

Support for Neurodiverse Young People: Inclusion and the Education Inspection Framework (EIF)

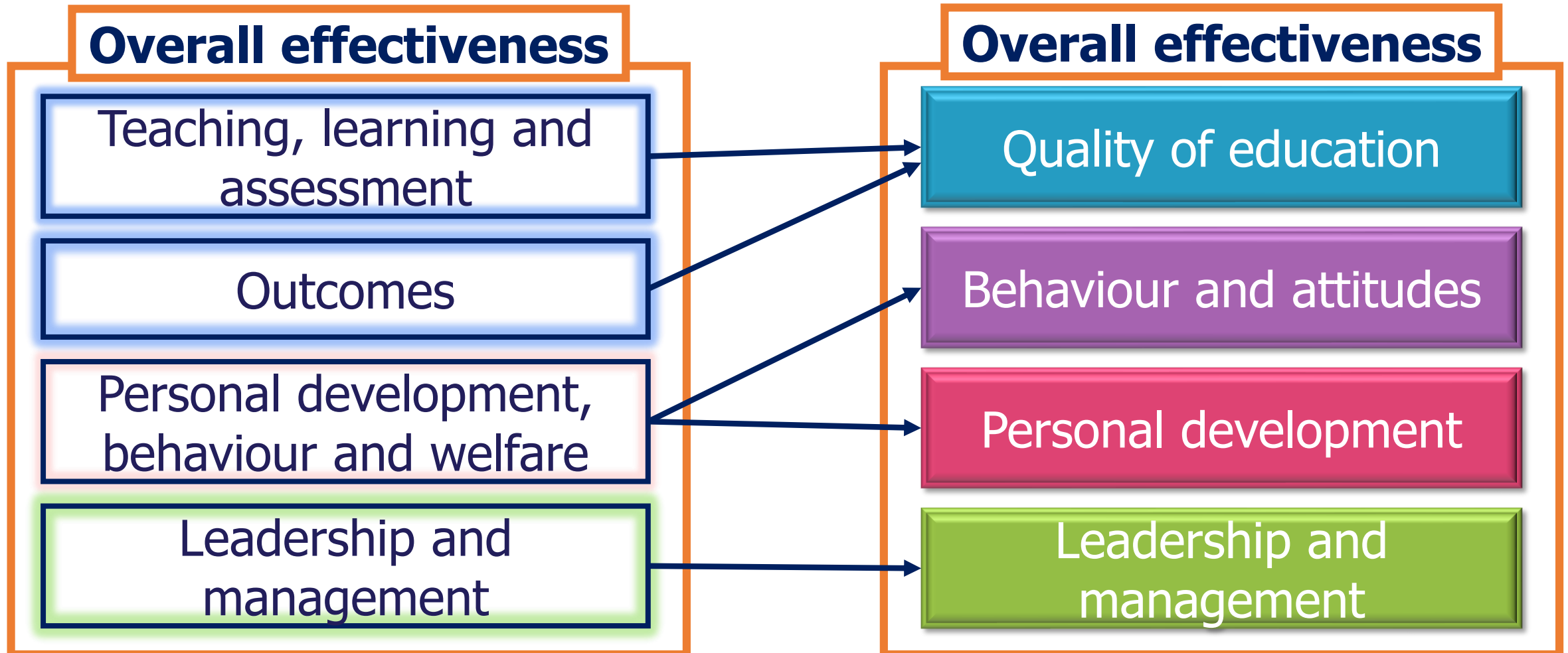
Nick Whittaker HMI, Specialist Adviser SEND



Ofsted's five-year strategy:

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	<p>Children and students first</p> <p>We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost</p>	<p>Independent</p> <p>Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</p>	<p>Accountable and transparent</p> <p>An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</p>
Strategic approach	<p>Intelligent</p> <p>All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</p>	<p>Responsible</p> <p>Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</p>	<p>Focused</p> <p>We will target our time and resources where they can lead directly to improvement</p>
	<p>The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.</p>	<p>We continue to be clear about our expectations and fight misconceptions.</p>	<p>We have removed any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.</p>

The EIF judgement areas:



EIF and Inclusion:

- Schools should have an inclusive culture that supports arrangements to identify early those pupils who may be disadvantaged or have additional needs or barriers to learning.
- Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including disadvantaged pupils, the most able pupils and pupils with SEND.





You have 3 minutes
to create . . .

Components and composites:

- **Components** are the building blocks that together, when known, enable successful performance of a complex task.
- **Composites** are tasks that require several building blocks or components.
- Knowledge deficits accumulate when 'layered' on top of one another in a curriculum sequence. This accumulation of gaps limits and may even prevent acquisition of complex skills that depend on them. This is called **cumulative dysfluency**.



