

Overview of SEND Inspections



A word cloud of terms related to SEND inspections, including: outcomes, best practice, support, driving, responsibility, proactive, leaders, tenacity, improvement, development, aspirational, quality, sustainable, effective, excellence, pioneering, transforming, systematic, outstanding, trust, challenging, learning, and accountability.

This is **NOT** an Education Service part of Children's Services inspection, this is a **WHOLE** Children's Services inspection – Education, Social Care, Early Help will **ALL** be involved



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About the programme & notification

- This is a 5 year inspection programme, which started in May 2016. All LAs will be inspected once in this timeframe (as at 24.10.18 68 LAs have been inspected out of 152, of which 30 have required a written statement of action).
- Any Monday the DCS may receive a phone call between 09:00 and 10:00. The inspection team will not arrive on-site until the following Monday and will be on-site for 5 days.
- There is a possibility that we could receive the call on a Monday when schools are still on holiday, this is because the inspection team will only arrive on-site during term-time.
- The local area will have a thorough understanding of its effectiveness in fulfilling its responsibilities – e.g. self-evaluation

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What is the scope/evaluation criteria?

Inspectors will gather evidence to assess the effectiveness of the local area for three primary questions:

- How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
- How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?
- How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

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Week 1

- Notification call received on Monday
- Lead inspector will call LA to make arrangements for the inspection
- We will provide information gathered to evidence how we are implementing the Act (incl. providing information about early years, schools and colleges outside the local area that provide education for C&YP with SEND, about C&YP who have SEND who are not attending school (incl. those being home educated), about SEND who are CiN/CP/LAC/LC/YOT or eligible for adult services)
- Inform all partners/providers/schools/staff etc. of the inspection
- Lead inspector will provide an initial selection of cases and settings to be visited, and those to be reviewed/visited will be confirmed by Week 2
- Timetable preparation/Mobilisation plan/Book meetings/visits

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Week 2

- Initial set up meeting between inspection team and local area
- Visits to education settings
- Central meetings (e.g. parent/carer network, Local offer, IIAS, Designated medical officer, Post 16, LAC and health, EHCPs, YOT, Attainment, SEN strategy, SEN home to school travel etc.)
- Feedback meeting

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Who will they meet?

- Initial meeting with DCS, elected members, senior managers with responsibility of implementing the C&F Act 2014, incl. strategic development and operational management of educational and social care provision, the CeX of the CCG's, senior health service managers and representatives of the local area's education, health and social care providers and services

During the week meetings with:

- Leaders from education, health and social care to discuss and evaluate their impact in leading provision
- Children and young people to discuss their views and experiences
- Parents & carers to hear their views, discuss their involvement in identifying and assessing their children's needs and review how well they are engaged to drive improvement
- Range of agencies and providers to meet with staff and review documentary evidence
- Interviewing staff across the local area to understand the impact of the local area's effectiveness

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How will they meet?

Consent will need to be gained for the inspectors to speak with children and young people

- Meeting children and young people, and parents & carers during visits to nurseries, schools and colleges
- Meeting established groups of children and young people and their parents & carers
- Talking to a range of staff who work with children and young people and parents & carers, in a range of settings across education, health and social care

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Will they look at records?

Yes

- The inspectors will review a selection of records held by providers and services and by the LA.

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Who will they visit?

- A range of early years, school, further education and health providers and specialist services within the local area
- They are likely to contact other providers and services in and out of the local area that provide support for Norfolk children
- They will **NOT** undertake observations of teaching and learning or service delivery.

In other LAs they have visited 3 x early years, 3 x primary, 2 x secondary, 2 x PRU/Special and 2 x post 16 over 2 days



A word cloud containing various terms related to education and service quality. The words are arranged in a horizontal line and include: outcomes, best practice, support, driving, tenacity, improvement, development, aspirational, responsibility, proactive, leaders, pioneering, systematic, trust, learning, quality, sustainable, effective, excellence, transforming, outstanding, challenging, and accountability.

At the end of the inspection

- A final feedback meeting will be held on the Friday.
- A draft report/letter will be sent to LA & CCG's and they will have 10 working days to comment on factual matters
- A final report/letter will be sent electronically to the LA and CCG's within 28 days of the end of the inspection, and will be published on the Ofsted website within 33 working days of the end of the inspection
- If there are areas of concern, then the local area will need to provide a written statement of action within 70 working days of receiving the report (The LA has lead responsibility for producing this)



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JTAI Inspection

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What are they?

