

Devon Association of Governance

SEND and Inclusion

James McNeillie HMI
Regional Director, South West
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Our focus

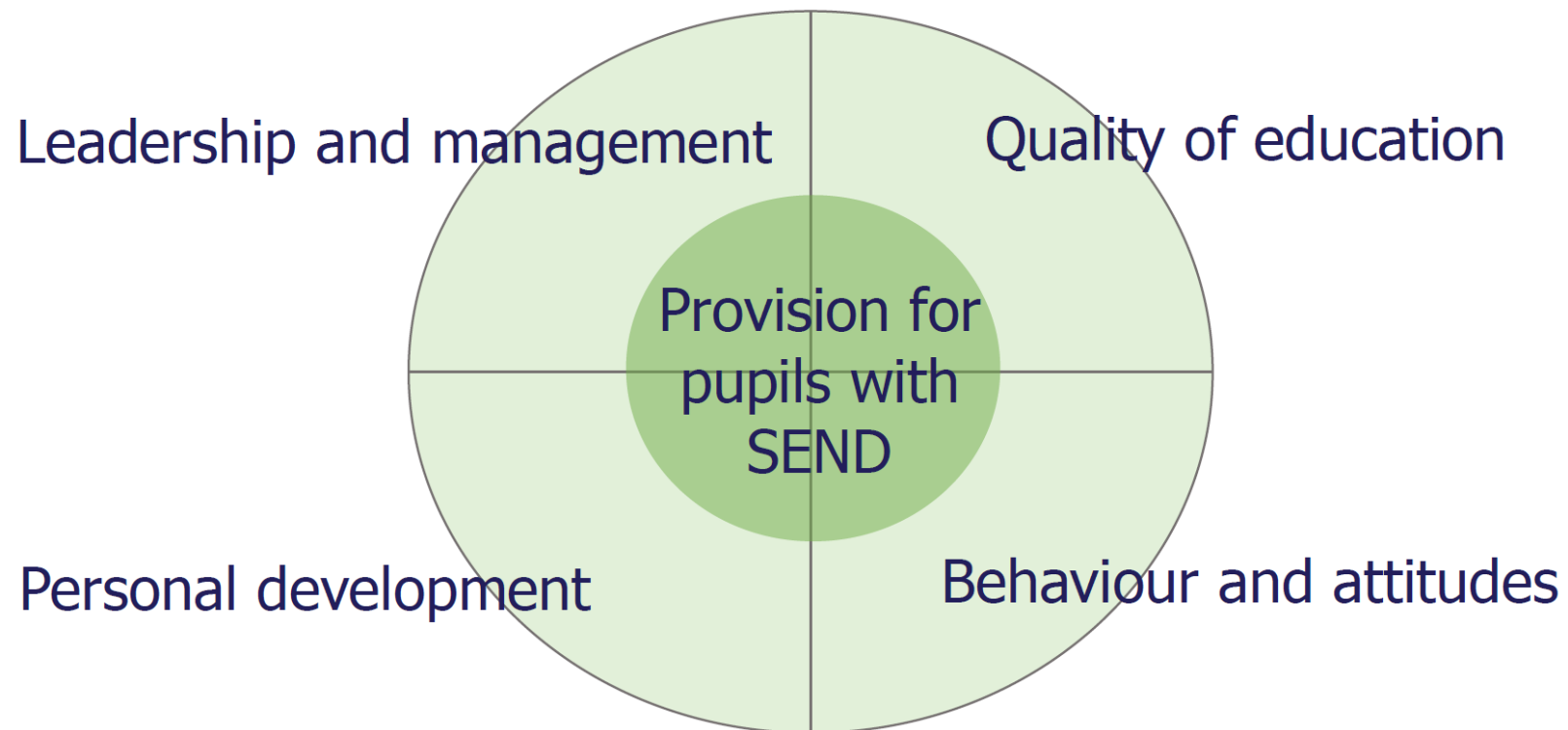
'A force for improvement through intelligent, responsible and focused inspection and regulation'

The education inspection framework

- The **curriculum** at the heart of inspection.
- **All** pupils should have access to a high-quality education.



Evaluating provision for pupils with SEND



Inspectors will gather and evaluate evidence about:

- whether leaders are suitably ambitious for all pupils with SEND
- how well leaders identify, assess and meet the needs of pupils with SEND
- how well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future

Inspectors will gather and evaluate evidence about:

- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
- how well leaders include pupils with SEND in all aspects of school life

School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Do curriculum leaders, SENCOs and teachers work together to develop the curriculum?

Inspectors will gather and evaluate evidence about:

- how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision.
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

All schools should have a culture of safeguarding

- always act in the best interests of children, pupils and students to protect them online and offline, including when they are receiving remote education
- identify children, pupils and students who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation

All schools should have a culture of safeguarding

- secure the help that children, pupils and students need and, if required, refer in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

Other updates

- Changes made to school inspections
- When will my school be inspected?
- Consultation on Ofsted's complaints process
- Ofsted webinars for schools
- Area SEND inspections