



INDES Implementation Guide

Using the INDES effectively in your setting

Individual Needs Descriptors in Education Settings (INDES)

Using the INDES effectively in your setting

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Implementing the INDES successfully in your setting

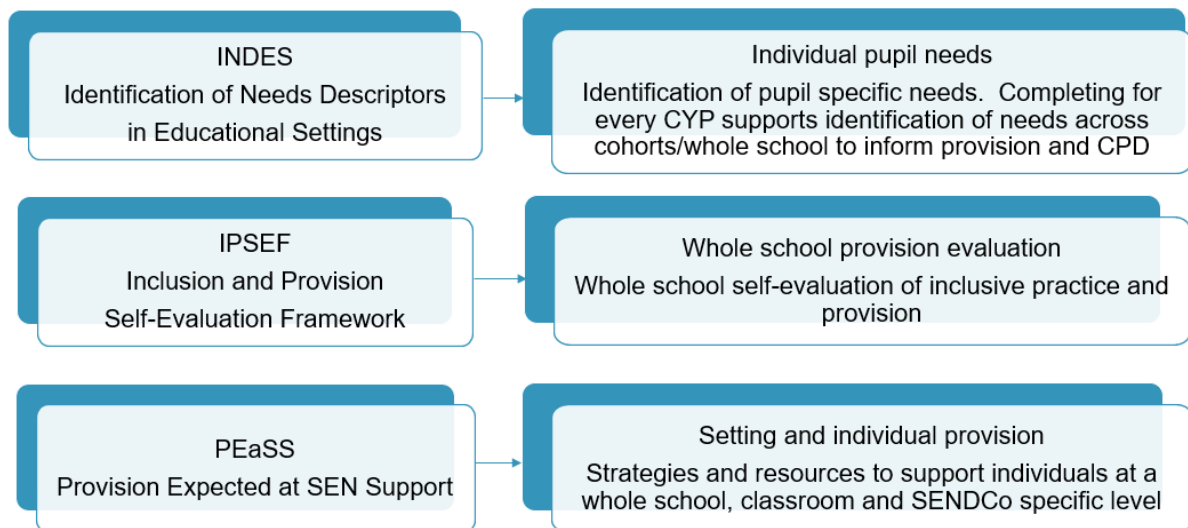
1.1 Overview of processes

This guidance is useful for educational settings in Norfolk, settings outside Norfolk who have Norfolk children or young people on roll, and agencies who support the provision of special educational needs and inclusive practice in educational settings.

The Identification of Needs Descriptors in Educational Settings (INDES) and the Inclusion and Provision Self-Evaluation framework (IPSEF) are two tools which provide a commonality of language and shared understanding of the presentation of special educational needs in education settings and establish a context for making provision inclusive.

The two tools can also be used as part of a setting’s ‘assess, plan, do, review’ process to identify the special educational needs of a cohort, and any gaps in resource or expertise required to meet those needs. The PEaSS suite of resources can then be used to map provision and to plan and review this on a regular basis.

These tools also assist in fulfilling Local Authority and educational setting monitoring expectations as described in the SEND Code of Practice and within the Children and Families Act, as well as dovetailing with Norfolk’s Provision Expected at SEN Support (PEaSS) suite of resources: [Provision Expected at SEN Support \(PEaSS\) guidance - Norfolk County Council](#)

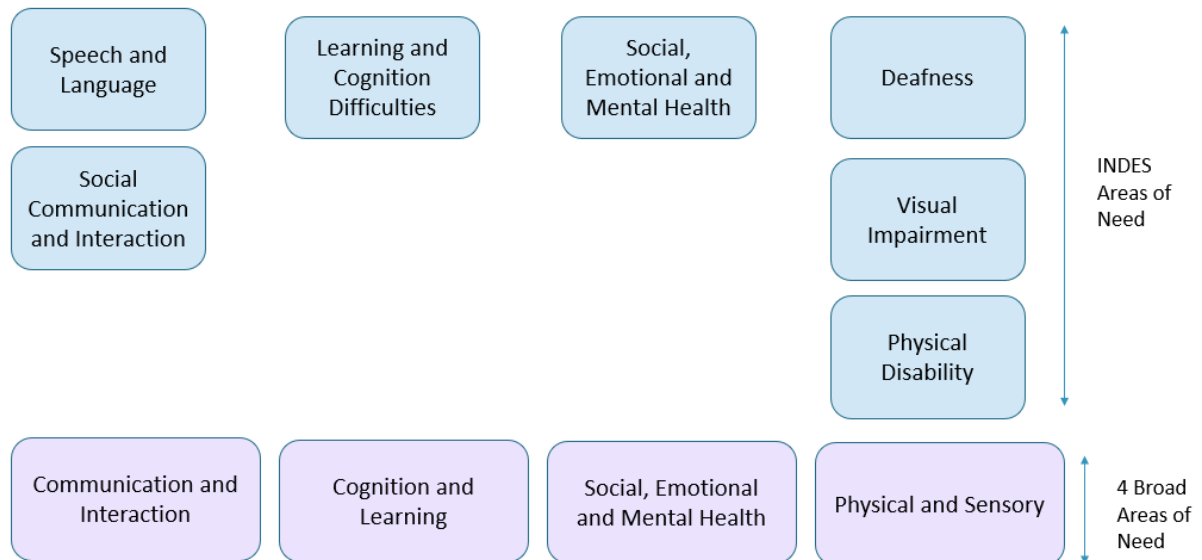


An overview of the IPSEF, INDES tools and the PEaSS suite of resources

The INDES are a framework of standardised terms, co-produced with stakeholders, which break down the broad areas of SEND into seven specific sections which describe need:

These are:

- Speech and language
- Social communication and interaction
- Learning and cognition difficulties (including behaviour for learning)
- Social, emotional, and mental health
- Deafness
- Visual impairment
- Physical disability (including physical and neurological impairment, medical independence and sensory)



The seven sections of INDES and how they correlate to the four broad areas of need

The INDES have been created by Norfolk professionals from a variety of SEND and Inclusion teams as well as health and educational psychology colleagues, and education professionals from all types of setting. Parent and carer groups in Norfolk have also been consulted during their development. During workshops, testing and moderation sessions, stakeholders have identified various uses and benefits the INDES will bring to education settings.

