

# Welcome to the New to Role/Borough Network SENCo Forum



## SEND Local Offer

Find out about education, health and care services, voluntary agencies, leisure activities and support groups locally available for children and young people (age 0 to 25) with special educational needs and disabilities (SEND) and their families. We also include services outside of the area which our residents may use.

Our SEND Local Offer webpages have a new look! [Find out more about this and let us know what you think.](#)

## SEND AND OFSTED

**Ordinarily Available Provision**  
Information for professionals, parents and carers

Provision that the local Education, Health and Care partners expect to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools, and colleges in Hammersmith & Fulham.



# The Breakdown of the session

Before the inspection

The Education Inspection Framework (EIF)- Through a SEND Lens

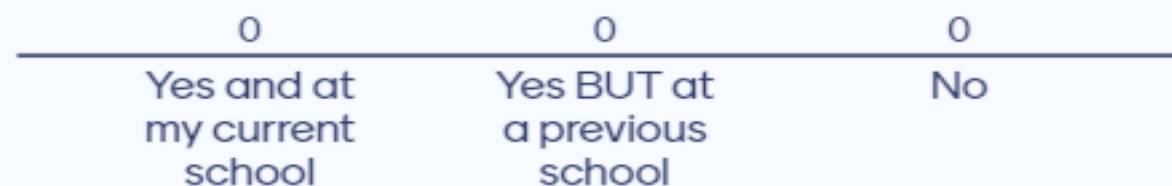
How Ofsted gathers evidence

Questions

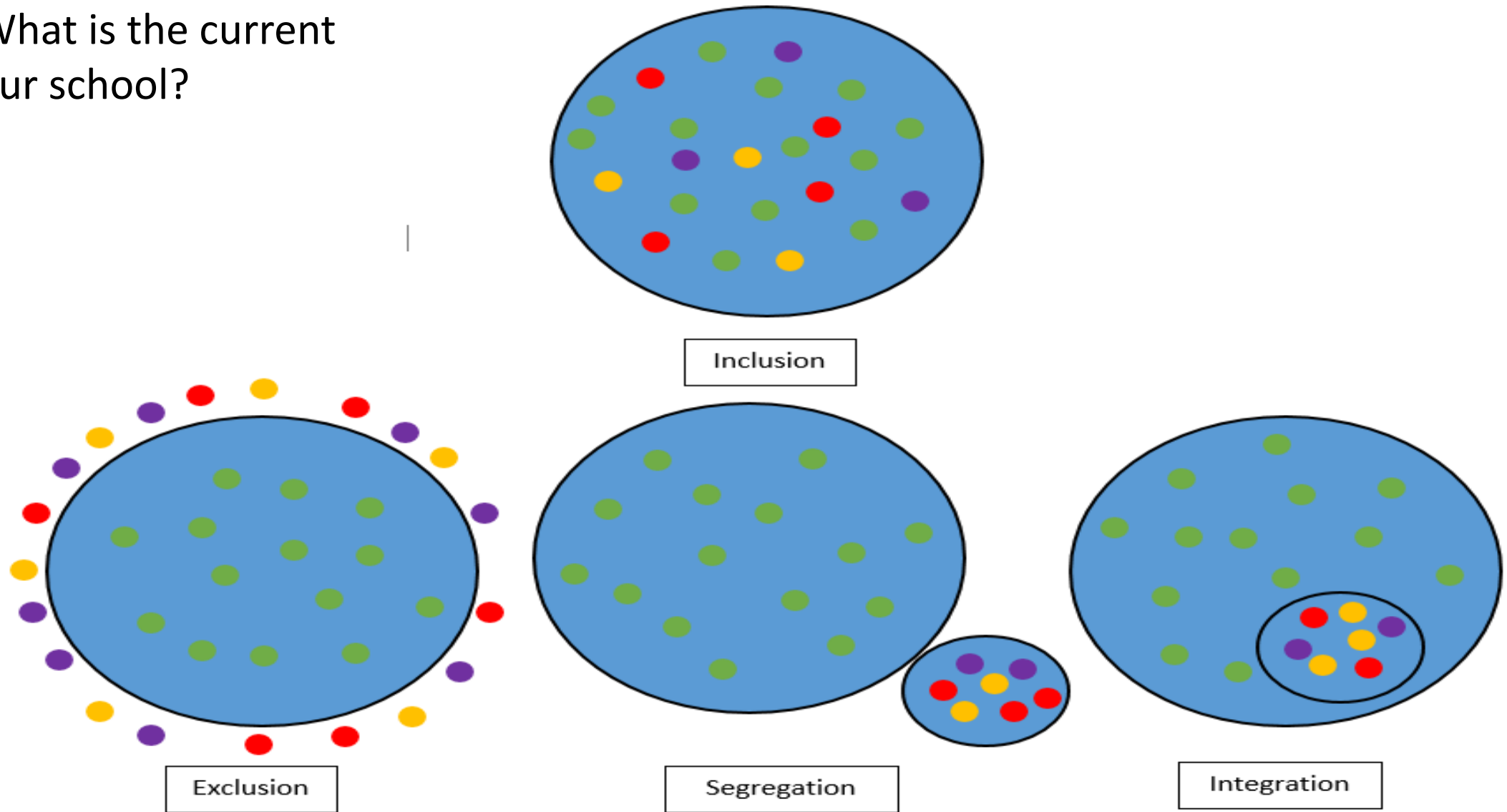
Tips to prepare

# Have you ever been involved in the Ofsted process whilst being SENCo?

Mentimeter

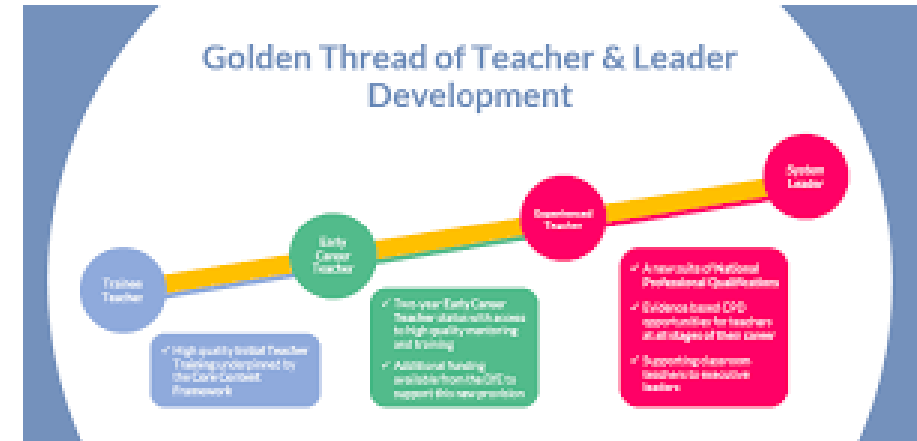


Reflection:- What is the current outlook of your school?



# How SEND is graded by Ofsted?

Ofsted doesn't give separate graded judgements on your SEND provision. Instead, inspectors use evidence related to your SEND provision to inform other judgements. See paragraphs 248 to 254 of the inspection handbook for details.



# Before the inspection



Schools **do not** need to do anything to prepare for inspection.

## Inspector preparation

- Before the inspection, the lead inspector will review and consider a range of information, such as:
  - previous inspection reports
  - Ofsted's inspection data summary report
  - responses from Ofsted Parent View
  - relevant information on the school's website
  - information about governance.



”

We will, for nearly every inspection, contact the school by telephone to announce a graded or ungraded inspection between 10.30am and 2pm on the school day before the inspection.



## Pre-inspection phone call

This phone call will have two elements:

- a short inspection-planning conversation that focuses on practical and logistical arrangements
- a longer, reflective, educationally focused conversation about the school's progress since the last inspection.

# The Education Inspection

## Framework

Through a SEND lens

# The curriculum is at the heart of the new framework



## Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



## EIF and inclusion:

- Schools should have an inclusive culture that supports arrangements to identify early those pupils who may be disadvantaged or have additional needs or barriers to learning.
- Inspectors will take a rounded view of the quality of education that a school provides to **all** its pupils, including disadvantaged pupils, the most able pupils and pupils with SEND.



