



**THE PCC SENCO  
Network Steering group  
presents...**

**THE PCC SEND  
Event**

**Date: Thursday 23<sup>rd</sup>  
January 2025**

**Time: 9am-1pm**

**Location: Thomas  
Deacon Academy,  
Queens Gardens,  
Peterborough, PE1 2UW.**

Time	Description	Led by	Room
9:00 am - 9:30 am	Arrival, registration, and refreshments.	All	Exams hall
9:30 am - 9:45 am	Welcome / opening comments and updates from the team.	James Bird, Head of SEND and Inclusion & Gemma Mead, Area SENCO and Manager of Local Area SENI Support service	Exams hall
9:45 am - 10:15 am	Mental health and emotional based school avoidance (EBSA)	Karen Faulkner, Peterborough Lead for Nessie	Exams hall
10:15 am - 11:15 am	SEND Law, consult responses and updates from SAMS team.	Katie Barnett, Head of Statutory Assessment and Monitoring service	Exams hall
11:15 am - 11:30 am	Comfort break	All	
		Laura Elger, Physical Disabilities HUB Manager & Vice Principal at Ormiston Meadows Academy	
11:30 am - 12:45 pm	Ofsted perspectives and preparation followed by a panel for all of your questions.	Jenny Brassington, TDET Director of Standards and Improvement  Catherine Wilson, Headteacher at NeneGate School	Exams hall
		Ali England - Trust Director of School Improvement, PKAT	
12:45 pm - 12:50 pm	Plenary and close	Gemma Mead, Area SENCO and Manager of Local Area SENI Support service	Exams hall
12:50 pm - 1:30 pm	Bring your own lunch and network with colleagues from other schools and Local Authority	All	Exams hall

SENCO Network Steering Group

Thursday 23<sup>rd</sup> January at Thomas Deacon Academy

- **Toilets** – through the double doors and to the left
- **Fire evacuation** – if you hear the fire alarm, leave through the fire exits
  - double doors at the front entrance or exit through the door at the back of the hall and assemble at the back of the main Academy (visitors assembly point)

**Wifi**

***username: tdet\SENDConf25***

***password: Cat-Cup-Apple2***

Welcome from...  
**James Bird (Head of SENI Services)**  
&  
**Gemma Mead (PCC AREA SENCO)**



HOUSEKEEPING



OUTCOMES FOR THE  
DAY



AGENDA



# NESSIE EBSA Programme™

A joint approach to supporting children who are struggling to attend school



Cambridgeshire  
County Council

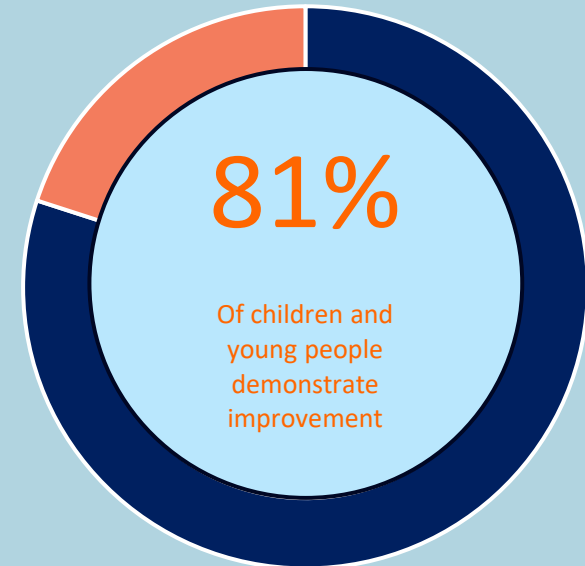


Providing easy access to Arts Therapy and Counselling for children and young people, Nessie is a Not For Profit social enterprise working in schools and community organisations in Hertfordshire, Cambridgeshire and Peterborough.

We support young people with complex needs through an evidence based, child led, Partnership approach.

Community Interest Company Number 11719406

<https://Nessieined.com/> Registered Office:  
KJAR Senior Site, Garden Walk, Royston, England, SG8 7JH



Evidence-Based  
Community  
Support Focused Access  
SENCO  
Parent  
Schools Autism Fun Arts Partnerships  
Strengths Therapists  
Child-Led Youth Flexible  
Increase Partnerships Creative  
Support 0-21  
Systemic Trusted  
Experienced

## What is EBSA?

EBSA refers to reduced attendance or non-attendance at school where the difficulty is driven by emotional distress.

(Lester and Michaelson, 2024)



# The Recommendations from Listening to, and learning from, Parents in the attendance crisis.

September 2023. Dr Sally Burtonshaw & Ed Dorrell

- Do more to examine the root causes of absence and build the evidence based on what works to reduce it
- Gain a greater understanding of pupils' and parents' experiences
- Use evidence based approaches to explore reasons behind EBSA
- Work together to shift the social norms and culture around EBSA
- Use data to identify and support at-risk pupils
- Learn from the small number of schools





# DfE Guidance

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Improving attendance is everyone's business.
- Partnership is key. Persistent absence is almost always a symptom of wider issues in a pupil's life, and barriers to attendance are often specific to local contexts.
- Securing good attendance is linked to the school environment. Is it calm, orderly, safe, and supportive?
- The pupil is unable to attend due to illness (both physical and mental health related). Parents must advise schools & don't have to provide evidence
- Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education
  
- In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. A part-time timetable should not be used to manage a pupil's behaviour.

[Toolkit for schools: communicating with families to support attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

# Medical Evidence

If your child is **too ill** to attend school, schools must record these absences as **authorised**. In the **majority** of cases **medical evidence is not needed**, but schools **may** ask you for evidence where:

**Your child is regularly absent because of illness**, to assess how they can help your child by putting the right support in place.

In a small number of cases **where they have reason to believe your child was not too ill to attend and a conversation cannot resolve the issue**.

If you are asked to provide **evidence this does not need to be a letter from your doctor or consultant**, and doctors will not usually provide such letters. It **can**, instead, be **appointment cards, prescriptions, or notes of previous consultations (including from the NHS App)**.

**A lack of written evidence must not prevent the right support being put in place or the absence being authorised if you can demonstrate your child was, or is, unable to attend, or is awaiting treatment.**

From: [Resources for families | Children's Commissioner for England](#)

## School evidence before issuing Penalty Notices

All schools wishing to issue Penalty Notices under this code of conduct **must evidence that literature provided to parents relating to attendance, such as**

- a school prospectus,
- attendance and behaviour policies,
- home school agreements
- website information is readily accessible and includes the warning that parents may be issued with a **Penalty Notice** for any unauthorised absence, including unauthorised term-time holidays.

From: <https://www.peterborough.gov.uk/asset-library/peterborough-city-council-code-of-conduct-for-issuing-fixed-penalties-regarding-school-attendance.pdf>

## Has sufficient support already been provided?

To include but not limited to:

- a **first-day response to any absence,**
- **communicating with the child's parents to understand the barriers to school attendance,**
- **completing wishes and feelings work with the child**
- **offering a minimum of 3 meetings with child's parents, agreeing an effective plan which could lead to the creation of an attendance contract with parents,**
- **offering to refer to other services/agencies where appropriate**
- **confirming that parents are aware of their legal responsibilities** by issuing a Notice to Improve.

**Schools will need to be able to evidence the support they have offered; this could be in the form of letters sent to parents, minutes of meetings and a record of telephone conversations.**

<https://www.peterborough.gov.uk/asset-library/peterborough-city-council-code-of-conduct-for-issuing-fixed-penalties-regarding-school-attendance.pdf>

# What are the triggers and risk factors?

## Child Specific

- Sensitive nature
- Traumatic childhood – ACEs
- Illness, disability, CLA
- Low Confidence for learning
- Learning difficulties, ADHD, ASC
- Undiagnosed needs
- Feeling of being different, misunderstood or nobody listening.

