



SENDCO Guides – OFSTED

What do OFSTED look for?

- *'A curriculum that is ambitious and designed to give all learners...the knowledge and cultural capital they need to succeed in life'*
- *'Where pupils have 'high levels of SEND', a curriculum that is 'designed to be ambitious and to meet their needs'*

OFSTED Education Inspection Framework

266. Inspectors will gather and evaluate evidence about:

- How well the school identifies, assesses and meets the needs of pupils with SEND
- Whether leaders are suitably ambitious for all pupils with SEND
- How well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services
- How well leaders include pupils with SEND in all aspects of school life
- How well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them
- How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives

267. The ways in which leaders have made appropriate and effective safeguarding arrangements

OFSTED School Inspection Handbook

OFSTED Education Inspection Framework



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What might effective preparation for an OFSTED inspection look like?

- **Support teachers and TAs.** Look at the extent to which needs are being met in classrooms. No amount of preparation can excuse pupils not receiving adequate provision.
- **Support leaders around curriculum.** Work with leaders so that they can articulate how their curriculum is adapted for pupils with SEND.
- **Support leaders around pedagogy.** Get as many leaders as possible articulating what high-quality inclusive teaching looks like, including where it looks different in different phases/subjects.
- **Support senior leaders to know and understand pupils.** Where senior leaders are guiding inspectors around the school, ensure they are able to do this with a good knowledge of pupils and their needs.
- **Get ready for your meeting.** Anticipate some of the areas you're likely to be asked about. Use the excerpts above, as well as knowledge of your own school context, to plan your responses.

For answers to over 300 questions that busy SENDCOs need to find answers to quickly, look at *The Lone SENDCO*



SENDCO tips

- **Ask someone to support you in advance.** A colleague might ask you some practice questions about SEND – perhaps in relation to work with families, external agencies, attendance, behaviour, safeguarding, preparation for adulthood, pupil progress, staff training, pedagogy and curriculum. And more besides!
- **See OFSTED preparation (relating to SEND) as a coordination job.** What do you want everyone to show through their practice and to narrate in their discussion with inspectors?
- **Know the pupils you want to focus on.** Where are your greatest success stories? Choose pupils for whom provision is secure and progress is clear, in the hope you'll be able to show off this provision to inspectors.
- **Know your headlines.** What is the best news about your provision? What are those things you want to highlight to an inspector, and will make sure you do so regardless of what you're asked?
- **Own your areas for development.** No provision is perfect – you aren't expected to be. Just be able to talk honestly about your challenges and confidently about what you're doing to address them.
- **Do good things!** An OFSTED inspection can't be 'gamed'. The tips above should support you to particularly show off the good things, but they should also help good things to happen. Ultimately, it's good provision that supports an inspection to go well.

