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SCAN ME

Self-evaluating Inclusion

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Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Self-evaluating Inclusion

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework and to examine early inspection outcome trends
- ✓ To understand how Inclusion will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.
- ✓ To understand how Inclusion will be judged through a ‘golden thread’ and methods of quality assurance and self-evaluation you might use for this grade area.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Self-evaluating Inclusion

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework and to examine early inspection outcome trends
- ✓ To understand how Safeguarding will be judged and methods of quality assurance and self-evaluation you might use for this grade area.
- ✓ To understand how Achievement will be judged and methods of quality assurance and self-evaluation you might use for this grade area.

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What's new and what's not....

NEW

- ✓ Toolkit replaces the handbook
- ✓ Report Cards with 5-point grading (no overall grade)
- ✓ ***Greater focus on inclusion***
- ✓ ***Greater levels of collaboration, dialogue and transparency***
- ✓ The role of the nominee
- ✓ ***More explicit consideration of provider context***
- ✓ ***Case sampling***
- ✓ ***No 'best fit' judgements***

NOT NEW

- ✓ ***The curriculum and the substance of education remains a core part of the focus of inspections***
- ✓ Many familiar inspection activities remain
- ✓ Safeguarding remains a single outcome of 'met' or 'not met'

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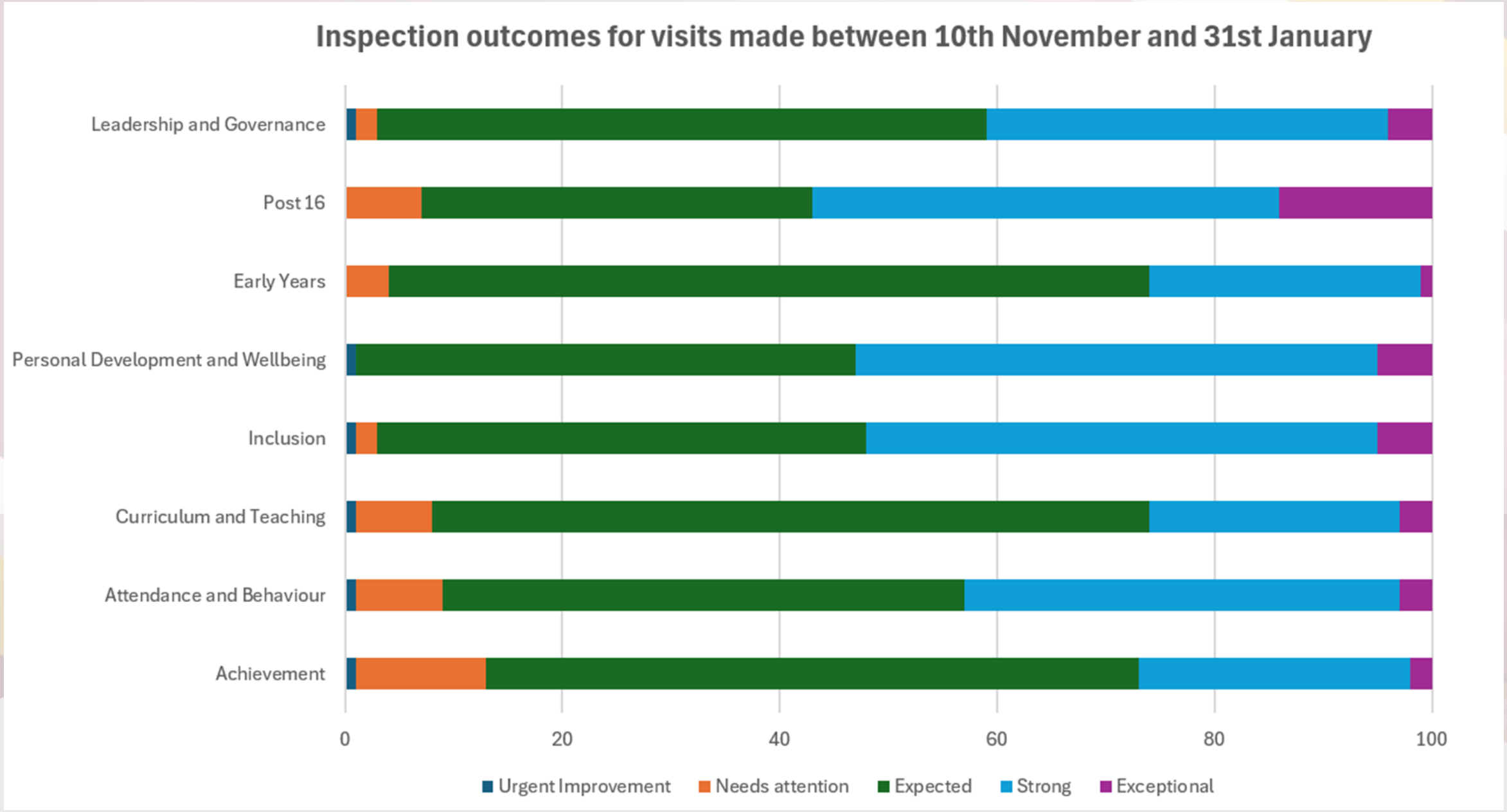