# As Leaders, what do we need to know?

## Pupils with SEND in both mainstream and specialist settings

248. All parts of the EIF apply to state-funded and non-maintained special schools provision, PRUs, alternative provision and mainstream schools provision for pupils with SEND. However, as with all provision, SEND provision has some specific factors that should be taken into account.

249. Pupils with SEND have a range of different needs and starting points. Pupils will have unique, individual needs, even where their needs may fall under the same umbrella term, such as autism. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

1. What are the starting points for students with SEN?  
The evidence of this and then how much progress has been made?
2. How are we assessing?- use of graduated response
3. Is the curriculum ambitious?
4. Parent Partnership?
5. Extracurricular activities?
6. Preparation for Adulthood?

250. Inspectors will gather and evaluate evidence about:

- whether leaders are suitably ambitious for all pupils with SEND
- how well leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
- how well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
- how well leaders include pupils with SEND in all aspects of school life
- how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
  - communication and interaction
  - cognition and learning
  - physical health and development
  - social, emotional and mental health
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life. See '[Special educational needs and disability code of practice: 0 to 25 years](#)'.

# As Leaders, what do we need to know?- Continued

251. Because of the wide range of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

252. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults, and may experience additional barriers in reporting abuse and having abuse recognised by professionals. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities, including during the COVID-19 pandemic.

1. They will still compare a SEND students work with non-SEND student from the same cohort to see what REASONABLE ADJUSTMENTS have been made and how the Teacher knows to do this.
2. Evidence needed from CPOMS as to how many safeguarding concerns have been logged about students who are on the SEN Register

We also need to know what our SEND Picture looks like. How it compares locally and Nationally.

# Comparisons

## National Figures

### Headline facts and figures - 2022/23

|  |  |
|--|--|
| <p><b>EHC plans</b></p> <p><b>389,171</b></p> <p>pupils in schools in England. Up by 9.5% from 2022</p> <p><a href="#">▶ What is this?</a></p>                             | <p><b>EHC plans (percent)</b></p> <p><b>4.3</b></p> <p>percent of pupils with an EHC plan. Up from 4.0% in 2022</p> <p><a href="#">▶ What is this?</a></p>                             |
| <p><b>SEN support/SEN without an EHC plan</b></p> <p><b>1,183,384</b></p> <p>pupils in schools in England. Up by 4.7% from 2022</p> <p><a href="#">▶ What is this?</a></p> | <p><b>SEN support/SEN without an EHC plan (percent)</b></p> <p><b>13.0</b></p> <p>percent of pupils with SEN support. Up from 12.6% in 2022</p> <p><a href="#">▶ What is this?</a></p> |

## Local Figures

'Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2023' in Hammersmith and Fulham between 2020/21 and 2022/23

Move and reorder table headers

|   | 2020/21 | 2021/22 | 2022/23 |
|---|---------|---------|---------|
| EHC plans                                     | 1,306   | 1,381   | 1,468   |
| EHC plans (percent)                           | 4.8     | 5.1     | 5.5     |
| Headcount                                     | 27,356  | 27,061  | 26,921  |
| SEN support/SEN without an EHC plan           | 2,963   | 3,221   | 3,273   |
| SEN support/SEN without an EHC plan (percent) | 10.8    | 11.9    | 12.2    |