## School Specific

- Difficulties in accessing learning
- Academic demands
- Worry of tests and exams - pressure of expectations
- Transitions
- Relationship
- Difficulties with peers and staff

## Home/Community Specific

- Parent mental health difficulties
- Illness or family bereavement
- Poverty, young carer
- First or only child
- Attachment & trauma, need for parenting support

## The Evidence

The varied interacting risk factors for EBSA necessitate a multi-component approach, which cuts across education, health and social care, and voluntary sectors.  
(Lester and Michaelson, 2024)



Nessie's Purpose: To help CYP access education, fulfil their potential, be emotionally healthy, supported by positive relationships

### Problems

The rate of pupils who miss 50% or more school sessions (severe absences) has increased over the past 6 years in Cambridgeshire and Peterborough

### Strategies

A tiered systemic approach aimed at developing a shared language and approach; upskilling and increasing capacity leading to increased wellbeing for CYP across both counties

### Outputs

- Task Force
- Training
- Supervision
- 12-week programme to support CYP
- Targeted school support
- SENCO Support
- Target CYP and Family Support

### Outcomes

- Systems strengthened
- Improved CYP wellbeing and attendance

Ultimate Impact: improve wellbeing and reduce levels anxiety of CYP across C&P

# Mobilisation Plan

April 2024 – July 25 (Cambridgeshire) and September 25 (Peterborough)

April

Establishing Task Force

Developing Resources

Scoping need / gaps

Defining the work

Autumn Term

**Target Primary Schools**

**Roll out schools training**

**Offer Targeted Model**

Spring Term

Target Secondary  
Schools

Summer Term

Steered by Task Force



# Part 1: What is EBSA?

## Anxiety

**Anxiety is normal!** Everyone feels anxious and worries at some point in their lives.

E.g. Driving tests, job interviews, first dates, will TEAMS work when delivering online etc

It only becomes a problem when it stops you doing what you want to do



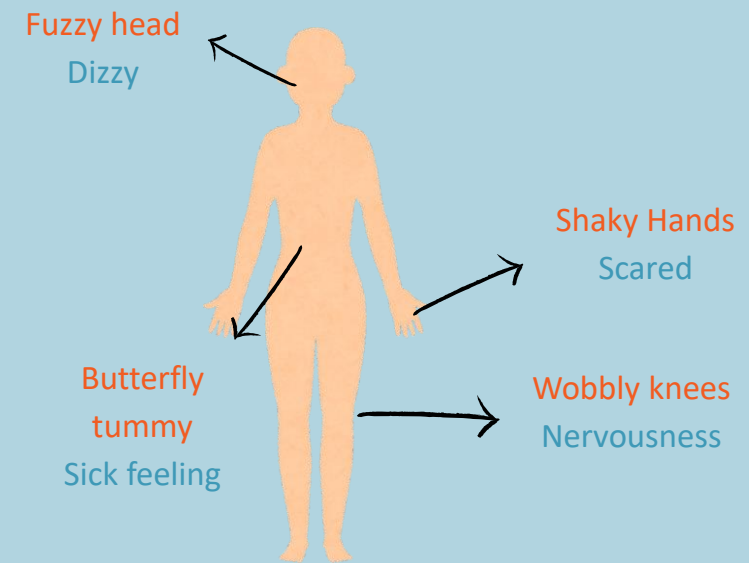
# Our Body's Response To Anxiety

We can all get caught up by unhelpful thoughts (Nessie calls them hot thoughts) which may trigger a number of awful sensations

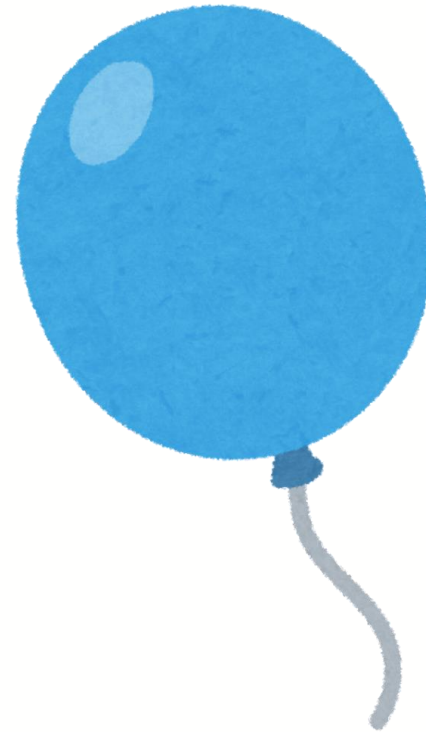
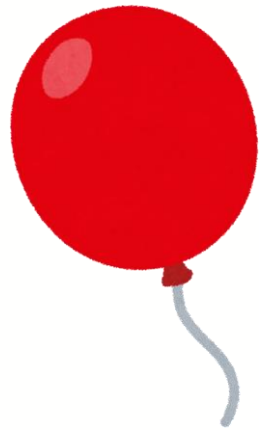
These often make us want to avoid the situation we are facing

For more info: See Dan Siegal's hand model of brain and how we "Flip our Lids"

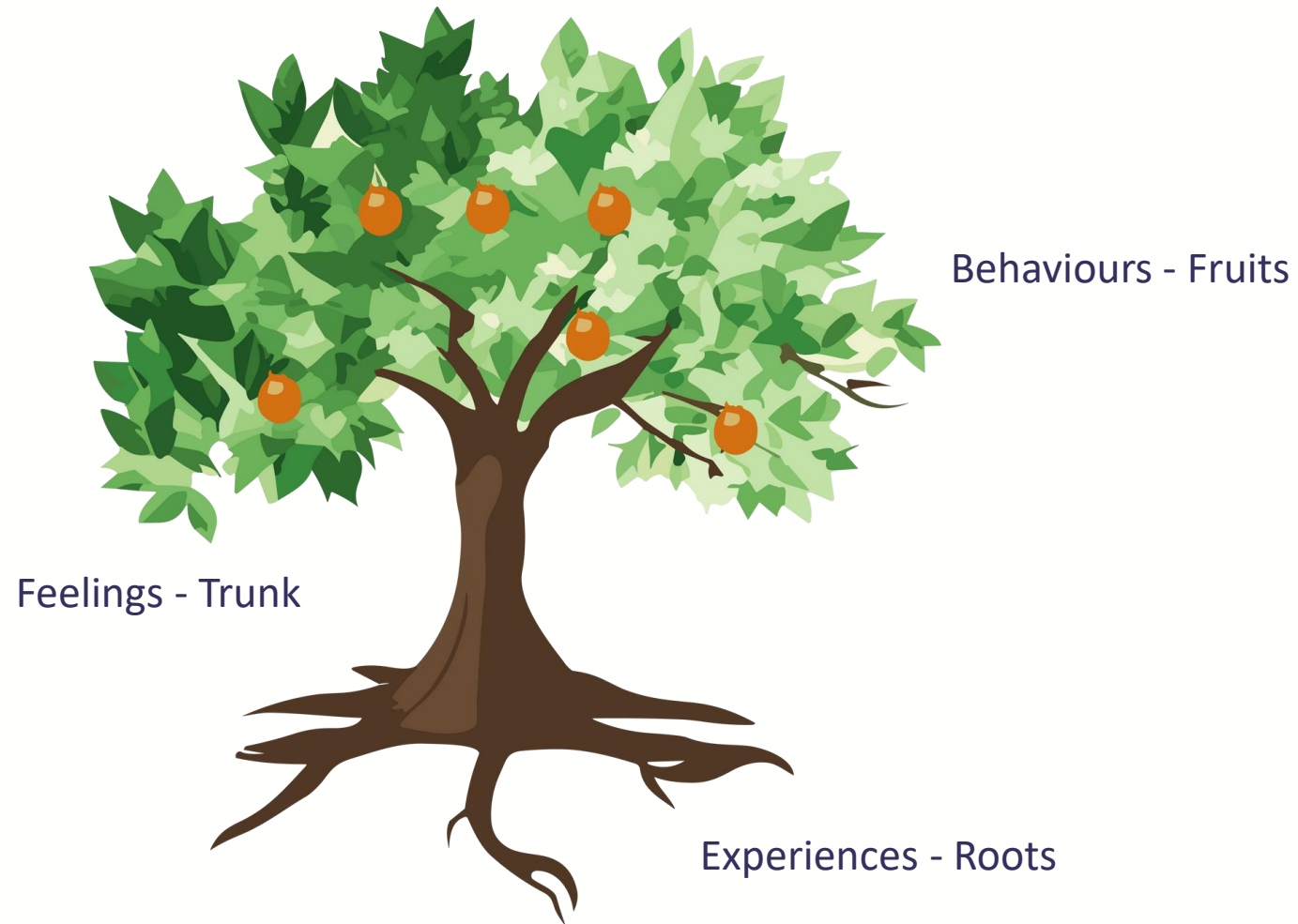
. . . But, if we avoid the situation, then we never get to test out the hypothesis and so we never build confidence



