IPSEF Implementation Guide

Using the IPSEF effectively in your setting

Inclusion and Provision Self-Evaluation Framework (IPSEF)

Guide for senior leaders and
Special Educational Needs Co-ordinators (SENDCos)

This guide is for senior leaders and SENDCos working in:
- primary and secondary phase schools, academies and free schools

It aims to help you easily find all the resources and information you need to complete the Inclusion and Provision Self-Evaluation Framework (IPSEF).

The resources you will need are available on either:
- The Identification of Need and Inclusive Provision web page at Identification of need and inclusive provision - Schools (norfolk.gov.uk)

- The Norfolk SEND Local Offer web pages at www.norfolk.gov.uk/SEND

- For advice and support email indesipsefsupport@norfolk.gov.uk

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Inclusion and Provision Self-Evaluation Framework (IPSEF)

Using the IPSEF effectively in your setting

Contents

# 1. Implementing the IPSEF 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
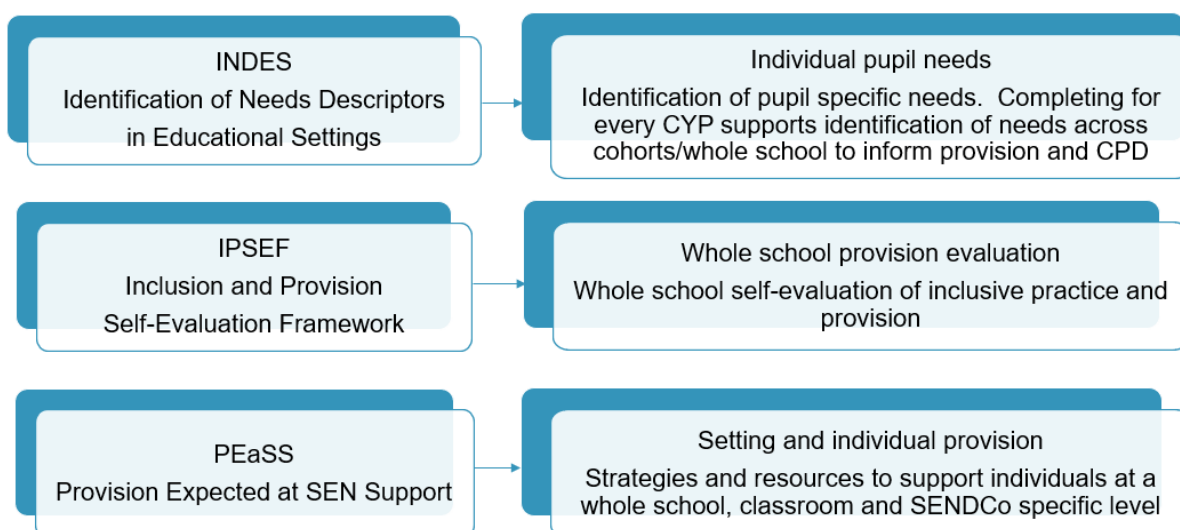
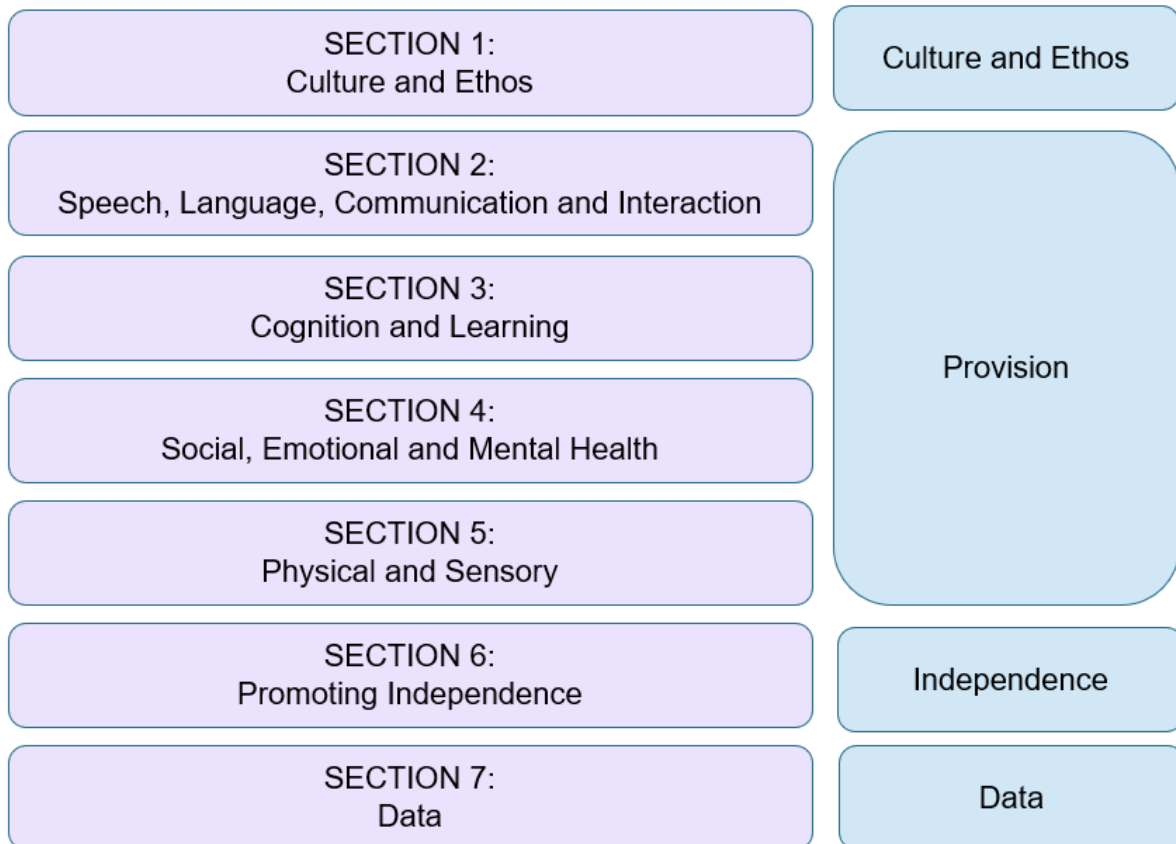*An overview of the IPSEF, INDES tools and the PEaSS suite of resources*