- They are a multi-agency inspection (covering Children's Services, YOT, Health, Police and Probation)

They look at the response to all forms of child abuse, neglect and exploitation at the point of identification

The quality and impact of assessment, planning and decision making in response to notifications and referrals

Protecting children and young people at risk of a specific type (or types) of harm, or the support and care of children looked after and/or care leavers (evaluated through a deep dive investigation into the experiences of these children)

The leadership and management of this work

The effectiveness of local safeguarding arrangements in relation to this work

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What are they?....cont

- Multi-agency front door will be inspected as part of all JTAI's and will look at the effectiveness of practice and arrangements for identifying and managing risks of harm to C&YP.
- They will evaluate
 - Whether thresholds are clear and consistent and whether the application improves outcomes
 - How well needs of children are taken into consideration (incl. diversity)
 - Quality and timeliness of referrals
 - Whether referrals are responded to in a timely and appropriate manner
 - Quality and timeliness of assessments
 - Impact of decisions and plans on outcomes
 - Whether local agencies work together effectively, incl. appropriate and timely sharing of information
 - Quality of analysis of risk and the factors within the community that can help keep them safe

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What are they?....cont

Whether signs of specific risks are recognised and appropriately responded to

Whether children and families are involved in decisions about their lives

The quality of recording in case files

The effectiveness of out-of-hours provision

Impact of strategy discussions and subsequent s47 enquiries

Quality of management oversight

How well leaders and managers know and understand what is happening at the 'front door'

How effectively leaders and managers use their knowledge to challenge and support practitioners and promote continuous improvement

Whether the local safeguarding partners actively monitor, promotes, coordinates and evaluates the work of statutory partners that help, protect and care for children

A word cloud of terms related to quality and effectiveness in child safeguarding. The words are arranged in a horizontal line and include: outcomes, best practice, support, driving, tenacity, improvement, development, aspirational, responsibility, proactive, leaders, pioneering, systematic, trust, learning, quality, sustainable, effective, excellence, transforming, outstanding, challenging, and accountability.

What is the current 'deep-dive' theme?

- The theme is – Child sexual abuse in the family environment'
- Definition from the framework

We are using the inquiry's definition of child sexual abuse in the family environment:

- 'Child Sexual Abuse in the Family Environment is defined as sexual abuse perpetrated or facilitated in or out of the home, against a child under the age of 18, by a family member, or someone otherwise linked to the family context or environment, whether or not they are a family member. Within this definition, perpetrators may be close to the victim (e.g. father, uncle, and stepfather) or less familiar (e.g. family friend, babysitter).' Perpetrators can also be female, such as mother, auntie and stepmother.

We are using the 'Working Together to Safeguard Children' (2018) definition to define child sexual abuse:

- 'Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.'

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About the programme and notification

- The current theme began in September 2018 and will run until the end of March 2019
- HMI Probation usually covers National Probation Service (NPS), Community Rehabilitation Companies (CRCs) and youth offending teams (YOT). For this 'deep-dive' HMI Probation will only inspect NPS & YOT
- Ofsted, CQC and HMICFRS inspection will remain the same
- Notification can be received by the DCS on any Monday from now until the end of March
- Future themes are:
 - Early help and prevention
 - Children and mental health
 - Contextual safeguarding of older children vulnerable to criminal exploitation

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What is the scope/evaluation criteria?

- How agencies identify and respond to any risk in relation to CSA and support these children
- Achieving best evidence interviews are timely, well managed and use skilled intermediaries and that the role of the SW in the process is clear
- Young people who have displayed HSB receive a timely assessment and effective intervention
- Concerns raised through whistleblowing
- Children at risk of CSA receive a timely assessment and effective intervention
- Children who have suffered CSA have access to post-abuse therapeutic help and good quality support
- Families are given timely support to enable them to safely help the children
- Disabled children at risk of CSA are identified and protected
- Children and families feel that their views have been heard and this leads to improvements
- Schools have systems in place to help identify children at risk of CSA, they make timely referrals to early help or social care

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Scope and evaluation....cont

- Schools contribute to inter-agency working to improve outcomes for children
- The workforce meets its responsibilities to children at risk of or subject to CSA
- Leaders and managers know and understand the experiences of children at risk of or subject to CSA, and the prevalence of these issues in their area and use their knowledge to challenge and support practitioners and promote continuous improvement
- Local safeguarding partners actively monitor, promote and coordinate and evaluate the work of partner agencies to help, protect and care for children
- Cases of children who are subject to CSA are investigated and adult perpetrators are arrested and prosecuted
- Work with adult offenders is reducing risks of harm to children
- MAPPA effectively assess and manage risks from adults in relation to CSA
- Roles and responsibilities of support staff are identified, and the training and support they receive meets their needs and impacts positively on the quality of service delivery