1.2 Benefits of Using the INDES

Stakeholders have identified various uses and benefits the INDES will bring to education settings:

- ✓ Early identification and a clear profile of need
- ✓ An aid to processes such as census data completion;
- ✓ Used to support referrals to NCC and other agencies' support services as well as EHC needs assessment requests and EHCP annual reviews
- ✓ Map a child's education journey across time and settings within Norfolk.

Provide a standardised profile of a child's needs across settings at points of transition.

1.3 Completing the INDES

Settings are encouraged to familiarise themselves with the content of the INDES . Settings can download the INDES in list format (as the webform) [fig 2] or in tabular format [fig1]. Settings may save these versions and complete first, before transferring the data to the webform, or choose to complete straight on the webform.

The descriptors in each section of the INDES is separated into seven "iLevels." These iLevels increase in complexity from 1-7.

Settings should select all descriptors which apply to the CYP. For graduated descriptors e.g. always/mostly/sometimes etc; settings should select the most appropriate descriptor.

Area of Need	1	2	3	4	5	6	7
Social communication and interaction <u>the</u> child or young person (CYP)	<ul style="list-style-type: none"> - development is not in line with the typical developing child or young person 	<ul style="list-style-type: none"> - may have difficulty in initiating social interactions - may appear to have a decreased interest in social interactions - social approaches may be atypical and unsuccessful - interested in CYP of their age and wants to have friends but may need help with this - may show an inflexibility of behaviour which causes interference with functioning - may have difficulty switching between activities - may have problems of organisation and planning which hamper independence - mostly is unable to work on same tasks as others the same age that do not have additional needs - is unable to learn in the whole class group - may need planned strategies to support with transitions and flexibility - is unable to manage their level of mild anxiety with minor adaptations 	<ul style="list-style-type: none"> - As well as point 2, the CYP shows a deficit in verbal and non-verbal social communication skills - shows a limited interest in interactions with CYP of their own age 	<ul style="list-style-type: none"> - has difficulty with social skills even when support is in place - displays distress and difficulty when changing focus or moving from one activity to another - restricted/repetitive behaviours are frequent enough to be obvious to all and interfere with functioning in a variety of contexts - is unable to interpret social cues - interprets speech literally and shows rigidity and inflexibility of thought processes - participates in solitary play which is unusually focused on a special interest - presents with moderate hyper/hyperactivity to sensory input and moderately unusual interests in sensory aspects of the environment 	<ul style="list-style-type: none"> - is, for parts of the school day, considerably motivated to followown (possibly sensory) agenda, which for some of the time distracts them from the adult led agenda - shows significant difficulties in social motivation, which very often prevent the CYP from engaging with most or all social activities - shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance - has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system - has impaired social development, rigidity of behaviour and thought and communication are a recurring, consistently impeding their learning and leading to severe difficulties in functioning in the vast majority of contexts within school and home - significant difficulties persisting for the CYP 	<ul style="list-style-type: none"> - has limited interaction and/or with narrowed special interests - communication is very often just to meet their needs - shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance - has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system - has impaired social development, rigidity of behaviour and thought and communication are a recurring, consistently impeding their learning and leading to severe difficulties in functioning in the vast majority of contexts within school and home - significant difficulties persisting for the CYP 	<ul style="list-style-type: none"> - The child or young person (CYP) rarely begins social interaction, and when he or she does, makes atypical approaches, to meet needs only, and responds only to very direct approaches - shows great distress in changing focus or activity or refuses - presents restricted, repetitive behaviours that immediately interfere with their functioning in all spheres, affecting daily life - has extreme difficulties in social motivation, which prevent the pupil or young person from engaging in social activities - shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts

INDES tool in tabular format [fig 1]

	A	B	C
1	Inclusion & SEND	A.N.Other	A.N.Other One
2	D - Social, Emotional and Mental Health		
3	The following describe the child or young person (CYP):		
4	1		
5	Learning and development not in-line with the typically developing CYP		
6	2 The CYP will have been identified as presenting with some low-level features of social, emotional mental health difficulties		
7	they may sometimes appear unhappy, isolated, have immature social skills, and have difficulties maintaining friendships, be occasionally unsettled in the classroom setting, be overactive and lack concentration		
8	they may follow some but not all school rules/routines around behaviour in the school environment		
9	they may experience some difficulties with social skills		
10	they may show signs of stress and anxiety and/or difficulties managing emotions on occasions may find it hard to express themselves emotionally and let others know how they are feeling		
	they may be vulnerable as a result of existing diagnosis such as ASD, ADHD or circumstances such as illness, bereavement, trauma		

INDES data collation tool [fig2]

When collating INDES submissions from across a setting, the INDES data collation tool [fig2] can be used to collate all the information needed to provide a profile of need for a cohort of children and young people. This may be useful for larger settings where multiple staff may be contributing. The data collation tool can be used to complete individual INDES webforms.

It is best practice to complete and submit INDES for all CYP with SEND as this provides a clear overview of the profile of need within a setting. Collating INDES submissions across Norfolk settings provides a clear understand of the needs of all children in Norfolk and what schools require to meet that need so support, tools and guidance can be tailored accordingly.

