

The inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities

A report on the responses to the formal consultation

Between 12 October 2015 and 4 January 2016, Ofsted and the Care Quality Commission (CQC) consulted formally on the proposals for inspecting how effectively local areas fulfil their responsibilities to children and young people who have special educational needs and/or disabilities (SEND). The inspections will be carried out jointly by the two inspectorates under section 20 of the Children Act 2004.

This report summarises the responses to the formal consultation.

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Introduction

This report summarises the responses to the formal consultation about the inspection arrangements to test how effectively local areas fulfil their responsibilities to children and young people who have special educational needs and/or disabilities (SEND). The two inspectorates, Ofsted and CQC, will jointly inspect the effectiveness of local areas in fulfilling their new duties. These inspections will begin in May 2016.

In the three months leading up to the formal consultation, Ofsted and CQC held discussions with young people, their parents and carers, disability and special educational need support groups, local authorities and health groups about the most effective ways to inspect how well local areas are meeting their new duties. These discussions were instrumental in shaping the proposals in the consultation.

The consultation method

The consultation was open to the general public and promoted widely through the Ofsted, CQC and DfE websites, conferences and media.

We sought to gather the widest possible range of views from those who have an interest in, or expertise relating to, special educational needs and/or disabilities. We wanted to hear particularly from children and young people, their parents and carers.

We used a variety of methods to gather views for the consultation. These included two questionnaires: one specifically for children and young people to complete; and one for all other interested parties, such as parents and carers, professionals, institutions and organisations, voluntary and charitable groups, including children and young people. Additionally, we consulted through webinars, a webchat session and face-to-face events with professionals from the health, education and social care sectors, parent representatives and the voluntary and community sectors. We also received responses by email.

The findings in this report are based on quantitative and qualitative data from 1,964 responses to the questionnaires (741 to the children and young people's questionnaire and 1,223 to the questionnaire for all) and information from:

- parent and carer consultative webinars (30 attendees), public webinars (86 attendees) and one face-to-face parent group consultation
- webchat with 40 individual parent participants
- 13 face-to-face events nationally attended by over 500 delegates
- 11 responses received by email and post (which were not in the format of the questionnaire)
- five consultative pilot inspections.

Summary of key findings to the four proposals

This section gives an overview of the responses to the proposals. The responses to the two questionnaires were very similar. This report brings together the feedback from both to identify key themes highlighted through the responses to the two questionnaires.

The overall response was very positive and there was strong support for each of the four proposals. Respondents gave helpful and insightful comments and we were pleased to receive so many from children and young people. The responses are helping to inform our decisions about the inspection framework and how we will inspect local areas. The vast majority of responses from the sector – schools, further education colleges, voluntary and charitable groups and local authorities – were also in favour of the proposals. Overall, all four proposals received the support of around 90% of all respondents. Tables showing the breakdown of responses by question and respondent type can be found in the annex to this report.

Ofsted¹ and the CQC² have a duty to have due regard to the views of the primary users of the services they inspect. We have given particular regard to the views of parents, carers, children and young people in shaping these arrangements for inspection from May 2016. We have also considered carefully all the representations made by the range of respondents.

The proposals set out what the inspection would look at and how inspectors will gather evidence.

Proposal 1: How effectively the local area identifies children and young people who have special educational needs and/or disabilities

There was very strong agreement that inspectors should evaluate how timely the local area identified needs (including in the early years), and how accurately and quickly needs were assessed. Almost 90% of respondents to the online questionnaire supported our proposal. Most children and young people were also in favour of this proposal, as were those who attended the consultation and webinar events.

Equally strong was the view that the inspection framework should focus on the quality and usefulness of information provided for the purpose of assessment and how well parents, families, children and young people were included in the assessment process. Parents' responses highlighted the importance of evaluating how schools, colleges, social care and health services worked together during identification and assessment. Parents wanted clarity about how decisions were

¹ Under section 117 of the Education and Inspections Act 2006;
<http://www.legislation.gov.uk/ukpga/2006/40/section/117>

² Under sections 4 and 5 of the Health and Social Care Act 2008;
<http://www.legislation.gov.uk/ukpga/2008/14/contents>

made about the level of need that triggers an assessment and education, health and care plan (EHCP). In addition, many parents and carers felt that the focus should not just be on special educational needs and/or disability in general, but should also be on specific needs.

Many parents told us that they lacked faith in the current arrangements and in how their local area identified needs. They also told us of their struggle to get their child's needs assessed.

A few respondents felt that this proposal did not go far enough. They felt that inspections should encompass the inspection of SEND provision in schools and colleges and that the inspection of the work of health and social care should include review of their responsibilities to children and young people who are receiving support, but do not have an EHCP or statement for SEN as well as those who do.

Proposal 2: How effectively the local area meets the needs and improves the outcomes of children and young people who have special educational needs and/or disabilities

There was very strong support for this proposal. Nearly 90% of all respondents agreed. There was considerable agreement that the progress that children and young people made towards the next stage of education or life should be evaluated based on their starting points and this should be a key area that we inspect. Respondents felt that 'wider' outcomes, in addition to academic achievement, should include aspects such as improved health and employability. This relates to the preparing for adulthood outcomes introduced by the SEND reforms: employment, independent living, good health, and community participation. Some respondents, particularly those from local authorities or sector groups, wanted more detail about how inspectors would measure outcomes. This will include a review of how well the local area supports children and young people's progress by considering their academic achievement, progress in preparing for their adult lives and outcomes in relation to their health and care needs.

There was very strong agreement from parents and from children and young people that inspectors should take into account their views about how satisfied they were that needs were met and outcomes improved. Parents agreed strongly that the support provided through the local area, and the impact of early diagnosis and intervention, should be evaluated.

Proposal 3: A wide range of information will be used to evaluate the effectiveness of local area arrangements in identifying children and young people who have special educational needs and/or disabilities; and in meeting their needs and improving their outcomes.

There was overwhelming support for inspectors to use a range of methods to gather evidence to evaluate how well the local area identifies and meets the needs of children and young people, right through from birth to age 25. As well as gathering evidence from documentation, respondents felt that inspectors should make most of

their evaluations, especially of improved outcomes, through first-hand evidence from parents, carers, children and young people. Respondents also stated that inspectors should examine how well schools, other providers, and the local area met their statutory obligations, ensured that all staff were trained and knowledgeable and that children who have special educational needs and/or disabilities were safeguarded.

