

# Guidance on Ofsted Inspection of Children with Disabilities and Special Needs (DSEN)

How schools can evidence impact



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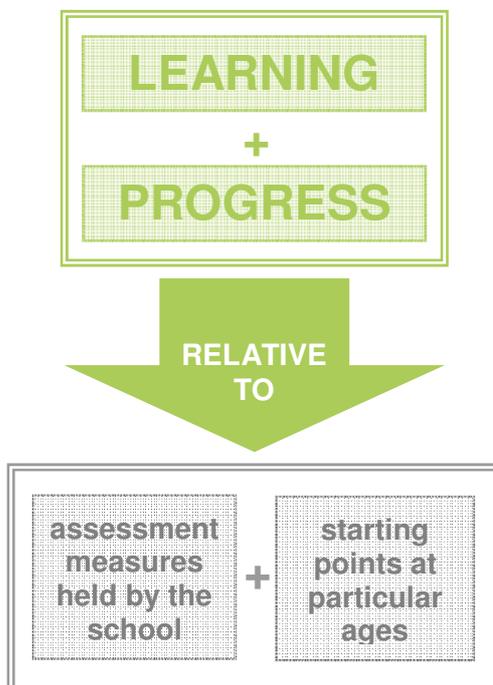
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## These are the key points from Ofsted subsidiary guidance for inspectors [Ofsted | Subsidiary guidance supporting the inspection of maintained schools and academies from September 2012](#)

- It is not appropriate to evaluate achievement according to a pupil's type of disability or special educational need, or their stage on the Code of Practice.
- A category of need does not by itself indicate expected levels that pupils would usually achieve given their starting points (For example, a pupil with ASD could have very different potential levels of achievement from another pupil who is based on a different point of the broad spectrum of ASD).
- Judgement on pupils' achievement should be based on evaluation of:



Inspectors will look at the proportion of pupils whose levels of attainment are below age related expectations, reviewing how many are related to cognitive difficulties. This has implications for schools' identification of need and for the quality of teaching. Inspectors will look at how the school identifies Special Educational Needs (SEN).

- Schools should evaluate achievement by using:
  - National data on progress of pupils attaining below Level 1 of the National Curriculum at end of KS 1 and 2
  - Transition Matrices (RAISEonline) [Transition matrices\MKC interactive Transition matrix KS1 to 2.xls](#)
  - Progression Materials 2010-2011 [Progression materials\ProgressionGuidanceSept2010.pdf](#)
- Inspectors will consider the evidence above alongside a broader range of evidence of learning and progress obtained during the inspection. Good or outstanding achievement on their own do not result in overall effectiveness being good or above, if the provision for learning and behaviour and safety is not also good.
- When inspectors evaluate expected progress they start with the median level for pupils' age and starting point. This is best exemplified on the Transition Matrices provided later. RAISEonline provides interactive scatter-graphs for SEN pupils which



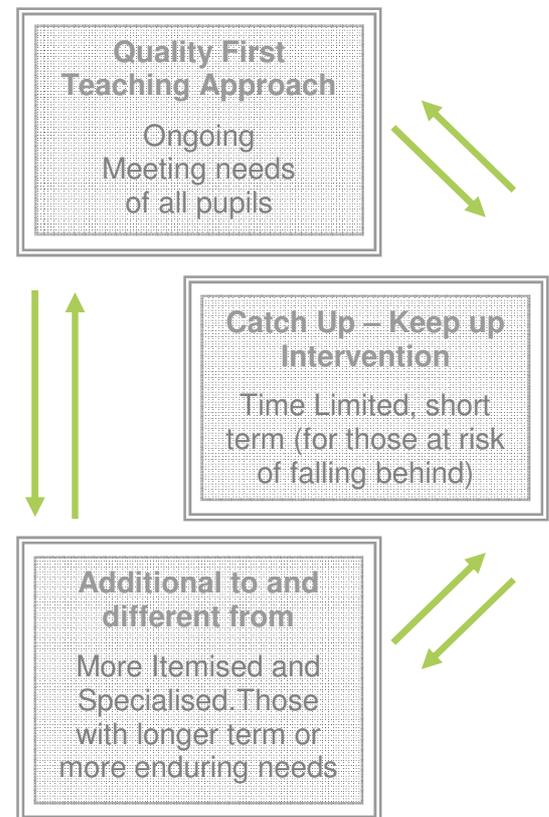


plot and compare with the national median progress line for each SEN characteristic (SA, SA+ and statements).