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Self-evaluating Inclusion

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Graphic from Robert Wood Johnson Foundation

Define ‘equality’ and ‘equity’ in the context of education

Equality

Treating everyone the same. Making sure everyone has access to the same resources and opportunities.

Equity

Recognising that pupils have different needs and circumstances. Ensuring all students can achieve similar outcomes by providing tailored support



What do we mean by ‘high-challenge?

The term **high-challenge** refers to the practice of setting **ambitious expectations** for all learners—including those with special educational needs and disabilities (SEND), from disadvantaged backgrounds, those known to, or previously know to children’s social care or who have other barriers to learning—while providing the **support necessary** to help them succeed.

Ofsted School Inspection Toolkit, September 2025



Who is *'known to children's social care'*?

Children in receipt of targeted early help	In receipt of early help with a plan and lead practitioner
Children in need (CHIN)	In need of support to maintain health or development. Usually on a child in need plan
Children with a child protection plan (CPP)	Assessed as being at risk of significant harm
Looked after children (LAC)	In the care of the local authority
Children in kinship care	Cared for by relatives of family friends
Previously looked after children (PLAC)	Left care via adoption, special guardianship order, or child arrangement order
Care leavers	Young people aged 16-25 who were previously looked after or preparing to leave care



Supporting pupils who may have other barriers to learning

This is a new angle within the inspection framework. Here, leaders are challenged to consider whether, other than the most common barriers to learning (SEND, PP, LAC, PLAC etc.), there are likely to be other contextual barriers for groups of pupils within your school.

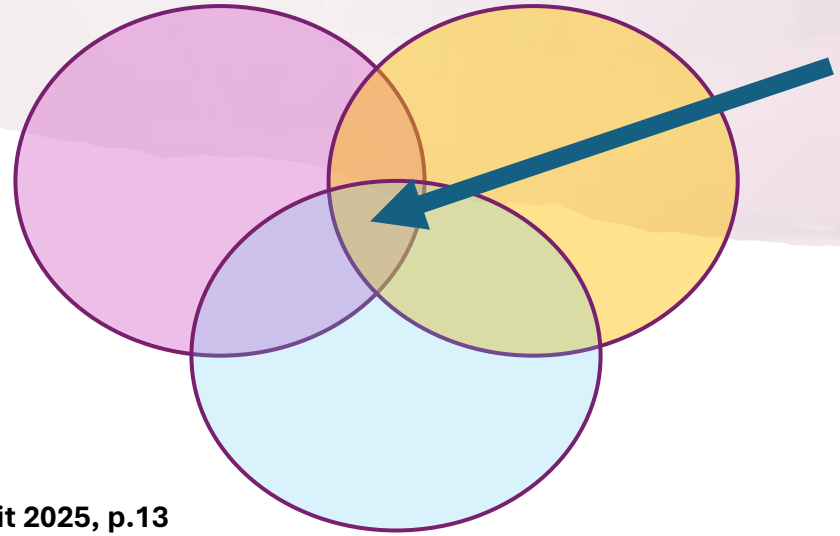
Can you think of other groups of pupils who might be vulnerable to underperform in your school?

