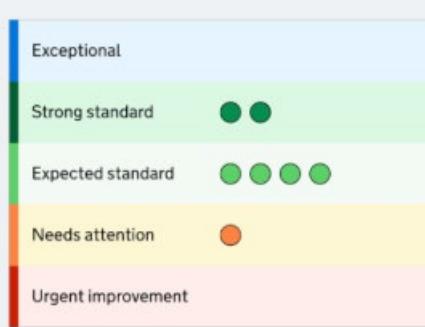


SEND and Inclusion within the new Ofsted Framework

A new Ofsted Framework will be used for all inspections from November 2025. Ofsted aim to ensure that there is a high-quality, inclusive education for every child, pupil, learner, apprentice and trainee. They want to see great outcomes for everyone.

Inspections will therefore have a renewed focus on inclusion. Inspectors will focus on barriers to learning and well-being, especially for those who are disadvantaged, have SEND or are known to children's social care. Inspectors will use contextual information and discussions with leaders to understand each school's particular community and the opportunities and challenges this brings to their work.

Inspection report: 25 June 2024



There will be a five point grading scale for each of the evaluation areas. Most schools will be graded as expected standard, strong standard or needs attention for each evaluation area. A few schools will be evaluated as exceptional or needing urgent improvement. The safeguarding criteria will be met or not met.

Each of the evaluation areas has a [toolkit](#) that includes:

- a summative statement of what the evaluation area covers
- the most significant contributory factors that underpin Ofsted's approaches to evidence gathering and grading
- and a section to explain how this area is applied in different phases and different types of school.

The toolkits outline prompts to inform evidence gathering and the grading standards and indicators that will be applied.

Inclusion is woven through the framework. As well as being an evaluation area in its own right, inclusion is embedded within the other evaluation areas as well.

Inspectors will:

- speak with leaders about how pupils' needs are identified and met

Evaluation Areas

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being
- Early years / Post-16 provision if appropriate

- use discussions and the Inspection Data Summary Report (IDSR) information to understand the school's context
- use case sampling to evaluate how support works in practice
- use learning walks to evaluate inclusion in action

School leaders will provide information to inspectors so that they can select pupils for the case sampling. The sample will focus on those who are disadvantaged, those with SEND, those known, or previously known to children's social care and those who face other barriers to their learning and/or well-being.

Leaders and inspectors will discuss the context around SEND and Inclusion in the planning call on the day before the inspection. An inspector will meet with the SENCO/inclusion leader. They will focus on inclusion in learning walks and will make sure that they review the work of disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or well-being.

Inspectors will explore with leaders the school's approach to identifying disadvantaged pupils, those with SEND, those known (or previously known) to social care, and those who face other barriers to their learning and/or well-being, for example young carers. They will seek to evidence how the school supports these pupils, the impact of the support given to pupils, and how that impact is monitored and reviewed. They will look at the steps the school has taken to meet the duty to make reasonable adjustments for disabled pupils.

Inspectors will consider any current use of part-time timetables and, where applicable, the school's resourced provision (SSC) as well as whether the school is currently making any use of alternative provision. The [school inspection operating guide for inspectors](#) includes guidance for inspectors on inspecting a school that has an SSC or is making use of off-site alternative provision.

Part of an inspection is a conversation with a representative of the local authority. As part of this, inspectors will discuss the school's provision for pupils with SEND.

Grades

- Exceptional
- Strong standard
- Expected standard
- Needs attention
- Urgent improvement

After the inspection, the school's report card will be published. It will be hosted on an online platform and will explain the grade given for each evaluation area. The next steps will be written in a constructive way to make clear what the priorities for improvement are.

West Sussex Standards and Effectiveness team will continue to support schools before, during and after inspection. They offer a termly briefing for schools expecting an inspection. Details of these can be found on West Sussex Services for Education. In addition, support and training is available to governing boards.