Some parents felt strongly that the inspection of the local area should also include an inspection of the impact of the work of schools. Some respondents commented about a lack of reference in the proposals to an evaluation of joint commissioning between education, health and social care to meet young people's needs. They felt that evidence should be gathered from commissioners.

Proposal 4: A wide range of ways will be used during the inspection to obtain the views of children and young people who have special educational needs and/or disabilities, and their parents and carers.

Most respondents agreed with this proposal and stated that parents and young people should be a key source of feedback about how well needs were being met. Respondents welcomed the variety of ways that were proposed for gathering inspection evidence, especially the use of electronic media. However, some expressed concern about who would select the parents and young people from whom views would be gathered. Overwhelmingly, respondents wanted inspectors, rather than the local area or providers, to choose parents and young people and the places to visit across the full age range. Respondents suggested that children and young people who were receiving support, and did not have an EHCP or statement, and their parents and carers, should also be included. In addition, children and young people who have special educational needs and/or disabilities in independent schools funded by the local authority, those being educated at home or those whose parents have refused a school place, and their parents and carers should be contacted.

Another common response was that inspectors should have the skills to be able to communicate with parents and young people, especially if alternative forms of communication were needed. This may, occasionally, mean using an interpreter, an advocate or assistive technology. Respondents requested that inspectors be required to give parents good notice to respond to requests to meet and discuss their views. Respondents indicated that parent forums, support groups and other bodies who represent parents should be asked to contribute to inspection.

What we will do in the light of the consultation findings

The consultation findings will support the development of the inspection framework and the inspection handbook. We will publish these documents towards the end of April 2016 before the inspection programme starts in May 2016.

Proposal 1

Inspectors will evaluate how effectively local areas communicate so that parents and carers, children and young people understand how needs are identified and how decisions are reached. In particular, inspectors will take account of this when evaluating the local areas' engagement with parents, carers, children and young people, and their involvement in the strategic decision-making process as full partners. Inspectors will give particular emphasis to involvement in strategic joint commissioning and involvement in the assessment of their own case. Inspectors may report on local areas' effectiveness in supporting children and young people with specific needs, where its performance is a particular strength or a cause for concern. Inspectors will examine how the local area takes account of children and young people's wishes and feelings when making decisions.

Proposal 2

To evaluate outcomes for children and young people, inspectors will review education, training, health and social care outcomes as well as academic outcomes, in providing a pathway to adulthood. We will consider how well the local areas' processes, culture and ways of working add value to young peoples' progress, taking account of their starting points. For example, inspectors will review the progress made by the local area in improving access to community facilities and local participation, such as through improvements to transportation. We will look at how this varies across a local area and what is being done to ensure continuous improvement.

Inspectors will review the breadth of needs catered for by the local area and inspectors will report how well the local area meets the needs of specific groups where this represents either effective practice or is a key priority for improvement. We will ensure that the review of the local offer examines the clarity of decisions on identifying need and the resources allocated to support needs, in both EHCPs or SEN statements, and at a support level.

Proposal 3

We will use a wide range of evidence to evaluate how well the local area knows it is fulfilling its statutory duties and meeting children and young people's needs and improving outcomes. We will assess how children and young people's life chances, their well-being and opportunities are enhanced by the support and services they receive. This will include preparing for the next stage of their learning and/or their prospects of continuing on to higher education, employment or training and, where appropriate, independent living. Inspectors will use this evidence to evaluate the extent to which outcomes for children and young people are improving.

Our inspections will include examination of case studies, relevant inspection reports, tribunal data and evidence of outcomes. Where health and social care involvement is identified in support plans, we will look at how all of the agencies work together to assess needs and improve outcomes and the effectiveness of the support provided.

Inspectors will use a range of evidence, which may for example include additional sources such as Joint Strategic Needs Assessments (JNSA).

It is important to note that while inspectors will visit providers, such as schools and colleges or other provision, as part of assessing the effectiveness of the local area, these providers will not be under inspection as they are subject to separate institutional inspection arrangements in line with statutory and regulatory duties. However, these visits to providers will be used to inform inspectors' assessment of how all these providers, and other agencies, work collaboratively to improve the life chances of children and young people with special educational needs and/or disabilities.

When evaluating the effectiveness of the local area in identifying and meeting needs, inspectors will consider how well those responsible understand the key strengths and issues in the local area. This may include, for example, the challenges the local area faces due to its complexity, such as dealing with any rural isolation and the number of young people educated or provided for out of the local area.

Proposal 4

We regard parents and carers as a very important source of information for these inspections. In accordance with the Code of Practice, parents and carers must play an essential role in the process. Inspectors will meet with groups of parents and carers that are representative of the local area. It will not always be possible to meet with parents on an individual basis, but we will ensure that parents have every opportunity to share their views with inspectors when we visit providers. We will use views of parents to inform our evaluation of the effectiveness of the local area and we will not identify children, young people or parents when we present our findings to the local area. We will invite the local area to recommend representative forums, parents and young people for us to meet with, but the decision ultimately rests with the inspection team.

We listened carefully to feedback from parents and carers about the notice for these inspections and reviewed our findings from the pilot inspections. As a result, we intend to give five days' notice of the inspection. This will allow time for parents and young people to contribute to the inspection.

Inspectors will be recruited with a relevant professional background in special educational needs and disabilities. Inspectors will be specialists and will be well experienced in knowing how young people's special educational needs and/or disabilities can be met. Where we need to, we will make arrangements to communicate with young people and adults through sign, symbols or other means.