Perhaps you might consider examples such as:

- ✓ EAL
- ✓ Those receiving Early Help
- ✓ Services Pupils
- ✓ Home Carers
- ✓ Travelling Communities
- ✓ Those who travel a long distance to/from school?
- ✓ Frequent movers

Reflective questions

- ✓ Which of these groups of pupils might be evident in your school?
- ✓ Can you think of any other groups that might be relevant to this consideration?
- ✓ Of the groups listed, what might be the main barriers to learning that those children might face?
- ✓ Once known and understood, what action have you taken to successfully remove these barriers? How do you know?



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Identifying, assessing and meeting needs, and reducing barriers (1)

In gathering evidence about identifying, assessing and meeting needs, and reducing barriers, inspectors consider the extent to which:

- ✓ leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations
- ✓ leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers
- ✓ leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice

Reflective questions

- ✓ What systems do you have in place for the identification of need? How do you know this works?
- ✓ How quickly are new or evolving needs identified? What systems are in place to allow this to happen in a timely way?
- ✓ ***What are the elements of universal provision that we will see in every classroom? How consistent is this?***
- ✓ ***What are the elements of individual provision that pupils receive in each classroom? Do you know this before you enter classrooms?***
- ✓ How are teaching assistants used in classrooms to reduce barriers to learning?
- ✓ How well do adults understand individual needs in classrooms, and their roles in reducing barriers? Do you have assurances that this is the case?
- ✓ Which pupils have you identified that might be contextual barriers to learning in your school? How might those barriers manifest themselves and what do you do to mitigate against them?
- ✓ In which ways are external agencies involved in the identification of needs and the provision of support? How do you know this is effective?

Ofsted Inspection Toolkit 2025, p.13

Identifying, assessing and meeting needs, and reducing barriers (2)

In gathering evidence about identifying, assessing and meeting needs, and reducing barriers, inspectors consider the extent to which:

- ✓ leaders work closely with parents, taking their views into account and making best use of their knowledge of their children
- ✓ leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests
- ✓ the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

Reflective questions

- ✓ How are parents involved in the review of barriers, provision and progress?
- ✓ ***Do parents feel their involvement is beneficial? Do they feel listened to and well informed? How do you know?***
- ✓ Is Alternative Provision used as a last resort?
- ✓ Can you clearly articulate where Alternative Provision is used, how it is in the best interests of the pupil?
- ✓ Can you prove that any Alternative Provision is suitable and safe place? What checks have you made to ensure that it is?
- ✓ When was your Accessibility Plan last written and adopted? (It is required every 3 years) Does it stand up to scrutiny as being fit for purpose and reflective of your school?
- ✓ Have you shared your Accessibility Plan on the school website?

Supporting disadvantaged pupils

In gathering evidence about disadvantaged pupils, inspectors consider the extent to which:

- ✓ leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly reviewing their strategy for pupil premium and for early years pupil premium, if this applies
- ✓ the pupil premium strategy is aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy
- ✓ the pupil premium strategy is implemented and monitored effectively, including through training and support for staff
- ✓ any necessary adaptations to approaches the school uses to support disadvantaged pupils are timely and effective
- ✓ leaders' approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning

Reflective questions

- ✓ What proportion of pupils are eligible for PP? How do you identify these pupils?
- ✓ What, typically, are their needs? Do these conform to current convention or are they more contextualized for your school? How have you decided on the approaches to help them?
- ✓ ***How does your PP strategy help pupils achieve well? How do you know? How do you (and how often do you) measure the impact of your PP strategy? Do you have an implementation plan for your PP strategy?***
- ✓ What are the key headline areas of success from your strategy? What is the tangible impact of this work? How often is this reviewed?
- ✓ Can you talk specifically about any adaptations you have made for disadvantaged pupils, and the impact that these have had?

Ofsted Inspection Toolkit 2025, p.12

Supporting pupils with SEND (1)

In gathering evidence for pupils with SEND, inspectors consider the extent to which:

- ✓ a qualified SENCo is empowered, through their leadership status within the school, to lead whole-school improvement for pupils with SEND
- ✓ the published SEN information report, as required by the Special Educational Needs and Disability Regulations 2014 and section 69 of the Children and Families Act 2014, is easily accessible and accurately describes the school's provision and support for pupils with SEND
- ✓ leaders identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draw on any specialist advice when necessary
- ✓ leaders use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs, and staff receive suitable training and support to implement it

