

# Inclusion and Provision Self Evaluation Framework Form

## Section 1: Culture and Ethos

**1.01 : Leaders ensure the setting welcomes all CYPs within its community, irrespective of ability, achievement and background. This is communicated through, upheld and at the centre of everything the setting does \***

- INEFFECTIVE - Families of vulnerable learners within the locality often seek placement in an alternative setting
- TAKING ACTION - The majority of vulnerable learners within the locality attend the setting, although a significant minority seek an alternative placement
- EFFECTIVE - The setting is the setting of choice for families with vulnerable learners within its locality ○ LEADING - Families of vulnerable learners within the locality trust and have confidence in the setting's willingness and capacity to meet their child's needs

**1.02 : There is a whole setting culture of high expectations and best practice in teaching, learning and behaviour to improve outcomes for all learners \***

- INEFFECTIVE - Designated responsible staff take lead responsibility for vulnerable learners ○ TAKING ACTION - Leaders articulate high expectations for the achievement of vulnerable learners ○ and expect staff to do the same
- EFFECTIVE - Leaders model effective practice, coach and mentor colleagues to meet the needs of vulnerable learners
- LEADING - Leaders model effective practice, coach and mentor colleagues to meet the needs of vulnerable learners. The setting's Inclusion policy is embedded within performance management, self-evaluation and improvement planning learners and expect staff to do the same

**1.03 : The setting has strong values and a highly inclusive ethos which is at the heart of everything it does \***

- INEFFECTIVE - The setting has a set of values, but these aren't widely known, understood or adopted by all members of the community
- TAKING ACTION - The setting's core values are communicated clearly to all members of the community ○ EFFECTIVE - All members of the community are encouraged to contribute to the design and review of the setting's core values, ensuring that there is a sense of genuine ownership and inclusion in the process
- LEADING - The setting has highly inclusive values which are clearly communicated, understood, owned and adhered to by all members of the setting's community

**1.04 : Leaders place high value on the quality of the setting's curriculum in its intent to provide a quality education for all pupils and in its implementation, by teachers who are confident to plan to meet the needs of all CYPs \***

- INEFFECTIVE - The setting's curriculum does not take into consideration all learners and their needs. Leaders are unsure about the quality of teaching overall and do not support teachers in planning inclusive lessons
- TAKING ACTION - The setting's curriculum takes into consideration most learners and their needs. Leaders have monitoring systems in place, but these do not inform CPD for teachers needing support in planning for all

- EFFECTIVE - The setting's curriculum is good and developing towards outstanding in its intent. Leaders have monitoring systems in place that support teachers in their planning, but this is still in its developmental stage
- LEADING - The setting's curriculum is outstanding and designed to meet the needs of all learners. Leaders have a clear process for monitoring its implementation and supporting teachers to confidently plan highly inclusive lessons which enable all pupils to progress

**1.05 : Leaders measure the impact of the curriculum on a range of outcomes (attainment, progress, behaviour, attendance etc) effectively for all CYPs and make effective use of holistic data to inform next steps \***

- INEFFECTIVE - Leaders do not measure the impact of the curriculum
- TAKING ACTION - Leaders measure the impact of the curriculum through attainment and progress data although this is not used to inform next steps for curriculum development
- EFFECTIVE - Leaders measure the impact of the curriculum through a range of data and this informs next steps for the curriculum
- LEADING - Leaders measure the impact of the curriculum in a variety of ways which provides holistic data; this effectively informs next steps in the further development of the curriculum

**1.06 : Leaders effectively monitor attendance and work with the setting community to address issues of poor attendance of particular individuals or groups of CYPs \***

- INEFFECTIVE - Attendance for all CYPs in this setting falls consistently below national and regional average
- TAKING ACTION - Attendance for vulnerable learners falls consistently below national and regional average but is improving for other CYPs
- EFFECTIVE - Attendance is generally in line with national and regional averages, but improvements need to be made for more vulnerable learners
- LEADING - Attendance for all groups of CYPs is above average against both national and regional averages

**1.07 : Leaders monitor behaviour through effective policy which is restorative in nature and reflects the needs of all CYPs. Policy ensures there is an inseparable link between learning and behaviour. Staff have the skills and are aware of strategies that allow them to be responsive to the needs of all CYPs. Policy is consistently applied throughout the setting \***