The IPSEF (Inclusion and Provision Self Evaluation Framework) is a tool which evolved from a co-produced document originally called the Inclusion Barometer and then the Inclusion SEF.

The IPSEF is a framework which settings can use to evaluate their provision to support inclusive practice and to demonstrate their compliance against the Ofsted framework, legal requirements, and Norfolk County Council's Provision Expected at SEN Support (PEaSS). It is intended to effectively be a 'one stop tool' for settings to evaluate themselves.

The IPSEF has four areas which focus on:

•   Culture and ethos,

•   Provision

•   Independence

•   Data

The provision area is divided into four sections reflecting the four broad areas of need.

SECTION 1: Culture and Ethos	Culture and Ethos
SECTION 2: Speech, Language, Communication and Interaction	Provision
SECTION 3: Cognition and Learning	
SECTION 4: Social, Emotional and Mental Health	
SECTION 5: Physical and Sensory	
SECTION 6: Promoting Independence	Independence
SECTION 7: Data	Data

The four areas of the IPSEF and corresponding sections

The IPSEF has 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 IPSEF .
will bring to education settings.

1.2 Benefits of Using the IPSEF

During workshops, testing and moderating sessions, stakeholders have identified various uses and benefits the IPSEF will bring to education settings:

- ✓ The IPSEF can directly inform the whole setting SEND development planning and measure impact of actions taken by the setting.
- ✓ The IPSEF can be used in the development of a setting's continual professional development programme.
- ✓ The IPSEF can be used in performance management/ appraisal target setting
- ✓ The process will provide excellent accountability evidence to school and academy leaders and other stakeholders
- ✓ They will help settings to make effective, efficient budgetary decisions and will reduce workload as schools can capture all required performance in one place
- ✓ IPSEF data and evidence will help settings in their preparation for Ofsted inspections

1.3 Completing the IPSEF. Using the IPSEF Report for Provision tool and Action Planning tool

It is recommended that settings first familiarise themselves with the content of the IPSEF. Settings can download the IPSEF in list format (as the webform). This resource is available to download from the Norfolk School's website: Identification of need and inclusive provision - Schools (norfolk.gov.uk) and from the Inclusion and SEND Learning Network SharePoint site: Inclusion and SEND Learning Network - Home (sharepoint.com). Settings are advised to refer to the website/SharePoint site to ensure they are using the most up to date version.

