

Joint Ofsted and CQC local area SEND inspections - progress so far

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Presentation overview



- **Key messages from Local Area SEND inspections**

- Launching the inspection
- Inspections completed to date
- Understanding the framework
- Some myth busting
- Inspection findings to date –

<https://www.gov.uk/government/publications/local-area-send-inspections-one-year-on>

- Inspection reports
- Requiring a written statement of action

Launching the inspection



Since the inspections started:

- Published the Framework and Handbook for Local Area SEND inspections
- Undertaken training days with all inspectors – jointly CQC, OI, HMI, SHMI
- Commenced inspections in May 2016 - 39 completed up to August 2017 (5 more completed this term – 1 happening as we speak)
- Published 39 report letters to date - <https://reports.ofsted.gov.uk/resources/local-authority-school-improvement-arrangements-inspections-and-focused-school-inspections>
- Issued to date 13 local areas with Written Statements of Action due to significant concerns from the first 39

Inspections to date



Summer 2016

Bolton
Brighton & Hove
Enfield
Gloucestershire
Hertfordshire
Nottinghamshire
Stoke
North Yorkshire

Autumn 2016

Rochdale*
Herefordshire
Bexley
Plymouth
Surrey*
Hartlepool*
Sefton*
Leeds
Hillingdon
Derbyshire
Suffolk*
East Sussex

Spring 2017

Sandwell*
Dorset*
Cambridgeshire
Trafford
Halton
Gateshead
Middlesbrough*
Waltham Forest*
Barking and Dagenham
Southampton

Summer 2017

Telford
Cornwall
Northamptonshire
Rutland
Bury*
Wakefield*
Brent*
Greenwich
Windsor and Maidenhead*

* Local areas required to submit a written statement of action

Inspections – Reports not yet published



Autumn 2017

Oxfordshire

Lewisham

Oldham

Solihull

Hull

South Gloucestershire

Lancashire

* Local areas required to submit a written statement of action

Understanding the inspection framework



Key messages: inspection practice



- Inspectors review a range of information in preparation for inspections, such as national data, including within area inspection outcomes from CQC and Ofsted.
- It is **expected that local areas know how effective they are** and will be able to demonstrate this – we review the accuracy of this with local areas during the week.
- Visit a sample of providers across health, education care to gather evidence, do not inspect and judge those individual providers as they remain subject to separate inspection arrangements.
- Assessment of health and social care services focuses on these services' contribution and ability to work collaboratively to meet children and young people's needs.
- Inspectors take account of any safeguarding concerns that arise and take appropriate action if necessary.

On inspection:

- **Inspection fieldwork** - discussions with elected members, key local area officers from health, education and social care, meetings with leaders of early years settings, schools and colleges, and specialist services.
- **Visits to settings and services** - focus on their understanding of and participation in meeting the areas' responsibilities, and **impact on improving outcomes for CYP with SEND**.
- Review a sample of children and young people's files to inform inspection findings.
- **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 in the local area
 - a webinar for parents and carers during the inspection

Inspection myths

1) CQC/Ofsted – inspect separately

- **No** – we may go to different settings and hold meetings with different personnel but the **whole team come together to share evidence and reach corporate judgements**
- Important to get the right personnel in the right meetings - close work with the LANO and HMI Lead before and during inspection

2) Parents and carers are handpicked by local areas

- Inspectors invite **all** parents and carers of children and young people who have SEND and who attend the settings that are visited, to meet with them. Meetings with PCFs and webinars are open to all - **need strong promotion in the area by LANOs and CCGs**

Inspection myths

3) Some teams are not looking at the whole inspection framework

- They are but how we do this is through our key lines of enquiry bespoke to the inspection
- Triangulate evidence and we report on the key strengths and areas needing development, or of significant concern
- A report letter gives the **headline picture** about the effectiveness of the area, **reports do not comment on every aspect in the framework**

4) Prepare for inspection - No

- No need to prepare extra documents/materials for CQC/Ofsted - share with us what you do, how you do it and help us understand how you assess impact

Inspection findings to date



Main findings one year on



- implementation remains too varied overall
- SEND support pupils' experiences particularly varied
- SEND exclusions, absenteeism or missing from school is too high
- use of illegal exclusion, alternative provision, off-rolling etc for SEND pupils
- poor implementation of a coordinated 0-25 service (post-19)
- child and adolescent mental health services (CAMHS) is too difficult to access
- too much variability in the effectiveness of the statutory assessment process
- access to therapy services is poor
- parental dissatisfaction is a significant challenge
- parents lack confidence in the ability of mainstream schools to meet their child's needs
- local offers are not effective
- the use of personal budgets is too varied.

Some strengths



In local areas who have experienced success:

- effective evaluation about how the local area works cohesively with different leadership teams for joint strategic commissioning
- strong partnerships in health, education and care – good impact in evaluating provision and outcomes for children and young people right across 0-25 years
- able to share evidence of how their actions have led to improved outcomes across education, health and care
- strong practice in identifying and meeting needs in early years with good evidence of well planned transition from nursery to school

Strengths



Some more strengths identified in local areas where the reforms are more embedded:

- good use of the local offer - parents felt involved, sharing their views for developing the local offer and evaluating impact
- Better timeliness and quality of ECHPs with strong co-production with a secure focus on impact not just provision
- coherent support and training for SENCos, coordinated well across areas
- well aware of and using evidence from a wide range of sources such as: *LA RaiseOnline; LG inform; SEN report; parent views through webinar and emails; meetings with YP and families; local offer website; school information reports; DfE local area information; SEN2 dataset; young people's files; visits to providers; EHC plans and evaluations; the local area CQC briefing; local area's self-evaluation.*

Inspection reports



Reporting



- Local areas receive detailed feedback during and at the end of the inspection.
- HMI write the report letter identifying **key strengths and areas for development** as agreed by the whole team.
- Report is a **narrative evaluation** using the three key evaluation questions in the framework. There are no graded judgements.
- If the inspection team determine judge there are **significant concerns**, the local area may be required to produce and publish a **Written Statement of Action** following the inspection.
- There may be follow-up inspection activity if this is deemed appropriate.
- Findings of the local area SEND inspections may be considered for other relevant CQC and Ofsted inspection activity.

Requiring a written statement of action



A reminder – page 6 of the Framework:

- *Subject to HMCI's determination, a written statement is likely to be required where inspectors identify **significant concerns** in relation to one of the following:*
 - *illegal practice*
 - *failure to meet the duties under the Act.*
- *Inspectors will use their professional judgement to assess whether the **overall evidence gathered causes them sufficient concern to recommend that a written statement of action be produced.***

Requiring a written statement of action



Reasons

- Leaders not having oversight of the local offer/not knowing how SEND children and young people are doing
- Weak strategic leadership/inconsistency/little impact – poor evaluation
- High levels of parental dissatisfaction and frustration - lack of parental confidence/involvement
- Poor parental involvement - Parents not knowing what services are available
- Poor outcomes for SEND children and young people
- Statutory requirements not met
- Disjointed/poorly focused services - poor collaboration between agencies

Written Statement of Action



- Where a Written Statement of Action is required, the HMI lead inspector and team notify the local authority at the final feedback meeting
- The report letter provides key bullets about why a WSOA was issued – subject to moderation and QA
- The local area and clinical commissioning groups are responsible for [submitting a written statement of action to Ofsted within 70 working days](#) of receiving the final report.
- The Written Statement of Action must be published on relevant local area websites.

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