

EIF

Education Inspection Framework

Education Inspection Framework (EIF)

- Whether leaders are ambitious for all pupils with SEND.
- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- How well leaders include pupils with SEND in all aspects of school life.
- How well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health.

- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum (EIF handbook)
- How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

- 315. Because of the often vastly different types of pupils' needs, inspectors will **not** compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.
- 316. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities.

Deep Dives

- **Deep dive:** a 'deep dive', involves gathering evidence on the curriculum intent, implementation and impact over a sample of **subjects, topics or aspects**. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.
- Mantra: 'let's see that in action together'.

Form an accurate evaluation of how education flows from **intention** to **implementation** to **impact**

Monitoring role

- classroom observation with a focus on: SEND provision, resources, environment, teaching assistant deployment, teaching assistant interactions and questioning skills.
- scrutiny of IPM content, implementation and impact
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies .
- pupil questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- informal/formal feedback from staff, parents and pupils
- pupil progress tracking using assessment data (whole-school processes)
- attendance records of pupils with SEND
- termly meeting with SEN Governor

Parent View

- Does your child have special educational needs and/or disabilities (SEND)? (yes or no)
- If yes, the survey asks parents how strongly they agree with this statement:
- ‘My child has SEND, and the school gives them the support they need to succeed.’