- However, at all times be aware that progress of DSEN pupils is expected to be at least in line with national for all pupils. The Progression Materials allow for the progress of those pupils with significant DSEN needs to be in small steps, as each P scale is classed as the equivalent of one whole National Curriculum level. This includes the sub-scales of Pi, Pii etc as one whole level.
- Thus, a pupil with PMLD may be on Pi and the expectation of progress would be to Pii over a year. This does not correspond with the APS assigned to P levels and can cause some confusion for schools. An explanation of this with any external inspection should form part of the school's data "story".
- The DfE produced technical guidance on KS1 – 2 progress measures in July 2012, which confirmed that the minimum expectations the Government sets is for all pupils, regardless of their starting points.
- Schools should help inspectors to see the distinction between health-related issues and educational provision. Understandably, as pupil may have deteriorating health conditions. Inspectors should be clear that a pupil with a disability may not have special educational needs and vice versa.
- Consideration should be given to lack of progress due to weak teaching. It is very important that schools demonstrate that progress of pupils with DSEN is not impeded by poor teaching and that DSEN interventions are not necessary because of a failure to

provide Quality First Teaching (QFT). Interventions should be over and above QFT. The diagram below shows the model of intervention suggested by Milton Keynes LA.

- Inspectors will look to:
  - See if pupils receiving additional funding are making sustained or accelerated progress. It is to determine if intervention is effective. This should be evidenced through the school's provision management, which will show pupil impact and value for money of each intervention.
  - Evaluate accuracy of performance data.



Milton Keynes Model Of Intervention





- There should be rigorous moderation within schools, across groups of schools or linked to LA. There is no statutory moderation of P scales, but the Specialist Teaching Teams in Milton Keynes provide support for moderation.
- Inspectors will look at school's own analysis of outcomes for different groups to see if pupils with a particular need or disability are performing differently from others in the school (looking at patterns over time for small groups). However, it must be stressed that a particular DSEN need cannot be seen as a reason for poor progression. It must be in line with the Progression Materials.
- The following data sets should be used to help inspectors form hypotheses about:
  - school's level of expectation
  - ambition in target setting for progress by individuals and groups
  1. Transition Matrices (RAISEonline) [Transition matrices\MKC interactive Transition matrix KS1 to 2.xls](#)
  2. Data sets 2-3 (8,9) Progression materials [Progression materials\Progression materials Teacher assessment P Scales 09 Ofsted 2012.xls](#)  
[Progression materials\Quick Reference Quartile Grids NC and P scales used by Ofsted 2012.xls](#)

Inspectors expect school leaders to be using them as a first level of analysis in school.

The Progression Materials provide guides to quartiles of progress compared with the national for all pupils. So the median line is broadly a mid point across all schools nationally. The lower quartile line is the bottom 25% of schools and the upper quartile

is the top 25% of schools. If the gap is to be closed for vulnerable and underperforming groups or pupils, the progress of pupils needs to be accelerated, thus falling into the upper quartile range.

Inspectors have a spreadsheet which provides them with progression guides from both P scales and National Curriculum levels from KS 1 -2 using the upper quartile. Schools are able to use this to ensure that they have high expectations when target setting.

[Progression materials\Progression Materials Data set 3 ks1 - ks2 2005 - 2009 used 2012 Ofsted.xls](#)

- RAISEonline provides:
  - Teacher assessment data on levels attained on P scales at end KS 1 & 2
  - Teacher assessment data for KS 2 for pupils working below level of test
  - Transition Matrices for progress below Level 1 at end KS2
  - Scatter plots and charts using KS teacher assessment where no test level data is available
  - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

There is also guidance on how to use the Transition Matrices on RAISEonline:

[Transition matrices\Raise Online Transition Matrices guidance 2011 KS1 - 2.xls](#)

[Transition matrices\Raise Online Transition Matrices guidance 2011 KS 2 - 4.xls](#)

- Achievement of IEP or other action plan targets are unlikely to contribute to judgements unless they link to the Progression Materials or RAISEonline. It would be difficult to evaluate them separately, as the Government expectation is at least expected progress for all pupils.versa.
- Achievement of nationally recognised





awards may not be sufficient evidence of achievement, as school needs to demonstrate that they are challenging and meet the pupils' needs.