- INEFFECTIVE - Behaviour incidents may not be monitored effectively. They may be dealt with as they arise, using punitive approaches. Links between behaviour and other policies such as teaching, learning and curriculum are not evident. Staff are inconsistent in their approaches and may be unskilled or lack the confidence to manage behaviour situations. Fixed term (FEX) and permanent exclusions (PEX) are used frequently and are considered a key behaviour management tool. Vulnerable learners are more likely to be excluded than other CYPs
- TAKING ACTION - A behaviour policy is in existence and is mainly penal in nature; it is mentioned in other policy documents but not applied or monitored. Policy is not deployed appropriately or consistently or does not reflect the needs of all CYPs in the setting. FEX and PEX are used regularly and are viewed as an integral part of the behaviour management policy. There is a high level of exclusions among the vulnerable learners, but the setting recognises this and is working to address it
- EFFECTIVE - FEX and PEX are used occasionally. The behaviour management policy reflects the complex nature of the needs and difficulties of any of the most vulnerable learners and is linked with curriculum and teaching and learning policies. Staff understand strategies and have the skills to be responsive to the needs of all CYPs. The exclusion rate is no higher for one CYP group / cohort than another
- LEADING - The behaviour policy of the setting is flexible to work for all CYPs in the setting. It is mainly therapeutic in nature and reflected upon regularly using incident data. Setting policies are inextricably

linked and staff are consistent in their application and skilled in a range of strategies. Restorative approaches are a way of working in the setting and FEX and PEX are used rarely and are seen as a “last resort”. Exclusion rate is low for all CYPs

**1.08 : Effective continued professional development (CPD) enables staff to improve their practice and take responsibility for removing barriers to participation and learning \***

- INEFFECTIVE - Little or no CPD linked to vulnerable learners, their needs or their progress and attainment
- TAKING ACTION - Professional development activities are designed to help staff to respond to learner diversity. Disability, equality CPD education is provided for all staff
- EFFECTIVE - CPD responds to learner need through whole staff skills audit – there are systems in place for effective evaluation. Staff are supported to draw upon relevant research and inspection evidence about teaching and learning in relation to vulnerable learners to improve practice. There is a clear link between CPD/appraisal to learner outcomes
- LEADING - There is effective dissemination of CPD regularly, throughout the setting, with its impact effectively monitored through a range of data. Staff undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in improving outcomes for vulnerable learners

**1.09 : Leaders ensure CYPs are effectively safeguarded, happy and participating members of the setting’s community \***

- INEFFECTIVE - Safeguarding is an area of concern for the setting; leaders are working with external partners to address the issues and develop a plan of action
- TAKING ACTION - Safeguarding is an area of development at the setting; leaders have an action plan in place
- EFFECTIVE - The majority of CYPs feel safe and are happy to participate in aspects of the setting’s community. Safeguarding is effective
- LEADING - Safeguarding of pupils is effective; CYPs are happy to participate in all aspects of the setting’s community

**1.10 Leaders are committed to the wellbeing of all staff, empowering them to fulfil their roles and responsibilities to all CYPs \***

- INEFFECTIVE - Staff wellbeing is an area of concern; absences are at a high level
- TAKING ACTION - Some staff do not always feel supported in their work; there are obvious inconsistencies across the team in understanding their roles and responsibilities to particular groups of CYPs
- EFFECTIVE - Staff feel generally valued and supported; they mostly enjoy coming to work and generally understand their roles and responsibilities to all CYPs
- LEADING - Staff at the setting feel valued and supported; they enjoy their work and understand their roles and responsibilities to all CYPs

## **Section 2: Speech, Language, Communication and interaction**

### **Speech, language and communication needs (SLCN)**

Further details can be accessed at [Screening & Intervention \(justonenorfolk.nhs.uk\)](https://justonenorfolk.nhs.uk)

**2.01 : The setting uses a screening tool to inform and plan next steps and/or provision for speech, language and communication (SLCN) needs. e.g. Speech Link; Language Link; WellComm; Communication Friendly Schools \***

- INEFFECTIVE - The setting has no SLCN screening tools in place
- TAKING ACTION - The setting has SLCN screening tools in place, but they are not acted upon
- EFFECTIVE - The setting has SLCN screening tools in place and their findings are routinely used to inform and plan next steps and/or provision
- LEADING - The setting has SLCN screening tools in place and they are embedded in the assess>plan>do>review cycle

**2.02 : The setting identifies learners with speech, language and communication (SLCN) needs and uses appropriate strategies and interventions to help learners overcome these barriers \***