Learning from the consultative pilot inspections

During the five pilots, inspectors were able to test different ways of gathering evidence and developing inspection trails to test the effectiveness of the local area. From these pilots, Ofsted and the CQC found the following:

- A wide range of data and assessment information was available and used well by inspectors as part of their preparation for the pilot inspections. Inspectors scrutinised a range of information in the public domain and then sought the most up-to-date information from local areas and clinical commissioning groups to establish key lines of enquiry. Inspectors set pre-inspection lines of enquiry and, at the point of inspection, asked the local area for further information about the range of needs of children and young people, which generated additional lines of enquiry. This method worked well and will be used when inspections begin in May 2016.
- It was most beneficial to gather the views of leaders of the local area before visits to providers (schools, colleges and other services). This meant that the local area's own evaluation about what it does well and what needs to improve could be tested with parents, carers and children and young people.
- In line with the responses to the questionnaire, the announcement period of two days was too short for parents. Our decision to give a five-day notice period should alleviate challenges faced by parents to find appropriate childcare or other support to enable them to take part in the inspection. We tested a range of ways to engage and make contact with parents, carers, children and young people. Webinars had some limited success and inspectors appreciate that this is dependent on the timing of such activities.
- Inspectors developed their lines of enquiry and questions to focus on what the local area knew and how it could be sure that outcomes were improving for children and young people. Inspectors tested the accuracy of the local area's assessment of its strengths and areas needing improvement by gathering first-hand evidence from case studies, discussions, assessment information about young people's achievement.
- inspectors were able to consider how the local area supported a young person by reviewing a sample of young people's case files. This gave inspectors a clear picture of the support offered to a young person throughout their development and transition to adulthood, including, where relevant, their move to further education or into the world of work.

Next steps

There is considerable agreement with our proposals and we thank respondents for their comments. We have examined the responses to the questions and considered these in relation to how we will inspect and evaluate. As a result of the consultation responses and the outcomes of the pilot inspections, we will take the following steps.

- We will take respondents' feedback into account when we produce the framework and the inspection handbook. The handbook will provide guidance about how we will inspect, the types of data we will use and the range of information we will seek to gather from the local area during the inspection.
- We confirm that we will inspect the local areas' offer for the full age range from birth to age 25, as outlined in the Code of Practice.
- Although some respondents suggested that May 2016 is too early to start inspection of the local area SEND offer, we have already moved the start of these inspections by five months from January to May 2016. The Code of Practice has been in place for almost 18 months, so sufficient time has been provided for local area implementation. Inspection has a developmental aspect in identifying practice that is working well and areas for improvement, so we are keen to commence inspections from May and share findings through our inspection reports.
- We will inspect how local areas' commissioning arrangements have developed, and their effectiveness.
- Inspectors will receive training to enable them to evaluate the work of the local area rigorously. We will recruit some inspectors who have worked in local authorities and we will ensure that inspectors are not deployed in local areas if there is potential for conflict of interest, either real or perceived.
- When we conduct inspections, we will be mindful of the size and complexity of a local area. Ofsted and CQC inspectors will prepare for the inspection using a range of information to develop lines of enquiry, initial hypotheses and identify the particular aspects to focus upon. Respondents were concerned about the manageability of gathering sufficient evidence in the time allocated and suggested a two-part approach. The five days onsite for these inspections are sufficient for inspectors to gather and analyse first-hand evidence to inspect the effectiveness of the local area. We will not therefore, be undertaking the inspection in two parts.
- Inspectors will select groups of parents and carers to speak with, and schools, colleges and other institutions to visit. This selection will draw from information that we have already from our pre-inspection analysis and information provided to us by local areas. We recognise that this selection is something that parents are concerned about and it is at the discretion of the inspection team with whom they will meet.

- Some respondents felt that the scope of the local area inspection was too limited. They thought that the inspection of SEND provision in schools and colleges should be undertaken alongside the area inspection. The scope and gathering of evidence will allow us to use a range of information from published inspection reports for providers. Inspectors will visit a sample of these providers that are not subject to their usual institutional inspection.
- Some respondents also thought that the work of health and social care services should not be limited to their responsibilities under the Code of Practice. The inspection of a local area's effectiveness in meeting its duties under the Code of Practice will assess these services' overall contribution and ability to work collaboratively to meet effectively the needs of children and young people.

Launching the inspection framework

During the spring term of 2016, we will prepare to launch the new Local Area SEND inspection framework and complete the production of the framework and inspection handbook.

In the spring and summer terms 2016, we will:

- deliver a series of regional workshops to support local area planning, evaluation and understanding of the new inspection framework
- train our inspectors so that they are ready to inspect under the new framework
- publish the new local area SEND inspection framework and the local area SEND inspection handbook.

We will begin inspections of local area SEND in May 2016.

Annex – findings in full

This is presented in two parts. The first is the response from children and young people as the recipients of support and services. The second is the response from all interested parties, such as parents and carers, individual professionals, institutions and organisations, voluntary and charitable groups, including children and young people.

Children and young people's responses

Children and young people were asked a series of questions relating to Proposal 1 and 2, and 741 completed the questionnaire. They were also asked some additional questions and many responded with insightful and very helpful comments. Nearly all responded to each set of the main questions.