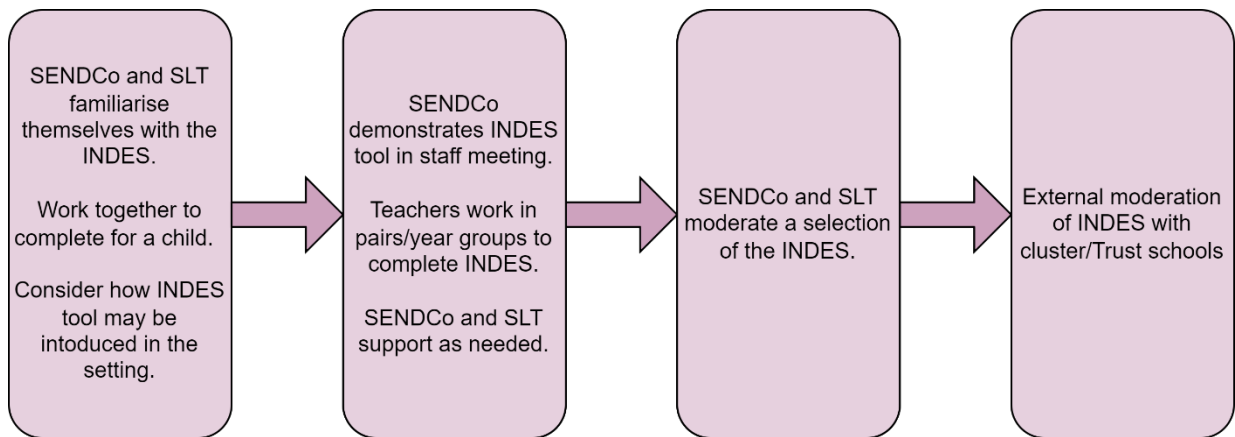
Resources are available to download from-

- Norfolk Schools' website: [Identification of need and inclusive provision - Schools \(norfolk.gov.uk\)](http://www.norfolk.gov.uk)
- The Inclusion and SEND Learning Network SharePoint site: [Inclusion and SEND Learning Network - Home \(sharepoint.com\)](http://sharepoint.com).
- Refer to the website/SharePoint site to check for the most up to date version.

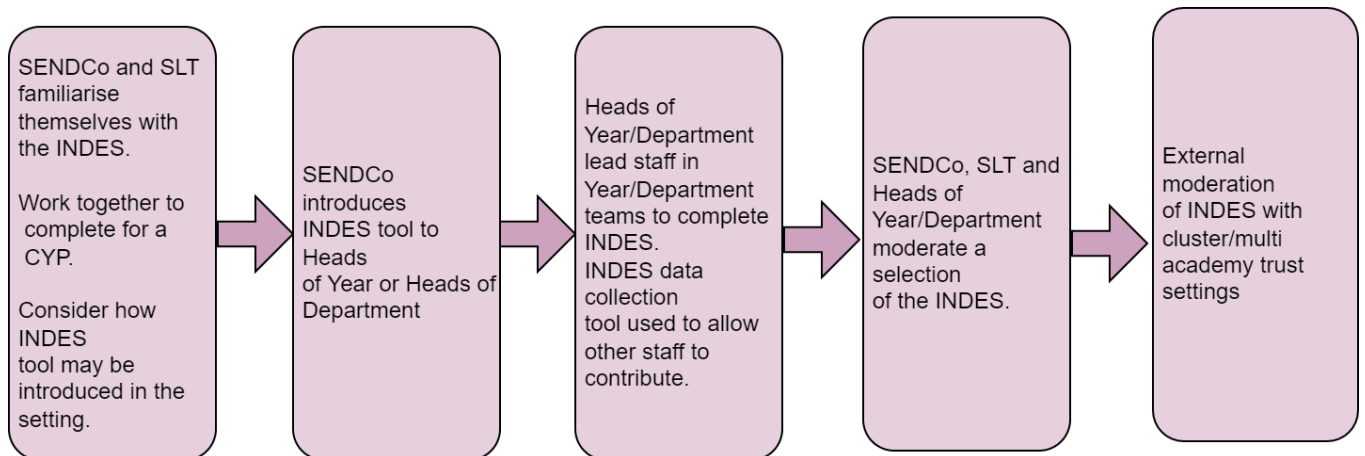
1.4 Implementing the INDES across your setting

The INDES is intended to be an accurate reflection of the child/young person’s needs, therefore, completion of the INDES is best undertaken as a whole-setting approach. Setting staff are advised work together to capture a holistic picture of the child’s needs both inside and outside the classroom. Recent internal and external reports could also be used to support the completion of the INDES.

Teachers are encouraged to be actively involved in using the INDES to identify need. Settings can choose the best way to support their teachers in completing the INDES. Below are two example approaches.



Example of an implementation approach in primary settings



Example of an implementation approach in secondary settings

Supporting materials available are:

Introduction to the INDES and IPSEF Staff Meeting Template and handouts

[INDES IPSEF Implementation Guide \(Video\)](#)

1.5 Moderation

INDES completion must be accurate. In addition to training and support for staff completing the INDES, internal and external moderation can be used to ensure consistency and accuracy both within and across settings.

Settings can choose how they organise internal moderation. For example, they may moderate a sample of INDES within staff groups, or SENDCos may work with SLT to moderate samples from across the setting.

Settings can work together (as a cluster of schools, or across a multi-academy trust) to conduct a similar process externally. Settings have found it useful to implement a similar approach to moderating teacher assessment judgements for writing.

INDES Moderation Panel (IMP)

INDES Moderation Panel (IMP)

The purpose of the INDES Moderation Panel is to review how needs presented in an INDES submission from a setting align with the information submitted. The moderation process is carried out by volunteers from education settings, facilitated by Local Authority SEND Advisers. The INDES Moderation Panel aims to:

- Ensure area-wide approaches are applied consistently between and within settings and fairly in individual cases through moderation as stated in DfE (Department for Education) Operational Guidance, paragraph 122 – 127.
- Ensure the consistent use of language and understanding of how special education needs present in education settings across Norfolk, using the Identification of Needs Descriptors in Educational Settings (INDES) and Inclusion and Provision Self Evaluation Framework (IPSEF) tools.

Feedback from the moderation process can inform both a setting's approach to supporting individual children and young people, as well as a setting's whole school approach to meeting needs based on information such as their IPSEF, Inclusion in a Nutshell and costed and gradated provision map documents.