Quality of education and curriculum:

- The knowledge and skills that pupils will gain at each stage '**intent**'.
- The way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills '**implementation**'.
- The outcomes that pupils achieve as a result of the education they have received '**impact**'.



Applying the EIF in schools:

Inspectors will gather and evaluate evidence about:

- Whether leaders are **ambitious** for all pupils with SEND
- How successfully leaders **involve** parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
- How well leaders **develop and adapt the curriculum** so that it is **coherently sequenced** to all pupils' needs, starting points and **aspirations**
- How well the learning and development of pupils with SEND are **assessed** and whether their **outcomes** are improving.

Other judgement areas:

- The behaviour and attitudes judgement focuses on how leaders and staff create a safe, calm, orderly and positive environment in the school, and the impact this has on the behaviour and attitudes of pupils.
- The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.





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A continued sharp focus on safeguarding:

Our inspection of safeguarding will continue to be built around three core areas.

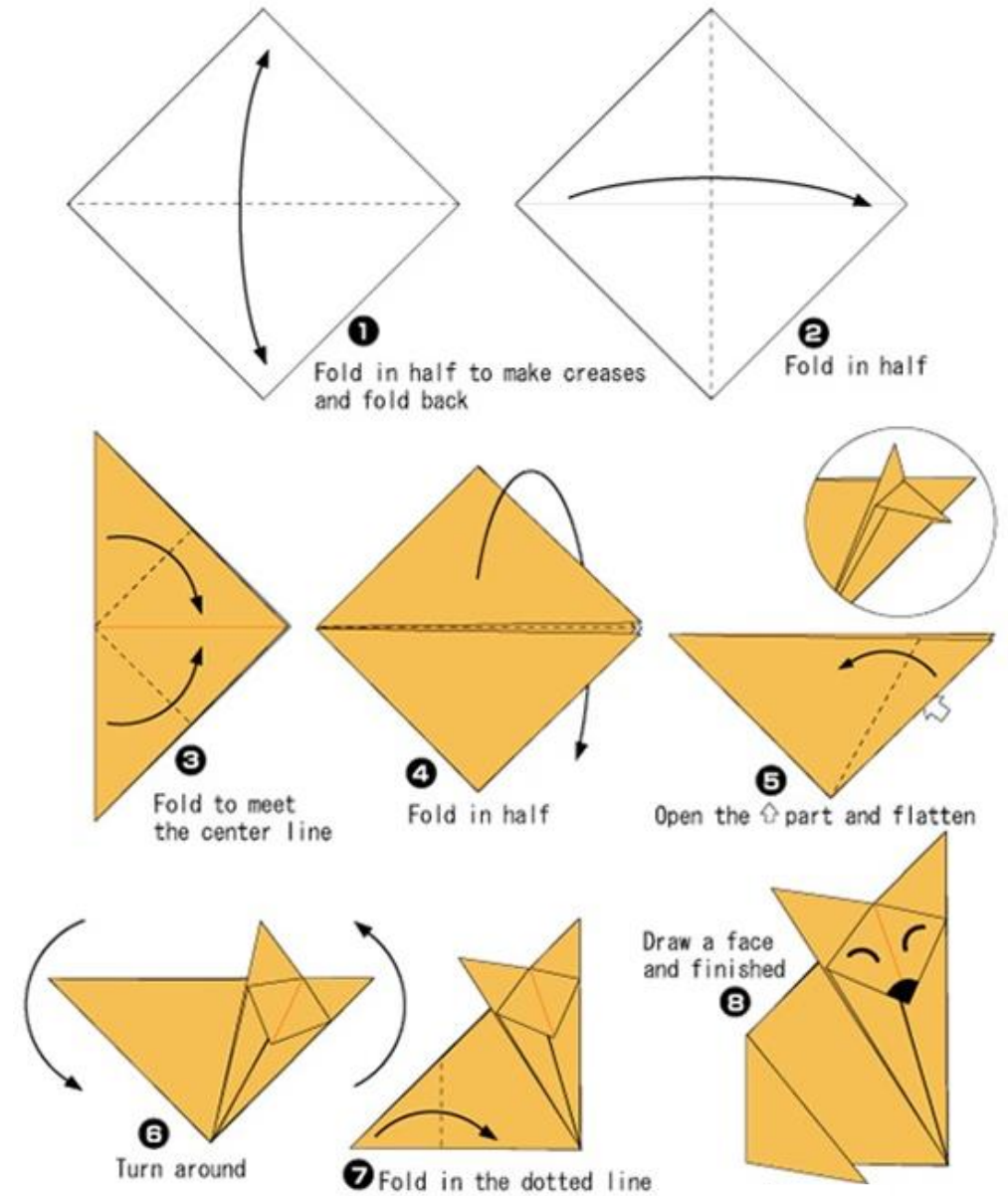
- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

'Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed'.





<https://www.youtube.com/watch?v=HeDzu90YDgk>



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