- INEFFECTIVE - Teachers and support staff are not able to identify learners with SLCN. Staff have had little or no training around SLCN needs
- TAKING ACTION - Teachers and support staff can identify learners with SLCN but are not confident with strategies or interventions to help learners overcome these barriers. Staff have been trained and are broadly confident in identifying needs
- EFFECTIVE - Teachers and support staff can identify learners with SLCN and are confident in identifying strategies and interventions to help learners overcome these barriers. Staff are trained and are confident in identifying needs and knowing the next steps
- LEADING - Teachers and support staff can identify learners with SLCN and use a wide range of strategies and interventions to help learners overcome these barriers. Staff are trained and confident in identifying need and take action swiftly to remove barriers

**2.03 : The setting provides personalised or small group learning opportunities, independently or as advised by external specialists (speech and language therapist, educational psychology support service) e.g. Talk Boost; Elklan; Talkabout; Word Aware \***

- INEFFECTIVE - No programme in place
- TAKING ACTION - Programmes are either emerging or in place but are of limited effectiveness
- EFFECTIVE - Programmes are established and are overseen by a designated person who has had SLCN training. Outcomes are positive and are quantified
- LEADING - Programmes are established and integrated into the setting. Programmes are overseen by a designated person who has had SLCN training and who is seen as an SLCN champion within the setting. Outcomes are positive, quantified and inform classroom practice

**2.04 : Speech and language needs are fully supported through a language rich environment e.g. Word Aware \***

- INEFFECTIVE - The environment is not suited for good listening and attention
- TAKING ACTION - Some adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time
- EFFECTIVE - A range of adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time. The school is working towards external accreditation e.g. Elklan Communication Friendly Settings or developing a whole school approach e.g. Word Aware
- LEADING - A range of adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time. The school has achieved external accreditation e.g. Elklan Communication Friendly Settings or has embedded a whole school approach e.g. Word Aware

**2.05 : The setting seeks external advice as appropriate, e.g. speech and language therapist; Access Through Technology (ATT); educational psychology; communication champions; School 2 School support \***

- INEFFECTIVE - Setting do not access external advice and support
- TAKING ACTION - Setting access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon
- EFFECTIVE - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists
- LEADING - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists. Setting are actively engaged with reviewing provision with external specialists

**Communication and interaction: ASD**

**2.06 : The setting makes reasonable adjustments to the learning environment e.g. appropriate seating; individual workstation; use of timers; visual timetables; transition arrangements; sensory circuits; safe space; computer resources; alternative means of communication \***

Further details can be accessed at [Screening & Intervention \(justonenorfolk.nhs.uk\)](https://justonenorfolk.nhs.uk)

- INEFFECTIVE - No reasonable adjustments are made
- TAKING ACTION - Some reasonable adjustments are in place but may not be consistent
- EFFECTIVE - A range of reasonable adjustments are in place and are used consistently
- LEADING - A range of reasonable adjustments are regularly reviewed and adapted in the light of environmental audits. e.g. consideration of noise, movement and visual stimulus

**2.07 : The setting delivers programmes of support to develop social communication skills, e.g. small groups; negotiation; role-play; turn-taking; sharing; social stories; comic strip conversations; Lego therapy \***

- INEFFECTIVE - No programmes in place
- TAKING ACTION - Programmes are starting to be developed but their effectiveness is not measured
- EFFECTIVE - Programmes are in place and their effectiveness is evaluated
- LEADING - A range of programmes are in place and their effectiveness is evaluated. Schools meet standards for an external audit e.g. the Autism Competency Framework

**2.08 : The setting seeks support from Autistic Spectrum Disorder specialists via Norfolk Local Offer when appropriate \***

- INEFFECTIVE - Setting do not access external advice and support
- TAKING ACTION - Setting access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon
- EFFECTIVE - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists
- LEADING - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists. Setting are actively engaged with reviewing provision with external specialists

## **Provision Expected at SEN Support (PEaSS) Section**

### **3: Cognition and Learning**

#### **3.01 : Differentiation is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties \***

- INEFFECTIVE - Teachers do not routinely differentiate in the classroom
- TAKING ACTION - Differentiation is evident but not consistent
- EFFECTIVE - Differentiation is evident across the curriculum and consistent
- LEADING - Differentiation is applied creatively across the curriculum and is embedded in planning and delivery

#### **3.02 : Adults in the setting are skilled and experienced in supporting CYPs with general and specific learning difficulties \***

