

The Ofsted Education Inspection Framework (EIF)

The [Education Inspection Framework](#) sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

Introduction

This nasen resource is intended to give SENCOs and other leaders from Early Years settings, schools and colleges an overview of the new inspection framework in relation to SEND and possible areas for consideration in order to show evidence of meeting the new requirements. It should be noted, however, that providers should not be putting things into place 'for Ofsted' but utilizing them for their own self-evaluation and improvement process. Ofsted's Education Inspection Framework (EIF), for use from September 2019, is intended to be a 'force for improvement for all learners' with the expectation that 'all learners will receive a high-quality, ambitious education'.

Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010, including where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.

Changes from the Common Inspection Framework

Research showed that the curriculum had become second to performance measures and preparations for tests. As a result, Ofsted were concerned that too many learners (often the most disadvantaged and those with SEND) weren't given access to a 'broad, rich and deep curriculum'.

- The new Quality of Education judgement is intended to give a holistic view of the quality of education bringing together curriculum leadership, teaching, assessment and outcomes achieved by learners through a focus on intent, implementation and impact.

Some schools were placing pressure on parents to remove low-attaining pupils from the school roll to protect their progress scores and exam results. In Early Years, nurseries have been deterred from enrolling children with SEND and in Further Education learners not going on to access Further Education, not completing their courses or entered for inappropriate qualifications are more likely to have been the most disadvantaged young people or those with SEND.

- Inspectors will now consider whether providers are inclusive of children with SEND, whether schools are removing children from rolls solely to improve published outcomes, whether Further Education providers are doing all they can to ensure that all learners are able to complete their courses and whether the curriculum available to the most disadvantaged learners is ambitious and meets their needs.

Areas of Judgement

Inspectors will make graded judgements on the following areas; quality of education, behaviour and attitudes, personal development and leadership and management using the 4- point scale; grade 1- outstanding, grade 2- good, grade 3- requires improvement and grade 4- inadequate.

Quality of Education

Inspectors will make a judgement on the quality of education by evaluating the extent to which -

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEN and /or disabilities or high needs, the knowledge and cultural capital they need to succeed in life.
- The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical, for example, for some learners with high levels of SEND, its curriculum is designed to be ambitious and to meet their needs.

Effectiveness of Leadership and Management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which-

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all, realized through 'strong, shared values, policies and practice'.
- Leaders aim to ensure that all learners complete their programmes of study, providing the support for staff to make this possible and not allowing gaming or off-rolling.

Off-rolling is the removing of a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interest of the provider rather than in the best interests of the learner

The School Inspection Handbook (Part 3)

The [School Inspection Handbook](#) describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

Inspectors will gather and evaluate evidence about-

1. Whether leaders are ambitious for all pupils with SEND.
2. How well leaders identify, assess and meet the needs of pupils with SEND.
3. How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
4. How successfully leaders involve parents, carers and other professionals/ specialist services as necessary, in deciding how best to support pupils with SEND.
5. How well leaders include pupils with SEND in all aspects of school life.
6. How well the school assesses the learning and development of pupils with SEND and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in;
 - Communication and interaction
 - Cognition and learning
 - Physical health and development
 - Social, emotional and mental health
7. How well pupils with SEND are prepared for their next steps in education, employment and training and their adult lives.

5 Important Points to Note

1. Inspectors will assess whether / when it is appropriate for the curriculum for learners with SEND to be amended to meet their **age, aptitude and ability**.
2. The curriculum designed for learners with SEND, or other disadvantage, should be **ambitious and amended appropriately** to meet their needs.
3. Providers must make reasonable adjustments for learners with SEND which may include amending the curriculum and **adjusting the provision of information** to individual learners. This may also include reasonable adjustments in applying behaviour policies.
4. Due to the vastly different types of pupils' needs, inspectors won't compare the **outcomes achieved** by pupils with SEND to those achieved by other pupils with SEND in the school, locally or nationally.
5. Inspectors will evaluate ways in which leaders have made **appropriate and effective safeguarding arrangements** that reflect additional vulnerabilities in pupils with SEND.

Possible areas for consideration for SENCOs and other leaders

1. Are you making reasonable adjustments to allow all learners access to a high-quality ambitious education? 'Ofsted will bear in mind where the curriculum needs to be amended to meet the needs of those learners with SEND'.
2. Is your curriculum broad, rich and relevant to your learners, extending beyond the academic to include 'preparing learners for life in modern Britain'?
3. Do you have a clear and ambitious vision with strong, shared values, policies and practice which are closely interlinked?
4. Have you developed a strong CPD structure of courses and training, coaching, mentoring and visits to other providers to ensure staff are supported in meeting the needs of all learners?
5. Are governors ensuring that you are fulfilling your legal duties under the Equalities Act 2010?

References

The Education and Inspection Framework, Ofsted 14th May 2019

<https://www.gov.uk/government/publications/education-inspection-framework>

The School Inspection Handbook (EIF), Ofsted 14th May 2019

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Equality, Diversity and Inclusion Statement, Ofsted May 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821069/Education_inspection_framework_-_equality_diversity_and_inclusion_statement.pdf