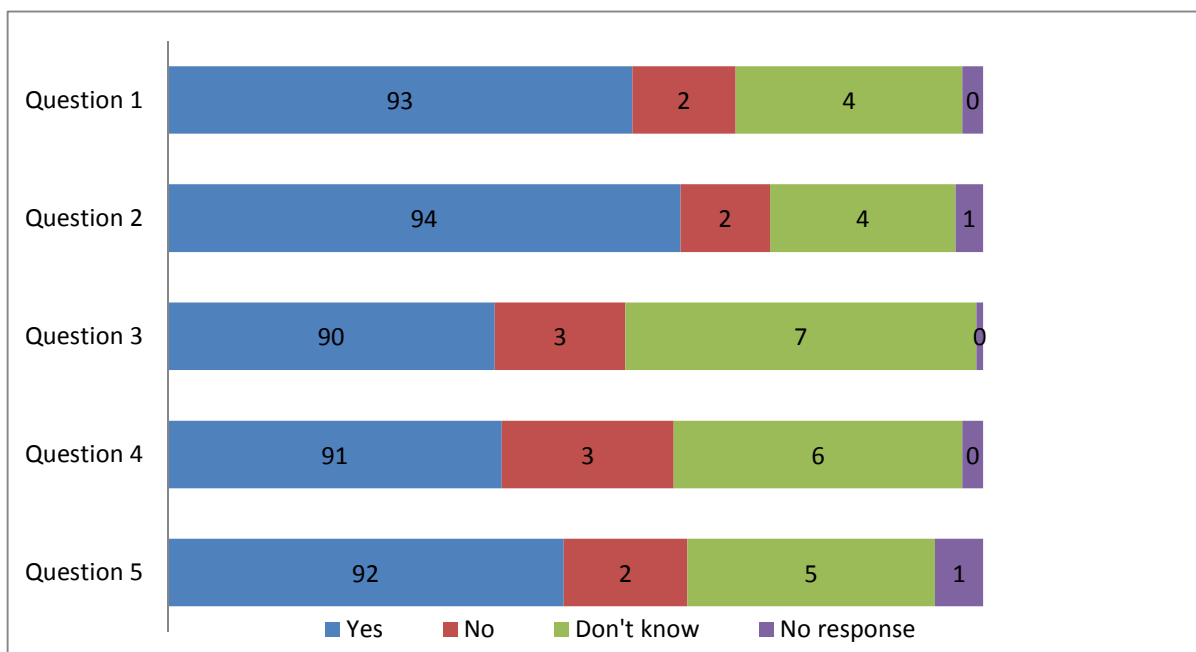
First set of questions

- **Question 1:** Inspectors should check whether teachers and others working with young people find out what their needs are at the right time. Do you agree?
- **Question 2:** Inspectors should check whether the information that the local area collects means that young people get the help that they need. Do you agree?
- **Question 3:** Inspectors should check whether the local area involves the young people in finding out what their needs are. Do you agree?
- **Question 4:** Inspectors should check whether the local area involves the parents in finding out what their child's needs are. Do you agree?
- **Question 5:** Inspectors should check whether teachers and other people (for example social workers, and physiotherapists) work well together to find out what young people's needs are. Do you agree?

Just over 90% of young people agreed with these statements. Young people were most positive about inspectors checking whether teachers and others find out about their needs in a timely way and whether the local area uses information to get them the help they need.

The breakdown for each question is in the graph below.

Figure 1: Percentage consultation responses to the first set of questions for children and young people



Young people were also asked ***What else should inspectors check?*** Just over 40% replied. Many of the comments were similar to comments from adults in the consultation questionnaire. Additional themes highlighted by children and young people included:

- that those contributing to the local area offer meet their statutory obligations and how the local area offer, schools, colleges and universities are held to account for meeting the needs of children and young people who have special educational needs and/or disabilities
- that children and young people have the right resources, get the right support and that they do receive what is identified in an EHCP or statement
- the training and knowledge/expertise of teachers, including in further education, to meet specific needs effectively.

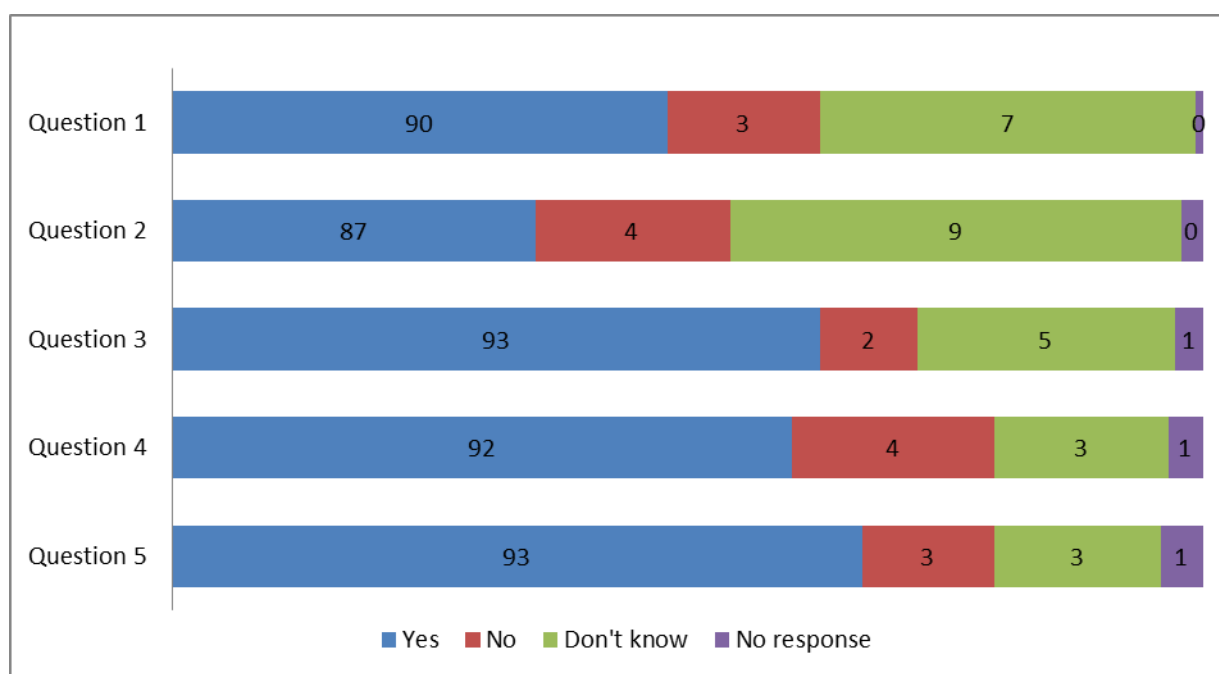
Second set of questions

- Question 1: Inspectors should check how well young people are progressing towards, for example, getting a job or living on their own, being part of the local community, being more independent and being as healthy as possible. Do you agree?
- Question 2: Inspectors should check the different ways the local area uses to meet young people's needs. Do you agree?

- Question 3: Inspectors should check whether young people are happy with the help they get from their local area to meet their needs. Do you agree?
- Question 4: Inspectors should check whether parents are happy with the help their child is getting. Do you agree?
- Question 5: Inspectors should check how well young people are doing at school or college. Do you agree?

Just over 90% young people agreed with the five questions. Very few did not respond to the questions. The breakdown for each question is in the graph below.