Sections 1-6 of the IPSEF contain statements that a setting can assess themselves against from "ineffective" to "leading".

Settings are advised to upload a costed provision map alongside the IPSEF to provide additional contextual information. The costed provision map should capture either the projected annual provisions planned at the start of an academic/ financial year or the final provisions implemented over an academic/ financial year, and take into account the full notional SEN budget and any Element 3 funding received for the period.

The optional tool 'Inclusion in a Nutshell' can also be used by settings to capture key data, school priorities and provision overviews. Further guidance on these can be found on page 9.

> **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

Example IPSEF statement

Section 7 of the IPSEF collects key SEND data from the setting. This includes:

- The number of CYP on roll at the setting

- The number of CYP with needs for each SEND descriptor (speech, language and communication; communication and interaction including ASD; cognition and learning; social, emotional and mental health; physical and sensory needs.)

The IPSEF may be completed as part of the whole setting evaluation process. It is essential Senior Leaders (and ideally governors) work with the SENDCo to complete the tool. Ideally, all staff will contribute to the IPSEF.

Settings can complete test submissions to familiarise themselves with the webforms should they wish. The test webform can be accessed via this link: https://norfolkcc-self.sandbox.achieveservice.com/service/IPSEF

Supporting materials:

INDES IPSEF Implementation Guide (Video)

IPSEF Report for Provision tool

For multi-academy trusts or federations wishing to collate IPSEF submissions from across more setting, the IPSEF Report for Provision tool can be used. IPSEFs from multiple settings can be viewed together for comparison. The tool also provides a printable summary report of the IPSEF.

The Report for Provision tool can be downloaded from the Norfolk School's website: Identification of need and inclusive provision - Schools (norfolk.gov.uk) and from the Inclusion and SEND Learning Network SharePoint site: Inclusion and SEND Learning Network - Home (sharepoint.com).

IPSEF Report for Provision tool

Action Planning tool

The Action Planning tool can be used to record evidence and next steps against the IPSEF judgements. Evidence and next steps identified can be used to inform a setting's whole school Self Evaluation Form, School Improvement Plan and SEND action plan.

Section 1: Culture and Ethos			
Area	Score	Evidence	Areas for improvement
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	• TAKING ACTION - Leaders articulate high expectations for the achievement of vulnerable learners and expect staff to do the same	• Consistency in writing/updating ILPs – SENDCo moderation.	• Survey staff knowledge and practice of high quality teaching strategies for a range of pupil need. Identify future CPD needs. • Ensure that learning walks include focus on HQT for all pupils.

IPSEF Action Planning tool

1.4 Inclusion in a Nutshell and costed provision map

Settings are advised to upload a Costed Provision Map to support the IPSEF submission.

The Costed Provision Map enables a setting to audit how well provision matches need.

The Costed Provision Map is intended to capture all SEND provisions put in place to support the CYP on the SEND register in the setting, this can include provisions which do not include a cost, such as referrals.

The Costed Provision Map is a live document which settings may adapt throughout the year to track the Notional SEND budget (Element 2) and Element 3 funding. It can be submitted either in the form of a projected Costed Provision Map or a final Costed Provision Map, dependent on the time of year the IPSEF is submitted.

The setting can share an updated Costed Provision Map at any point of the year using the Document Upload Webform.if the provision at the setting has changed, for example as the result of an in year admission.

There is no prescribed format for the Costed Provision Map, however as template is available with the support materials on the Norfolk School's website: Identification of need and inclusive provision - Schools (norfolk.gov.uk) either as a separate spreadsheet, or as a tab on the Inclusion in a Nutshell.

Costed provision map template

Inclusion in a Nutshell

Settings can choose to upload the "Inclusion in a Nutshell" tool to complement their IPSEF submission. This can be uploaded with the IPSEF, or at a later date by using the Document Upload Webform.

