

14 October 2025

The Rt Hon Edward Argar MP
Member of Parliament for Melton and Syston
House of Commons
London
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Sir Martyn Oliver
His Majesty's Chief Inspector

Sent by email to: edward.argar.mp@parliament.uk

Dear Mr Argar

PARLIAMENTARY QUESTION NUMBER 77078

To ask the Secretary of State for Education, what assessment she has made of the potential merits of Ofsted making a separate judgment on SEN provision in schools on its published inspection report.

Your recent Parliamentary Question has been passed to me for response as His Majesty's Chief Inspector for Standards in Education, Children's Services and Skills.

While there is not a separate evaluation area for children and learners with special educational needs and/or disabilities (SEND), from November 2025, we will have a standalone evaluation of inclusion across all education providers under our renewed framework.

From the outset of my tenure as HMCI, I have been determined to place the needs of all children at the forefront of our inspections, with a particular emphasis on the most vulnerable and disadvantaged. Children with SEND are at the heart of this thinking.

We firmly believe that inspections should carefully consider the needs of all children who face disadvantage or vulnerability, including those with SEND, to ensure that all education providers are inclusive and meeting the needs of their communities.

The following list should give you an understanding of the groups of children that inspectors will pay close attention to ensure that every child receives a high standard of education and care:

- children with SEND
- looked-after and previously looked-after children
- young carers
- those known to children's services
- those in receipt of free school meals or pupil premium.

This list is not exhaustive. We expect providers to know their children's and learners' individual needs, and to make sure that they are being supported to achieve, belong and thrive whilst in their care.

In recognition of this, the evaluation of inclusion runs as a golden thread throughout the renewed framework's toolkits and report cards. For example, inspectors will evaluate how a school's curriculum and teaching are inclusive of all children's and learners' needs, as well as how school leaders have enabled an inclusive culture through their approach to behaviour and personal development, so that all children and learners feel that they belong and can thrive.

Our inspection materials explicitly refer to the importance of understanding the experiences and outcomes of children and learners with SEND as a distinct, vulnerable group. This means inspectors will evaluate how well the provider meets their needs and how they support them to achieve, belong and thrive in their setting. We will evaluate the extent to which leaders do the following:

- Identify children's and learners' emerging or changing needs quickly and accurately, make sure support is effective, and draw on any specialist advice when necessary.
- Use a 'graduated approach' which helps to ensure that children and learners receive an appropriate level of support to meet their needs, and staff receive suitable training and support to implement it effectively.
- Make sure their work improves the progress and achievement of children and learners with SEND and they do not lower their expectations of these children and learners.
- Are committed to their role in the local area partnership's strategy to improve experiences and outcomes for children and learners with SEND.
- Monitor the progress of children and learners with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being.

This approach reaffirms our commitment to putting children and learners first, especially for the most vulnerable, which includes those with SEND.

I hope you find this information helpful.

Yours sincerely



Sir Martyn Oliver

His Majesty's Chief Inspector