The IMP Moderation process seeks to:

- Deliver TEAMS online moderation for selected settings' INDES submissions at least once every three years per setting. Review settings' IPSEF submissions, and graduated provision maps (costed) to inform feedback and signposting
- Feedback outcomes and constructive feedback to settings within a standardised format within 30 days.
- Review the moderation process at an annual July IMP focus group.

The annual focus group helps improve the moderation panel process and promote opportunities for settings to inform the process and steer development. This group met in July 2023. The following actions have been implemented for 2023/24 as a result:

What moderators said	What the LA will do
It would be useful to have moderation training for new moderators for consistency.	A twilight training session has been organised for 17 th October 2023.
The guidance for moderators, including the PowerPoint presentation is too long and has too much detail.	A full review of the guidance materials for moderators will be completed.
Information such as SEN Support plans and their review are sometimes out of date at the time of panel moderation.	Settings will be notified of pupils who will be moderated in advance to give sufficient time for updated information to be submitted if required.
Moderators sometimes have issues accessing the SharePoint site, where the moderation information is held.	Clear guidance will be issued to moderators in advance of the panel meeting, including a test link to SharePoint, to give settings the opportunity to troubleshoot access issues.
Feedback given to settings by the moderators could be improved to include clearer recommendations and next steps.	Further guidance will be included in the Guide for Moderators, including exemplars of constructive feedback.
Settings would benefit from clarification of what is best practice to include in a costed provision map.	Guidance will be issued to settings in the autumn term 2023.
More experienced moderators sometimes dominate panel discussions at the expense of less experienced moderators.	Facilitators supporting the moderation process will be mindful of this and intervene if necessary to ensure all the opinions of all moderators are captured.
SEND Governors / Trustees should be invited to participate in the panel moderation process.	SEND Governors / Trustees will be welcomed to act as observers in IMP meetings in the future.

If you would like to be involved in the INDES Moderation process, please email inclusionandsend@norfolk.gov.uk

The INDES Moderation Panel process

Before an IMP, a setting will be notified six weeks in advance that their INDES submissions will be the focus of a panel, allowing settings to submit any supplementary or updated information relating to the children and young people whose

INDES will be the subject of the IMP. Settings can submit supplementary or updated information using the [Document Upload Webform](#).

During the IMP, a range of professionals, drawn from educational settings across all phases, Norfolk County Council education professionals and representatives from health and social care teams, will moderate the sample to ascertain if the setting's submitted information aligns with the iLevels selected for a selection of individual children or young people. The panel will also review the setting's IPSEF and costed provision map to gauge a setting's capacity to meet need.

After the panel has sat, the setting will receive written feedback, recognising areas of good practice and suggestions for next steps. This will be followed up by a conversation between the setting and a Learning and SEND adviser, if appropriate or necessary.

Specialist INDES Moderation Panels (Specialist IMPs)

The Local Authority will facilitate INDES moderation panels in the following specialist areas of need: Deafness, Visual Impairment / Multi-Sensory Impairment, Physical and Medical and Social, Emotional, and Mental Health. Specialist professionals will be invited to complete the moderation process. In addition to the aims described above, the purpose of the Specialist IMPs will be to enable users to have confidence that the INDES level descriptors are fit for purpose, enabling good reliability and validity and to expand the use of INDES statements in specialist reports, so that all professionals use a common language to describe needs.

Specialist IMPs will take place half termly. Feedback from the Specialist Moderation process can inform both a setting's approach to supporting individual children and young people, as well as a setting's whole school approach to meeting specific needs based on information such as their IPSEF, Inclusion in a Nutshell and Provision Map documents.

1.6 Reviewing the INDES

It is good practice to review INDES regularly as part of the setting's cycle of assess, plan, do, review

INDES only need to be resubmitted using the webform if there are significant changes to the needs of a CYP.

1.7 Submitting the INDES

A step-by-step guide to making INDES submissions for your setting:

- Ensure the setting has already completed the IPSEF Webform and uploaded a Graduated Provision Map (costed).
 - Details can be found at [Inclusion and provision self-evaluation framework \(IPSEF\) - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/inclusion-and-provision-self-evaluation-framework-ipsef-schools)
- Click on the link to the INDES webform on the Norfolk Schools' website: [Identification of needs descriptors in educational settings \(INDES\) - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/identification-of-needs-descriptors-in-educational-settings-in-des-schools)
- Have the necessary information to hand, you will not be able to save your progress once you have started to fill in the form.
 - ✓ CYP's first and last names
 - ✓ CYP's date of birth
 - ✓ Unique Pupil Number (UPN)
 - ✓ SENDCo full name and email address
 - ✓ Head/Principal full name and email address
 - ✓ Statements ready to tick
 - ✓ Supporting information ready to upload. An SEN Support plan is mandatory (**which details the APDR cycle, CYP's needs and provision**) and other applicable information (e.g., EHC Plan, annual review, Positive Behaviour Plan, risk assessment, Individual Health Care Plan etc – see below for further guidance)

Points to note:

- You will be asked to confirm that you have permission of the parent/guardian or CYP (if over statutory school age) to share information with relevant agencies/professionals. This should already be covered within a setting's existing privacy policy. It is best practice to inform families that information is being shared. An information leaflet for families is available here: [Identification of need and inclusive provision - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/identification-of-need-and-inclusive-provision-schools) Guidance for the completion of the Speech and Language section can be found on INDES section of the website:

Identification of needs descriptors in educational settings (INDES) - Schools (norfolk.gov.uk)

- The Virtual School Sensory Support will provide guidance to settings on how the complete ‘deafness’ section.
- For each individual INDES submission, settings will receive confirmation and a PDF summary via email. The summary includes an overall iLevel (iLevel 0 = lowest need, iLevel 7 = highest need) for each section, and a copy of the statements selected.