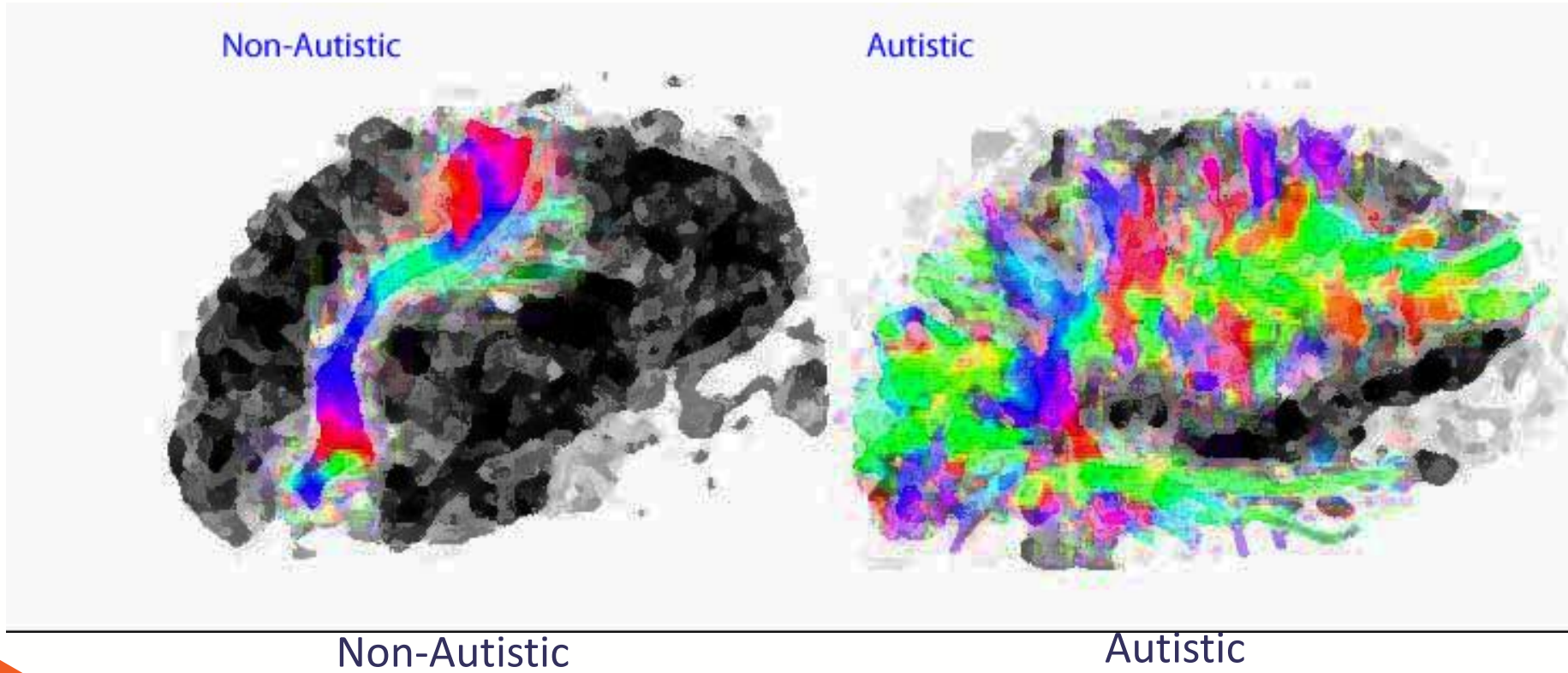
# Red and Blue Balloon



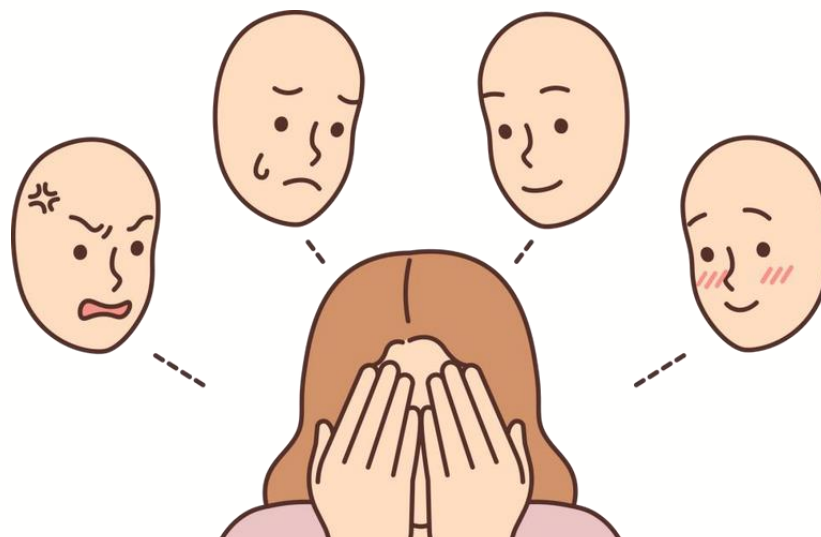
Encourage them to understand their feelings and how they are linked to experiences and behaviours



# The Neurodiverse Brain



Part 2 -  
My Feelings and Me  
Supporting CYP who struggle to attend school



## The Primary programme – what did we find?

### Schools

- Welcoming and appreciative of support
- Reassured that they are qualified/equipped to deal with anxiety
- Capacity is an issue
- Uncertainty over the guidance from DFE /attendance officers.

### Young people

- Unmet/undiagnosed neurodiversity
- Often responded well when their parents on board –everyone working together

### Parents

- **Labelling** anxiety as a mental health issue
- Parents have a **mis-trust** of the school system
- Some Parents feel aspirations for their children are **unreachable**
- **Education isn't seen as important** as it once was
- There are many **complex issues in families**, some linked to mental health and cost of living
- Parents are **overloaded** with communication from schools, and this can lead to them totally disengaging

# Social Graces

**John Burnham** and colleagues developed the acronym 'social graces' to represent aspects of **difference in beliefs, power and lifestyle, visible and invisible, voiced and unvoiced, to which we might pay attention**

*gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation and spirituality*

The acronym is used as a guide to consider the interacting factors that can inform identity and power and to consider the uniqueness of each person and consider how this interacts within the relationship

**If we want to actually work together, we have to understand each other's experiences.**

**'To understand inequality, we first have to understand the power and privilege we have'**



## Suggested strategies for children reluctant to enter the classroom

### ❖ Minimise uncertainty

❖ Scripts (on lanyards) – "I am wondering if you are feeling \_\_\_\_\_ We are here to help you \_\_\_\_\_ You are safe"

❖ Parents -Share your plans for the day to reassure

❖ Transitional objects – scarf that smells of Mum etc

❖ Family/pet Photograph

❖ Giving child a role/ responsibility

❖ Time flexibility – soft start

❖ Routine

❖ Friends – meeting and greeting

❖ Consistent Check in adult

❖ Consistent check in child

❖ Trusted adults

### ❖ Preparation is key

❖ Timetable – sharing and colour coding to inform school

❖ Home /School book – focus on the positives/blue balloon

❖ Breakfast club

❖ Crafty club

❖ Empower the young person to want to contribute to school- language of empowerment.

