

**Local Area:
SEND
Inspections
Framework**



Context



Greenwich Local Area SEND services were last inspected in July 2017.



The outcome of the previous inspection was positive, identifying good practice and clarity around what we needed to do to improve.



The new framework is very different. It will focus on practice and will mirror much of what is included in an ILACS inspection.



Framework devised jointly by Ofsted and the Care Quality Commission (CQC) for use from 2023.



Inspections are carried out jointly by Ofsted and the CQC. Inspectors who specialise in education, health and social care will work together as a single inspection team.



For more details please see [Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/area-send-inspections-framework-and-handbook)



What is The Local Area Partnership?

The **geographic** footprint of a local authority
Those in **education, health and care** who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.

This includes **ALL**
of us.

Principles & Purpose of Inspection

- Provide an independent, external evaluation of the **effectiveness of the local area partnership's arrangements** for children and young people with SEND.
- Where appropriate, **recommend what the local area partnership should do to improve the arrangements.**
- Inspectors will evaluate a range of evidence. They will follow Ofsted and the CQC's published policies and relevant legislation in areas such as **safeguarding** and **equality.**



Inspections of Local Area Partnerships

Inspections will look at the following:



lead to judgements about the impact of the local area partnership's arrangements for children and young people with SEND



Evaluate the local authority's commissioning and oversight arrangements for children and young people in alternative provision



provide information to help local area partnerships improve their arrangements and to support improvement of the SEND system as a whole



Provide information for the Secretary of State for Education, the Secretary of State for Health and Social Care, and Parliament about the effectiveness of the local area partnership's SEND arrangements, to enable the government to act, if necessary



provide information on the effectiveness of the local area partnership's SEND arrangements for children and young people with SEND and their families



What Inspectors Will Want to Know About The Local Area:

1. What do you know about the **impact of your local area arrangements** for CYP with SEND?
2. **How do you know** what impact your arrangements for CYP with SEND are having?
3. What are your **plans for the next 12 months** to improve the experiences and outcomes for CYP with SEND?

What could this

mean for **YOU?**

When evaluating experiences, Inspectors will assess whether CYP experiences of education, health and care in their local area are **positive** and **WHY**.

We will be evaluated against 11 Criteria.

Inspectors will seek to understand how CYP have been **supported through any adverse experiences** they may have had.

Inspectors will be evaluating **services and systems** to ensure they are designed around the needs of child, for example do joint commissioning arrangements make best use of resources available.

Evaluation Criteria:

1-5

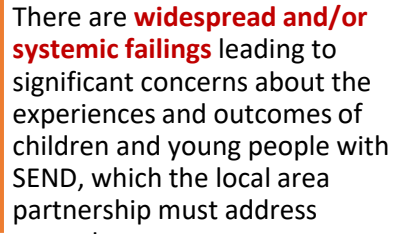
Impact of the local area partnership's SEND arrangements on the experiences and outcomes of children and young people with SEND.

6-11

How the local area partners work together to plan, evaluate and develop the SEND system?

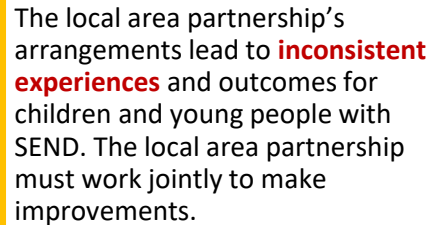
1. Children and young people's needs are identified accurately and assessed in a timely and effective way.
2. Children, young people and their families participate in decision making about their individual plans and support
3. Children and young people receive the right help at the right time.
4. Children and young people are well prepared for their next steps, and achieve strong outcomes.
5. Children and young people are valued, visible and included in their communities.
6. Leaders are ambitious for children and young people with SEND. Leaders actively engage and work with children, young people and their families.
7. Leaders actively engage and work with children, young people and their families
8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area.
9. Leaders commission services and provision to meet the needs and aspirations of children and young people, including alternative provision.
10. Leaders evaluate services and make improvements.
11. Leaders create an environment in which effective practice and multi-agency working can flourish.

Possible Inspection Outcomes



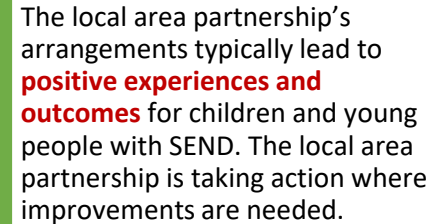
There are **widespread and/or systemic failings** leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.

Local Areas will be revisited within 18 months



The local area partnership's arrangements lead to **inconsistent experiences** and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.

Local Areas will be revisited within 3 years.



The local area partnership's 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.

Local Areas will be revisited within 5 years.

Alternative Provision: New Addition to The Framework



HM Government

SEND Review:

Right support

Right place

Right time



- Evaluate the LA's commissioning of alternative provision for all children and young people in placements directly commissioned by the LA.
- Evaluate the experiences and outcomes of children and young people with SEND in LA commissioned alternative provision.
- alternative educational provision in school or elsewhere 'for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education.

Other Areas of Focus in The Inspection:

Inspectors may....

- Gather evidence in relation to the oversight for children and young people with SEND who are not attending a school or alternative provision, including children are not on a school roll or are home educated.
- Consider the local area partnership's approach to improving attendance of children. Inspectors will also evaluate information in relation to part-time timetables.
- Consider the local area partnership's oversight and commissioning for children and young people who are placed in residential special schools.