Identification of Needs Descriptors in Educational Settings

Submission date: 16/05/2022

CYP Details

UPN: EXAMPLE
Child's name: EXAMPLE

School / Academy details

School / academy name: EXAMPLE
Number: EXAMPLE
Internal moderation: Yes
External moderation: No
SENDCo name: EXAMPLE
SENDCo email: EXAMPLE
Head / Principal name: EXAMPLE
Head / Principal email: EXAMPLE

Summary

A - Speech and Language:
B - Social communication and interaction: 7
C - Learning and Cognition Difficulties: 3
D - Social, Emotional and Mental Health: 4
E - Hearing Impaired:
F - Visual Impaired:
G - Physical Disability, Physical and Neurological Impairment, Medical, Independence and Sensory:

B2 - may show an inflexibility of behaviour which causes interference with functioning
B3 - is unable to manage their level of mild anxiety with minor adaptations
B4 - has difficulties with social skills even when support is in place
B4 - displays distress and difficulty when changing focus or moving from one activity to another
B5 - shows significant difficulties in social motivation, which very often prevent the CYP from engaging with most or all social activities
B5 - shows high levels of anxiety to a degree that may have a negative impact on school engagement
B7 - shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts
C2 - may have difficulty attending to, starting or completing tasks
C2 - may lack motivation in particular subjects due to content or skills such as writing
C3 - shows inhibited progress in most areas
C3 - at times has difficulty attending to, starting or completing tasks
C4 - is regularly easily distracted and/or distracts others
C4 - is regularly inattentive to staff
C4 - has poor organisational skills in most areas
C4 - struggles with group learning work
D2 - they may sometimes appear unhappy, isolated, have immature social skills, and have difficulties maintaining friendships, be occasionally unsettled in the classroom setting, be overactive and lack concentration
D3 - SEMH difficulties continue to interfere with the CYP's social/learning development across a range of settings and pupils do not follow routines in school consistently or co-operate with adult requests
D4 - the CYP may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions
D5 - significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
D6 - difficulties sustaining relationships

Individual INDES summary emailed to setting following submission

Requesting Element 3 funding via the INDES.

Element 3 funding allocations for the Autumn 2024 and Spring 2025 terms have been deployed to settings. For unexpected changes, there is a limited “Unexpected Situations Support Fund.” Please refer to the Element 3 funding webpage for further information.

1.8 CYP Case Study Primary

INDES Case Study CYP Primary: “Polly”



Polly is 9 years old.

- Polly’s speech and language skills are delayed by 12 months. She has difficulties with attention and listening and understanding (especially inference).
- Polly finds dealing with change difficult. She can become distressed when changing from one activity to the next.
- Polly is very sensitive to noise and certain textures. She finds busy spaces overwhelming, including assemblies and the canteen. She has ear defenders.
- Polly prefers to play on her own at playtime – playing fairies which is based on a TV show she likes. With adult support, she can play alongside others if the rules of the game are clear.
- Polly is a fluent reader and imaginative writer. She has good mental maths skills. Often, she struggles to start independent work as she misses verbal instructions. When this happens, she can become very anxious.
- Polly often needs support to organise her belongings and frequently forgets her reading book/homework.

How would you use the INDES to capture the profile of Polly’s needs?

INDES Case Study CYP Primary: “Polly” Speech and Language Statements

Area of Need	1	2	3
Speech and Language	<ul style="list-style-type: none"> - Development is not in-line with the typically developing child or young person (CYP) - An aspect of communication does present difficulties, as checked by use of recognised communication screen. Communication is not following a typical developmental pattern in relation to chronological age and is not developing in line with other skills. - One aspect of communication is presenting difficulties, as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months. It is developing in line with other skills but impacting on literacy and ability to access the curriculum - Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 6 – 12 months or is not following a typical pattern of development in one or more aspect. Communication developing in line with other skills but impacting on literacy and ability to access the curriculum - CYP is not able to <u>effectively and consistently communicate with range of people and in a range of situations</u> 	<ul style="list-style-type: none"> - One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6– 12 months or is not following a typical pattern of development in one aspect. It is developing more slowly than other skills, with a gap of 6– 12 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months Communication developing in line with other skills but impacting on literacy and ability to access the curriculum - Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in one aspect. Communication developing more slowly than other skills, with a gap of 6 – 12 months - CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time 	<ul style="list-style-type: none"> - One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in two or more aspects. It is developing more slowly than other skills, with a gap of 12 -24 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6 – 12 months or is not following a typical pattern of development in two aspects and is developing more slowly than other skills, with a gap of 6 – 12 months - Four aspects of communication are presenting difficulties Communication following typical developmental pattern but is delayed by 12 – 24 months or is not following a typical pattern of development in one aspect. Communication developing more slowly than other skills, with a gap of 12 -24 months - CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time



- Polly’s speech and language skills are delayed by 12 months. She has difficulties with attention and listening and understanding (especially inference).

INDES Case Study CYP Primary: “Polly” Social Communication and Interaction Statements



Area of Need	1	2
Social communication and interaction <u>The</u> child or young person (CYP):	<ul style="list-style-type: none"> - development is not in-line with the typically developing child or young person 	<ul style="list-style-type: none"> - may have difficulty in initiating social interactions - may appear to have a decreased interest in social interactions - social approaches may be atypical and unsuccessful - is interested in CYPs of their age and wants to have friends but may need help with this - may show an inflexibility of behaviour which causes interference with functioning - may have difficulty switching between activities – may have problems of organisation and planning which hamper independence - mostly is unable to work on same tasks as others the same age that do not have additional needs - is unable to learn in the whole class group - may need planned strategies to support with transitions and flexibility - is unable to manage their level of mild anxiety with minor adaptations

- Polly finds dealing with change difficult. She can become distressed when changing from one activity to the next.
- Polly prefers to play on her own at playtime – playing fairies which is based on a tv show she likes. With adult support, she can play alongside others if the rules of the game are clear.
- Polly often needs support to organise her belongings and frequently forgets her reading book/homework