❖ Empower the young person to want to contribute to school- language of empowerment.



USEFUL WEBSITES IN THE PUBLIC DOMAIN.

Name of document	Link
Listening to, and learning from, parents in the attendance crisis September 2023 Dr Sally Burtonshaw & Ed Dorrell  <b>DOCUMENT</b>	<a href="https://publicfirst.co.uk/attendance-report-v02.pdf">ATTENDANCE-REPORT-V02.pdf (publicfirst.co.uk)</a>
The senior attendance champion role., <b>WEBINAR DFE</b>	<a href="https://youtu.be/qyVPEHhcDGA">https://youtu.be/qyVPEHhcDGA</a>
Behaviour Hubs Virtual Module – Attendance & Punctuality EDT/ DfE April 2024 <b>WEBINAR</b>	<a href="https://www.youtube.com/watch?v=...">Behaviour Hubs Virtual Module - Attendance and Punctuality - YouTube</a>
Supporting School Attendance -Education Endowment Fund <b>DOCUMENT</b>	<a href="https://educationendowmentfoundation.org.uk/3-communicate-effectively-with-families">3. Communicate effectively with families   EEF (educationendowmentfoundation.org.uk)</a>
EBSA – guidance Solihull EP Autumn 2023 <b>DOCUMENT</b>	<a href="https://solihull.gov.uk/emotionally-based-school-non-attendance-guide">Emotionally-Based School Non-attendance: Guide for Professionals (solihull.gov.uk)</a>
Lincolnshire gov. <b>DOCUMENT</b>	<a href="https://www.lincolnshire.gov.uk/school-attendance-strategy">School attendance strategy – Why are children not attending school? - Lincolnshire County Council</a>
DFE <b>WEBINAR</b>	<a href="https://www.youtube.com/watch?v=...">Monitor your school attendance - May webinar for schools and trusts not yet sharing data (youtube.com)</a>

Nessie Website: **Nessieined.com**

Any queries or questions please contact

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[Nlaskey@nessieined.com](mailto:Nlaskey@nessieined.com)



# SAMS UPDATES

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January 2025

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# General updates

- New SAMs Team members
- Reinstatement of planning and way forward meetings
- Attendance at annual reviews
- Database changes
- Special school waiting lists

**Katie Barnett**  
Head of Statutory  
Assessment and  
Monitoring

**Karen Charles Hollis**  
Senior SAM Officer -  
Monitoring

**Donna Suttle (From January  
2025)**  
Senior SAM Officer -  
Assessments

**Rachel D'Angelo (0.6)**  
Senior SAM Officer -  
Transitions

**Carrie Page (from January  
2025)**  
Complex Case and  
Resolution Manager

**Elsa McLoughlin**  
Senior SAM Assistant

**Stephanie Taylor**  
SEND Finance Assistant

**Susan Potter**  
Data, Information and  
Processes Co-ordinator

**SAM Officers**  
Amy Wright  
Angelika Rulewicz  
Lauren Milner  
Darrell Fox (from January  
2025)  
Zara Johnson (from January  
2025)

**SAM Officers**  
Lorraine Bramley  
Heather Missin  
Alison Preston

**Transition Officers**  
Michelle Milner  
Josie Cruccitti

**Complex Case and  
Resolution Co-ordinator**  
Jacky Walsh  
SAM Officer  
Lisa Eddings (From January  
2025)

**Shelley Labassi 0.6**  
Luke Walker  
Lisa Yaxley  
Lauren Rose  
Vicky Burbage  
Sarah Burke

# 2024 scores on the doors

**2901 EHC Plans Jan 2025 - 2495 Jan 2024**

- **54%** Communication and Interaction
- **25%** Cognition and Learning
- **15%** Social, Emotional and Mental Health
- **6%** Sensory and Physical

**17.4%** increase in EHCNA R 2024/2023, **64.5%** cumulative increase since 2022

**20%** increase in # of initial final EHC issuance

**2024 compliance data:**

- **65%** agreed to assess
- **83%** of initial EHC drafts issued within 16 weeks
- **72.2%** initial final EHC Plans issued within 20 weeks

Tribunals – 2024: **48**, 2023: **20**, 2022: **35**

Mediations – 2024: **154**, 2023: **83**, 2023: **71**

**102** children without a secured specialist setting

# 2025 priorities

Improved annual review timescales

Increased transparency in funding decisions

Increase in percentage of agreements to conduct an EHCNA

Review and development of policies and guidance documents

- **Personal Budgets Policy and Guidance**
- **EOTIS Policy and Guidance**
- **EHCNA decision making guidance**

Improved scrutiny of AP usage for children with an EHC Plan

Reduction in number of mediations and tribunals



# SEND Law and Consultations

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## WHAT IS SEND?

### SEN: Education Act 1996

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting.

### Disability – Equality Act 2010

- A child/young person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Guidance: Disability: Equality Act 2010 - Guidance on matters to be taken into account in determining questions relating to the definition of disability

# Difficulties – but is it SEN?

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- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having to but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs to prevent problems escalating.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## LEGISLATIVE CONTEXT

- **Education Act 1996** (The SEN aspects are now covered by CFA2014, but some other elements of EA1996 (such as in relation to home-school transport) are still in operation.)
- **Equality Act 2010**
- **Human Rights Act 1998**
- **Children and Families Act 2014**
- **SEND Regulations 2014**
- **SEN Code of Practice 2014**
- **Supporting pupils at school with medical conditions 2015**

# ROUTES OF REDRESS

- **SEND First Tier Tribunal**
  - 1) Disability Discrimination
  - 2) EHC Plan appeals
- **Judicial Review**
- **LGSCO**
- **Internal complaints processes**

# LA Obligations for children with SEND

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# LA Obligations for Children with SEN

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(CFA2014 s19) The Local Authority in England must have regard to the following matters—

- (a) the views, wishes and feelings of the child and his or her parent, or the young person;
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

# LA Obligations for Children with SEN

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- **LAs have a general obligation to provide information relating to information about SEN for the CYPs in their area: (CFA2014 s32(1))**
  - Local Authorities must have regard to the importance of providing children and their parents and young people with the information and support necessary to participate in decisions.
  - Local Offer (chapter 4 COP)
  - SENDIASS

**Further details can be found within Chapter 2 of the SEN COP 2014**



# LA Obligations for Children with SEN

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- **Section 25 CFA 2014 places a duty on local authorities to ensure integration between educational provision and training provision, health and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with SEN.**
  - Joint commissioning arrangements must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. Services will include
    - Specialist support and therapies, such as clinical treatments and delivery of medications,
    - SALT/OT/Physio
    - Assistive technology,
    - Child and Adolescent Mental Health Services (CAMHS) support,
    - Habilitation training,
    - Nursing support,
    - Specialist equipment, wheelchairs and continence supplies
  - Joint commissioning must also include arrangements for:
    - securing EHC needs assessments
    - securing the education, health and care provision specified in EHC plans, and
    - agreeing Personal Budgets

**Further details can be found within Chapter 3 of the SEN COP 2014**

# LA Obligations for Children with SEN

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## Co-production

- At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes.