Reflective questions

- ✓ Who is your SENCO? Are they appropriately qualified?
- ✓ Do you currently have any SEND issues linked to your school improvement plan? If not, is there a SEND action plan in place?
- ✓ Is your SEND information report published on the website? Is it reviewed within the statutory timeframe (annually)? Does it properly reflect the current provision for pupils?
- ✓ What processes are in place to identify SEND pupils? How often are these used? How often is progress against EHCPs and IEPs monitored? (Plan, do, review etc)
- ✓ How do you know this is quick enough and working well?
- ✓ ***How do you check that the intended provision is being provided and that the desired impact is being achieved? What are your current checks telling you? What, typically, would you expect to see if we went in to classrooms with SEND pupils today?***

Ofsted Inspection Toolkit 2025, p.13

Supporting pupils with SEND (2)

In gathering evidence for pupils with SEND, inspectors consider the extent to which:

- ✓ leaders make sure their work improves the progress and achievement of pupils with SEND and they do not lower their expectations of them
- ✓ leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND; they promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it
- ✓ leaders meet the needs of pupils with SEND, and adapt the environment, teaching and the school's wider offer in ways that support them to access education
- ✓ leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being
- ✓ leaders support successful transitions for pupils

Reflective questions

- ✓ What is your ambition for pupils with SEND? How do you ensure that your ambition is as high for them as other pupils? Are there any (unintentional) ceilings put on SEND pupil achievement?
- ✓ Which other SEND agencies do you work with? How do you gain their help/support? How do you help parents to get the support they might need too?
- ✓ Do you have a universal classroom provision? What elements are there to this? How consistently used and applied are these approaches?
- ✓ How well do staff know the needs of SEND pupils? What do lesson visits/ case sampling tell you about the impact of this?
- ✓ Are support plans (i.e IEPs live and well-known?
- ✓ ***How do you actively support the transition of pupils, especially when they move to a new school?***

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Ofsted Inspection Toolkit 2025, p.13

Supporting pupils who are known (or previously known to children's social care

In gathering evidence pupils who are known (or previously known) to children's social care, inspectors consider the extent to which:

- ✓ the designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced
- ✓ each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being
- ✓ the designated safeguarding lead and other leaders use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance
- ✓ leaders share information effectively with the local authority, and support the authority to complete statutory assessments in relation to pupils' social care needs
- ✓ leaders work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care

Ofsted Inspection Toolkit 2025, p.13

Reflective questions



- ✓ What qualifications and training has your LAC Designated Teacher received?
- ✓ Has each child got a PEP? Who puts this together? What does each PEP contain? How do you know you have considered the right elements to the plan? (Click 'scan me' for a good lowdown from Leeds LA.
- ✓ How are you helping to break down barriers to attendance? How are you providing bespoke academic support?
- ✓ What are the processes that you have in place to ensure that information is shared often, and well, with the virtual school?
- ✓ How do you build relationships with social workers that are in the best interests of the pupils?

Grading inclusion

Needs attention	Expected standard	Strong standard
Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being. ■ Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils. ■ Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.	**Inclusion meets the 'expected standard' when all the following apply:** Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being. Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	**Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.

Ofsted Inspection Toolkit 2025, p.8

Needs attention	Expected standard	Strong standard
	The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked-after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences. Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	

Ofsted Inspection Toolkit 2025, p.9

Takeaways

When you reflect on the past few slides, what are the main implications for you moving forward? Where do you feel you need to secure further evidence to have the assurances you need? Do you have any questions at this point?

Write your answers in the chat.

Self-evaluating Inclusion

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework
- ✓ To understand how Inclusion will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.
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Inclusive practices in Curriculum and Teaching

In gathering evidence about curriculum and teaching, inspectors consider the extent to which:

- ✓ staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs
- ✓ the school's approach to the curriculum and teaching draws explicitly on the best available evidence, including high-quality research relating to supporting disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils' independence over time
- ✓ reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted and effective in reducing barriers; adaptations focus on pupils' long-term success rather than short-term fixes; leaders consider the possible downsides of any adaptations and mitigate these

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Reflective questions

- ✓ In a nutshell, how do you expect vulnerable pupils to be supported in the classroom?
- ✓ What does high-quality adaptive provision mean for you? How consistently applied is this? How do you know?
- ✓ ***Case sampling: What does this tell you about the quality of individual provision? Where are the strengths? Where are the areas for further development?***