- INEFFECTIVE - Adults lack the necessary knowledge, skills and experience
- TAKING ACTION - Adults have some knowledge, skills and experience but are not always able to meet learners' needs
- EFFECTIVE - Adults have the knowledge, skills and experience and the setting is able to meet the needs of the overwhelming majority of learners
- LEADING - Adults have the knowledge, skills and experience and the school is able to meet the needs of the overwhelming majority of learners. There is strong collaboration between SEN and teaching and learning teams to put effective policy into effective practice

#### **3.03 : Assessments inform future planning to accommodate the needs of all learners \***

- INEFFECTIVE - Assessments either are unable to meet learners' needs (e.g. they cannot access the assessments) or teachers do not act on the outcomes of assessments
- TAKING ACTION - Assessment approaches are evident, but they do not consistently inform future planning
- EFFECTIVE - Assessment approaches are used to inform planning for most learners
- LEADING - A wide range of assessment approaches and tools are used which are effectively embedded in practice and identify progress and next steps

#### **3.04 : The setting makes reasonable adjustments to the learning environment e.g. appropriate seating; individual workstation; use of timers; transition arrangements; sensory circuits; safe space; ICT resources; alternative means of communication \***

- INEFFECTIVE - No reasonable adjustments are made
- TAKING ACTION - Some reasonable adjustments are in place but may not be consistent across the setting
- EFFECTIVE - A range of reasonable adjustments are in place and are used consistently across the setting
- LEADING - A range of reasonable adjustments are regularly reviewed and adapted in the light of environmental audits e.g. consideration of noise, movement and visual stimulus

#### **3.05 : The setting has effective approaches or provision for students with specific learning difficulties \***

- INEFFECTIVE - No provision in place
- TAKING ACTION - Provision is in place or emerging but not evidenced based
- EFFECTIVE - Provision is evidence based e.g. EEF and progress can be quantified
- LEADING - Provision is evidence based e.g. EEF and progress can be quantified. Learners routinely with specific learning difficulties are seen to make progress in a range of ways

**3.06 : The setting seeks support from specialists as appropriate e.g. educational psychology; dyslexia specialist resource base \***

- INEFFECTIVE - Setting do not access external advice and support
- TAKING ACTION - Setting access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon
- EFFECTIVE - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists
- LEADING - Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists and allow time to embed. Setting are actively engaged with reviewing provision with external specialists

**3.07 : The setting has effective measures in place, through policy and practice, which promote positive behaviour for learning strategies \***

- INEFFECTIVE - Behaviour for learning is apparent within the setting but this is due to individuals' style of practice rather than a coherent whole-setting approach
- TAKING ACTION - The setting has begun to work on strategy that will implement a consistent behaviour for learning approach
- EFFECTIVE - The setting has a policy which is in place to support staff promote positive behaviour for learning strategies
- LEADING - The impact of positive behaviour for learning policy and strategies are evident throughout the setting

**Provision Expected at SEN Support (PEaSS) Section 4: SEMH: Social, Emotional and Mental health**

**4.01 : There are systems in place to ensure early identification of Social, Emotional and Mental Health (SEMH) issues \***

- INEFFECTIVE - Staff in the setting lack awareness of the early signs of poor mental health and are unsure what to do if they think they have identified a developing issue
- TAKING ACTION - Some staff in the setting have an awareness of the early signs of poor mental health and know what to do if they think they have identified a developing issue, but this is not consistent
- EFFECTIVE - Staff in the setting have an awareness of the early signs of poor mental health and know what to do if they think they have identified a developing issue
- LEADING - All staff in the setting are secure in their awareness of the early signs of poor mental health and there are clear systems in place to ensure concerns are addressed quickly

**4.02 : The setting has identified staff who lead on issues surrounding mental health \***

- INEFFECTIVE - There is no designated person
- TAKING ACTION - A named person has been identified
- EFFECTIVE - There is an identified mental health champion who is trained
- LEADING - There is an identified mental health champion who is trained. Training is continually cascaded to other staff

**4.03 : In the setting, positive mental health is viewed as the responsibility of all members of staff. Staff model emotional literacy and this is incorporated within a CYP's behaviour management strategy \***

- INEFFECTIVE - Mental health issues are seen as the responsibility of others e.g. pastoral staff. There are no individual behaviour plans for CYPs, or, plans are in place but not upheld or used

