual starting points and making continuous progress towards achieving the outcomes set out in their EHC plan? • How well does the school record and assess the progress that pupils make with their social and emotional development, including preparation for adult life i.e. skills for living, self-care etc • Is there evidence that the school has a successful track record of improving the outcomes of pupils with

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			<p>SEND so that they are removed from the SEND register?</p> <ul style="list-style-type: none"> • Discussion with SENDCo • Review of individual academic and social and emotional progression data • Discussion with teachers • Teacher reports • Book look • Notes of pupil progress meetings • Annual review documents
	Interventions	<ul style="list-style-type: none"> • Interventions are evidence based and cover all four areas of need: <ul style="list-style-type: none"> ○ communication and interaction ○ cognition and learning ○ physical health and development ○ social, emotional and mental health • There is a balance between class, group and individual interventions so that pupils with SEND are in class for the majority of each day • Staff delivering interventions are appropriately trained and skilled • Interventions link to class lessons and are not delivered in isolation • Pupils transfer skills from interventions into class • Teachers integrate pupils' learning from interventions into whole class and small group teaching • External specialist support and advice is used effectively • Outcomes for pupils with SEND are improving across all 4 areas of need as a result of the different or additional provision being made for them 	<ul style="list-style-type: none"> • Joint visits with SENDCo to interventions • Discussion with SENDCo • Discussion with staff responsible for leading interventions • Discussion with teachers • Discussion with pupils • Discussion /telephone call to external specialist support teachers Review of data / outcomes for interventions

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Behaviour and Attitudes	Behaviour support	<ul style="list-style-type: none"> • Appropriate, reasonable adjustments are made to the behaviour policy for pupils with SEND, in accordance with the Equality Act 2010 and the SEND code of practice. • Where necessary pupils have an individual behaviour support plan and are not expected to adhere to the whole school behaviour policy because this would lead to them being excluded disproportionately • Staff members knowledge, understanding and application of strategies identified in individual behaviour support plans 	<ul style="list-style-type: none"> • Is there evidence to show clear improvement in the behaviour of pupils who have particular needs? • Review recording of behaviour incidents • Review of behaviour data • Review of individual behaviour support plans • Observations around school
	Exclusions	<ul style="list-style-type: none"> • Exclusions of pupils with SEND • Internal • Fixed term • Permanent, including encouraging or coercing parents/ carers of a pupil with SEND to 'home educate' their child. • Informal or unofficial i.e. a parent/ carer being asked to come and take their child home for the afternoon because they are 'not coping' in school. • 	<ul style="list-style-type: none"> • Review of exclusions data – are exclusions for pupils with SEND disproportionately high? • Discussion with SLT • Discussion with SENDCo • Discussions with staff •
	Attendance	<ul style="list-style-type: none"> • Pupils with SEND have high levels of attendance 	<ul style="list-style-type: none"> • Review of attendance data • Discussion with staff responsible for attendance •
	Bullying	<ul style="list-style-type: none"> • Pupils with SEND are not bullied • Pupils with SEND are not bullies 	<ul style="list-style-type: none"> • Discussion with pupils – do they feel safe? Free from bullying? • Records of bullying incidents • Discussion with SENDCo • Discussion with staff
Personal Development	Equal opportunity	<ul style="list-style-type: none"> • Promotion of equality of opportunity so that all pupils can thrive together • School wide understanding that difference is a positive, not a negative, and that individual characteristics make people unique • School wide understanding of Equality V Equity and the need to treat those with SEND differently so they have the same opportunities • There is no discrimination against pupils with SEND 	<ul style="list-style-type: none"> • Review of Equality policy • Review of accessibility plan • Discussions with leaders • Discussions with staff • Discussions with SENDCo • Discussions with pupils • Discussion with parents/ parent surveys • Review of displays



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	Wider curriculum offer	<ul style="list-style-type: none"> Pupils with SEND are provided with the appropriate support so they are fully involved in all aspects of school life alongside their peers 	<ul style="list-style-type: none"> Observation of assemblies, clubs Observations at break/ lunch times Discussions with staff who lead clubs Discussion with support staff Discussion with pupils
	RSE	<ul style="list-style-type: none"> Adapted Stage appropriate (rather than age appropriate) where required 	<ul style="list-style-type: none"> Review of policy Lesson visits Discussion with subject leader Discussion with parents Discussion with SENDCo
	Pupil Character	<ul style="list-style-type: none"> developing the confidence, resilience and perseverance of pupils with SEND 	<ul style="list-style-type: none"> Observations Discussion with pupils Discussion with parents
	Impact	<ul style="list-style-type: none"> pupils with SEND make significant and sustained progress in their personal development including; employability skills Social interactions Co-operation Independence 	<ul style="list-style-type: none"> Discussion with SENDCo Discussion with teachers Discussion with parents Discussion with pupils Review of relevant data Lesson visits