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Week 1 – off site

- Monday - Notification call received
- Wednesday (3pm) – Provide Annex A lists 6 to 8, provide up to 5 cases where YOT and CS are involved, provide up to 5 cases where NPS and CS are involved
- Thursday (9.30am) – Lead inspector provides up to 20 cases and requests additional information (Option A)
- Thursday (4pm) – LA provide additional information for the 20 cases, along with a list of all multi-agency meetings taking place during Week 3 (e.g. ICPC, RCPC, LAC review, Strategy discussions etc.)
- Friday (10am) – Lead inspector provides 5-7 cases for audit
- Friday (12 noon) – Lead inspector will request a telephone call with the LA to confirm that the 5-7 cases have multi-agency involvement and current or recent work to address concerns about CSA

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Week 2 – off site

- Timetable development starts Monday and is completed by Friday
- Tuesday (5pm) – for the cases selected the local agencies must provide electronic copies of documentation (e.g. referral, assessment, plan, reviews, chronology etc.)
- Tuesday (5pm) – provide library of evidence from each partner
- Wednesday (10am) – provide remaining Annex A lists 1, 3, 4 & 5
- Thursday (5pm) – provide single/joint audits

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Week 3 – on site

- Monday to Thursday – on site activity
 - Meetings with children, parents & carers
 - Scrutinising and discussing children’s experiences alongside practitioners
 - Observing practice in multi-agency meetings
 - Examining key documents and interviewing staff to understand the support provided by senior officers and the impact of quality assurance
 - Evaluating the effectiveness of arrangements for safeguarding and protecting children at risk of harm
 - Hearing the views of children, young people and their families
 - Talking directly with/to children (where consent has been gained)
 - Tracking and sampling cases
- Friday – feedback session

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Who will they meet? (in person or by phone)

- DCS, head of social care, person responsible for independent scrutiny of the local safeguarding arrangements
- Police superintendent responsible for CP and safeguarding (incl. the deep dive theme), supervisor of investigative/multi-agency team relating to deep dive theme, MASH/CRU lead
- MAPPA chair, YOT manager, Senior representative of the CCG's
- Safeguarding lead for CRC, safeguarding lead for NPS, anyone with direct management responsibility for the deep dive theme, the lead within the safeguarding partnership with responsibility for the deep dive theme
- Voluntary & community sector reps who are providing services to children at risk of CSA
- Local housing providers
- Designated CP leads and/or headteachers
- LA safeguarding leads with responsibility for supporting schools
- Reps from organisations within the local area who have been brokered by schools or the LA to provide alternative education provision

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At the end of the inspection

- A final feedback meeting will be held on the Friday.
- A draft letter will be sent to LA to coordinate for all agencies, and they will have 10 working days to comment on factual matters
- A final letter will be sent electronically to the LA, senior leaders and Chair of LSCB within 28 days of the end of the inspection, and will be published on the Ofsted website within 30 working days of the end of the inspection
- If there are areas of concern, then the local area will need to provide a written statement of action within 70 working days of receiving the report (The LA has lead responsibility for producing this)

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Focused visits



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What are they?

- Focused visits evaluate an aspect of service, a theme or the experiences of a cohort of children - the decision on the topic will be based on one or more of the following
 - Specific area of service that has been identified in a LA as an example of good or outstanding practice
 - Specific area of service that has been identified as one that needs to improve or an area where themes, trends and issues are identified
 - Agreement between Ofsted and the LA that a specific focus will support that LA's improvement journey
 - Ofsted decide to undertake a short programme in a particular area of service, which will then lead to a thematic overview
- They will happen between standard inspections
- We will receive 5 working days notice of a visit
- Usually there will be 2 inspectors on site for 2 days
- The visits will include some or all of the same inspection activity as a standard inspection

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Topics

Each visit will cover part of the scope of a standard inspection. Leadership is a feature of all focused visits, principally through the lens of the impact of leaders on practice

- The front door – the service that receives contacts and referrals (single or multi-agency)
- Children in need and those subject to a child protection plan
- Protection of vulnerable adolescents
- Children in care
- Planning and achieving permanence
- Care leavers

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Topics – cont....