- TAKING ACTION - Staff have an awareness of mental health but will refer issues to the pastoral team or designated champion. Behaviour plans are in place but may be of poor quality. They are not applied consistently
- EFFECTIVE - Staff have an awareness and see their role as the first stage in a support process before referring to the pastoral team or designated champion. Behaviour plans are in place and are devised in collaboration with CYPs and parent/carers. They are mostly adhered to by staff
- LEADING - Mental health awareness is fully embedded in the curriculum and seen as everyone's responsibility. The mental health champion drives training and effectively coordinates responses. Behaviour plans have been created in collaboration with CYPs, parents and carers. Staff apply these consistently and they are used dynamically in response to changing needs and strategies

**4.04 : The setting uses data from screening tools to identify need and consider a response. e.g. Strengths and Difficulties Questionnaire; Boxall Profile; Thrive \***

- INEFFECTIVE - No screening tools in place
- TAKING ACTION - Screening tools are in place but there is a lack of awareness on how to act on the data
- EFFECTIVE - Screening tools are in place and feed into provision e.g. nurture group or other pastoral support
- LEADING - Screening tools are in place and feed into provision e.g. nurture group or other pastoral support and are evaluated to measure impact and feed into next steps

**4.05 : The setting has effective behaviour management strategies which support the wellbeing of staff and learners. Staff are emotionally literate and model this consistently to CYPs \***

- INEFFECTIVE - No clear link between policy and procedure. Behaviour management is variable between staff and lacks consistency. Some staff may be emotionally literate but not all; this is not something that is established as a way of working and being
- TAKING ACTION - Clear policy and procedures are in place but are not always consistently applied. Emotional literacy is taught at times as a standalone intervention/lesson rather than a way of working and being
- EFFECTIVE - Clear policy and procedures. Behaviour management is positive and generally applied consistently across the setting. Staff and CYPs have an awareness of emotional literacy and staff model this particularly at times of disruption, restoration or crisis
- LEADING - Clear policy and procedures. Behaviour management is positive and is applied consistently across the setting. Approaches are evaluated at a pupil level and adapted accordingly. Staff are emotionally literate and have expectations that all CYPs will become self-aware and able to explain their feelings, deploying strategies that enable self-regulation and manage anxiety

**4.06 : The setting seeks support from specialists as appropriate, e.g. Point 1/Child and Adolescent Mental Health Services (CAMHS); Early Help; counselling/therapeutic support; Norfolk Healthy Child Programme \***

- INEFFECTIVE - The setting does not access external advice and support
- TAKING ACTION - The setting accesses external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon
- EFFECTIVE - The setting accesses external advice and support having already tried internal intervention first. They act on the advice of specialists
- LEADING - The setting accesses external advice and support having already tried internal intervention first. They act on the advice of specialists. The setting is actively engaged with reviewing provision with external specialists



## **Provision Expected at SEN Support (PEaSS) Section**

### **5: Physical and Sensory Needs**

**5.01 : The setting is aware of key indicators which may point to a learner having a visual or hearing impairment e.g. the checklists from VSSS <http://vsss.virtual-school.org.uk/professionals/referral> \***

- INEFFECTIVE - The setting is not aware of the key indicators
- TAKING ACTION - The setting is aware of the key indicators but staff confidence in using them is not consistent
- EFFECTIVE - The setting is aware of the key indicators and actively uses them to identify need. Staff in the setting are confident in their use
- LEADING - The setting is aware of the key indicators and actively uses them to identify need. Staff in the setting are confident in their use and actively review provision

**5.02 : The setting seeks support from specialists as appropriate, e.g. school nurse, occupational therapist; Virtual School Sensory Support (VSSS); physiotherapy; health services; Portage; speech and language therapists (SALT) for eating and drinking needs \***

- INEFFECTIVE - The setting does not access external advice and support
- TAKING ACTION - The setting accesses external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon
- EFFECTIVE - The setting accesses external advice and support having already tried internal intervention first. They act on the advice of specialists
- LEADING - The setting access external advice and support having already tried internal intervention first. They act on the advice of specialists. Settings are actively engaged with reviewing provision with external specialists

**5.03 : The setting considers learning space management logistics, e.g. seating position; background noise; ease of access to the room; height adjustable tables; decluttering; print size \***