The Inclusion in a Nutshell enables a setting to capture key data and priorities relating to SEND and serves as a dashboard for the INDES and IPSEF, as well as capturing wider SEND specific data e.g., attendance, exclusions, and outcome data. It can also be shared with governors to provide an overview of SEND data across the school and can be used to inform a setting's SEN Information Report.

Settings can use the templates provided or use their own version.

The can be downloaded from Identification of need and inclusive provision - Schools (norfolk.gov.uk).

1.5 Submitting the IPSEF

- Click on the link to the IPSEF webform on the Norfolk Schools' website: Inclusion and Provision Self Evaluation Framework Form - Privacy Policy - Section 1 - Norfolk County Council

- Ensure you have the necessary information to hand as you will not be able to save your progress once you have started to fill in the form.

  - SENDCo full name and email address
  - Head/Principal full name and email address
  - Whole setting Costed Provision Map
  - Inclusion in a Nutshell document (optional)
  - Statements ready to tick
  - SEND data:
    -Number of CYP on roll
    -Number of CYP with needs for each SEND descriptor (speech, language and communication needs; communication and interaction including ASD; cognition and learning; social, emotional and mental health; physical and sensory needs.) A CYP can be allocated to more than one SEND descriptor.

1.6 IPSEF summary report and setting report

For each IPSEF submission, settings will receive confirmation and a PDF summary via email. The summary includes an overall score for each of the sections (0-7) for each area, a summary of SEND data submitted and a copy of the statements selected.

An overall maximum score of 7 is used so that scores for inclusion and provision can be compared easily against need. The Inclusion in a Nutshell has a section where you can input overall INDES iLevels and IPSEF scores and thus compare need vs provision.

Inclusion and Provision Self Evaluation Framework

Submission date: 03/08/2022

School / Academy details

School / academy name: 926/2400 Abbey Junior School

School number: 926/2400

Setting: Primary (this includes infant and junior schools)

SENDCo name: Miss Test

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: EFFECTIVE Programmes are established and are overseen by a designated person who has had SLCN training. Outcomes are positive and are quantified

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

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: EFFECTIVE Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists

Summary

The IPSEF scores are 1 to 7.