- In each focused visit, inspectors will evaluate the effectiveness of:
 - Performance management
 - Management oversight
 - Supervision
 - Quality assurance
 - Continuous professional development of the workforce

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Findings

- There will be no graded judgement, letter 16 days after inspection, and if action plan needs to be sent back in 70 days
- The outcome will be findings about strengths and areas for improvement
- If they find any serious weaknesses, they will identify areas for priority action:
 - An area of serious weakness that is placing children at risk of inadequate protection or significant harm, or
 - Unnecessary delay in identifying permanent solutions for children in care that results in their welfare not being safeguarded and promoted
- Areas for priority actions:
 - Unrecognised or unallocated cases and/or significant delays
 - Systemic failure or significant weakness in practice
 - Significant shortfall in capacity or deficit in management oversight and supervision
 - Significant delays in the allocation or assessment of a large number of children in need cases

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Week 1 - off site

- We will receive a call on any Tuesday to announce the visit
- Provide child level data, information about audits and performance and management information to Ofsted on the Wednesday



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Week 2 – on site

- Inspectors arrive on site Tuesday and start their evidence gathering
- Remain on site on Wednesday gathering evidence and providing feedback

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Regional QA Paired Peer Review



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When?

- Suffolk will be coming to Norfolk on 28/29/30 January to undertake a peer review of our QA function



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Scope

- Will consider that robust QA arrangements in place and that they are embedded in practice – with robust reporting and learning mechanisms
- To be assured that QA is NOT seen as a single activity, that evidence is triangulated and that findings are tested against agreed practice standards
- Evidence to support performance and quality assurance frameworks, test the impact of QA activity on improving services
- ***Best summarised by ILACS framework – ‘in a good authority management oversight of practice, including practice scrutiny by senior managers is established, systematic and used clearly to improve the quality of decisions and the provision of help to children and young people’***

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Key lines of enquiry

Management

- Available resource for undertaking QA activity
- Skills for effective QA
- Conditions for success
- How embedded/sustainable
- How is QA function administered
- How are audit reports prepared and shared post audit activity – timeliness
- Tools – quality and how to aggregate
- Arrangements for routinely checking audit findings have been acted upon
- Connection to practice – what difference for staff?
- Staff preparation for audit, inclusion, feedback etc.

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Key lines of enquiry cont...

- Practice observation
- Who's involved in audit – does it include senior managers and leaders?
- How are senior managers alerted to issues or findings of concern
- Is the QA function reliant on independent or agency staff?
- Supervision/Management overview
- Case discussion
- QA training
- Performance review
- How do workers express their views?

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Key lines of enquiry cont....

Practice

- Relationships between operational teams and QA functions
- How do staff gain access to QA information?
- How are staff informed of audit activity and findings?
- How are staff included in audit activity?
- Is there an opportunity to peer audit?
- How is feedback given and by whom?
- Is audit and findings discussed in supervision?
- Integration of service user feedback into audit findings
- Examples of innovative practice

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Why does this apply to you?

Because QA is everyone's business

They will want to know what QA you do

Want your relationship is with the QA team

How you do audit/What you learn from audit

They will receive a list of all cases that have been audited in the last 3 months, so this could be manager audits or audits by the QA team

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Showing your best practice

- Whatever type of Inspection/Visit we are subject to, one of your cases may be looked at:
- Are you confident your case recording reflects your good practice and the impact of this on the children and families you work with?
- Is there evidence of curiosity, reflection, challenge and ongoing analysis?
- Can we clearly see the 'voice of the child' and get an understanding of what life is like for them?
- Is the child's network and the part they play in assessments and plans evidenced?

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Recording – Top tips

- Child focussed – show analysis of the impact of your interventions on the child; evidence your hypothesis about what the likely outcomes are if things do or don't change for the child; Supervision and Management Overviews should evidence challenge and reflection with the social worker about the child's experiences and the impact of intervention
- Be analytical and record your 'workings out' - what sense are you making from a visit or a conversation? Why might it be important? What else might you need to do? Are there things you need to find out?
- Say what you don't know (and what you might need to do to find out) as well as what you do know
- Show your hypothesis and how you have (or will) test it out; evidence that you have considered and tested hypothesis with the family and professional network; record any challenge you have given or received and how/if it may change an assessment/plan/intervention
- Be respectful; be relevant & use plain, understandable and jargon free language

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Recording

- Remember who the information belongs to:
- **You are recording for the child, it is their life story**
- Be confident that if the child were to read their file they would see that you have kept them at the centre of everything you do and have tried your best for them

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