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for **EVERY  
CHILD**

# Local Area Inspection – Children with Special Educational Needs and/or a Disability

# Inspection Framework

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- Inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities
- Jointly undertaken by Ofsted and CQC looking system wide at how effectively local areas are fulfilling duties in relation to children with SEND

# Inspection Framework

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- 3 Inspectors (2 Ofsted, 1 CQC) on site for on week.
- 5 days notice given – notification given at the same time to DCS and Chief Executive of CCG.
- Feedback at the end of the inspection. A local area can be asked to provide a written statement of action if this is deemed necessary.

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- Current inspection regime is on hold due to Covid-19. Earliest resumption currently expected in April 2021, although this could change.
- Ofsted/CQC are conducting a number of “assurance visits” although there is no requirement to participate.

## Inspection Preparation and Governance

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- SEND Improvement Board – sub-group of Born Well Growing Well, chaired by Director of Children’s Services – meets bi-monthly
- SEND Progress Group – Chaired by Division Director, Children’s Social Care – meets fortnightly
- Both groups have representation for key agencies

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- Three key questions that the inspection will seek to answer
  1. How effectively does the local area identify children and young people with SEND?
  2. How effectively does the local area assess and meet the needs of children and young people with SEND?
  3. How effectively does the local area improve outcomes for children and young people with SEND?

How effectively does the local area identify children and young people with SEND?

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- Strength – Over 1,000 two year olds are accessing free early learning with Ofsted rated Outstanding and Good providers, double the number from five years ago. This provides enhanced opportunities for early identification of additional or special needs and intervention work



How effectively does the local area identify children and young people with SEND?

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- Weakness – The timeliness of ECHPs – very low percentage meeting the national key performance indicator of 20 weeks



How effectively does the local area assess and meet the needs of children and young people with SEND?

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- Strength – 53% of CYP with EHCPs attend local mainstream schools; increased number of specialist places for CYP with ASD and PMLD at including at Phoenix and Beatrice Tate; high quality outreach services for ASD and PMLD; increased engagement with the local offer



How effectively does the local area assess and meet the needs of children and young people with SEND?

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- Weakness – Length of time for diagnosis particularly for ASD; transition to adult services remains a concern – ensuring that transitions occur in a timely way

How effectively does the local area improve outcomes for children and young people with SEND?

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- Strength – Progress, attendance and exclusions outcomes for CYP with SEN, including those who are Children Looked After; between 2017 and 2020 the number of young people with SEND undertaking an apprenticeship or supported internship has increased significantly ( Zero to 34 young people and 13 to 40 young people)

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How effectively does the local area improve outcomes for children and young people with SEND?

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- Weakness – Ensuring that data systems are set up to track outcomes for CYP with SEN across all areas of the Children and Culture Directorate