

SEND and Alternative Provision Inspection

<https://www.gov.uk/government/publications/area-send-framework-and-handbook/area-send-inspections-framework-and-handbook>

SEND and Alternative Provision Area Inspection Framework

The aims of SEND and Alternative Provision Area Inspection Framework:

- Include a greater focus on the experiences of children and young people with SEND and their families
- Give prominence to the quality and integration of the commissioning of education, health and care services
- Include evaluation of alternative provision commissioning

The outcome will be one of three judgements:

1. The local area partnership's SEND arrangements **typically lead to positive experiences and outcomes** for children and young people with SEND. The local area partnership is taking action where improvements are needed.
2. The local area partnership's arrangements lead to **inconsistent experiences and outcomes** for children and young people with SEND. The local area partners must work jointly to make improvements
3. There are **widespread and/or systemic failings** leading to **significant concerns** about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.

What Ofsted and CQC will be assessing

Ofsted and CQC will be assessing if the local area partnership:

- Understand needs
- Works together to improve its services
- Engages with children and families
- Identifies and acts on concerns
- Ensures it is up-to-date on changes in the SEND system

They will be looking for evidence of how well area partners, practitioners, parents/carers and young people:

- know about the service arrangements for children and young people with SEND
- know what impact arrangements for children and young people with SEND are having strategically and at child level
- Know what the plans are for the next 12 months to improve the experiences and outcomes of children and young people with SEND

Week 1 - request for information

Inspectors will request information from the local area partnership through data and documents (Annex A). Within 24 hours of notification of the Inspection, the area partnership will need to provide:

- The local **strategy** and **commissioning arrangements** for children and young people with SEND across education, health and care
- **person-level data**, which inspectors will use to select the children and young people whose experiences they will evaluate (including SEN Support, EHCP, DSR, social care)
- **Details of local providers** and **services** (including education settings and health and social care providers)

Inspectors will also request from the local authority information about its commissioning arrangements for **alternative provision**.

We have collated Annex A evidence, but will need to ensure that it remains up-to-date.

Weeks 1 and 2: Gathering evidence directly

The inspection team will **select 6 individual cases from the child level data** taking account of the **range of needs** and the **demographics of the area**:

- The cases will represent each of the **4 children with EHCPs across the areas of need** (communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs), 2 children receiving **SEN support** and 1 child/young person in **Alternative Provision**.
- They will meet with practitioners (including school class teacher or SENCO) working with the 6 children and young people and parents/carers
- They will request a multiagency (MA) quality assurance of the 6 cases – this will include education, health and care representatives relevant for each child.

They will undertake surveys of parents/carers and young people via the local authority. Schools will be asked to encourage engagement with the inspection from parents/carers and young people with SEND.

Inspectors will use this information to help develop their understanding of the **impact of the SEND partnership on children and young people** and to develop **lines of enquiry** to be followed through onsite evidence gathering. This could involve sampling up to 80 cases in week 3, which will include onsite school visits and onsite visits to care providers.

Week 3: Onsite inspection activities

6-8 Inspectors:

- 1-2 Social care inspectors – including adults
- 1-2 CQC inspectors
- At least 2 Education inspectors

Inspectors will carry out a range of evidence gathering activities, including:

- sampling visits of providers and schools – noting that those providers and schools are not under inspection themselves
- having discussions with children and young people with SEND, parents and carers, and practitioners
- scrutinising evidence provided by the local area partnership
- focused sampling of the partnership's decision-making processes, including in relation to vulnerable cohorts of children and young people across education, health and care and in joint commissioning arrangements

Annex A documentation will be used to triangulate what they see and hear on site.

What's working well

Co-production with parents and carers is strong – at a strategic and child level

There has been some progress to address timeliness of EHCP and annual reviews and health and care contributions at the right time

Clear SEND processes are in place

Capital development - £44m+ for special places, including a new special school, and investment in a new Post-16 Resource Skills Centre at Welsh Harp

SEND provision in Brent Schools is good, including implementation of the graduated approach, and SEN support and training for schools (SENCOs) is effective

There is close partnership working across the local area to understand demand and access issues and joint recovery planning

Health inequalities hub-based work – locality hubs, Family Wellbeing Centres

Joint development of early identification and the Intervention First (Delivering Better Value programme) for early years and primary to deliver the right support at the right time

Preparation for Adulthood Work and improving access to skills development and employment for 16-25 year olds is progressing

DSR, LEAP, CETR and joint decision-making panels (e.g. funded provisions) are effective

New work on emotionally based schools avoidance, ELSA training and operational planning meetings around the child

Inclusion support teams (BOAT, VI and HI teams, EP service and EWS) work closely with health and care providers

Early years partnership work – Best Start in life

Effective oversight of children who cannot settle in mainstream schools

Improvement actions across the system

Consistent timeliness of EHCP and annual reviews and health and care engagement at the right time

Introducing a new EHCP template and annual review template to sharpen outcomes and progress measurement

Development of SEND navigators and expansion of SEND champions in health care providers

Addressing CAMHS and neurodiversity waiting lists through recovery plans

Developing the Brent Inclusion Plan with partners – the system wide approach to inclusion in Brent

Workforce development across the system

Implementation of DBV programme – including development of whole system pathways to meet children’s communication needs/speech and language therapy needs

Implementing the Brent Health Matters – Children and Young People Health Inequalities programme through a partnership approach

Practitioners – getting ready for the inspectors

If you are chosen to speak with inspectors about the children and young people you are working with:

- Prepare – know the child, their needs, their families, the support they have access to and the impact the support is having before your meeting
- Bring the child or young person to life – give them a visual image, use the child’s voice
- Share what’s working well, what could be better, what needs to happen next
- Understand how your organisation operates in the system and provide this information to inspectors if you are asked to do so
- Explain how the child/young person and parents feedback and can change the services provided
- Discuss any lessons learnt from quality assurance or training and how that has made a difference to the way you work
- If you need support to prepare – ask

- You will be asked to provide feedback about your experience with inspectors