# LA Obligations for Children with SEN (without an EHC Plan)

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- **For children who have SEN but who do not have (or do not yet have) an EHCP, the LA's only direct obligations are**
  - in considering the need for an EHC needs assessment where that arises and
  - to “make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them”: EA1996 s19

# Education within school or otherwise

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- EA1996 s7 places a duty on parents to secure suitable fulltime education for their child. They can do that either by home educating their child, or by taking advantage of the educational provision offered by the State. The latter can be in the form of school places or by non-school provision. CFA2014 specifies what the State (primarily in the form of the LA) must can and offer. In that regard, an LA can only offer to arrange for SEP to be delivered “otherwise than in a school” (such as through a home-based package) if it is satisfied that would be inappropriate for the provision to be made in a school: CFA2014 s61.
- The obligation on an LA to secure the provision in an EHCP falls away if the child’s parents have made suitable alternative arrangements for the child’s education: CFA2014 s42(5). See: X County Council v DW [2005] EWHC 162 (Fam) #20 The decision of a FTT on placement did not oblige a parent to accept that decision and were free to make other arrangements.
- What is set out in an EHCP by way of SEP, and the named placement, is a ‘take it or leave it’ package. It constitutes the LA’s proposals for how it would discharge its obligations towards the child. If the child’s parents do not want their child to attend that placement, then they must make their own arrangements to discharge the obligation on them under EA1996 s7 by securing that their child receives suitable education, including in relation to the child’s SEN. Those alternative arrangements need not be the same as what was set out in any EHCP produced by the LA, but they must still be “suitable”.

# School obligations for children with SEND

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# Admissions – Child with SEN without EHCP

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- Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances. Admissions authorities:
  - must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
  - must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
  - must not refuse to admit a child on the grounds that they do not have an EHC plan
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

# Admissions – Child with SEN without EHCP

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- A child with challenging behaviour may also be disabled as defined in the Equality Act 2010. When considering refusing admission on these grounds, admission authorities must consider their duties under that Act. Admission authorities should also consider the effect of the decision of the Upper Tribunal in *C & C v The Governing Body of a School, The Secretary of State for Education (First Interested Party) and The National Autistic Society (Second Interested Party)* (SEN) [2018] UKUT 269 (AAC) about the implications of the Equality Act 2010 when a pupil exhibits a tendency to physical abuse of other persons as a consequence of a disability.

# School obligations for children with SEN

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## Relevant legislation

- The following sections of the Children and Families Act 2014:
  - Co-operating generally: governing body functions: Section 29
  - Children and young people with special educational needs but no EHC plan: Section 34
  - Children with SEN in maintained nurseries and mainstream schools: Section 35
  - Using best endeavours to secure special educational provision: Section 66
  - SEN co-ordinators: Section 67
  - Informing parents and young people: Section 68
  - SEN information report: Section 69
  - Duty to support pupils with medical conditions: Section 100
- The Equality Act 2010



# School obligations for children with SEN

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Every school is required to identify and address the SEN of the pupils that they support. (COP 6.1 onwards)

Mainstream schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- Inform parents when they are making special educational provision for a child
- Prepare an SEN information report to include their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

# School obligations for disabled children

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- All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.
- Schools must not discriminate against, harass or victimise disabled children and young people

# Best endeavors – the “should’s”

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- All schools should have a clear approach to identifying and responding to SEN. Schools should identify need at the earliest point and then make effective provision
- Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.
- The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

# Best endeavors – the “should’s”

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- Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place via APDR.
- Key components:
  - Parents **MUST** be notified. Schools should meet parents at least three times each year for a child receiving SEN Support
  - Consideration of parent and child views in planning – focus on outcomes
  - Integration of advice from external support services - A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff
  - Provision by staff with sufficient skills and knowledge
  - Outcome focussed
  - Consideration of transitions
  - PFA
  - Review and adjustment

# School obligations for children with medical needs

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## **Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England December 2015**

- Governing bodies should ensure that:
  - pupils with medical conditions are supported to enable the fullest participation possible in all aspects of school life.
  - all schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff.
  - the school's policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions
  - IHCPs are reviewed at least annually, or earlier if evidence is presented that the child's needs have changed.
  - specific support is provided for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;

# School obligations for children with medical needs

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- Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition can be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made.
- Schools must not:
  - require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs; or
  - prevent children from participating or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

# Redress – Judicial Review

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# Judicial Review

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- Public bodies must act within their powers and in a fair and reasonable way when dealing with service users and the public. Judicial review proceedings are a way of challenging the decisions of public bodies on the basis that the decision-making process adopted by them is so seriously flawed as to be unlawful.
- In the context of schools (including academies), that means duties towards parents, pupils staff and the wider community. Public bodies must **reach fair, rational and reasonable** decisions about the rights and entitlements of their service users. Judicial review will not consider the merits of a decision – only how it was made.
- Public bodies can be challenged on grounds of:
  - Illegality, including acting outside their powers or by making an error in law
  - Irrationality, in cases in which a decision is completely unreasonable
  - Procedural unfairness, including carrying out procedure unlawfully, breaching the rules of natural justice, failing to consider legitimate factors or considering illegitimate factors
  - Breach of the Human Rights Act 1998.
- Timescales – 3 months



# Judicial Review – potential remedies

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- Judicial review is not intended to provide a means for the merits of decisions to be challenged. Because of this the following remedies are available in a judicial review claim:
  - **mandatory orders** requiring the body under review to do something;
  - **prohibitory orders** restraining or preventing the body from doing something; and
  - **quashing orders** setting aside the decision of a body on the basis that it is invalid.
- There is no right in judicial review to claim damages for losses caused by unlawful administrative actions, HOWEVER it is possible to receive damages if the decision maker is shown to have committed the action knowingly or maliciously.

# SEND – First Tier Tribunal

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# FTT – Disability Discrimination

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A claim can be brought resultant from:

- **Direct discrimination**

- This is when a school treats a pupil less favourably compared to the way it treats other pupils because of a disability. For example refusing admission to a student or excluding them because of disability.

- **Indirect discrimination**

- This is when a school puts in place a general requirement such as a policy or rule which puts disabled pupils at a disadvantage compared with others. For example only providing application forms in one format that may not be accessible.

- **Discrimination arising from a disability**

- Failure to provide a reasonable adjustment for a disabled child for example a disabled pupil is prevented from going outside at break time because it takes too long to get there.

- **Harassment**

- This happens when a school engages in unwanted conduct related to a disability which has the purpose or effect of violating a pupil's dignity or creating an intimidating, humiliating or offensive environment for the pupil, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating.

- **Victimisation**

- This is when a school does something which disadvantages a pupil because either the pupil or the pupil's parents takes or is thought to be about to take action under disability discrimination law, for example suspending a disabled student because they've complained about harassment.

# FTT – Disability Discrimination

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- Possible outcomes:
  - No financial compensation is available in the SENDIST where a claim of discrimination is found.
  - The responsible body can be ordered to apologise for the discriminatory treatment
  - The responsible body can be ordered to undertake Equality Act training
  - Order a school to rescind an exclusion
  - Where a discrimination claim is upheld, it could be sent to Ofsted to highlight failings within the school which may need to be investigated. There have been cases where schools have been closed by Ofsted and the trigger has been a finding of discrimination which has uncovered serious malpractice within the school (see the closure of Standbridge Earls, an independent school).

# FTT SEND Appeals

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Parents and young people can appeal specific decisions relating to the contents of EHC Plans, including seeking recommendations against social care and the ICB

# Admitting a child with an EHC Plan - consultation

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# Consideration of Section 1

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- **Education Act Section 9 Pupils to be educated in accordance with parents' wishes.**
- In exercising or performing all their respective powers and duties under the Education Acts, the Local Authority shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with:
  - the provision of efficient instruction and training and
  - the avoidance of unreasonable public expenditure.

# Consideration of Section I

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- CAFA s33
- The Local Authority must secure that the plan provides for the child or young person to be educated in a maintained nursery school, mainstream school or mainstream post-16 institution, unless that is incompatible with—
  - (a) the wishes of the child's parent or the young person, or
  - (b) the provision of efficient education for others.
- A local authority may rely on the exception in (b) in relation to mainstream schools in its area taken only if it shows that there are no reasonable steps that it could take to prevent the incompatibility.
- A local authority may rely on the exception in subsection (b) in relation to a particular mainstream school only if it shows that there are no reasonable steps that it or the governing body, proprietor or principal could take to prevent the incompatibility.
- The governing body, proprietor or principal of a maintained nursery school, mainstream school or mainstream post-16 institution may rely on the exception in subsection (b) only if they show that there are no reasonable steps that they or the local authority could take to prevent the incompatibility.