## Our School Figures

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## Local Figures

|                        |   | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
|------------------------|---|---------|---------|---------|---------|
| Ealing                 | EHC plans                                     | 2,513   | 2,620   | 2,621   | 2,622   |
|                        | EHC plans (percent)                           | 4.2     | 4.4     | 4.5     | 4.6     |
|                        | Headcount                                     | 59,264  | 59,273  | 59,274  | 59,275  |
|                        | SEN support/SEN without an EHC plan           | 6,134   | 6,151   | 6,152   | 6,153   |
|                        | SEN support/SEN without an EHC plan (percent) | 10.4    | 10.4    | 10.5    | 10.6    |
| Hammersmith and Fulham | EHC plans                                     | 1,306   | 1,381   | 1,382   | 1,383   |
|                        | EHC plans (percent)                           | 4.8     | 5.1     | 5.2     | 5.3     |
|                        | Headcount                                     | 27,356  | 27,061  | 27,062  | 27,063  |
|                        | SEN support/SEN without an EHC plan           | 2,963   | 3,221   | 3,222   | 3,223   |
|                        | SEN support/SEN without an EHC plan (percent) | 10.8    | 11.9    | 11.10   | 11.11   |
| Hounslow               | EHC plans                                     | 1,878   | 1,975   | 1,976   | 1,977   |
|                        | EHC plans (percent)                           | 4.0     | 4.1     | 4.2     | 4.3     |
|                        | Headcount                                     | 47,219  | 47,822  | 47,823  | 47,824  |
|                        | SEN support/SEN without an EHC plan           | 6,402   | 6,608   | 6,609   | 6,610   |
|                        | SEN support/SEN without an EHC plan (percent) | 13.6    | 13.8    | 13.9    | 13.10   |
| Kensington and Chelsea | EHC plans                                     | 711     | 883     | 884     | 885     |
|                        | EHC plans (percent)                           | 2.9     | 3.6     | 3.7     | 3.8     |
|                        | Headcount                                     | 24,625  | 24,551  | 24,552  | 24,553  |
|                        | SEN support/SEN without an EHC plan           | 2,883   | 2,838   | 2,839   | 2,840   |
|                        | SEN support/SEN without an EHC plan (percent) | 11.7    | 11.6    | 11.7    | 11.8    |

Use the link below to access SEND statistics and local area spread sheet.

What is the differences between the authorities for numbers of children with EHC plan's and SEN support?

What is the differences between the authorities for numbers of children placed in special schools?

Hypothesise why there are these differences?

<https://explore-education-statistics.service.gov.uk/data-tables/permalink/13e51f99-3a23-4edb-46f2-08dbea66978c>

## Breakdown in Rise of Need across the 4 Boroughs in London SEN Figures 23/24

**Primary needs across the 4 boroughs in London  
Needs vary across the LA's  
and have remained so for  
many years.**

|                                 | Total     |        |                          |                        |        |
|---------------------------------|-----------|--------|--------------------------|------------------------|--------|
|                                 | England   | London |                          |                        |        |
|                                 |           | Ealing | Hammersmith and Hounslow | Kensington and Chelsea |        |
| Total                           | 8,481,287 | 55,012 | 20,375                   | 45,967                 | 13,487 |
| Autistic Spectrum Disorder      | 206,763   | 896    | 710                      | 1,355                  | 549    |
| Hearing Impairment              | 23,189    | 103    | 48                       | 127                    | 28     |
| Missing                         | 7,027,711 | 46,665 | 16,817                   | 37,793                 | 10,959 |
| Moderate Learning Difficulty    | 222,273   | 1,089  | 294                      | 820                    | 274    |
| Multi- Sensory Impairment       | 4,437     | 15     | 7                        | 10                     | 7      |
| Other Difficulty/Disability     | 52,519    | 219    | 153                      | 260                    | 217    |
| Physical Disability             | 36,803    | 160    | 70                       | 199                    | 45     |
| Profound & Multiple Learning D  | 10,944    | 91     | 37                       | 52                     | 2      |
| SEN support but no specialist a | 50,090    | 326    | 131                      | 332                    | 134    |
| Severe Learning Difficulty      | 33,599    | 410    | 48                       | 146                    | 21     |
| Social, Emotional and Mental H  | 284,321   | 1,170  | 516                      | 1,693                  | 408    |
| Specific Learning Difficulty    | 170,062   | 522    | 420                      | 635                    | 226    |
| Speech, Language and Commu      | 344,883   | 3,300  | 1,103                    | 2,488                  | 600    |
| Visual Impairment               | 13,693    | 46     | 21                       | 57                     | 17     |

<https://explore-education-statistics.service.gov.uk/data-tables/permalink/88d4860b-ee4c-43c6-46f4-08dbea66978c>

## The 4 broad areas of enquiry



How does the curriculum prepare learners with SEND for their future lives?



How well are learners with SEND progressing? Drawing on a variety of evidence gathered during the inspection.