INDES Case Study CYP Primary: “Polly” Learning and Cognition Statements



Area of Need	1	2	3
Learning and Cognition Difficulties (includes Behaviour for Learning) The child or young person (CYP):	<ul style="list-style-type: none"> - learning and development not in line with the typically developing CYP 	<ul style="list-style-type: none"> - is working below age-related expectations in one or more subject or skill - shows inhibited progress in some areas - may have difficulty attending to, starting or completing tasks - may hinder the learning of others - may lack motivation in particular subjects due to content or skills such as writing - does not tend to have successes in other areas 	<ul style="list-style-type: none"> - is attaining at a level below age-related expectations in most subjects or skills - shows inhibited progress in most areas - at times has difficulty attending to, starting or completing tasks - at times has difficulty in keeping their attention on one thing - at times hinders the learning of others - at times has poor organisational skills in some situations - at times lacks motivation in particular subjects due to content or skills such as writing - mostly has successes in other areas

- Polly is a fluent reader and vivid writer. She has good mental maths skills. Often, she struggles to start independent work as she misses verbal instructions. When this happens, she can become very anxious.

- Polly often needs support to organise her belongings and frequently forgets her reading book/homework.

INDES Case Study CYP Primary: "Polly" Physical and Sensory Statements



Area of Need	1	2
Physical Disability, Physical and Neurological Impairment, Medical, Independence and Sensory The child or young person (CYP):	<ul style="list-style-type: none"> - is not developing in-line with the typically developing CYP 	<ul style="list-style-type: none"> - may need support with self-medication or management of condition in school - cannot move and position independently - may have mild stability difficulties - may have gross motor coordination difficulties - may have fine motor coordination difficulties - hand or limb function may be restricted - is not independent at an age-appropriate level with many areas of self-care - may present with mild hypo/hyperactivity to sensory input and mildly atypical interests in sensory aspects of the environment

- Polly is very sensitive to noise and certain textures. She finds busy spaces overwhelming, including assemblies and the canteen. She has ear defenders.

1.9 CYP Case Study Secondary

INDES Case Study CYP Secondary: “Jake”

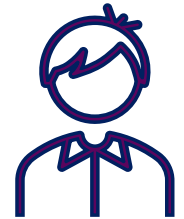


Jake is 14 years old

- Jake enjoys PE but finds most other areas of learning difficult, especially reading and writing.
- Jake finds it difficult to remember verbal information and instructions. He often finds it difficult to retain information given by the teacher and becomes frustrated if he does not know what to do.
- Jake can become heightened very quickly, especially in lessons he finds difficult. During these times, he often becomes angry with adults or leaves the classroom and walks around the school site.
- Jake is friends with CYP in the year below him. He has frequent verbal and physical altercations with peers. It is reported that he instigates these.
- With known adults on a 1:1 basis, Jake can start to talk about how he is feeling and what he finds hard, although he finds this very difficult. He voices that he thinks teachers hate him, no one helps him, the work is too hard and that everyone else can do it apart from him.
- Jake has adult support for English and maths lessons. He accesses the school “hub” where he checks in with a member of pastoral staff each morning. He can use this as a regulation space when heightened.

How would you use the INDES to capture the profile of Jake’s needs?

INDES Case Study CYP Secondary: “Jake” Social Communication and Interaction Statements



Area of Need	1	2
Social communication and interaction <u>The</u> child or young person (CYP):	<ul style="list-style-type: none"> - development is not in-line with the typically developing child or young person 	<ul style="list-style-type: none"> - may have difficulty in initiating social interactions - may appear to have a decreased interest in social interactions - social approaches may be atypical and unsuccessful - is interested in CYPs of their age and wants to have friends but may need help with this - may show an inflexibility of behaviour which causes interference with functioning - may have difficulty switching between activities – may have problems of organisation and planning which hamper independence - mostly is unable to work on same tasks as others the same age that do not have additional needs - is unable to learn in the whole class group - may need planned strategies to support with transitions and flexibility - is unable to manage their level of mild anxiety with minor adaptations

- Jake is friends with CYP in the year below him. He has frequent verbal and physical altercations with peers. It is reported that he instigates these.

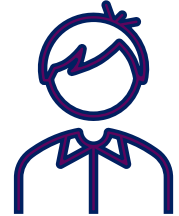
INDES Case Study CYP Secondary: “Jake” Learning and Cognition Statements



Area of Need	1	2
Learning and Cognition Difficulties (includes Behaviour for Learning) The child or young person (CYP):	<ul style="list-style-type: none"> - learning and development not in line with the typically developing CYP 	<ul style="list-style-type: none"> - is working below age-related expectations in one or more subject or skill - shows inhibited progress in some areas - may have difficulty attending to, starting or completing tasks - may hinder the learning of others - may lack motivation in particular subjects due to content or skills such as writing - does not tend to have successes in other areas
	<ul style="list-style-type: none"> - is attaining at a level below age-related expectations in most subjects or skills - shows inhibited progress in most areas - at times has difficulty attending to, starting or completing tasks - at times has difficulty in keeping their attention on one thing - at times hinders the learning of others - at times has poor organisational skills in some situations - at times lacks motivation in particular subjects due to content or skills such as writing - mostly has successes in other areas 	<ul style="list-style-type: none"> - is attaining at a level significantly below age-related expectations in most subjects or skills - shows an increasing gap between them and their peers' progress - will regularly give up easily - regularly appears anxious about new tasks, situations or change - is regularly easily distracted and or/distract others - is regularly inattentive to staff - has poor organisational skills in most areas - struggles with group learning work - Neurological factors may have an impact on learning and functioning

- Jake can become heightened very quickly, especially in lessons he finds difficult. During these times, he often becomes angry with adults or leaves the classroom and walks around the school site.
- Jake enjoys PE but finds most other areas of learning difficult, especially reading and writing.
- Jake finds it difficult to remember verbal information and instructions. He often finds it difficult to retain information given by the teacher and becomes frustrated if he does not know what to do.
- Jake has adult support for English and maths lessons.