# Consideration of Section I

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- Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, ‘others’ is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.<sup>4</sup>

The Code suggests that only extreme and/or persistent behavioral difficulties may produce an incompatibility that is not curable by reasonable steps. The Code says this may be met:

“where the child or young person’s behavior systematically, persistently or significantly threatens the safety and/or impedes the learning of others” (paragraph 9.93).

- Considerations of the efficient education of others must be specific, and must set out which children would be effected and to what extent.

# Consideration of Section I

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- The UT has upheld an FTT decision which found the mainstream placement sought by the parents “not suitable” on the basis that “We do not accept it would be reasonable to expect [school A] to create a school within a school to meet the needs of [the girls]. [The cost of doing so] would be of the order of £60,000 pa and we accept that such expenditure would be unreasonable and excessive in the circumstances AKT v Westminster CC [2018] UKUT 47 (AAC) #23, 32.
- Note that the above justification relates to the reasonableness of steps that could be taken to remove an incompatibility to the efficient education of others, and not to the efficient use of public resources
- ME v LB Southwark [2017] UKUT 73 (AAC) #7-22 for an extensive outline of the law on this point. Note also R (An Academy Trust) v Medway Council [2019] EWHC 156 (Admin) in which the UT explained that that a school which found currently “unsuitable” (to resist a parental preference under CFA2014 s39) may nevertheless become “appropriate” with additional SEP input
- “Suitability” is no longer an issue when considering whether to specify mainstream as a “type” in Section I if the parents want it. In effect, the statute deems that, for all children, mainstream is suitable or can (and thus must) be made suitable, unless that results in incompatibility with the education of others.

# Consideration of Section I

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Relevant legislation: Sections 33 and 38 of the Children and Families Act 2014

The child's parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:

- maintained nursery school
- maintained school and any form of academy or free school (mainstream or special)
- non-maintained special school
- further education or sixth form college
- independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)

The child's parent or the young person may also make representations for places in non-maintained early years provision or at independent schools or independent specialist colleges or other post-16 providers that are not on the list mentioned above and the local authority must consider their request. The local authority is not under the same conditional duty to name the provider but must have regard to the general principle in section 9 of the Education Act 1996.

# Consideration of Section I

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CAFA S.39 The Local Authority must secure that the EHC plan names the school of preference, unless

- the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- the attendance of the child or young person at the requested school or other institution would be incompatible with—
  - the provision of efficient education for others, or
  - the efficient use of resources.

# Consideration of Section I

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- The Local Authority must consult—
  - (a) the governing body, proprietor or principal of the school or other institution where requested to do so by a parent/young person
  - (b) the governing body, proprietor or principal of any other school or other institution the authority is considering having named in the plan, and
  - (c) if a school or other institution is within paragraph (a) or (b) and is maintained by another local authority, that authority.

# Consideration of Section I

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- Process for consultation is set out in case law, and derived from the *Gunning* principles from *R v Brent London Borough Council, ex parte Gunning*, (1985) 84 LGR 168 (endorsed in by Lord Wilson in *R (Moseley) v London Borough of Haringey* [2014] UKSC 56 and noted as a ‘prescription for fairness’) These are that:
  - Consultation must be at a time when proposals are still at a formative stage;
  - The proposer must give sufficient reasons for any proposal to permit of intelligent consideration and response;
  - Adequate time must be given for consideration and response; and
  - The product of consultation must be conscientiously taken into account in finalising any statutory proposals.

While the Local Authority must consider a school response to consultation, it is a “dialogue” where a school raises concerns. The Local Authority can disagree with concerns raised, and rebut them/seek further information.

# Consideration of Section I

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- A school should be careful before refusing to admit a CYP on the basis it was not consulted by the LA. Where a school is named in an EHCP, the refusal to admit due to a failure to consult can be challenged by judicial review and costs ordered against the school (even if the Secretary of State has agreed with the school in a determination under EA1996 s496 that the LA has unreasonably named the school in question): *N v Governing Body of a School* [2014] EWHC 1238 (Admin).
- A school can bring a judicial review challenge against an LA's decision to name it in an EHC Plan. But such a challenge would not succeed unless there was something unlawful about the LA's decision. This could include a failure to lawfully consult the school before deciding to name it. It would however not be enough merely for the school to disagree with the LA's assessment of (say) its suitability. An example of illegality was seen with *R (An Academy Trust) v Medway Council* [2019] EWHC 156 (Admin) where the Court found, when it was transferred the child's EHCP from RB Greenwich, Medway Council had irrationally removed provision from Section F in order to name a particular school.

# Consideration of Section I

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- What is unreasonable public expenditure?
- LA must consider all costs – including transport, provision of health and social care provision
- LA must consider costs over the proposed course of placement
- Agreements can be made for parents to meet the cost of transport : Dudley MBC v S [2012] EWCA Civ 346 #27
- The mere fact that the parentally/young person-preferred placement is a bit more expensive is not an automatic barrier under CFA2014 s39(2) to placement in respect of efficient use of resources. The LA must balance the statutory weight given to the parental/young person preference against the extra cost in deciding whether the extra cost is “inefficient”, and even if it is found to be “inefficient” the LA must still then, as a second stage, balance the extra cost against any extra benefit it is claimed to bring for the child/young person:
- Essex CC v SENDIST [2006] EWHC 1105 (Admin) #24-32 (upholding a decision in which the FTT had held that £4,000 extra was not inefficient, and thus did not even need to go on to consider whether that extra cost was justified by extra benefits to the child). It is only if the extra cost is “significant” that the parentally/young person preferred placement is displaced Surrey CC v P [1997] ELR 516. See also C v Lancashire [1997] ELR 377.
- Conversely in JI and SP v Hertfordshire CC (SEN) [2020] UKUT 200 (AAC) #48, the UT considered a cost difference of £2,661 compared to £19,000 would have constituted unreasonable public expenditure.



# Consideration of Section I

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- **Additional Considerations:**
- **Impact on stress/emotional wellbeing of the child**
- The fact that a particular placement will cause great stress to the CYP, or even that they may refuse to attend, can be relevant when it comes to deciding on placement. In *B v Vale of Glamorgan* [2001] ELR 529, a 16 year old suffering from mental ill-health refused to attend the school specified in Part 4 (now Section I) of her statement of SEN. Her parents' appeal was allowed because there had been a failure to address how, given her refusal, the FTT had concluded that the school could provide for her needs.
- In *MW v Halton BC* [2010] UKUT 34 (AAC) #37, the UT considered that if the FTT were merely to find that a CYP, whilst attending or being expected to attend a school, experienced symptoms (from whatever cause) consistent with stress sufficient to be of evident concern to his medical advisers, it would need to be able to form a conclusion that the school proposed was nonetheless "appropriate". This implies a need to consider the impact, if any, of attendance at that school on the child and how, if at all, the condition could be managed in such an environment and (since the circumstances are unlikely to be entirely fixed, or necessarily clear-cut) monitored. In *A v A Local Authority* (17 September 2021) UT Judge Hemingway held that the FTT had unlawfully failed to consider for itself (the point not having been directly raised by the YP appellant) whether the stress which was said would arise from a particular placement was related to the YP's SEN in a way which would have made it significant in selecting her placement.

# Consideration of Section I

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- **CAFA s43 Schools and other institutions named in EHC plan: duty to admit**
- The governing body, proprietor or principal of the school or other institution must admit the child or young person for whom the plan is maintained.
- This has effect regardless of any duty imposed on the governing body of a school by section 1(6) of School Standards and Framework Act 1998 (infant class sizes)
- This does not affect any power to exclude a pupil or student from a school or other institution.

