

APPENDIX 1

Current RAG rating against inspection framework

Question A How effectively does the local area **identify** children and young people who have special educational needs and/or disabilities?

Area	RAG
when potential needs were raised with the local area by the young person, parents and carers or teachers or other staff working with the young person, and the efficiency and appropriateness of the response	Green
appropriate monitoring arrangements to ensure assessment information remains up to date	Yellow
the effectiveness of routine assessment of educational attainment and progress, including the application of national assessment arrangements	Green
how social care needs of children and young people are identified and assessed	Yellow
the effectiveness of the use of information from early health checks and health screening programmes	Yellow
performance towards meeting expected timescales for EHC needs assessments, including for conversion of existing statements of special educational needs to EHC plans	Yellow
the timing of assessments in preparation for a child or young person's move from one provider to another, or into adult services	Yellow
how school census data is used to identify possible inconsistencies in identification of needs.	Green

Quality of identification - In order to assess the quality of identification and assessment information, inspectors should take into account evidence that the information has been used for:

establishing a baseline for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs	
informing joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people	
informing planning for effective teaching and other education, health and social care support or therapy	
evaluating the effectiveness of the teaching and other education, health and social care support or therapy provided	

In arriving at the judgement about how effectively the local area identifies children and young people who have special educational needs and/or disabilities, inspectors will report on key aspects of effective identification as they relate to:

children and young people being considered or assessed for, or having, EHC plans	
children and young people being considered or assessed for, or in receipt of, special educational needs and disability support	
the thoroughness of the area's understanding of the views of children and young people who have special educational needs and/or disabilities, and their parents and carers	
the thoroughness of the area's understanding of the views of parents, carers and young people as part of the identification process	C Y P
the extent to which the needs of children and young people who have special educational needs and/or disabilities in the whole local area are identified, irrespective of individuals' characteristics and circumstances, and that this identification is rigorously and routinely reviewed.	
This evaluation will also report on the quality and sufficiency of the information on which the local area has evaluated its own effectiveness in identifying children and young people who have special educational needs and/or disabilities.	

Question B How effectively does the local area **assess and meet the needs of** children and young people who have special educational needs and/or disabilities?

In order to evaluate how effectively the local area assesses and meets needs, inspectors should take account of the following aspects:

engagement and co-production with children and young people, and their parents and carers	
effectiveness of coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountability of partners in assessing and meeting needs	
the suitability of EHC plan, (including where relevant alignment with child in need and child protection plans)	

satisfaction of parents and carers/satisfaction of children and young people	
the local offer, including its development, accessibility and currency	
that planning is appropriate to meet the needs of children and young people receiving special educational needs and/or disability support.	

Question C How effectively does the local area **improve outcomes** children and young people who have special educational needs and/or disabilities?

the rigour of the assessment of individual starting points	
the thoroughness of understanding of the young person's special educational need and/or disability	
the impact of teaching and other education, health and social care support or therapy	
the use of national assessment comparative data, where available, to set targets and evaluate outcomes, and that the data shows progress at or above expected levels for the young person's age and starting point	KS2 KS4
the rigour of moderation in the evaluation of progress made	
the regularity and effectiveness of reviews of progress	
whether the young person, and their parent/carer, as appropriate, is involved in the co-production of targets and reviews of progress	
whether destinations match aspirations and achievements – need to look at post 16 supported internships, apprenticeships and traineeships	
the extent to which the range of outcomes matches the diversity of children and young people who have special educational needs and/or disabilities- as above	
the application of thresholds and eligibility criteria and their clarity and consistency to ensure equity and transparency of service delivery	
availability of services at universal, targeted and specialist levels as identified in the early help and local offer	
commissioning of education for students who have high levels of need.	