- INEFFECTIVE - No alterations to the learning space or wider setting environment are made to accommodate needs
- TAKING ACTION - There may be some alterations to the learning space or wider environment, but these are ad hoc and are made on a case-by-case basis
- EFFECTIVE - The setting plans proactively to meet the physical and sensory needs of learners. This may include tactile signage; trailing routes; clear blocks of colour
- LEADING - The setting plans proactively to meet the physical and sensory needs of learners. This may include tactile signage; trailing routes; clear blocks of colour. Classroom teachers are confident in adapting their own classroom to meet individual needs

**5.04 : The setting has clear plans to support accessibility \***

- INEFFECTIVE - There is no accessibility plan or there may be one, but it has not been personalised for the setting
- TAKING ACTION - There is an accessibility plan which is tailored to the setting, but it is not well used and/or understood by the wider staff in the setting
- EFFECTIVE - The accessibility plan is tailored to the setting. Staff understand it and consider it in their day-to-day work
- LEADING - The accessibility plan is tailored to the setting. Staff consider it in both their day to day work and are involved in reviewing and updating it

## **Section 6: Promoting Independence – Primary, Infant, Nursery**

### **6.01 : Parents/carers are fully informed and involved in decisions about support and provision \***

- INEFFECTIVE - Parents/carers not informed or involved in decisions about support and provision
- TAKING ACTION - Parents/carers are informed of need and have some involvement in decisions about support and provision. Some parents/carers support the setting's endeavours to make the child/young person as independent as possible
- EFFECTIVE - Parents/carers are informed of need and are often involved in decisions about support and provision. A majority of parents/carers support the setting's endeavours to make the child/young person as independent as possible
- LEADING - Parents/carers are fully involved in all stages of assess>plan>do>review decision making process. The overwhelming majority of parents/carers support the setting's endeavours to make the child/young person as independent as possible

### **6.02 The views, wishes and feelings of learners are considered \***

- INEFFECTIVE - CYP voice is not included
- TAKING ACTION - CYP voice is captured but it does not always inform planning
- EFFECTIVE - CYP voice is captured and acted upon to identify what is important to the individual. Due to systems in place in the setting, the CYP becomes increasingly independent
- LEADING - CYP voice is included at all stages of the assess>plan>do>review decision making process. The setting knows what is important to the CYP and will develop personalised learning and support programmes to accommodate this. The CYP takes an active role in promoting their own independence

### **6.03 : Transition between stages of education is effective \***

- INEFFECTIVE - No additional support is provided for transition at key points. Communication between settings is minimal
- TAKING ACTION - Some additional support is provided for transition at key points e.g. extra visits. Communication between settings takes place. Those CYPs with the highest level of need are confident about moving to their new setting but others may not feel as confident
- EFFECTIVE - A range of additional support is provided at key points e.g. extra visits; photo books. Communication between settings is effective and most CYPs are confident about moving to their new setting
- LEADING - A wide range of additional transition support is available at key points e.g. extra visits; photobooks; wider liaison between providers. Communication between settings is highly effective. All CYPs are confident about moving to their new setting

### **6.09 The wider staff body, including teachers and support staff are confident about supporting CYPs and their families to think about their aspirations. \***

- INEFFECTIVE - The staff body will have had no training on educational pathways available to CYPs. Advice is not available in a systemic way and can be variable
- TAKING ACTION - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website [Helpyouchoose.org](http://Helpyouchoose.org)
- EFFECTIVE - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website [Helpyouchoose.org](http://Helpyouchoose.org)
- LEADING - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website [Helpyouchoose.org](http://Helpyouchoose.org)

## Section 6: Promoting Independence - Secondary

Click the following link for Preparing for Adult Life (Pfals)

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life>

### 6.01 : Parents/carers are fully informed and involved in decisions about support and provision \*

- INEFFECTIVE - Parents/carers not informed or involved in decisions about support and provision ○
- TAKING ACTION - Parents/carers are informed of need and have some involvement in decisions about support and provision. Some parents/carers support the setting's endeavours to make the child/young person as independent as possible
- EFFECTIVE - Parents/carers are informed of need and are often involved in decisions about support and provision. A majority of parents/carers support the setting's endeavours to make the child/young person as independent as possible
- LEADING - Parents/carers are fully involved in all stages of assess>plan>do>review decision making process. The overwhelming majority of parents/carers support the setting's endeavours to make the child/young person as independent as possible

