

## Ofsted Toolkit pages 10-13

### **TASK: Risk and opportunity analysis to identify collaborative priorities**

#### **Inclusion**

**This evaluation area considers how leaders and staff identify and support:**

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

**Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion.**

**These factors are:**

- setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- embedding a culture in which early and accurate assessment of pupils' needs is prioritised
- using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well being
- involving specialists when necessary to support pupils' development
- putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school
- working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils

**Considering inclusion for different ages, phases and provision types**

- When considering the factors above, inspectors take account of how they apply to different ages and stages of learning, and the needs of different groups of pupils.

- When inspectors evaluate inclusion for pupils with SEND in specialist settings, they understand that, while a special school is not required to appoint a SEN coordinator (SENCo), it is likely that a member of staff will be coordinating provision and support for pupils with SEND. Inspectors will therefore work closely with them throughout the inspection.

## **Gathering evidence about inclusion**

### **Identifying, assessing and meeting needs, and reducing barriers**

**In gathering evidence about identifying, assessing and meeting needs, and reducing barriers, inspectors consider the extent to which:**

- leaders understand that the most effective inclusion strategy begins with everyday high quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations
- leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers
- leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice
- leaders work closely with parents, taking their views into account and making best use of their knowledge of their children
- leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests
- the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

### **Supporting disadvantaged pupils**

**In gathering evidence about supporting disadvantaged pupils, inspectors consider the extent to which:**

- leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly reviewing their strategy for pupil premium and for early years pupil premium, if this applies
- the pupil premium strategy is aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy
- the pupil premium strategy is implemented and monitored effectively, including through training and support for staff

- any necessary adaptations to approaches the school uses to support disadvantaged pupils are timely and effective
- leaders' approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning

### **Supporting pupils with SEND**

**In gathering evidence about supporting pupils with SEND, inspectors consider the extent to which:**

- a qualified SENCo is empowered, through their leadership status within the school, to lead whole-school improvement for pupils with SEND
- the published SEN information report, as required by the Special Educational Needs and Disability Regulations 2014 and section 69 of the Children and Families Act 2014, is easily accessible and accurately describes the school's provision and support for pupils with SEND
- leaders identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draw on any specialist advice when necessary
- leaders use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs, and staff receive suitable training and support to implement it
- leaders make sure their work improves the progress and achievement of pupils with SEND and they do not lower their expectations of them
- leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND; they promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it
- leaders meet the needs of pupils with SEND, and adapt the environment, teaching and the school's wider offer in ways that support them to access education
- leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being
- leaders support successful transitions for pupils with SEND, whether that is into or within the school or on to other settings or adulthood

## **Supporting pupils who are known (or previously known) to children's social care**

**In gathering evidence about supporting pupils who are known (or previously known) to children's social care, inspectors consider the extent to which:**

- the designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced
- each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being
- the designated safeguarding lead and other leaders use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance
- leaders share information effectively with the local authority, and support the authority to complete statutory assessments in relation to pupils' social care needs
- leaders work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care.