Inspectors will expect you to explain how learners' individual SEND needs are being planned for...



Be prepared to talk about how you are doing this: how you structure your lessons so that all learners understand what you are teaching and make progress



Ofsted

# Is this an inclusive environment?

- Are all pupils with SEND included in all aspects of the education provision of the school?
- Does CPD develop understanding of individual needs and what teachers can do to promote learning in each subject, or is it generalised and non-specific?
- Is SEND a responsibility for all?
- Do students with SEND have access to school clubs? breaktime/lunch time provisions?
- Is there a lack of provision or too much provision?
- When do interventions run and how does this impact the child's learning?





# Is the curriculum ambitious for all?

- Quality first curriculum implementation- how is it inclusive?
- Is the curriculum planned with SEND in mind? – SLT/Middle Leaders and Teachers working together to develop a curriculum?
- What happens when a child does not learn the intended curriculum?- how is it adapted?
- How does the school help children to retain information in their long term memory , recall it and then apply it when needed?
- How are children prepared for the next steps in their education?



# Graduated Approach



Do all staff have the necessary knowledge and understanding of this?

What happens if the provision has not made an impact or difference?

**EVERYONE NEEDS TO KNOW THIS. NOT JUST THE SENCO!**

# School Inspection Handbook & SEND Code of Practice- Working Together



Inspectors will gather and evaluate evidence about:

- How well leaders include disadvantaged pupils and those with SEND in all aspects of school life.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

# School Inspection Handbook & SEND Code of Practice- Working Together



6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must:**

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.



# Group Task- 5 minutes

5 minutes

- Read through the Ofsted inspection report of Riverdale FICTIONAL Academy

If you were the Ofsted inspector, what rating would you give it?

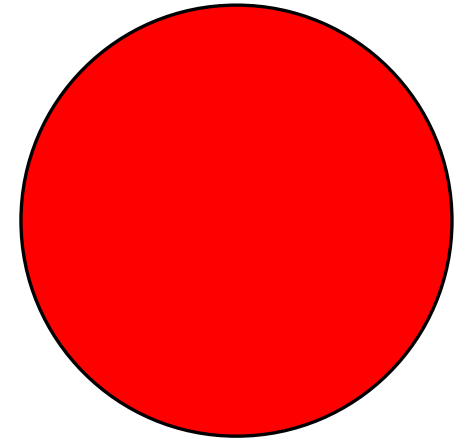
- 1- Outstanding
- 2- Good
- 3- Requires Improvement
- 4- Inadequate

- Areas to consider:-

Are all students included?

- Does the curriculum overcome or create barriers to learning?

- Be prepared to justify your rating given to Riverdale FICTIONAL Aca



# Riverdale FICTIONAL Academy

- The SEND Information Report explains that all staff are SEND experts and have regular training.
- The Inclusion manager feels that when a child is having problems they always 'er on the side of caution' and place them on the SEND register. He feels that this helps them to get the support they need in the 'aspire' curriculum. He explains that the '6 EHC plans' are used to help the teaching assistants understand the pupils better.
- Staff who lead the 'aspire' curriculum feel that they are well trained and supported, as they recently completed the 'what is SEND training?' that the Head of School led, and they can always ask the Inclusion manager for help if they need it.
- Yr 8 Pupils who attend the 'aspire' curriculum session really love it, saying that it really helps them 'learn the things they really need' to help them get to college and get their GCSE English and mathematics
- The curriculum leader feels that the development of the 'aspire' curriculum has been really positive for the school. She feels that the Inclusion manager has worked really hard to create a series of lessons ideas in different subjects for the teaching assistant to work through.
- The Inclusion Manager feels that this will become even better next year when they can start thinking about some of the 'aspire' pupils accessing lessons along with their more able peers.
- Pupils who attend the 'aspire' provision say that they are not that worried that they do not do lessons with the other pupils as the work was often too hard. Another 2 pupils say that it is ok that they miss PE as they play football at the local premier league academy.
- Parents feel that their children are doing well, but wish sometimes that they did something else besides english and maths.
- The pastoral manager explained that when they reviewed their behaviour incident data last year they saw that there was a heightened number of incidents at lunchtime, so they set up a different playground for those 12 pupils who struggled to socialise. This playground is well 'supervised' by 8 teaching assistants and four mid day supervisors.
- Lunch and after school clubs are well attended, but it appears that none of the 'aspire' pupils attend.
- The governors say that the head of school assures them that 'Special Needs Kids' do everything that all the other pupils do and get the right qualifications to get them to college.