# Disagreement Resolution

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- 1) Judicial Review
- 2) Appeals to the Secretary of State under s.496 Education Act 1996

The End

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**Break:  
(11:15-11:30am)**



# SENCO perspective.

- ‘Please do not prepare anything, just come with your laptop and your register’  
OFSTED end of day 1.

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**Laura Elger**

Ormiston Meadows Academy

# Walkthrough

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## Day 1

- Initial meeting – Numbers/ areas of need/ Hub discussion/ have lists available – make sure what ever list your office staff are giving them matches yours!
- Curriculum discussions – How is the subject adapted for SEN learners? Make sure census is correct with none being down as NA.
- Pupil meetings – SEN children – who will be a good advocate of the work you do – pre plan and prepare your ‘group’
- Parental surveys – SEN question – Don’t let this surprise you, know what parents are going to say and what you are doing about it.
- Reading 1:1 with TA. Make sure books are at the right level, make sure Tas are confident in the purpose of reading with bottom 20% and can talk about CPD.
- Intervention groups – know your plan for them catching up on whatever lesson/ knowledge they are missing from the classroom.

## Day 2

- He had the school list with SEN/ AON.
- Asked for biggest area of need (Com and I).
- Chose one child in that class with that need. Was able to steer this slightly.
- Mix of EHCP/ADPR.
- As we walked, I talked about our OAP.
- We visited each class in turn, he asked me to get up the plan for the child on my laptop observed the child, observed the adaptations, cross referenced with the plan. Asked questions about child’s journey and next steps. *Small school vs big school.*
- *Visited the SIP, spent time looking at plans on the walls and small steps we had identified for progress.*
- *Spent time with or HUB children.*
- *He pointed out children as we visited classes from SEN register that he wanted to talk to with their books.*

# Things you MUST do.



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## Know your register!

- You may get to steer so have the 'best' case studies clear in your head.

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## Ensure ADPRs are up to date and being used in classrooms.

He asked to see them then cross referenced with what he could see in front of him.

Train TAs to be brave enough to come over and say what is happening and why to allow the teacher to carry on teaching.

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## Think of the 'route' and what main message you will give at each door.

No 'sit down meeting'

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## Have your 'go to' books.

Have post it notes in books so you can turn to the example you want to show to back up your points whilst in classes.

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## Lead the discussion....

When there is silence, they will begin to ask questions so keep talking!



# Things not to do.

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## Saying 'I don't know'.

Always turn to a positive.

'I have that information but not right here'

'Can I get that to you when we break.'

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## Putting others on the spot that are not expecting it.

You are not then in control of what is said so unless you can trust it will be the right answer the staff member gives, don't ask them.

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## Time to 'wander'

Be present so you can explain what is being seen and how it fits.

Judgements can be made without all the relevant context, don't allow this.



# Key take aways...

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- You will never do everything.
- What you do is 'enough' for where you are in your journey.
- Be positive.
- Celebrate success.
- Shut down their enquiries with evidence.
- Do not be scared to challenge what they are saying, professionally!

# Ofsted Perspectives – the quality of education for learners with SEN through the lens of the Deep Dive

Jenny Brassington

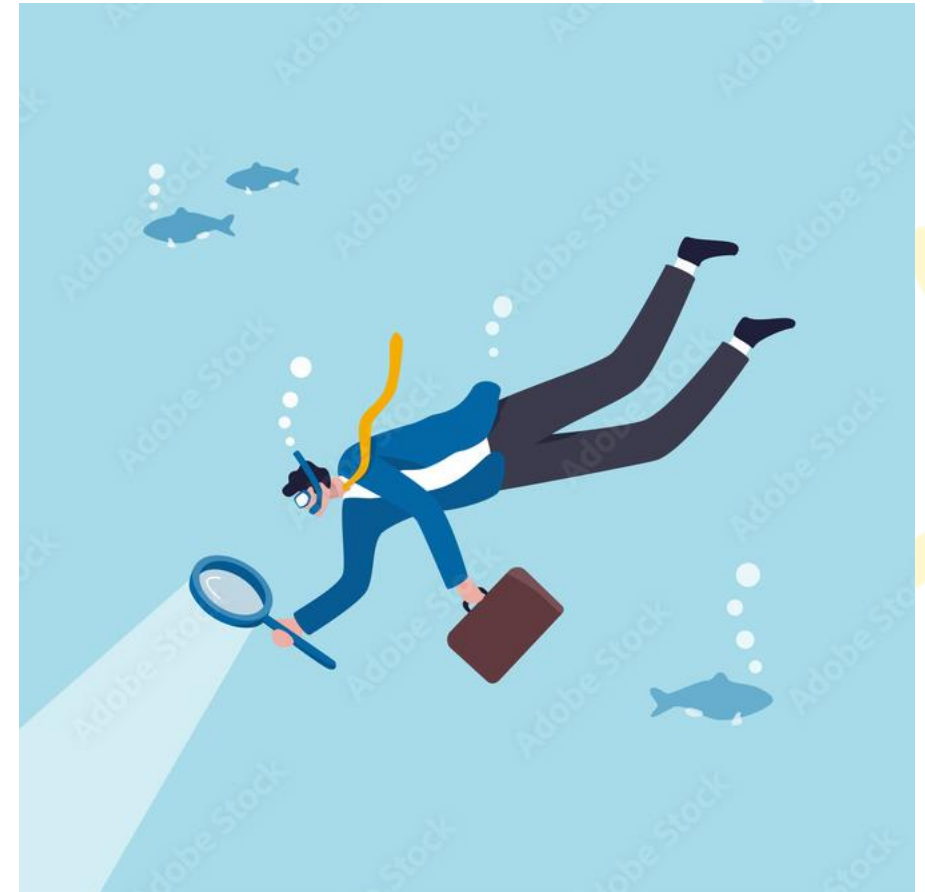
Director of Standards and Improvement TDET



# Deep Dive

Usual triangulation of evidence

- Subject leader meeting
- Lesson visits
- Work scrutiny
- Talking to pupils
- Talking to staff





# Deep Dive

Can your leaders talk about how curriculum and lessons are adapted for learners with SEN?

Can your leaders explain how they and their teachers get information about how to support learners with SEN?

Can leaders explain the support being provided in lessons for learners with SEN?

What will inspectors see in lessons?

Make things 'easy' for inspectors – classlists, pupil passports (if confident!)

What do inspectors see in lessons? Are there reasonable adjustments? Is there adaptation?



# Some experiences

Don't be offended if the team DON'T want to meet with you – teams don't want to over collect evidence

Occasionally no SEN focus on day two

Scaffolding was so strong across the piece that you could not see any difference in the quality of work produced by learners with SEN

Book looks will tell inspectors lots about the support that pupils with SEN receive.

Where pupil passports had been adapted by teachers – a working document.



# Section 8 – changes



- No deep dives - three or four focus areas – at least two linked to Quality of Education
- Based on the discussions that HT have with lead inspector could be linked to previous areas for improvement, specific things leaders have been working on e.g. behaviour/attendance.