Figure 2: Percentage of consultation responses to the second set of questions for children and young people



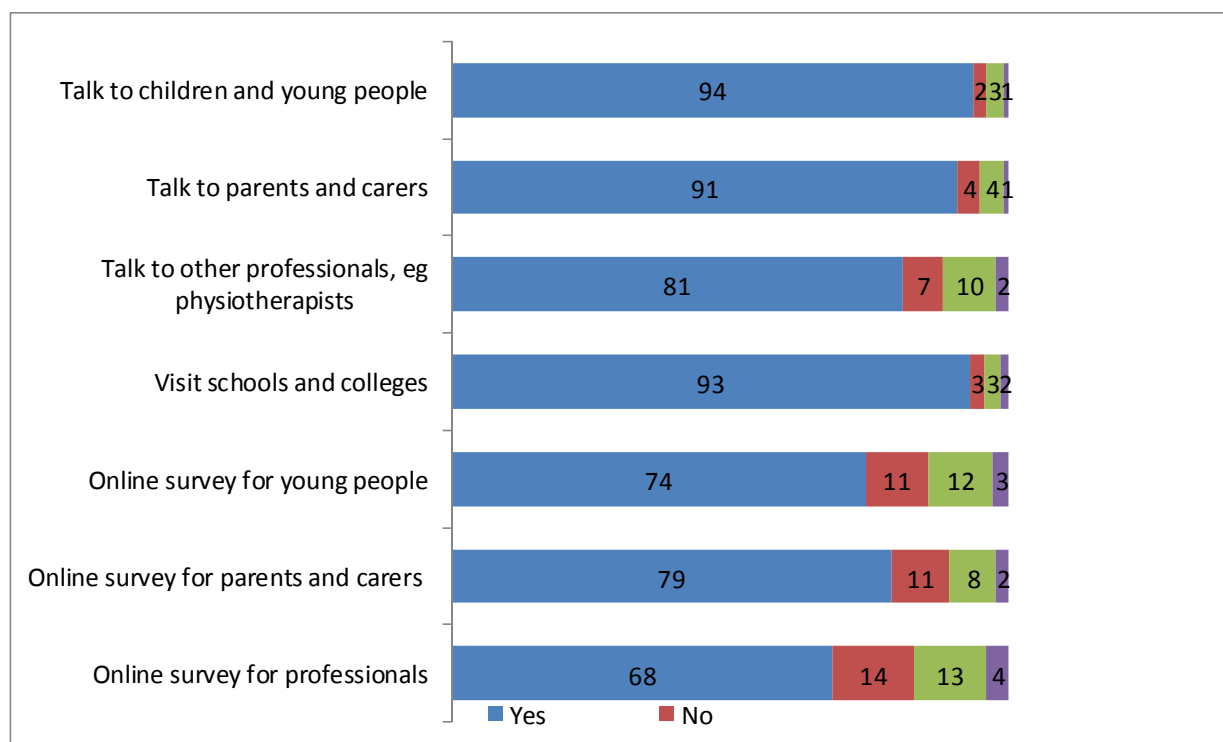
Children and young people were also asked ***Is there anything else that inspectors should check?*** Slightly fewer than 30% replied. Many of the comments were similar to comments in the main consultation questionnaire. In addition, they said that inspectors should check:

- parents' and carers' views directly, not just through questionnaires
- how decisions about assessments are made and the allocation of support and resources
- their access to short breaks
- how well independence is promoted in preparation for future life
- how early children and young people's needs are identified, particularly in the early years.

Additional questions

Children and young people responded to the additional questions about how inspectors should collect evidence. They responded very positively to inspectors talking to young people and their parents, with more than 90% in agreement. They agreed strongly that inspectors should visit schools and colleges, and seven out of 10 young people were in favour of online surveys being used.

Figure 3: Percentage of consultation responses to *How should they do this?*



A quarter of children and young people responded to the final question, ***What else should inspectors do?*** They said that inspectors should:

- check how many students are absent and how many of these have been asked to stay at home or work offsite when they visit schools and colleges
- ask several young people, who are currently receiving or used to receive support, to help inspectors evaluate support in different schools and colleges
- speak to parents who have been to tribunal and explore why they had reached that point
- use appropriate means to gather young people's views, for example, with those who use alternative means of communication, such as sign or symbols.

Responses from parents and carers, professionals, institutions and organisations, voluntary and charitable groups, including children and young people

Questions for proposal 1: Inspectors should assess how effectively the local area identifies children and young people who have special educational needs and/or disabilities. Do you agree with this?

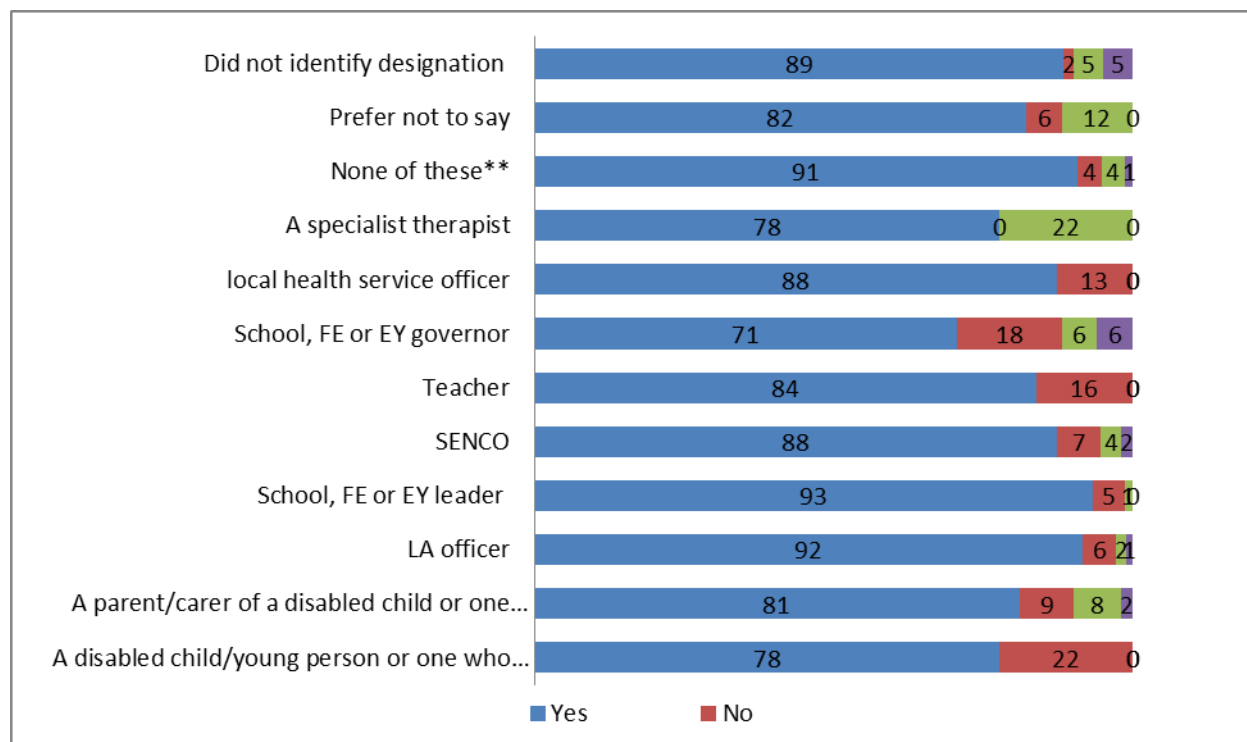
Most people who responded expressed very strong support for this proposal. Nearly 90% respondents were in favour. The vast majority of parents who responded agreed with the proposal; a very small number did not agree. Other groups which supported this proposal were local authority officers, early years, school and college leaders and those from the voluntary and charity sectors. Their support was reflected in their responses during webinars, through the individual and organisation responses sent directly to Ofsted, and face-to-face meetings and emails. Of the 1,223 responses to the consultation, 1,201 people gave a view about whether they agreed, did not agree or did not know; 577 made comments.