- Inspectors will talk to peer advocates for pupils with speech and language communication difficulties in preference to staff.
- Case studies are a useful way of presenting information about the wider impact of the school's provision for DSEN. This may be either for individual pupils or for initiatives. The case study could outline: a brief description of the context; aims of the provision; outline of activities; impact; strengths and weakness' of the provision; ways forward. The impact is most important.

### Inspection of the behaviour of DSEN pupils

- Judgements will be made about how well the school supports behaviourally challenging pupils with DSEN.
- Review will be undertaken of how well the school makes "reasonable adjustments" under the Equality Act 2010 for pupils with BESD and ASD pupils, or if the school uses exclusion or other sanctions as a main response.

Further information is available from the LA on Behaviour and Safety and includes an "Evidencing impact of behaviour and safety" grid.



Table 1: Evidencing impact in DSEN provision

	KEY INFORMATION	KEY QUESTIONS	EVIDENCE
<b>Pupil Characteristics</b>	Number of DSEN pupils in: <ul style="list-style-type: none"> <li>• Mainstream</li> <li>• Alternative provisions</li> </ul>	<ul style="list-style-type: none"> <li>• How many DSEN pupils are in the mainstream?</li> <li>• How many DSEN pupils are currently in alternative provisions?</li> <li>• What is the 3 year pattern?</li> <li>• What proportion of pupils in school have DSEN?</li> <li>• What proportion of DSEN pupils are provided specific interventions additional to Quality First teaching (QFT)?</li> </ul>	School assessment and monitoring systems DSEN register/provision management
	Age range of pupils with DSEN	<ul style="list-style-type: none"> <li>• What is the age range of pupils DSEN?</li> <li>• Are there more pupils with DSEN in a particular key stage or year? Why?</li> </ul>	School assessment and monitoring systems DSEN register/provision management
	Range of needs: <ul style="list-style-type: none"> <li>• Number of pupils with different DSEN needs</li> <li>• Levels of need</li> </ul>	<ul style="list-style-type: none"> <li>• What is the range of needs (types and levels)?</li> <li>• What are the specific needs of pupils within alternative provision, such as the Primary PRU or Nurture Groups?</li> <li>• Can you provide case studies of particular pupils as exemplification of provision?</li> </ul>	DSEN register/provision management
<b>Achievement</b>	Progress and attainment for: <ul style="list-style-type: none"> <li>• Mainstream</li> <li>• Alternative provisions</li> <li>• All pupils in school</li> <li>• Comparison with national for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• For all groups of pupils: <ul style="list-style-type: none"> <li>• What is their APS progress relative to their starting points at particular ages?</li> </ul> </li> <li>• For DSEN pupils: <ul style="list-style-type: none"> <li>• What is their APS progress relative to specific assessment tools used by the school?</li> <li>• What is the APS progress of DSEN pupils on P scales 1 – 3 and from 4 – 8?</li> <li>• What proportion of pupils assessed using the P scales make expected progress as outlined in the Progression guidance?</li> <li>• (Remember that for those pupils on P scales APS will appear low).</li> <li>• What is the progress of all DSEN pupils compared to % pupils achieving national expected progress?</li> <li>• What is the progress of pupils in alternative provisions compared to % pupils achieving national expected progress?</li> <li>• What %/number of DSEN pupils are making more than nationally expected progress? This would be where upper quartile targets are being effective.</li> <li>• How do the %s of pupils working below the level of the test compare with the national proportions at the same level?</li> <li>• How do your pupils at each stage of SEN compare against the Value Added (VA) median lines for each stage nationally?</li> <li>• What is the impact of this progress on overall attainment in the school? What are the</li> </ul> </li> </ul>	School assessment and monitoring systems Progression materials Transition matrices (RAISEonline) MKC Interactive Transition Matrices for completed for groups RAISEonline teacher assessment data: Pupils on levels attained on P scales at end KS 1 & 2 KS 2 data for pupils working below level of test Transition matrices for progress below level 1 at end KS 2 Interactive scatter-plots and charts using end KS teacher assessment