Section 1: Culture and Ethos: 2

Section 2: Speech, Language, Communication and interaction: 4

Section 3: Cognition and Learning: 2

Section 4: SEMH: Social, Emotional and Mental health: 4

Section 5: Physical and Sensory Needs: 2

Section 6: Promoting Independence: 4

Section 7: SEND Data

Number on roll: 270

Speech, Language and Communication Needs (SLCN): 22

Communication and Interaction including ASD: 16

Cognition and Learning (C&L): 18

Social, Emotional and Mental Health (SEMH): 20

Physical and Sensory needs: 5

IPSEF Summary report emailed to setting following submission

Settings can request a "setting report" with an overview of IPSEF and INDES submissions. The report enables a setting to compare the average INDES iLevel and IPSEF score, view their INDES submissions on one page and analyse the profile of need (including impact of need) across their setting. Settings can request a report by emailing indesipsefsupport@norfolk.gov.uk
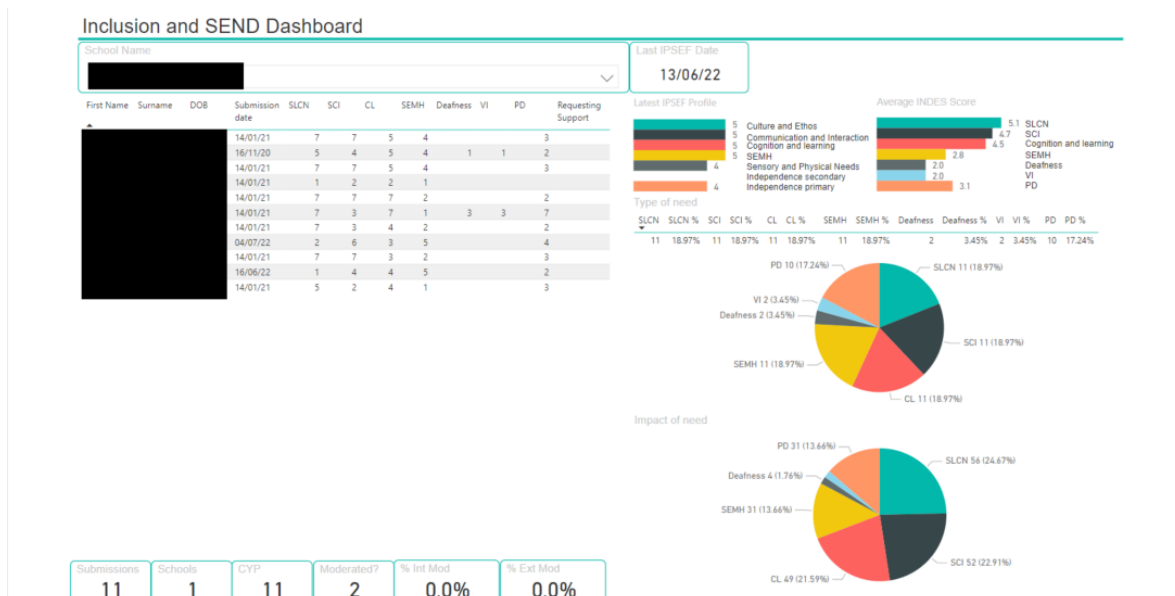
Setting report provided following IPSEF submission

1.7 Reviewing the IPSEF

The IPSEF is as an integral part of the setting's self-evaluation and improvement planning processes, and it is best practice to be formally reviewed annually as an part of the school's evaluation and development planning cycle.

IPSEF Peer Review

Inclusion and SEND facilitates IPSEF peer reviews throughout the academic year, on a three-year cycle. These are opportunities for colleagues from educational settings in a local area to meet, share good practice and discuss areas of development identified in their IPSEFs. They allow settings to understand the emerging SEND needs in their local area and use this knowledge to inform planning, practice and transition arrangements.

The process
- Settings are invited to attend an IPSEF Peer Review (IPR) with colleagues from other educational settings in their local area.
- Prior to attending a facilitator led IPR each setting will complete and online survey to enable facilitators to identify common strengths and challenges faced by settings.
- During the IPR, each setting will share a short 'spotlight' on their setting's IPSEF which may include reference to supporting information e.g. Inclusion in a Nutshell, Costed Provision Map, SEN Information Report (SIR), SEND policy, School Improvement Plan, Ofsted Report, SEN Support Plans etc.
- Once all settings have presented their spotlight, there will be an opportunity for a professional discussion. This will allow settings to reflect and consider any next steps for their setting and identify networking and support opportunities across the local area.

GREENTREES ACADEMY | *Primary Setting IPSEF Case Study*

GREENTREES ACADEMY IS A LARGE PRIMARY SCHOOL AND NURSERY IN NORFOLK. THE SCHOOL WAS PREVIOUSLY TWO SEPARATE SCHOOLS: JUNIOR AND INFANT/NURSERY SCHOOL BUT COMBINED TO FORM A PRIMARY THREE YEARS AGO.

THE ACADEMY HAS A HIGH LEVEL OF SLCN NEEDS, ESPECIALLY IN EARLY YEARS AND KS1.
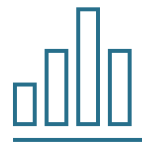
- 450 CYP
- CYP eligible for free school meals is above the national average (39%)
- CYP with an EHC plan is above national average (3.9%)
- CYP receving SEN support is above the national average (27%)
- Suspension rates are below the national average (0.65%)

Profile of Need

Legend:
- SCLN
- CL
- SEMH
- PS
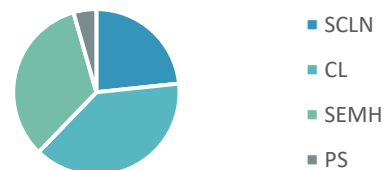
40% Speech, Language & Communication