Do you have any comments on this?

Parents who disagreed had negative experiences of the system, felt that it was too early to inspect as local areas were just getting to grips with the new arrangements, or believed that nothing would change as a result of inspection.

Figure 4: Percentage of consultation responses to Proposal 1

Do you agree with the proposal that the inspection should evaluate how effectively the local area identifies disabled children and young people, and those who have special educational needs?



* the vast majority of children and young people responded to the questionnaire specifically designed for them

** this category often contained sector organisations and individuals who act as consultants or specialists, as does those who did not identify a designation

Questions for proposal 2: Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of children and young people who have special educational needs and/or disabilities. Do you agree with this?

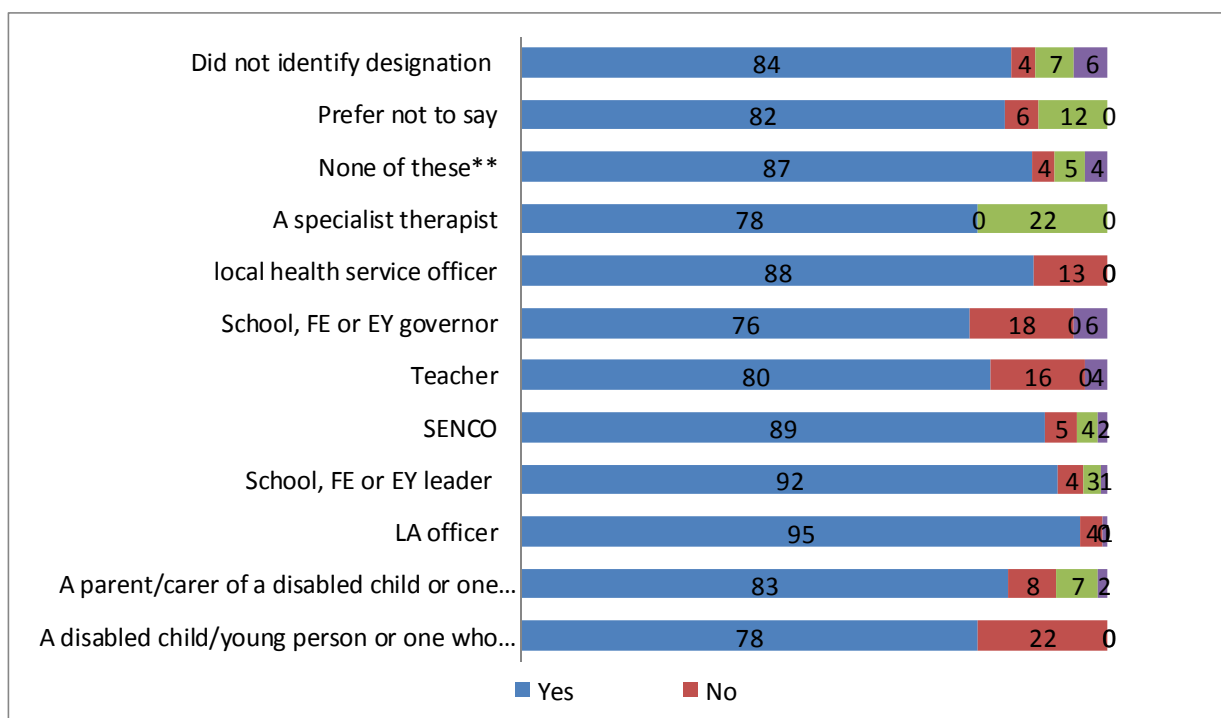
There was very strong support for this proposal with nearly 90% of respondents in agreement. Respondents who agreed with this proposal were local authority officers, early years, school and college leaders and those from the voluntary and charity sectors. This was reflected in the responses at the webinars, through the individual and organisation responses sent directly to Ofsted and through face-to-face meetings and emails. Of the 1,223 responses to the consultation, 1,197 respondents gave a view about whether they agreed, did not agree or did not know; 553 made comments.

Do you have any comments on this?

Those who did not agree often expressed negative views of the provision, support and outcomes for their children. Some professionals felt it was not possible to determine the outcomes or asked how inspectors would evaluate this aspect.

Figure 5: Percentage of consultation responses to Proposal 2

Do you agree with the proposal that the inspection should evaluate how effectively the local area meets the needs and improves the outcomes of disabled children and young people, and those who have special educational needs?



**the vast majority of children and young people responded to the questionnaire specifically designed for them*

*** this category often contained sector organisations and individuals who act as consultants or specialists, as does those who did not identify a designation*

Questions for proposal 3: A wide range of information will be used to evaluate how effectively the local area fulfils its responsibilities to identify children and young people who have special educational needs and/or disabilities; and meet its needs and improve their outcomes. Do you agree with this?