Inspection Schedule

Week 1

Notification to local leaders of the inspection 10 working days before the fieldwork begins.

Inspectors request information to support the inspection (this information is set out in [Annex A](#) of this guidance).

Inspectors and local leaders hold a virtual set-up discussion

Surveys for parents, carers, young people and practitioners sent out by the local Area

6 individual children and young people identified for tracking meetings

Week 2

Inspectors work with the local area partnership to agree an inspection timetable.

Inspectors hold tracking meetings.

Inspectors carry out pre-inspection analysis and review the information set out in [Annex A](#).

Inspectors may meet virtually with local leaders, staff, representative groups and stakeholders.

Week 3

On-site evidence gathering.

Inspection findings fed back to the local area partnership

Meetings With Parents



Virtual meeting with representatives from the Parent Carer Forum and/or other representative groups of parents and carers at the start of the inspection to:

- Identify any common themes that contribute to developing lines of enquiry for the inspection.
- Discuss their views on effective practice and how the local area partnership could improve its arrangements for children and young people with SEND.

Inspectors will also meet with parents and carers during the inspection to:

- Understand the impact on their child of the local area's SEND arrangements.
- Understand the impact on the wider family
- Identify effective practice and how arrangements could be improved.
- Gain more information about specific lines of enquiry.



Tracking Meetings

- Approximately **6 children and young people** will be identified by OFSTED to be involved in tracking meetings with children and young people, their **parents or carers** (if appropriate) and the **practitioners** who are directly involved with them.
- Inspectors will take into account:
 - Information shared by the local area partnership
 - The demographic make-up of the local area, including protected characteristics defined by the Equality Act 2010
 - Contextual issues specific to the local area.
- Inspectors will usually include at least
 - One child or young person who is studying in **alternative provision**
 - 2 children who are receiving **SEN support**
 - Children will have a **range of needs**
 - Likely to include cases open to **Children's Social Care** and/or **Youth Offending Service**

What Will Tracking Meetings Look Like

Week 2 off site and 3 on site

Inspectors will meet with groups of children and young people to:

Understand their experiences and outcomes

Understand how the local area partnership engages with children and young people, and the impact this engagement has

Identify any common themes that will contribute to lines of enquiry for the inspection

discuss their views on effective practice and how the local area partnership could improve its arrangements for children and young people with SEND

Inspectors will meet with one group of children and young people at the start of the inspection

Meet with children and young people as part of the tracking meetings

May arrange to meet with additional children and young people to discuss relevant lines of enquiry

Week 2 and 3: meetings with leaders

Initial meeting with leaders

The lead HMI and the CQC inspector meet with the LANO and other colleagues, as agreed by the

lead HMI and the LANO and the ICB representative, prior to on-site activity. At this first meeting, the LANO and other colleagues will share information on the local area partnership's context.

Meeting to discuss the local area partnership's self-evaluation and strategic planning

The lead HMI and the LANO will arrange a meeting with leaders on the first day on site, to review the local area partnership's self-evaluation, strategy and associated action plans.

This meeting may include the following people:

the DCS and elected members with specific responsibilities for SEND

- the ICB representative
- representatives of the Parent Carer Forum
- senior managers responsible for the strategic development and operational management of education, health and social care provision for children and young people with SEND
- senior local authority managers responsible for the commissioning and oversight of alternative provision

Week 3: sampling visits to providers and services to review the experiences of a wider group of children and young people

Ofsted and the CQC will select providers and services to visit

Inspectors will choose the children and young people some ahead and some after looking at records on site

Inspectors sampling in education settings will include children and young people receiving SEN support. This may include meeting children and young people and, if appropriate, scrutinising files and talking to practitioners.

Inspectors sampling in health providers and services will gather evidence of the assessment, intervention and transition stages of health support. These visits will include universal, targeted and specialist health teams

Inspectors sampling in social care will consider the identification, assessment, intervention and transition stages of social care support

WEEK 3

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Sampling visits to providers and services to review the experiences of a wider group of children and young people

The Local Authority Named Officer (LANO)



Di Osbourne (Head of
**SEND Assessment & Review
Service**)

Di will...

- Arrange for a practitioner who knows the child or young person well to approach them, and their parents or carers, for their agreement to be involved.
- Share information about the child or young person.
- Arrange tracking meetings with children and young people, their parents and carers.
- Arrange a multi-disciplinary tracking meeting with practitioners who work with the child or young person.

Next...

Keep-in-touch meetings

The lead HMI will establish keep-in-touch meetings at key points during the inspection

The feedback meeting



The inspection concludes with a final feedback meeting attended by the LANO and representatives of the local area.

Attendees will include:

- The LANO.
- The DCS and elected members with responsibility for SEND from the local authority.
- The ICB representative.
- Parent Carer Forum representatives.



Arrangements for publishing the report

- The lead inspector is responsible for writing the report, with contributions from the full inspection team across education, health and care.
- In most circumstances, the local area will receive the draft report within 14 working days of the end of the inspection and given 10 days to comment.
- The final report will be received by the local area within 30 working days of the end of the inspection.
- Within 3 days of the report being received it will be **Published on the Ofsted website.**