35% Cognition and Learning

21% SEMH

4% Physical and Sensory

IPSEF Overview			
Area 1:	Provision: Speech, Language, Communication and Interaction	**Date:**	
Selected School:	Greentrees Primary		
Ref	**Area**	**Score**	**Description**
2.01	Settings use 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.	Effective	The setting has SLCN screening tools in place and their findings are routinely used to inform and plan next steps and/or provision
2.02	Settings identify learners with speech, language and communication (SLCN) needs and use appropriate strategies and interventions to help learners overcome these barriers.	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
2.03	Settings provide 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.	Effective	Programmes are established and are overseen by a designated person who has had SLCN training. Outcomes are positive and are quantified
2.04	Speech and language needs are fully supported through a language rich environment e.g. Word Aware.	Taking Action	Some adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-
2.05	Settings seek external advice as appropriate, e.g. speech and language therapist; Access through Technology; educational psychology; Communication Champions; School 2 School support.	Effective	Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists
2.06	Settings make 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.	Taking Action	Some reasonable adjustments are in place but may not be consistent
2.07	Settings deliver 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.	Effective	Programmes are in place and their effectiveness is evaluated
2.08	Settings seek support from Autistic Spectrum Disorder specialists via Norfolk Local Offer when appropriate.	Effective	Setting access external advice and support having already tried internal intervention first. They act on the advice of specialists

Taking Action: Teachers and support staff can identify learners with SLCN but are not confident with strategies or interventions to help learners overcome these.

Actions:

- SLCN training for all staff. Include identifying SLCN needs, supporting SLCN in the classroom for all learners and strategies for learners with SLCN needs. Ensure that focus from SLCN intervention is continued in the classroom.

-Review opportunities for explicit teaching of communication and listening throughout the curriculum. Classrooms are quiet and children on task, but they have a lack of opportunity to explain/debate their ideas.

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 takeup time**

Actions:

-   Review of how classroom environment using Communication Friendly checklist. Discussion in staff meeting. Identify areas for whole school and individual class focus.
-   Pre-teaching (and revision where needed) of key vocabulary for CYP with SLCN needs.

Profile of Need:

21% SEMH

35% Cognition and Learning

40% Speech, Language and Communication

4% Sensory and Physical

- Are CYP's SLCN needs supported within the classroom as well as through intervention?

- Are communication and listening skills taught explicitly? Is talk valued?

- What is the profile of SLCN at KS2?

- What are the difficulties that CYP with SLCN needs face? How does the curriculum and pedagogy support these?
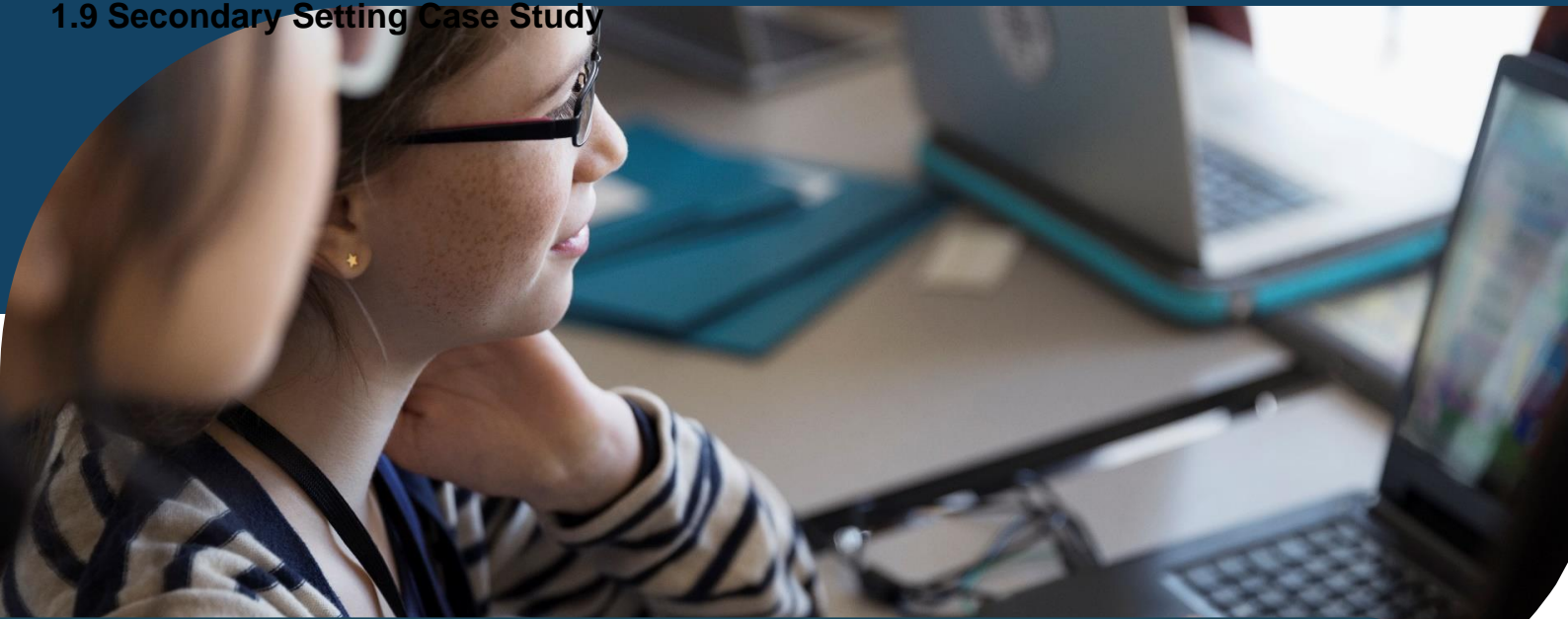
BROCKFIELD ACADEMY | *Secondary Setting IPSEF Case Study*