There was very strong support for this proposal with just fewer than 90% of respondents in overall agreement. Over eight out of 10 parents were in agreement with the proposal as were local authority officers, early years, school, and further education leaders and respondents from the voluntary/charity sector. Of the 1,223 responses to the consultation, 1,183 people answered giving their view about whether they agreed, did not agree or did not know; 609 made comments.

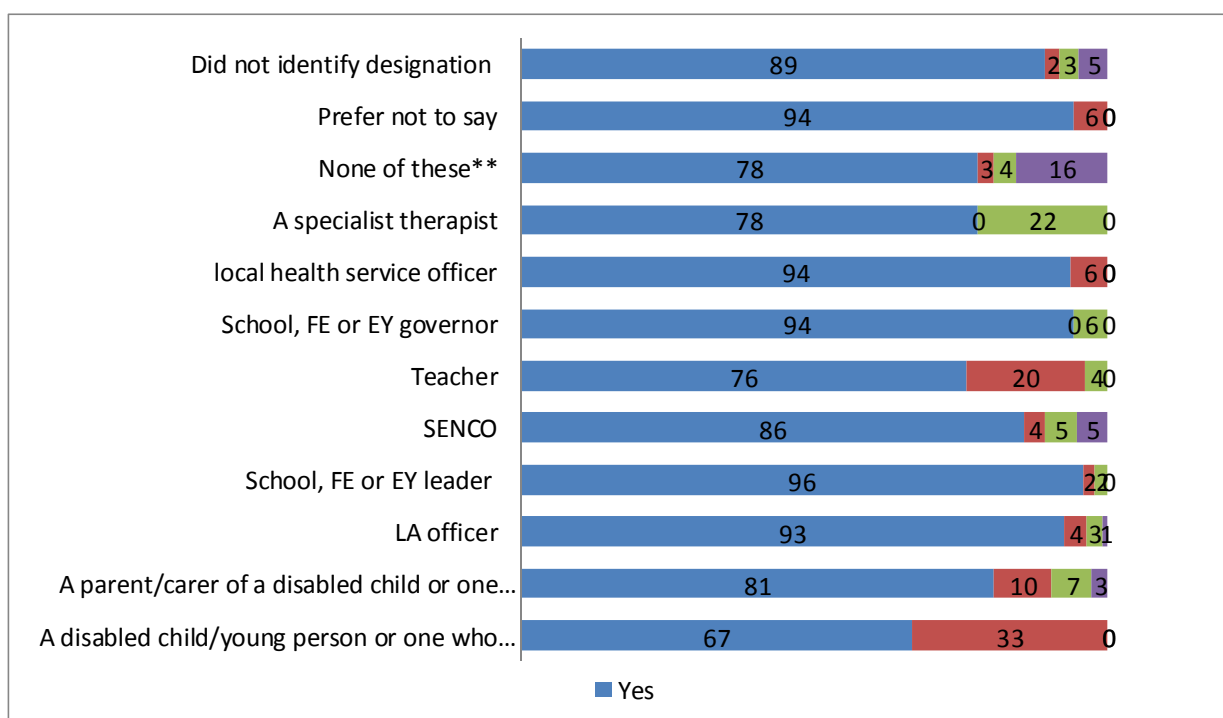
Are there any further sources of information that inspectors should take into account?

The range of sources identified by respondents, included talking to individual parents as well as parent groups/forums, as some parents found it hard or were frightened to speak out on their own. They also included home-educated pupils and their families as well those young people who had left school, and who could tell

inspectors about their experiences. Some commented that the task was too ambitious. They felt that inspecting such a vast array of needs and disabilities and gathering and evaluating information from a wide range of sources of evidence could not be achieved in a week.

Figure 6: Percentage of consultation responses to proposal 3

Do you agree with the proposal that during the inspection a wide range of information will be used to evaluate how effectively the local area fulfils their responsibilities to identify disabled children and young people and those who have special educational needs; and meet their needs and improve their outcomes.



**the vast majority of children and young people responded to the questionnaire specifically designed for them*

*** this category often contained sector organisations and individuals who act as consultants or specialists, as does those who did not identify a designation*

Questions for proposal 4: A wide range of ways will be used during the inspection to obtain the views of children and young people who have special educational needs and/or disabilities, and their parents and carers. Do you agree with this?

Most respondents were in agreement with this proposal. Just fewer than 90% of parents were in agreement and most other groups were highly supportive of the proposal. This was also reflected in the responses at the webinars, through the individual and organisation responses sent directly to Ofsted and face-to-face meetings. Of the 1,223 responses to the consultation questionnaire, 1,180 people gave a view about whether they agreed, did not agree or did not know; 667 made comments.

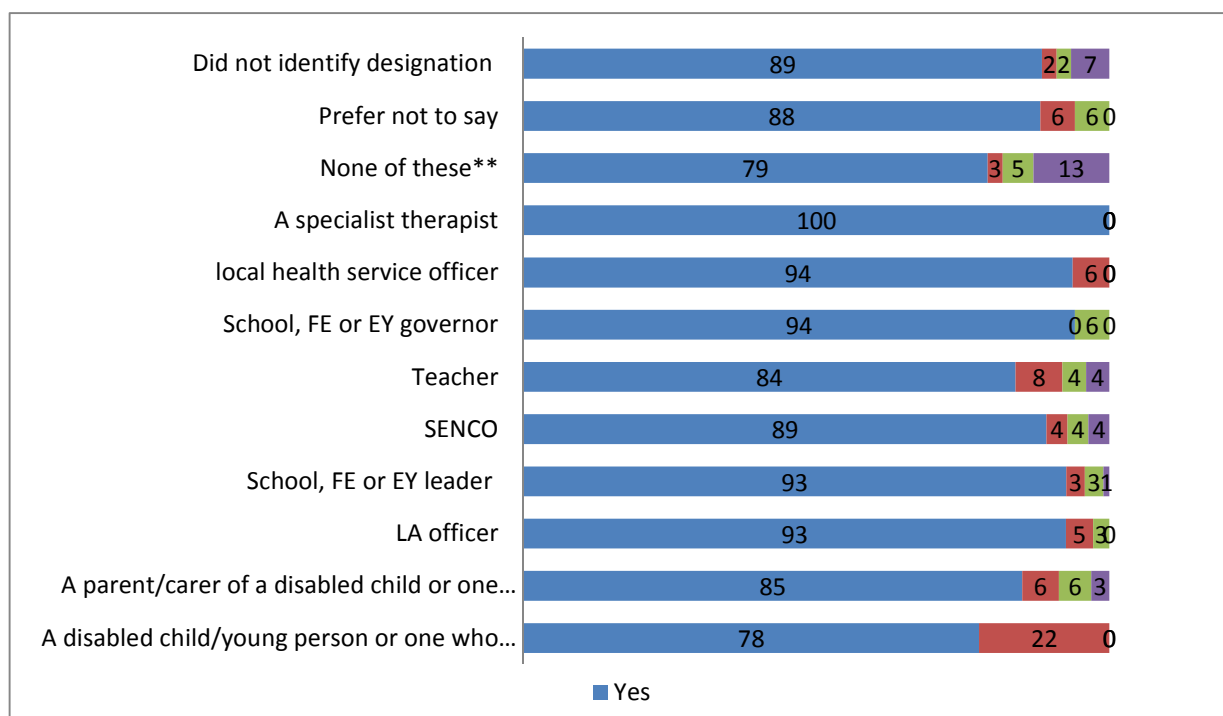
Are there any other ways by which we could ensure that the voice of children and young people, parents and carers is fed into these inspections?