		implications of this for your school's overall attainment?	
<b>Teaching</b>	<p>Quality of provision:</p> <ul style="list-style-type: none"> <li>• Planning for SEND pupils</li> <li>• Briefing for specialist staff</li> <li>• Feedback and forward planning</li> </ul>	<ul style="list-style-type: none"> <li>• How do class/subject/specialist teachers plan for DSEN pupils within mainstream lessons and for targeted interventions?</li> <li>• How do you ensure consistency in effective planning for DSEN pupils across all provision?</li> <li>• How effectively do class/subject teachers brief specialist support staff before mainstream lessons?</li> <li>• How effective is the input of specialist staff in mainstream planning?</li> <li>• How is feedback from specialist staff used to inform forward planning and how do you know it is effective?</li> <li>• How do you monitor the quality of teaching received by your pupils in alternative provision?</li> </ul>	<p>Provision management</p> <p>Lesson plan scrutiny</p> <p>Lesson observations</p> <p>Pupil work scrutiny (outcomes, outputs, changes to pupil work)</p> <p>Pupils plans and review meetings</p> <p>Performance reviews/meetings</p> <p>Staff interviews/surveys</p> <p>Specialist staff feedback compared to forward planning</p>
	<p>Use of:</p> <ul style="list-style-type: none"> <li>• Approaches and strategies</li> <li>• Specialist advice</li> <li>• Equipment</li> <li>• Language systems</li> </ul>	<ul style="list-style-type: none"> <li>• What approaches and strategies are used to support the specific needs of DSEN pupils?</li> <li>• How do class/subject/specialist teachers plan to use these approaches?</li> <li>• How do you monitor value for money in employment of different approaches and interventions? How effective is your provision management?</li> <li>• What training has been provided to develop staff skills and how effective has it been in terms of pupils' outcomes?</li> <li>• What specialist advice does the school draw on to make improvements in provision? How effective has this been?</li> <li>• What specialist equipment is provided? What accessibility is there to the equipment? How do you monitor its use and impact on learning and engagement?</li> <li>• What language systems are used to support pupils, e.g. British Sign Language for Hearing Impaired (HI) pupils? How do you know that the systems are being used effectively and that they are not impacting on provision and progress for mainstream pupils?</li> </ul>	<p>Provision Management</p> <p>Lesson plan scrutiny</p> <p>Lesson observations</p> <p>Pupil work scrutiny (outcomes, outputs, changes to pupil work)</p> <p>Performance reviews/meetings</p> <p>Staff interviews/surveys</p> <p>Equipment audits</p>
<b>Behaviour and Safety</b>	Use of restraint and force	<ul style="list-style-type: none"> <li>• How do you record significant incidents where restraint or physical intervention has been</li> </ul>	Behaviour incident log and