Ofsted Inspection Toolkit 2025, p.39

Inclusive practices in Behaviour and Attendance (1)

In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which:

- ✓ staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for pupils with specific needs
- ✓ staff make reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve
- ✓ leaders and staff use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations of attendance, behaviour and attitudes to learning.
- ✓ leaders monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for pupils' changing circumstances and/or needs

Reflective questions

- ✓ What training have you provided to staff to help them to understand potential barriers to attendance?
- ✓ ***Are staff clear about their roles within the behaviour and attendance policies, and how these might include reasonable adjustments for some pupils? Can they explain the circumstances around when such adjustments might be made?***
- ✓ Typically, what sort of interventions are offered to support the improvement of behaviour and attendance?
- ✓ Do you ever lower your expectations of pupils, even if they have barriers to behaviour and attendance? How do you reconcile/explain this?
- ✓ What trends is your monitoring picking up currently, relating specifically to vulnerable pupils? What works has been done to bring about improvements? Is this having the desired impact?

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Ofsted Inspection Toolkit 2025, p.39

Inclusive practices in Behaviour and Attendance (2)

In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which:

- ✓ leaders and staff make sure that restrictive physical intervention is used as a last resort, and that these incidents are analysed carefully to minimise the need for the use of force
- ✓ when alternative provision is used, leaders monitor pupils' attendance carefully, both daily and over time, and take swift and effective action when pupils do not attend
- ✓ leaders, staff and pupils have established a culture across the school where relationships between adults and pupils are open, respectful and harmonious
- ✓ pupils who need support to improve their attendance, behaviour and attitudes to learning show improvements over time
- ✓ leaders and staff make sure that (when they are needed) part-time timetables are short term and have defined end points, and plans for supporting pupils' return to full-time education are clear and appropriate

Reflective questions

- ✓ What is your restrictive physical intervention policy? How do you record the use of RPI?
- ✓ What do data trends tell you about the use of RPI when comparing vulnerable groups with others?
- ✓ How do you ensure that relationships between vulnerable pupils and staff are as strong as they can be? How would describe the level of this currently?
- ✓ ***How many vulnerable pupils currently have a part-time timetable? How does this compare to other pupils? Can you articulate the planned journey to take them off such timetables?***

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Ofsted Inspection Toolkit 2025, p.39

Inclusive practices in Personal Development and wellbeing (1)

In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which:

- ✓ pupils feel welcome, valued and respected and that they belong within the school community
- ✓ all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities
- ✓ all pupils have equal access to and participate in interesting and relevant extra-curricular activities
- ✓ all pupils benefit from high-quality careers education opportunities, where relevant, including the groups of pupils listed above
- ✓ pupils understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities
- ✓ pupils respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation

Ofsted Inspection Toolkit 2025, p.49

Reflective questions

- ✓ How do you check that vulnerable pupils feel valued and respected?
- ✓ ***What proportion of vulnerable pupils attend extra-curricular activities? How does this compare to other schools? How do you increase participation?***
- ✓ What, specifically, do you do to ensure that vulnerable pupils have the same opportunities to participate in personal development opportunities? Can you quantify this in any way?
- ✓ What ambitions do you have for vulnerable learners? Are they equally high for all pupils?
- ✓ How do vulnerable pupils specifically benefit from your careers curriculum?
- ✓ How do you ensure that learning about religion, culture and communities is inclusive? How do you ensure that learning about FBVs and PCs is inclusive?

Inclusive practices in Personal Development and wellbeing (2)

In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which:

- ✓ pupils have the opportunity to develop a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socioeconomic backgrounds
- ✓ reasonable adjustments or adaptations to the personal development curriculum or teaching for pupils are well targeted, effective in reducing barriers to their learning and/or well-being and focused on pupils' long-term success rather than short-term fixes; leaders consider the possible downsides of any adaptations and mitigate these
- ✓ pupils who attend alternative provision continue to receive a suitable personal development and relationships and health education (RHE)/relationships and sex education, health education (RSHE) programme

Reflective questions

- ✓ How do you build social skills for those pupils with barriers to their learning? How specific is this approach to this group of pupils?
- ✓ ***How is your PSHE and RSE curriculum responsive to the potential needs of vulnerable learners? Can you articulate this, particularly for SEND pupils?***
- ✓ What are the typical adaptations that you would expect to see in PSHE lessons for pupils with barriers to learning?
- ✓ How do you make sure that personal development continues to be a focus for pupils who do not spend all of their learning time on your school site?