Respondents identified ways in which the voice of parents, carers, children and young people could be obtained, although some suggestions were similar to those of proposal 3. They identified the following things:

- contact with support groups, local parent carer participation forums and voluntary groups should be undertaken.
- consideration should be given, and arrangements need to be made, for those persons who are not information technology (IT) literate or who do not have access to IT; who have English as a second language; who are working parents who cannot attend a meeting.
- give timely notice for meetings being held and use social media and networks to give or share information.

Figure 7: Percentage of consultation responses to Proposal 4

Do you agree with the proposal that a wide range of ways will be used during the inspection to obtain the views of disabled children and young people, and those who have special educational needs, and their parents and carers.



Additional questions

Please tell us about anything in particular that you think is important for Ofsted and CQC to consider in their inspections of local areas that has not been included in the above proposals.

There were 790 responses to this question. Many respondents highlighted the importance of ensuring that the criteria for making an assessment were clearly defined and transparent. Further, inspection should be inclusive of all types of special educational need and disability, although it is important that evaluation and reporting considers the impact on those children and young people with specific needs and disability (such as those who are deaf, visually impaired, those who have autistic spectrum disorder and those with dyslexia). Finally, inspectors should look at how information is shared between institutions and services, including at post-16 (up to the age of 25 years) to ensure smooth transition.

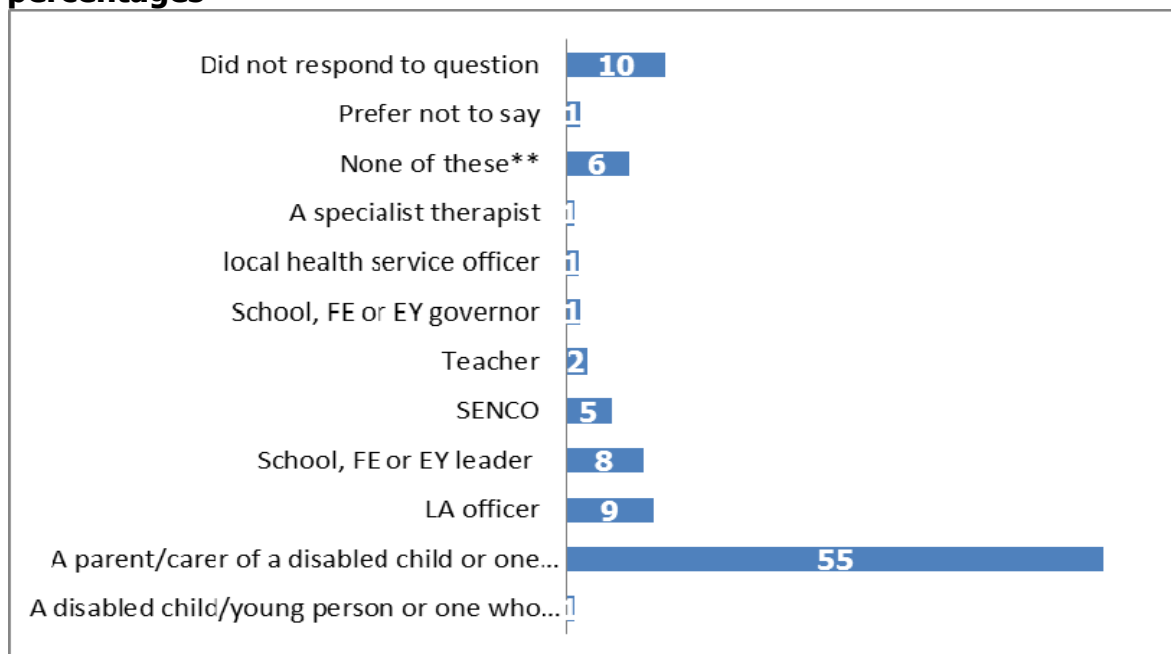
Do you have anything else you would like to add to this consultation?

Many responses to this question concerned the arrangements about how Ofsted and CQC will inspect the local area. Our responses earlier in this document explain what we will do and how to make sure that inspectors gather sufficient evidence in the five-day inspection period to evaluate the effectiveness of the local area.

A concern for some respondents was that the proposed notification period was too short, while others believed the inspections should be unannounced. A strong theme in respondents' views was that inspectors should have thorough knowledge, expertise and experience of special educational needs and disabilities, and of local authority arrangements and structures. Others believed that there should be a parent (or a representative from a parent forum group), a health practitioner or someone from social care trained as an inspector on the inspection team.

Some respondents made comments about the selection of settings to be visited, and parents and young people to talk to. There is a very strong feeling that this should be done by inspectors and not the local authority or schools. Some respondents believe that inspectors should be inspecting school provision during this inspection, as well as specialist services, such as those for sensory needs.

Figure 8 – the profile of respondents to the main consultation - percentages



*Children and young people nearly all responded to the separate questionnaire designed for them

** Responses here typically include persons from sector/voluntary/charitable organisations or information and advice services

Figure 9 – The profile of respondents to the children and young person’s questionnaire – percentages