# Riverdale FICTIONAL Academy

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▪ Lunch and after school clubs are well attended, but it appears that none of the 'aspire' pupils attend.

What ofsted rating would you give Riverdale Fictional Academy?

# 5 tips for creating learning support around the Ofsted Education Inspection Framework

## 1. Take a joined-up approach

Remember to look at the 3 I's in combination, never in isolation.

Learner support needs to be present and consistent across the entire learner journey, and this hits each stage of curriculum delivery as Ofsted assess Quality of Education.

From initial assessment to end-point assessment, the journey each learner takes is different. So, make sure you have a robust framework to support learners.

## 2. Share the vision

There's a distinct need for transparency when considering your curriculum provision. Everyone needs to actively contribute to the experience and outcomes of learners, including subcontractors, employers and tutors.

There needs to be a firm and shared understanding of the intended curriculum and how learning support will sit alongside your core provision and the work environment of the learner.

## 3. Show deep understanding of your learners

We need to be actively and continuously identifying and supporting learners' needs, evolving access to education.

Initial assessment is critical, but learning opportunities need to be appropriately structured throughout. Part of this process is reviewing how effective your support is for learners. It's especially important to demonstrate sensitivity to SEND here. Digital cognitive assessments represent a real opportunity to break down barriers and provide evidence towards a learning needs assessment.

We cannot forget that all education providers have a legal obligation to provide reasonable adjustments for learners who experience learning difficulties that impact their chances of completion.

## 4. Provide ongoing staff training

There are significant benefits to being able to demonstrate training activities that contribute to delivering the curriculum intent. Inclusivity and learner support are also critical topics of discussion within the wider education sector. There are always events, conferences and forums on these subjects that you can encourage staff to attend and contribute towards



# 5 tips for creating learning support around the Ofsted Education Inspection Framework

## 5. Don't forget the "Fourth I"

An additional "fourth I" – Inclusion.

By keeping the need to demonstrate intent, implementation and impact balanced with an overarching commitment to inclusion, the provision of learning support will always remain strong.

While it may not be officially cited within the 3 I's, Ofsted has made it clear that inclusion is unquestionably essential to achieving the highest grades.

The new Education Inspection Framework places a much stronger emphasis on the importance of "the quality of provision for learners with high needs and with special educational needs and/or disabilities (SEND)". And the guidance clearly states that learners with SEND, "a much broader group than those attracting high needs funding, will always be considered during the inspection of any type of provision."

# How School can prepare for an Ofsted inspection Top Tips:-

## Identify areas inspectors are most likely to interrogate

This will help you prepare effectively.

To do this:

- **Look at your last Ofsted report:** Ofsted will follow up on any areas for improvement or points of weakness from last time
- **Use Ofsted's [inspection data summary report](#):** this will flag positive or negative indicators that inspectors will need to investigate
- **Get local insights:** your school improvement partner, or other local school leaders, may be able to tell you about trends from recent inspections of other local schools
- **Use insights from the initial inspection phone call:** your headteacher will feed back information on what was discussed and what the focus of inspection will be

## Show inspectors how you meet pupils' needs

It could be more effective for the inspector to see your provision in practice, rather than to just talk about it.