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Ofsted Inspection Toolkit 2025, p.49

Inclusive practices in Early Years

In gathering evidence about inclusive practices in early years, inspectors consider the extent to which leaders and staff:

- ✓ quickly and accurately identify children who face any barriers to their learning or well-being, including disadvantaged children, those with SEND, and those who are known (or previously known) to children's social care; they consider children's different starting points and stages of development and act judiciously to reduce the barriers that these children face
- ✓ focus particularly on children whose language is less well developed and/or who do not readily engage with adults
- ✓ receive relevant, useful training and guidance so that they can identify and assess children's needs effectively, and meet them
- ✓ work in close partnership with parents, other settings, childminders and/or out-of-school provision to secure continuity of education and care for all children

Reflective questions

- ✓ How many pupils in Early Years have SEND, or are eligible for the PP?
- ✓ How and when do you identify need?
- ✓ How do ensure you have an accurate view of each vulnerable child's starting points?
- ✓ How do you ensure that you find the barriers to learning for the youngest pupils in school?
- ✓ How do you expect provision to look different for pupils with barriers to learning in Early Years, as opposed to those who are less vulnerable?
- ✓ ***What training is in place to ensure that pupils get the best possible start in Early Years, in securing foundational English and Maths skills?***
- ✓ How do you work with parents and carers to ensure that Early Years pupils thrive in the school environment?

Ofsted Inspection Toolkit 2025, p.58

Inclusive practices in the post-16 provision

In gathering evidence about inclusive practices in the post-16 provision, inspectors consider the extent to which:

- ✓ leaders reduce barriers for disadvantaged students, students with SEND, students who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, so that they achieve the best possible outcomes and are prepared for life beyond school
- ✓ teachers adapt the curriculum and their teaching to overcome the barriers individual students face, including students in the groups listed above; students get the support they need to access their study programme
- ✓ students, including those listed in the groups above, have access to, participate in and benefit from the range of opportunities provided through the curriculum and through personal development opportunities
- ✓ structured careers education and guidance provide tailored support so that these groups of students are able to make informed decisions about their next steps

Reflective questions

- ✓ What specific barriers do pupils face in Post 16 that they hadn't in their earlier school life? How do you mitigate against this?
- ✓ What is the percentage of vulnerable pupils who progress to your Post 16 setting from KS4? How does this compare with others?
- ✓ How do you anticipate and support difficulties in transition for vulnerable pupils? Can you cite any examples?
- ✓ What are the intended end points/destinations for SEND pupils? How does the curriculum help them to achieve this?
- ✓ What adaptive teaching strategies are typically evident in the Post 16 setting? How have these developed over time?
- ✓ How do you ensure that deprived pupils have sufficient knowledge of the pathways open to them after their time at your school?

Ofsted Inspection Toolkit 2025, p.66-67

Inclusive practices in Leadership and governance

In gathering evidence about Leadership and Governance, inspectors consider the extent to which:

- ✓ have a clear and ambitious vision for providing high-quality education to all pupils, and uphold high educational standards that prepare pupils from all backgrounds for their next phase of education and life
- ✓ hold leaders to account appropriately and effectively for the school's support and provision for disadvantaged pupils, those with SEND, those who are known (or previously known) children's social care, and those who may face other barriers to their learning and/or wellbeing
- ✓ there is professional, purposeful collaboration between teachers on the necessary adaptations for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Reflective questions

- ✓ What does your school vision and mission statement say about ambition for all pupils?
- ✓ How well are all stakeholders able to articulate your vision for all pupils?
- ✓ To what extent do governors understand the achievement of vulnerable groups of pupils in your school?
- ✓ ***How do governors ensure that provision for vulnerable pupils has a strong focus? What checks do they make for themselves?***
- ✓ ***Is the Accessibility Plan up to date? Have actions been completed?***

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Ofsted Inspection Toolkit 2025, p.74-76

Takeaways

When you reflect on the past few slides, what are the main implications for you moving forward? Where do you feel you need to secure further evidence to have the assurances you need? Do you have any questions at this point?

Write your answers in the chat.

And finally…

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

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