		<p>used?</p> <ul style="list-style-type: none"> <li>• How do you know that intervention has not been excessive?</li> <li>• How do you know that the outcomes of restraint have been effective for the pupils?</li> </ul>	<p>overview</p> <p>School policy and procedures on use of force</p> <p>Child protection records</p> <p>Pupil review meetings</p> <p>Pupil surveys/questioning</p> <p>Parental surveys</p>
	Reasonable adjustments under equality Act 2010	<ul style="list-style-type: none"> <li>• How well does your school make “reasonable adjustments” for DSEN pupils who are covered under the Equality Act 2010?</li> <li>• How well does your school and staff understand its duties under the act?</li> <li>• What examples can you provide of making such adjustments?</li> </ul>	<p>Provision management</p> <p>Pupil plans and review meetings</p> <p>Prejudice based incident reporting and log</p> <p>Staff training and evaluation</p>
	Behaviourally challenging pupils	<ul style="list-style-type: none"> <li>• How well does your school support behaviourally challenging pupils with DSEN?</li> <li>• What are your main sanctions for challenging behaviour?</li> <li>• How do you know that you are effective?</li> <li>• What procedures and policies do you have in place? How do you measure their impact on reducing challenging behaviour?</li> </ul>	<p>Behaviour incident log and overview; extracted information for SEND pupils (resource base &amp; mainstream SEND)</p> <p>Exclusion overview</p> <p>Pupil review meetings</p> <p>Evidence of multi-agency working, with recorded outcomes</p>
	<p>Exclusions:</p> <ul style="list-style-type: none"> <li>• Fixed term</li> <li>• Permanent</li> </ul>	<ul style="list-style-type: none"> <li>• How does your school ensure that levels of both fixed-term and permanent exclusions are low?</li> <li>• Do you have pupils for whom there have been multiple fixed-term exclusions? How are you monitoring multiple exclusions by pupil?</li> <li>• How can you show that exclusions are a final resort after all other sanctions have failed?</li> <li>• How does your exclusion rate compare with national averages?</li> </ul>	<p>Exclusion overview</p> <p>Average MK exclusion data</p> <p>Pupil plans and review meetings</p>
	Attendance	<ul style="list-style-type: none"> <li>• How do you ensure that there is good attendance for pupils with DSEN?</li> <li>• How does attendance compare with national attendance for all pupils?</li> <li>• How do you monitor absence of DSEN pupils and what polices and procedures do you have in place to improve this? How effective are they?</li> <li>• What actions are you planning to address attendance issues?</li> </ul>	<p>Attendance register and overview</p> <p>Attendance policy and procedures</p> <p>Action planning and evaluation</p>
<b>Leadership and Management</b>	<p>Pupil timetables in:</p> <ul style="list-style-type: none"> <li>• Resource base</li> <li>• Mainstream</li> </ul>	<ul style="list-style-type: none"> <li>• What proportion of the timetables for DSEN pupils is within the mainstream versus in a specialist provision environment by withdrawal?</li> <li>• How much time is used by DSEN pupils for ad hoc “time out” of the mainstream classroom for nurturing or support?</li> <li>• How do you know that the timetabled placement of pupils is most effective for the pupil, both in terms of academic outcomes and social and emotional well-being (especially related to their DSEN needs)?</li> </ul>	<p>Timetables</p> <p>Analysis of timetabling</p> <p>Pupil surveys on engagement and well-being</p> <p>Parent surveys on pupil progress, engagement and well-being</p> <p>Pupil achievement</p>

	<p>Staffing:</p> <ul style="list-style-type: none"> <li>• Number/fte and type of specialist staff</li> <li>• Deployment</li> </ul>	<ul style="list-style-type: none"> <li>• How many specialist staff are employed across mainstream provision? (fte/number)</li> <li>• How do you ensure that skills match need and that they are updated based on changes in pupils' needs and developments in the specialist field?</li> <li>• How do you ensure that specialist staff transfer knowledge and skills across mainstream staff?</li> <li>• How do you ensure that the quality standards for specialist staff are maintained, even when school leaders do not have that specialist background knowledge?</li> <li>• How do you ensure that there is effective partnership teaching between mainstream and specialist staff resulting in good progress for all pupils?</li> <li>• How do you ensure value for money in your deployment of staff and other resources?</li> </ul>	<p>Provision management Lesson plan scrutiny Lesson observations Pupil work scrutiny (outcomes, outputs, changes to pupil work) Professional development overviews and individual meetings Planned opportunities for joint planning</p>
	<p>Engagement with and use of:</p> <ul style="list-style-type: none"> <li>• Outreach services</li> <li>• Specialist teams</li> </ul>	<ul style="list-style-type: none"> <li>• How effectively do you use outreach services and specialist teams to secure improved outcomes for pupils in the resource base?</li> <li>• Which services and teams do you use and in which contexts?</li> <li>• How do you ensure value for money when using traded services? This should be linked to your provision management.</li> </ul>	<p>Provision management Pupil progress Pupil plans and review meetings Joint observations Review of service-level agreements Joint planning meetings</p>