

# East Riding SEND Pilot Inspection - lessons learned for schools

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# Pilot Inspection Focus – what we were told

- **How effectively the local area identifies disabled children and young people and those who have special educational needs.**
  
- **How effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs.**



# Pilot Inspection Focus – what we were told

## **How effectively the local area identifies disabled children and young people and those who have special educational needs**

- How timely was the identification and assessment from when concerns were raised about a child's development and progress?
- How useful was the information provided from the assessment in helping to understand the child or young person's needs, identify targets for their progress and plan the help and support they required?
- How well was the child or young person involved in their assessment?
- How well were parents and carers involved in the assessment?
- Did the child or young person's nursery, school or college and other professionals work well together during their assessments?
- How effectively do arrangements that are in place provide evidence of how children and young people's needs have been identified?



# Pilot Inspection Focus – what we were told

## **How effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs**

- How satisfied is the child or young person that their needs are being met and in the progress they have made?
- How satisfied are the parents and carers that their son/daughter's needs are being met and in the progress that has been made?
- How well have children and young people's needs been met and their outcomes improved? (*Relates to the outcomes of progress towards adulthood as described in the Code of Practice*)
- How effectively do arrangements that are in place provide evidence of how children and young people's needs have been met and that their outcomes have improved?



# School visits – what we were told

Visits to include:-

- Discussions with senior leaders and governors about their participation in the area's fulfilment of its Code of Practice responsibilities.
- Meeting some C&YP who are disabled and/ or have SEN.
- Meeting with parents and carers of disabled C&YP and those who have SEN.
- See C&YP files to gather evidence on the 2 key area of evaluation as above.

NB Inspectors will **not** observe any teaching or learning activity.



# School visits – what we were told

Inspectors interested in :-

- C&YP with an EHC Plan/statement and also those who require support but not through a EHC Plan/statement.
- Evaluating the education, health and social care aspects of the areas of evaluation again as described in the Code of Practice.
- As in all inspection activity inspectors will ask C&YP and parents/ carers about safeguarding.



# Schools experience - preparation

- Attended briefing sessions, including familiarising with local area self evaluation headlines.
- Looked at evaluation descriptors in relation to their practice.
- Prepared all staff (reminded key messages of SEND Reforms).
- Arrangements for visit (C&YP, parents, SLT, Governors).
- Had C&YP files ready for Inspectors.
- All schools invited to briefing session, given information and had named contact.



# Schools experience – the visit

- Inspectors did what they said they would. Did not inspect the setting.
- Talked to SLT, SENCO, Governors, parents and CYP.
- Tour of school.
- Interested in SEND processes in practice and reflections from point of views of C&YP, parent, professional.
- Flexible in meeting parents when they could.
- Made C&YP feel at ease.
- Interested in SEN Support as well Statement/ EHC Plan.
- Asked about agencies working together.





# Schools experience – lessons learned

- It was a positive experience.
- Inspectors knew about SEND.
- What is the impact of reforms, what are we doing different.
- Parent and C&YP satisfaction is central.
- Wasn't onerous – showcase what you do.
- Notice was difficult for parents.
- LA preparation was helpful (briefings, evaluation descriptors, self evaluation, main messages of reforms, named contact, debrief).
- Share experience/ themes during week.
- Maintain “register”.
- Keep list C&YP, parents, gather case studies etc.



# Final thoughts

If an Inspector visited your setting next week how would you answer:-

- How effectively does the local area identify SEND?
- How effectively does the local area meet needs and improve outcomes?
- How satisfied are C&YP/ parents?
- How well do C&YP, parents, schools/settings/ colleges and other professionals work together?
- What are you doing different now?