### 6.02 : The views, wishes and feelings of learners are considered \*

- INEFFECTIVE - CYP voice is not included
- TAKING ACTION - CYP voice is captured but it does not always inform planning
- EFFECTIVE - CYP voice is captured and acted upon to identify what is important to the individual. Due to systems in place in the setting, the CYP becomes increasingly independent
- LEADING - CYP voice is included at all stages of the assess>plan>do>review decision making process. The setting knows what is important to the CYP and will develop personalised learning and support programmes to accommodate this. The CYP takes an active role in promoting their own independence

### 6.03 : Transition between stages of education is effective \*

- INEFFECTIVE - No additional support is provided for transition at key points. Communication between settings is minimal
- TAKING ACTION - Some additional support is provided for transition at key points e.g. extra visits. Communication between settings takes place. Those CYPs with the highest level of need are confident about moving to their new setting but others may not feel as confident
- EFFECTIVE - A range of additional support is provided at key points e.g. extra visits; photo books. Communication between settings is effective and most CYPs are confident about moving to their new setting
- LEADING - A wide range of additional transition support is available at key points e.g. extra visits; photobooks; wider liaison between providers. Communication between settings is highly effective. All CYPs are confident about moving to their new setting

### 6.04 : The wider staff body, including teachers and support staff will have a voice in annual reviews for CYPs \*

- INEFFECTIVE - The wider staff body will have no input into annual reviews
- TAKING ACTION - The wider staff body will have some input into annual reviews, however there is no formal process to accommodate this
- EFFECTIVE - The wider staff body will contribute into annual reviews and will be aware of how their input is assisting the CYPs in achieving the outcomes in an EHCP plan. Progress against outcomes is monitored for all CYPs
- LEADING - The wider staff body contribute into annual reviews and will be aware of how their input is assisting the CYPs in achieving the outcomes in an EHCP plan. Progress against outcomes is monitored

for all CYPs. The wider staff body will receive updates following an EHCP review and will be reflective in their practice

**6.05 : The setting offers all CYPs a series of progressive steps to paid employment, for example meaningful work experience, careers and enterprise education in the curriculum and links with local employers and post-16 providers \***

- INEFFECTIVE - The setting does not have an offer for CYPs to make progressive steps to paid employment. Links with local employers and post-16 employers is weak and, at best, limited to the setting's own sixth form provision
- TAKING ACTION - The setting is starting to offer some of the steps available to all CYP. Links with local employers and post-16 providers are limited
- EFFECTIVE - The setting offers a wide range of steps to paid employment. There are strong links with local employers and post-16 providers
- LEADING - The setting offers a wide range of steps to paid employment. There are strong links with local employers and post-16 providers. There is a systematic plan showing engagement of learners in all aspects of careers education to inform of gaps

**6.06 : All young people are able to participate in the community when they leave education as they have been afforded opportunities to participate in volunteering opportunities such as the National Citizen Service, <https://www.ncsyas.co.uk/> \***

- INEFFECTIVE - The setting has had no involvement with promoting the participation of CYPs in volunteering opportunities
- TAKING ACTION - The setting has had some involvement in promoting the participation of CYPs in volunteering opportunities
- EFFECTIVE - The setting actively promotes the participation of CYPs in volunteering opportunities by both hosting information events and keeping records of children/young people who have registered to participate. The setting ensures that children/young people with Special Educational Needs and Disabilities or other barriers to learning are equally represented
- LEADING - The setting actively promotes the participation of CYPs in volunteering opportunities by both hosting information events and keeping records of children/young people who have registered to participate. The setting ensures that children/young people with SEND or other barriers to learning are equally represented. A team of staff actively support this work and it is woven into the setting's curriculum

**6.07 : The CYP is supported to manage any health condition and explore housing and support options as part of the curriculum. Norfolk Community Directory: <https://communitydirectory.norfolk.gov.uk/> \***

- INEFFECTIVE - The Personal, Social and Health Education (PSHE) curriculum does not include aspects on keeping healthy or housing options
- TAKING ACTION - The Personal, Social and Health Education curriculum includes aspects on keeping healthy and housing options available to children/young people
- EFFECTIVE - The Personal, Social and Health Education curriculum includes aspects on keeping healthy and housing options available to children/young people. Staff delivering the PSHE curriculum are confident in being able to signpost young people to sources of advice regarding health or housing issues, for example the Norfolk Community Directory
- LEADING - The Personal, Social and Health Education curriculum includes aspects on keeping healthy and housing options available to children/young people. Staff delivering the PSHE curriculum are confident in being able to signpost young people to sources of advice regarding health or housing issues, for example the Norfolk Community Directory. The setting uses other professionals to deliver bespoke sessions to those who may need more in-depth advice