To make the most of your meeting, consider:

- Taking the inspector on a learning walk around your school to show them your SEN provision
  - Joining the inspector as part of a deep dive
- While walking around your school, show inspectors how:
- You use support staff effectively, focusing on the added value an extra member of staff is giving pupils
  - Your intervention groups accelerate pupil learning
  - You consistently support pupils with SEN in all classes
  - Recent SEN training can be seen in practice

# The SENCo Ofsted Folder

1. Your SEN Register (upto date)
2. Your EHCP documentation
3. Your Provision Map
4. Your Children's Pupil Passports- evidence that they have been reviewed.
5. Your vision for SEND
6. SEN Information
7. Auditing Evidence of staff training
8. TAs Timetables
9. Pupil Voice evidence
10. Parent Voice evidence
11. Staff Voice evidence
12. Case Studies- those students who are either K or E pupils that are working below national levels but you can evidence that they have made progress.
13. Timetable of interventions that are being delivered/by whom/ which students are involved and why.
14. Evidence of SEND department audit/review
15. SEND Action Plan
16. SEND Policy
17. Behaviour Policy and how SEND students have reasonable adjustments
18. Accessibility Policy.
19. SEN Information Report
20. Data on Breakdown of Area of Need in the school and how your school compares to local and national data.
21. Contact details of the external agencies that you use
22. Transition documentation (particularly Year 6-7 and Year 11 to Post 16)- evidence that your school is preparing them for adulthood.
23. The Schools Curriculum- any reasonable adjustments for students e.g. during DT lessons some students have Gardening, why? What are they gaining by doing that?

**DISCLAIMER: You do NOT need to have this but it is useful to have this kind of information to hand- should you be asked. OFSTED SHOULD NOT ASK for it BUT it is better to be prepared**

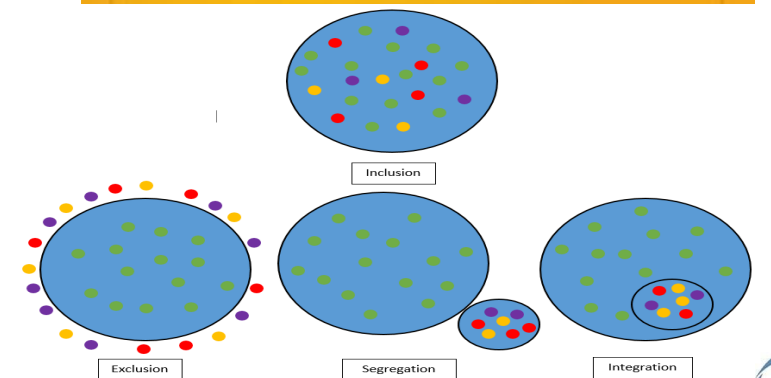
# Ofsted- Final judgement call



168. Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

Important factors include whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for all pupils

BE BOLD  
BE BRAVE



# Useful Websites

Subscribe to Ofsted's YouTube Channel

<https://www.youtube.com/watch?v=kLtjWfTYy9M>

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

<https://www.youtube.com/watch?v=MqR51lzUF1Q>

## Feedback on Session

### Comments about this session

Be honest, please.

Proposed Topics to be covered on your induction to this role- this is a supportive group- We can change this if you feel you'd rather look at something else.

| Dates of Meeting   | Topics to be Covered                                |
|--|---|
| 28 <sup>th</sup> and 30 <sup>th</sup> November 2023        | SEND and Ofsted                                     |
| 5 <sup>th</sup> and 7 <sup>th</sup> December 2023          | The Role of a SENCo                                 |
| 12 <sup>th</sup> and 19 <sup>th</sup> December 2023        | SEND Code of Practice                               |
| 9 <sup>th</sup> and 11 <sup>th</sup> January 2024          | SEND Handbook                                       |
| 16 <sup>th</sup> and 18 <sup>th</sup> January 2024         | The Graduated Response                              |
| 23 <sup>rd</sup> and 25 <sup>th</sup> January 2024         | Managing Workload                                   |
| 30 <sup>th</sup> January and 1 <sup>st</sup> February 2024 | H&F OAP Document                                    |
| 6 <sup>th</sup> and 8 <sup>th</sup> February 2024          | Provision Map                                       |
| 13 <sup>th</sup> and 15 <sup>th</sup> February 2024        | Strategic- Leadership of SEND                       |
| 27 <sup>th</sup> and 29 <sup>th</sup> February 2024        | The role of SENCo- in practice- Working with others |
| 5 <sup>th</sup> and 7 <sup>th</sup> March 2024             | Matching policy to practice                         |