

Table 6.11 Meeting the SEND OFSTED requirements – an at-a-glance guide for SENCOs

OFSTED inspection area	OFSTED SEND requirements	Implications for the SENCO
1. Achievement of pupils at the school	<ul style="list-style-type: none"> • How good the value added progress is for individual SEND pupils, based on their starting point on entry to the school and their age. • How clear the difference is between SEND pupils who have barriers to learning and those pupils who are just simply underachieving (i.e. the correct identification of SEND pupils). • Three-year attainment trends for SEND: expected rates of progress from KS1 to KS2 (2 levels of progress) and KS2 to KS4 (3 levels of progress). • The learning of SEN pupils is consistently good or better, or is generally good. 	<ul style="list-style-type: none"> • The SENCO has a robust moderation system in place for all teacher assessment of SEND pupils' progress. • Moderation shows evidence of working with other schools/partners • The RAISEonline Transition Matrices and the data sets from the DfE's <i>Progression 2010–11</i> materials are used, to judge how good SEND pupils' progress is. • The SENCO can justify why some SEND pupils make above average progress, and why others have performed below age related expectations. • The SENCO collects SEND pupils' well-being data, which demonstrate progress in aspects such as attendance, exclusions, behaviour, self-esteem, independence.
2. Quality of teaching in the school	<ul style="list-style-type: none"> • How well lessons observed are well-planned to offer enough good quality learning opportunities for SEND pupils. • The extent to which teachers secure high quality learning for SEND pupils by setting challenging tasks matched to pupils' specific learning needs. • The quality of teaching and learning support provided for pupils with a range of SEND, aptitudes and needs, to improve their learning. • How effectively teachers use support staff in relation to the planning for their deployment; their briefing; how much time the teacher spends working with SEND pupils across the ability range, and how well small group interventions are taught. • As a result of outstanding or good teaching SEN pupils make rapid, sustained or good progress over time. 	<ul style="list-style-type: none"> • The SENCO has evidence to demonstrate their impact on improving teachers' practice in teaching a diversity of SEND pupils, across the school. • The SENCO has evidence to show how far teachers across the school, take on responsibility for SEND pupils in their classes. • Evidence from SENCO lesson observations across the school, shows how teachers are using assessment information to set high expectations for SEND pupils. • The SENCO has evidence of how they evaluate teachers' monitoring and tracking data relating to SEND pupils' learning, in order to support curriculum differentiation, and make any changes quickly and promptly.

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3. The behaviour and safety of pupils at the school	<ul style="list-style-type: none"> • How many SEND pupils are poor attendees at school, have poor punctuality, experience fixed term and permanent exclusions or internal school exclusions/sent to a withdrawal room, and how many experience or are involved in bullying incidents. • How rigorous the tracking of the behaviour and progress of those pupils who have identified social, emotional and mental health difficulties is, and whether there is robust evidence of improvement in their behaviour and in their attitude to learning. • What the SEND pupils' views are in relation to their attitude to learning and their safety in school, particularly in relation to bullying. • How far SEND pupils' learning is disrupted in lessons across the school. 	<ul style="list-style-type: none"> • The SENCO has evidence of how the behaviour of SEND pupils is tracked and monitored across the school. • The SENCO can show evidence of SEND pupil 'voice' in relation to them having a say about their learning, safety and additional provision, e.g. in EHC plan reviews, or case studies. • Where appropriate, the SENCO can provide details about the composition of lower sets or teaching groups, e.g. how many SEND pupils are in these groups, how often they experience disruption to their learning, because of the poor behaviour of other peers in the same set or group, and the action taken to address this issue. • The SENCO has evidence of 'reasonable adjustments' being made to ensure the inclusion of ASD pupils and those with social, emotional and mental health difficulties. 	
4. Quality of leadership in, and management of, the school	<ul style="list-style-type: none"> • How accurate the identification of pupils who have SEND is in the school. • Whether leaders and managers, including the SENCO, have considered thoroughly the quality of teaching and support as part of the identification of SEND pupils. • How effectively the school evaluates the quality of teaching for pupils with SEND, and improves it where necessary. • How thorough the school's evaluation is of the progress made by individual SEND pupils, based on age and prior attainment. • How rigorous the school's arrangements are to moderate assessment of attainment for low attaining pupils, including those with SEND. • How far additional interventions for SEND pupils show that they have made accelerated progress. 	<ul style="list-style-type: none"> • The SENCO has evidence of how they effectively lead SEND whole school, to effect change and improvement. • The SENCO has evidence of how he/she contributes to whole school self-evaluation, in relation to SEND. • The SENCO can provide evidence to show the effectiveness of the SEND governor in providing challenge and acting as a 'critical friend' for SEND. This may be in the form of reports to the governing body, minutes from SENCO meetings with the SEND governor, which take place at least once each term, or from paired learning walks. 	

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- How the school's analysis of additional intervention data has been compared to the national data sets for pupils performing below age expected levels, in order to judge whether progress is good enough.
 - The quality of the school's provision map.
 - How thoroughly the SEND governor is aware of the accuracy of the identification of pupils with SEND; the quality of their progress; and the effectiveness of the additional interventions, including the use of the pupil premium, in meeting these pupils needs.
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