**6.08 : Staff in the setting have access to and use good quality information, advice and support in order to ensure that children/young people have the best possible Preparing for Adult Life outcomes (PfALs) \***

- INEFFECTIVE - Information, advice and support is not available or is limited to lessons in the curriculum
- TAKING ACTION - Information, advice and guidance is available but is primarily delivered by an adult employed by the setting. The adult may be undertaking further training in Information, Advice and Guidance (IAG)
- EFFECTIVE - Information, advice and guidance is available and impartial, delivered primarily by someone not directly employed by the setting. The adult will have further recognised IAG qualifications. If the setting also has a careers officer or equivalent, they will liaise effectively with the external Information, Advice and Guidance (IAG)
- LEADING - Information, advice and guidance is available and impartial, delivered primarily by someone not directly employed by the setting. The adult will have further recognised IAG qualifications. If the setting also has a careers officer or equivalent, they will liaise effectively with the external Information, Advice and Guidance (IAG). The setting will consider the current needs of its learners and will actively tweak its curriculum offer with respect to careers education

**6.09 : The wider staff body, including teachers and support staff are confident about supporting CYPs and their families to think about their aspirations \***

- INEFFECTIVE - The staff body will have had no training on educational pathways available to CYPs. Advice is not available in a systemic way and can be variable
- TAKING ACTION - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website Helpyouchoose.org but will not routinely do this with young people
- EFFECTIVE - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website Helpyouchoose.org and will do this as a matter of routine
- LEADING - The staff body will have had training on educational pathways available, for example by being able to signpost the Norfolk website Helpyouchoose.org, will do this as a matter of routine and be able to explore other pathways, for example by using their knowledge of other websites, for example, the Norfolk Local Offer or the Norfolk Community Directory

**6.10 : Staff are aware of the four Preparing for Adult Life (PfAL) outcomes and access and signpost relevant information on the Local Offer. Independent living; Good health; Friends, relationships and community; Transition to next stages of education and employment or adulthood \***

- INEFFECTIVE - Staff are not aware of the four PfAL outcomes and do not access or signpost relevant information on the Local Offer
- TAKING ACTION - Staff will be able to help CYPs access support such as Helpyouchoose.org They will have conversations with all CYPs about their aspirations in life. Staff are aware of the four PfAL outcomes and access relevant information on the Local Offer
- EFFECTIVE - Staff will be able to help CYPs access support such as Helpyouchoose.org. They will have conversations with all CYPs about their aspirations in life. Curriculum areas in the setting are able to offer support and guidance to CYPs wishing to pursue qualifications in their particular area at all levels and be aware of opportunities that are available to learners of different abilities. Staff are aware of the four PfAL outcomes and access relevant information on the Local Offer
- LEADING - Staff will be able to help CYPs access support such as Helpyouchoose.org. They will have conversations with all CYPs about their aspirations in life. Curriculum areas in the setting are able to offer support and guidance to CYPs wishing to pursue qualifications in their particular area at all levels and be aware of opportunities that are available to learners of different abilities. There will be regular and sustained liaison with Post-16 learning providers including colleges, training providers, further and

higher education providers for learners at all levels. Staff are aware of the four PfAL outcomes and access and actively signpost relevant information on the Local Offer

**6.11 : The setting is aware of who to involve to help CYPs with SEND secure good Preparing for Adult Life (PfAL) outcomes. Staff in the setting will make best endeavours, where appropriate, to involve other local partners (employment, housing, children's and adults' social care, health and post-16 providers) in annual reviews in order to increase the likelihood of the CYP achieving their PfAL outcomes \***

- INEFFECTIVE - The setting is not aware of who to involve and other local partners are never involved in annual review meetings
- TAKING ACTION - The setting is not aware of who to involve and other local partners are sometimes invited to annual review meetings where it is appropriate
- EFFECTIVE - The setting has a good understanding of who to involve and other local partners are often invited to annual review meetings where it is appropriate. The annual review meeting is a collaboration between professionals, parents/carers and the CYP to maximise the chances of securing independence
- LEADING - The setting has a good understanding of who to involve and other local partners are always invited to annual review meetings where it is appropriate. The annual review meeting is a collaboration between professionals, parents/carers and the CYP to maximise the chances of securing independence. The setting has established links between key providers and will use them as a sustained source of advice where appropriate