INDES Case Study CYP Secondary: “Jake” Social Communication and Interaction Statements



Area of Need	1	
Social, Emotional and Mental Health	- learning and development not in line with the typical developing CYP	
2	3	4
<ul style="list-style-type: none"> - The CYP will have been identified as presenting with some low-level features of social, emotional mental health difficulties - they may sometimes appear unhappy, isolated, have immature social skills, and have difficulties maintaining friendships, be occasionally unsettled in the classroom setting, be overactive and lack concentration - they may follow some but not all school rules/routines around behaviour in the school environment - they may experience some difficulties with social skills - they may show signs of stress and anxiety and/or difficulties managing emotions on occasions may find it hard to express themselves emotionally and let others know how they are feeling - they may be vulnerable as a result of existing diagnosis such as ASD, ADHD or circumstances such as illness, bereavement, trauma 	<ul style="list-style-type: none"> - Difficulties identified in (2) continue/worsen and there has been no significant measured change in the target behaviour/social skill despite high quality teaching and range 1 interventions being in place. - SEMH difficulties continue to interfere with the CYP's social/learning development across a range of settings and pupils do not follow routines in school consistently or co-operate with adult requests - the CYP has continued difficulties in social interactions, forming positive relationships, (trust, dependent social skills, bullying) with both adults and peers, including difficulties managing a range of emotions - the CYP may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour e.g. lacks self-control may be beginning to emerge that impact on learning - the CYP may show patterns of stress/anxiety related to specific times of the day - pupils may have a preference for own agenda and be reluctant to follow instructions - the CYP may have begun to experience short term behavioural crisis - the CYP may not be able to see the changes they can make, with support, in order to make progress - the CYP's behavioural self-regulation has an impact on their learning e.g., impulsivity, hyperactivity, concentration 	<ul style="list-style-type: none"> - Difficulties identified in (3) continue/worsen and there has been no significant measured change in the target behaviour/social skill despite high quality teaching and range 1 and 2 interventions being in place. - SEMH difficulties interfere more frequently with CYP's social/learning development across a range of settings and pupils do not follow routines in school without adult support - the CYP may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions - the CYP remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning - the CYP's patterns of stress/anxiety/mood levels (managing mood or low mood) related to specific times of the day have become more common - the CYP has a preference for own agenda and is reluctant to follow instructions - short-term behavioural crisis When have become more frequent and are more intense

- Jake can become heightened very quickly, especially in lessons he finds difficult. During these times, he often becomes angry with adults or leaves the classroom and walks around the school site.
- Jake is friends with CYP in the year below him. He has frequent verbal and physical altercations with peers. It is reported that he instigates these.
- With known adults on a 1:1 basis, Jake can start to talk about how he is feeling and what he finds hard, although he finds this very difficult. He voices that he thinks teachers hate him, no one helps him, the work is too hard and that everyone else can do it apart from him.
- He accesses the school “hub”. He can use this as a regulation space when heightened.



1.10 Setting Case Study Primary

Heartwood CE VC Primary and Nursery school implemented INDES for all CYP with SEND across the setting.



Logistics of collecting data:

- SENDCo led a staff meeting to introduce INDES to teachers.
- Used INDES and IPSEF implementation video to introduce the INDES, and supplemented with setting led discussion on the importance of a common language and identification of need both within and between settings.
- Used the INDES data collation tool as a mechanism for teachers to record selected statements.



Working together to capture a holistic picture of need:

- Staff provided with staff meeting time for introduction and time to complete INDES.
- Further guidance and support for some staff who felt less confidence identifying need, especially with the SCLN section.





Reflections on INDES implementation



- It is important for SENDCos to feel confident in the content and submission processes prior to introducing to staff, especially the SLCN section. Using the SLCN guidance was useful.
- Some staff found the terminology in the INDES difficult to understand which highlighted a staff CPD need e.g., hypo/hyperactivity, pre-verbal, neurological factors. Giving examples of what this might look like in practice was useful.
- Staff found it useful completing the INDES together. This ensured that a consistent message was given to all staff. It also provided the opportunity for staff who know the child, or who may have taught the child the previous year, to provide input.
- We will need to ensure that the INDES is included in induction for new staff.





1.11 Setting Case Study: Secondary

The Thetford Academy implemented INDES for all CYP with SEND across the setting.

English, maths and science were selected as the core subjects which would be used to gather data for the INDES.



Logistics of collecting data:

- Adapted the INDES data collation tool and created a Google Forms version as this format is used across the setting
- Form set up so that staff selected primary area of need, then established rough band (similar to GCSE mark schemes) before looking at precise descriptors and checking which apply in each band



Working together to capture a holistic picture of need:

- Feedback sought from three subjects to give a rounded view based on responses received
- Teaching staff trained within departments with regard to purpose of INDES, their role within the process and how to complete Google form for the pupils with SEND that they teach





Reflections on INDES implementation



- Presentation of need in maths and science was very similar. Including a more practical subject e.g., PE (as it is taught all the way up to Y11 so not affected by options) would be worthwhile.
- Staff workload should be considered. Reflect on how INDES fits with other school priorities which may have an impact on workload. Having sufficient staff within a given department to be able to spread the load is important too.
- A range of staff input is valuable: teaching staff may see pupils in different contexts to support staff so may see a different presentation of need.
- Using a Google form was an efficient way of gathering data. Staff fed back that it took 3-4 minutes per CYP to complete the form.

