

The inspection of local area responsibilities for disabled children and young people and those who have special educational needs



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Introduction



The Department for Education has asked Ofsted and the Care Quality Commission (CQC) inspect local areas on their effectiveness in fulfilling their new duties. Inspection teams will also include a local authority officer.

The framework for this new inspection is currently being developed and Ofsted and CQC are currently speaking with a wide range of stakeholders. We are keen to gather the views of parents and carers.

There will be a formal consultation about aspects of the inspection later in the year.

Successful implementation of the reforms

The reforms include many structural changes, including

- special educational needs (SEN) support
- a requirement for local authorities and their health partners to jointly plan and commission education, health and care services
- education, health and care needs assessments and plans personal budget
- responsibility for young adults up to 25 years old where they remain in further education or training
- the publication of a local offer in each area.

Successful implementation of the reforms

Effective implementation for the reforms requires more than these changes. The Act requires:

- children and young people who have special educational needs are identified accurately and in a timely way
- outcomes for them improve
- they, and their parents and carers, are satisfied with the quality of the support they receive and the outcomes they achieve.

Successful implementation of the reforms

- In order to achieve these local areas must work in partnership with these children and young people, and their parents and carers to understand their needs so that outcomes can improve.
- Early years providers, schools and colleges must also work in partnership with the local authority and social care and health services to identify and meet these needs effectively.
- Education, health and social care services must work closely together to jointly commission the support and services their children and young people require, including where these are not located in the same area.

Successful implementation of the reforms

- Focusing on the needs of children and young people who have an education, health and care plan cannot be at the expense of providing for those others who require support but who do not need a plan.
- Early intervention and timely support can prevent some children and young people from needing an education, health and care plan at a later stage.
- Each local authority must set out the support it expects to be available in its local offer and ensure that this information is accessible. The local offer needs to be well communicated to relevant parties and properly understood.

Successful implementation of the reforms

- Above all, local areas must know whether their provision is improving outcomes for children young people or not. They must agree aspirational yet realistic targets for young people and monitor their progress towards achieving them. The setting and reviewing of goals or targets must involve children and young people and their parents and carers.

Proposed focus for inspection



- How effectively does the local area identifies children and young people who are disabled and/or have special educational needs?
- How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs?

These judgements are to be made about the performance of the local area since the implementation of the reforms in September 2014.

It is important to note that this is local area inspection and not a local authority inspection

Effective identification of need



- Timeliness
- Usefulness (to inform planning/teaching/other provision, and as a baseline to set targets for progress/improvement, and evaluate the effectiveness of support)
- Those who may require SEN support and those who may require an education, health and care (EHC) plan
- Engagement with children and young people (participation and communication)
- Engagement with parents/carers (participation and communication)
- Effectiveness of involvement and communication with others, as appropriate

Effective identification of need

- How would your area demonstrate it effectively identifies disabled children and young people and those who have special educational needs?
- Would this information identify areas of strength, where further improvements need to be made and where the situation is improving or deteriorating? And across education, social care and health needs?
- Is there information that is available but not currently used that would contribute to your self-evaluation?
- Is there information that is not currently available that would be valuable?
- Is the information sufficiently specific to allow consideration of different groups of children and young people, and their services and providers?
- Does your information show convincingly that children and young people, and their parents and carers are properly involved in identification? And are satisfied with their experience?

Effectiveness in meeting needs



This evaluation includes those children and young people who require SEN support and those who have education, health and care plans, and those who are disabled.

- Satisfaction by children and young people in the progress they have made
- Satisfaction by parents/carers in the progress made.
- Outcomes for children and young people - progress made, towards high expectation targets (towards age expectations for skills/knowledge/understanding, and preparing for adulthood to include progress to higher education or employment, independent living, participating in society, being as healthy as possible in adult life)

Effectiveness in meeting needs



- How would your area demonstrate it effectively meets the needs of disabled children and young people and those who have special educational needs and improves their outcomes?
 - progress made, towards high expectation targets
 - progress to higher education or employment
 - independent living
 - participating in society
 - being as healthy as possible in adult life
- Would this information identify areas of strength, where further improvements need to be made and where the situation is improving or deteriorating? And across education, social care and health needs?
- Is there information that is available but not currently used that would contribute to your self-evaluation?
- Is there information that is not currently available that would be valuable?

Effectiveness in meeting needs



- Is the information sufficiently specific to allow consideration for different groups of children and young people?
- Does your information show convincingly that children and young people, and their parents and carers are satisfied with the outcomes?
- Does the information demonstrate convincingly that children and young people, and their parents and carers are properly involved in the area's strategy for meeting needs, and in reviewing its effectiveness?

Proposed inspection arrangements



- All local areas will be inspected, with an inspection interval of up to five years.
- Inspection teams will include a HMI, a CQC inspector and a local authority inspector.
- There will be re-inspection activity where this is appropriate.
- Inspectors will review available national data as part of their preparation, including within area inspection outcomes from CQC and Ofsted.

Proposed inspection arrangements



- The field work is likely to include discussions with elected members, key local area officers from health, education and social care, and meetings with leaders of early year settings, schools and colleges.
- Visits will be made to a range of providers. These visits will not inspect the provision but focus on the effectiveness of the area's arrangements.
- As appropriate the findings of the area inspection will contribute to other CQC and Ofsted inspection activity.

Proposed inspection arrangements



- There will be a strong emphasis on gathering the views of young people, and parents and carers, involving:
 - Meetings during visits to early years settings, schools and colleges.
 - Meeting with established parent and carer groups
 - Meeting with any reference groups established by the local area.
 - A webinar for parents and carers during the inspection.

Your views are sought:



- Is the focus for inspection right?
- Are there other important local area responsibilities that need to be considered by inspectors?
- How can we best gather the views of children and young people, and parents and carers during inspection?