Focus area could be phrased around learners with SEN:

- ***The impact of leaders' work to improve the quality of education in art, music and MFL with a focus on the impact for pupils with SEND.***
- ***The impact of leaders' work to adapt the curriculum across science, maths and geography ensuring that all pupils with SEN are able to access the ambitious curriculum and make excellent progress.***
- ***The impact of the school's work to improve pupils' attendance, particularly of vulnerable pupils including those with SEN.***
- ***The impact of leaders' work to improve the quality of careers education, including for pupils with SEND.***



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# Ofsted Perspectives: Exploring aspects of SEND provision through Inspection Activities

Catherine Wilson  
Head Teacher  
NeneGate School



# Preparing for an Inspection

- The Lead Inspector will have researched the school thoroughly in preparation for the initial phone call and will already have specific questions and thoughts.
- Team Inspectors don't always know what they will be asked to focus on so preparation is generic, except once Deep Dives are confirmed.
- Information about SEND can come from the IDSR, School website, previous inspection report, LA Area SEND inspection. Team Inspectors also access Lead's summaries of inspection preparation and phone call and have access to any complaints about the school

# IDSR

- [School inspection data summary report \(IDSR\) guide - GOV.UK](#)

SEN primary need	SEN support (23)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	0	0	0	1	1
Moderate Learning Difficulty	0	4	4	3	2	2	3	18
Social, Emotional and Mental Health	0	0	1	0	0	1	0	2
Visual Impairment	0	0	0	0	0	1	0	1
School Support NSA	1	0	0	0	0	0	0	1
<b>Year group totals</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>23</b>

# Activities Linked to SEND

- Evidence from Deep Dives informs lines of enquiry and further activities
- Meeting with SENCO
- Learning Walks focused on aspects of SEND provision, which can include work scrutiny
- Meetings with pupils
- Meetings with TAs
- Meetings with class teachers at end of Day 1
- Review of pupil files

# Meeting with SENCO: areas that may be looked at...

Identification

APDR process

Curriculum for SEND pupils

Support for pupils in school

Communication with staff

SENCO involvement in QA and how they know systems / processes / support plans are being enacted

Outcomes for SEND pupils - sell your successes!!

Staff training, including TAs and SENCO support for QFT

Links with Safeguarding / Pastoral teams

Support for PfA and Transitions

Inclusion of pupils with SEND in wider school life

Parental Engagement

Links with external agencies

Support for SENCO wellbeing and workload, CPD

# Learning Walks

Do not always happen but will do so if useful for OI to follow up on any questions or see examples of support. May ask to see specific pupils or lessons. I always try and see some intervention groups where possible.

SENCO would be invited to accompany and give OI context during activity. Professional conversation during this process about what has been seen.

Will often ask for copies of information supplied to class teachers to see whether agreed strategies and support are being enacted

Opportunities for conversation with pupils and book look during time in the classroom, will also look at work of non - SEND pupils

# Pupil Meetings

There should be SEND and PP pupil voice represented throughout the Deep Dive process

Sometimes a SEND specific group may be requested – OI will select pupils

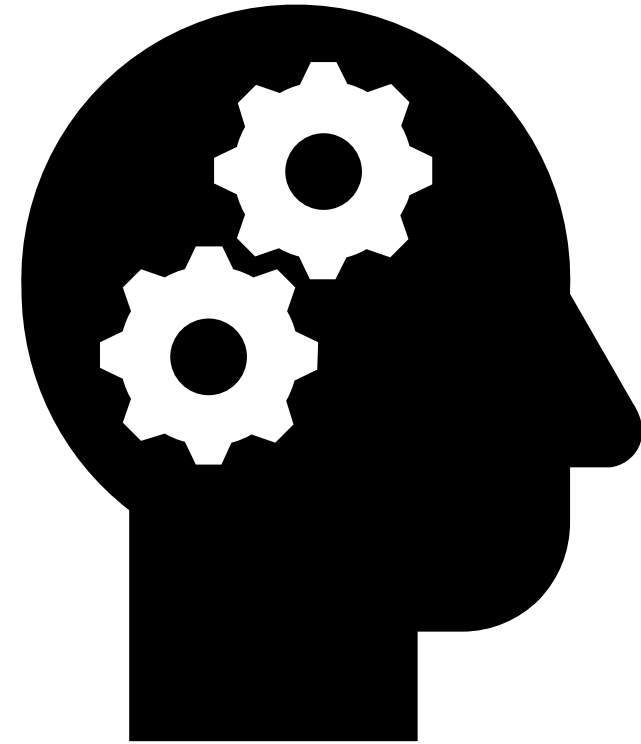
Questions will be linked to learning and support but also about their wider school experience

Pupils may be asked to bring their books with them

Usually OIs will see pupils without school staff present but an exception can be made for SEND groups if it will support the pupils to engage

# SEND Interventions

- Is there a strategic approach informed by needs across the school?
- How are pupils identified?
- What training and resources are given to staff delivering?
- How are they quality assured?
- How is their impact measured?





# Pupil Files

- I will always ask to see a selection of files
- I will always choose the pupils
- Choices will be informed by areas of focus
- If I have seen a pupil who is very disengaged or is not making progress I will often include them in pupil voice groups and also ask to see their file. I will also then ask to see the file of a pupil who the SENCO feels showcases the best the school has offered.
- Don't waste time preparing 'show files' or lengthy 'case studies' – make sure all your files are in order and show a picture of need. You don't need to provide a narrative, I can work things out from a standard SEND file and will ask you if I am not sure.
- If schools are very keen for me to see a particular file I will look at it but I will also select my own pupils as well

# Meetings with staff

Meeting with teachers are carried out by all inspectors after the deep dives. Generally these are about triangulating the evidence and following up on what has been seen

If any questions have emerged about SEND provision then the inspector may follow up and ask specific questions

As an OI, I always ask about the support teaching staff have to teach pupils with SEND

Sometimes I might ask to speak to a group of classroom support staff

# Reflections from my experiences of inspection

- The meeting with the SENCO does not 'make or break' the view of an inspection team about SEND
- Evidence from Deep Dives drives further inspection activity – SEND is everyone's business!
- Where the quality of education is strong, provision for SEND pupils generally matches because pupils are being exposed to quality first teaching
- Parents are not always aware of the efforts schools make – to what extent do you ensure that your OAIP is understood? Sometimes adaptation and inclusive practice is so skilful that parents don't realise it is happening.
- It is often the pupils with the highest level of need, who require really thoughtful adaptation and different approaches, who do not experience such high quality in the classroom
- A significant number of teachers, secondary in particular, do not understand the importance of adaptations for pupils with SLCN needs
- Learning plans can be too general or too lengthy to really inform the practice of teachers
- Interventions are thought about but the impact of these is not always measured
- TA practice and quality is extremely variable and approaches to Appraisal and CPD differ significantly between schools
- SENCOs are not always involved in quality assurance so are unable to tell me whether the provision for children is being implemented

# Reflections from my experiences of inspection

SENCOs are lovely, dedicated, hardworking professionals who do their best for children with finite resources and pressures on the external support available to a school.

On occasion, SENCOs are not supported well enough

On occasion, SEND is not prioritised sufficiently well across a school and this will be picked up very quickly



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ACADEMIES TRUST

# Leaders Ofsted Ready

Ali England  
Director of School Improvement

# ALL LEADERS

- Do leaders understand the difference between curriculum, assessment, and pedagogy in the early years?
- How do leaders make sure that all children have learned the intended curriculum?
- What topics have been taught recently?
- To what extent can children use and understand previously introduced vocabulary and concepts?
- What vocabulary is taught? How well do adults help children to use new knowledge and vocabulary?
- What is the learning this week? What will this look like today?
- What topics or themes are children learning about? Does this match the intended curriculum?
- What is in place to ensure that all children get enough practice of the basics in reading and mathematics?
- How well are children with additional needs being guided and supported?
- How does the early curriculum prepare readiness for what comes next?
- Do adults make sure that **all** children are receiving the intended curriculum?
- How well do adults understand the prior knowledge and additional needs of individual children?
- The impact of the early years' curriculum on older pupils in school (especially the lowest 20%). This provides long-term evidence of the effectiveness of early education. For example, the reading fluency and/or mathematical understanding of pupils in Year 1.

# SEND SPECIFICS

## Top Level

- SEND context and Ambitions
- Sample of pupils with SEND in at least two subject deep dives , including copies of EHC and SEND support plans

## **During the Deep dives**

- Is the curriculum implemented for pupils with SEND, What are they Learning ?
- How well are they involved are they involved in school life?

## **Day 2**

- Conversation with SENDCo and sample group of Pupils with SEND
- Review the day 1 and 2 evidence and evaluate the quality of education for SEND





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*Thank you*



# Feedback

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- Please click on the below link or scan the QR code to give us feedback on this event..
- <https://www.surveymonkey.com/r/GMS2BPH>

