

# LOCAL AREA SEND INSPECTION OVERVIEW

## BRIEFING FOR STAFF



# **PARTNERSHIP WORKING** Collaboration

Effective collaboration across agencies is vital for successful SEND inspections and improving outcomes.

## **Coordination and Timeliness**

Tight timelines require efficient coordination and adaptability from all partners involved in the inspection process.

## **Building Trust and Transparency**

Partnership working fosters transparency and trust, essential for addressing gaps and sustainable improvements.

## **Successful Collaboration Examples**

Joint audits, integrated planning, and shared training initiatives strengthen capacity across sectors.

# KEY DOCUMENTS TOOLKIT

DOCUMENT	PURPOSE	KEY FEATURES
SEND Self-Evaluation	Assess strengths and areas for <u>improvement</u>	Evidence-based analysis, progress tracking
SEND & AP Strategy	Outline long-term goals and actions	Implementation plans, resource allocation
SEND Charter	Define shared values and commitments	Co-production principles, inclusion focus

# INSPECTION FOCUS & TIMELINE

## Multi-Agency Audits

Six cases involving children and young people are audited to assess collaboration and intervention timeliness through the lens of education, social care and health

## Focused Thematic Sessions

Inspectors conduct detailed sessions on transition planning, inclusion, and vulnerable group outcomes.

## Phased Inspection Approach

A phased timeline allows triangulation of evidence from case studies, interviews, and data for thorough assessment.

Groups in focus for dialogue/evidence: practitioners, families, children, young people, schools/settings

# WHAT DO WE WANT INSPECTORS TO HEAR AND SEE EVIDENCE FOR?

Inspectors will evaluate the impact of the local area partnership's arrangements on the experiences and outcomes of children and young people with SEND, including the extent to which:

- children and young people's needs are **identified accurately and assessed in a timely and effective way**
- children, young people and their families **participate in decision-making about their individual plans and support**
- children and young people **receive the right help at the right time**
- children and young people are **well prepared for their next steps, and achieve strong outcomes**
- children and young people are **valued, visible and included in their communities**

# WHAT DO WE WANT INSPECTORS TO HEAR AND SEE EVIDENCE FOR?

Inspectors will evaluate how the local area partners work together to plan, evaluate and develop the SEND system, including the extent to which:

- leaders are **ambitious for children and young people with SEND**
- leaders **actively engage and work with children, young people and families**
- leaders have an **accurate, shared understanding of the needs of children and young people** in their local area
- leaders **commission services and** provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision
- leaders **evaluate services and make improvements**
- leaders create an environment in which **effective practice and multi-agency working can flourish**

# WHAT INSPECTORS ARE EVALUATING

Inspectors will evaluate outcomes as described in the SEND code of practice, including the individual outcomes that children and young people with SEND have told us are important to them. Inspectors will assess whether outcomes are sufficiently ambitious and reflect high expectations.

This includes whether children and young people with SEND have:

- **Developed the knowledge, skills and behaviours to gain employment or a meaningful occupation, move on to further or higher education, and/or live as healthily and as independently as possible**
- **Developed their self-esteem and resilience**
- **Made friends, and feel safe, valued and visible in their local communities**

# WHAT INSPECTORS ARE EVALUATING

When evaluating experiences, inspectors will assess whether children and young people's experiences of education, health and care in their local area are positive, and why.

They will evaluate whether children and young people with SEND:

- have gained from **stable, supportive relationships and environments**
- have had the **opportunity to participate in community activities** to widen their understanding of the opportunities available to them now and in their future
- have **participated in decision-making about their own plans and support**
- have **had support provided when they have needed it, feel supported and believe that adults understand and advocate for them.**

Inspectors will also seek to understand how children and young people have been **supported through any adverse experiences** they may have had.

# KEY LINES OF ENQUIRY

## Purpose of KLOEs

KLOEs guide inspections to evaluate how well local areas meet the needs of children and young people with SEND – will be shared Friday

## Evidence and Examples

Inspectors seek examples of good practice and systemic challenges, including co-production with families and inclusion efforts.

## Preparation and Outcomes

Preparing case studies and data summaries helps build an accurate picture and drives continuous improvement.

# THE “TEAM AROUND THE SESSION” APPROACH

Each session within the timetable will have: Lead Coordinator, Practitioners and Debriefers

We will need to be flexible based on case sampling, but the Lead Coordinator will decide what is put forward in discussion with practitioners

**ACTION:** meet as a group and start to work TOGETHER

- Consider what we want inspectors to hear – chance to showcase our impact and partnership
- Be able to talk to our data and provide examples if asked
- We will provide an update before your session on emerging themes, KLOE etc
- Colleagues are around to support – we are working as a team – remember your “why”
- After your session you will meet with someone who will debrief you to ensure that your reflections on the session are fed into the wider approach for the inspection

# POTENTIAL OUTCOME:

3 possible full inspection outcomes,  
leading to different subsequent  
inspection activity:

## Inspection outcome

**The local area partnership's SEND 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.**

## Subsequent meetings and inspection activities

Engagement meetings  
Full inspection usually within 5 years

**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.**

Engagement meetings  
Full inspection usually within 3 years

**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.**

Engagement meetings  
Submission of priority action plan (area SEND)  
Monitoring inspection, usually 18 months from the date when the local area partnership receives its final full inspection report  
Full inspection, usually within 3 years

**AND FINALLY....**

**THANK YOU DO MUCH FOR YOUR PARTICIPATION IN THE  
UPCOMING SESSIONS – LET’S USE THIS AS AN  
OPPORTUNITY TO SHINE A LIGHT ON THE GREAT WORK THAT  
WE DO EVERY DAY FOR OUR CYP AND FAMILIES**

**WE HAVE A POSITIVE STORY TO TELL**