Internal moderation process



- One day set aside for moderation
- Range of staff involved (e.g., Y7 link TA attended when Y7 cohort examined)
- CYP considered one by one in alphabetical order by year group
- Staff responses printed (we found this easier to review this way)
- Responses collated and entered on a master spreadsheet: easily transferable to webform by admin staff





Reflections on INDES implementation



- Moderation of greatest value for CYP at SEN Support: in a large setting, SENDCo may not be as familiar with these CYP as well as those with higher needs so range of perspectives useful
- Staff perceptions of primary area of need did not always match officially identified area of need. However, all observations were reflected when feedback transferred to master spreadsheet as important to acknowledge potentially emerging areas of need.
- Staff understanding of speech and language needs seemed like an area of training need (wider than just the INDES descriptors)
- Staff perception of level of need varied. Case studies would be helpful as part of training to give staff a “ballpark” guide, particularly when differentiating between “may” and “at times”.
- As part of the moderation process, we compared one child with another that we thought experienced comparable difficulties.
- To differentiate between being behind in “one or more” subjects/areas vs. “most” subjects/areas (LC INDES), we consulted the child’s most recent report to see how their current attainment compared with cohort averages across the curriculum.
- VI needs were tricky to assess because the numbers on reports did not always correspond with the INDES (and infrequency of need meant little to compare with). Further support from Virtual School for VI needs sometimes required.



1.12 Further Supporting Materials and Contacts

The following supporting materials may be useful for settings:

- [INDES IPSEF Implementation Guide \(Video\)](#)
- Introduction to the [INDES and IPSEF Staff Meeting Template](#) and handouts

Further support and advice is available by contacting the Inclusion and SEND team:

INDES and IPSEF support – indesipsefsupport@norfolk.gov.uk

General enquiries - inclusionandsend@norfolk.gov.uk

SEND funding case-specific enquiries – element3funding@norfolk.gov.uk

2. Frequently Asked Questions

Who should complete the INDES?

Teachers can complete INDES, with guidance and support from the SENDCo.

Are there any materials I can use to introduce the INDES to teachers in my setting?

Yes. Inclusion and SEND have produced case studies and support materials which can be used in a staff meeting/team meeting to introduce the INDES. You are welcome to use and/or adapt these as necessary (see pages 12-25).

Do we need to resubmit INDES every year?

No. INDES only need to be resubmitted using the webform if there are significant changes to the needs of a CYP. If needs have changed significantly, an updated INDES should be submitted using the webform.

It is good practice to review INDES regularly as part of the setting's cycle of asses, plan, do, review. If you would like to submit an updated SEN support plan e.g. for an INDES moderation panel, you can do this by using the: [Document Upload Webform](#).

What should we do if a CYP has an INDES submission, but they have now left our setting?

For those CYP leaving the setting as part of the Phase transfer, take no action. For those CYP leaving the setting outside of Phase transfer, complete the INDES webform and select "Has the CYP left the setting?" Input the date that the CYP was last on roll at your setting.

Identification of Needs Descriptors in Educational Settings

Data Sharing | [CYP details](#) | School / Academy details

Child or young person details (CYP)



Are you removing the CYP from SEND provision because the INDES profile and SEND Support request is no longer active?

Yes No

Has the CYP left the setting?

Yes No

When did the CYP leave the setting?

Day Month Year

First name

CYP's first name

What should we do if we have submitted an INDES for a CYP, but they are no longer receiving SEN support?

Complete the INDES webform and select: “Are you removing the CYP from SEND provision because the CYP no longer requires SEN support?”

Do settings need to submit INDES for all CYP with SEND?

It is best practice to complete and submit INDES for all CYP with SEND as this provides a clear overview of the profile of need within your setting. It also helps us understand the needs of all children in Norfolk and what schools require to meet that need so we can tailor our support, tools and guidance accordingly.

Do we need to complete INDES for pupils with an EHCP?

Yes. Completion of INDES will enable the setting to request support, including funding, to deliver the provision specified in the plan. The Element 3 funding process is the same for CYP with an EHCP and those receiving SEN Support.

We have used a paper version of the INDES. Have there been changes and how do we make sure we are using the most recent version?

The most recent version of the INDES is on the website: [Identification of need and inclusive provision - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/information-and-services/education-and-training/identification-of-need-and-inclusive-provision-schools)

Please refer to the website to ensure you are always using the most up to date version.

Is it possible to see a full version of the web form before we start it? Where can we find a version to download for teachers to complete on paper?

The INDES compete webform is available here in list or tabular format: [Identification of need and inclusive provision - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/information-and-services/education-and-training/identification-of-need-and-inclusive-provision-schools)

Will there be further guidance and supporting tools for the INDES?

Training/information sharing will be regularly available. Please check [Norfolk Services for Schools](https://www.norfolk.gov.uk/information-and-services/education-and-training/norfolk-services-for-schools) for upcoming training opportunities.

Guidance and optional tools are available on the webpage: [Identification of need and inclusive provision - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/information-and-services/education-and-training/identification-of-need-and-inclusive-provision-schools)

What information needs to be submitted with the INDES?

An SEN Support plan for all CYP which clearly outlines the assess plan, do, review (APDR cycle) is mandatory. Where applicable, settings can also upload an EHCP, latest annual review paperwork, positive behaviour support plan or Individual Health Care Plan. These documents can be uploaded as part of the webform completion.

In the future, will the needs descriptors transfer to new settings with the CYP e.g., from Y2-Y3, from Y6-Y7? Will we be able to see old versions?

Feeder settings will have completed the INDES for CYP with high needs who require additional support, including funding. They will be able to share these as part of transition conversations.

Any SEND Support funding (Element 3) will transfer between settings in Y2 and Y3. SEND Support funding (Element 3) will not transfer across settings from Y6 to Y7. The receiving setting may wish to consult with the primary phase setting to ascertain which children are in receipt of Element 3 funding and use the Autumn term to observe and collate an SEN Support Plan for that child, submitting INDES during the Autumn term of that child's Year 7.

We are not due to revise our IPSEF yet, but would like to submit an updated graduated provision map (costed). How do we do this?

If a setting would like to upload additional documents for a child/setting without completing an INDES or IPSEF, they can use the [document upload webform](#).

What do I do if I need further support with the INDES?

Contact the inclusion and SEND team who can provide further support.
indesipsefsupport@norfolk.gov.uk.