BROCKFIELD ACADEMY IS A MEDIUM SIZED SECONDARY SCHOOL IN NORWICH. THE SCHOOL HAS EXPERIENCED RECENT STAFF TURBULENCE INCLUDING TWO ASSISTANT HEADTEACHERS AND THE SENDCO.

THERE HAS BEEN AN INCREASE OF CHALLENEGING BEHAVIOURS FROM CYP. A SIGNIFICANT PORTION OF THE SENDCO'S TIME IS SPENT SUPPORTING CYP WHO ARE STRUGGLING TO REMAIN IN THE CLASSROOM AND DISPLAYING HIEGHTENED BEHAVIOURS. THE ACADEMY EMPLOYS A COUNSELLOR TO CARRY OUT 1:1 SESSIONS AND TEACHING ASSISTANTS PROVIDE REGULATION SUPPORT THROUGHOUT THE DAY.
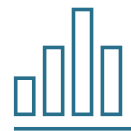
- 800 CYP

- CYP eligible for free school meals is higher than the national average (35%).

- CYP with an EHC plan is just above national average (2.7%)

- CYP receving SEN support is in line with the national average (12%).

- Suspension rates are above the national average (11%)

Profile of Need

- SCLN
- CL
- SEMH
- PS

- 10% Speech, Language & Communication

- 31% Cognition and Learning

- 52% SEMH

- 7% Physical and Sensory

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IPSEF Overview

Area 1:	Culture and Ethos		Date:

Selected School: Brockfield Academy

Ref	Area	Score	Description
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	Taking Action	The majority of vulnerable learners within the locality attend the setting, although a significant minority seek an alternative placement
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	Taking Action	Leaders articulate high expectations for the achievement of vulnerable learners o 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.	Taking Action	The setting's core values are communicated clearly to all members of the 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.	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
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.	Effective	Leaders measure the impact of the curriculum through a range of data and this informs next steps for 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.	Effective	Attendance is generally in line with national and regional averages, but improvements need to be made for more vulnerable learners
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	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
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
1.09	Leaders ensure CYPs are effectively safeguarded, and happy and participating members of the setting's community.	Effective	The majority of CYPs feel safe and are happy to participate in aspects of the setting's community. Safeguarding is effective
1.10	Leaders are committed to the wellbeing of all staff, empowering them to fulfil their roles and responsibilities to all CYPs.	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

Example of reflection on Culture and Ethos and points for further analysis

Ineffective: Little or no CPD linked to vulnerable learners, needs or attainment.

Actions:

-Audit of staff understanding of need to inform CPD for the next three years. Work with SLT and Heads of Department to outline core knowledge, specialist knowledge, subject specific knowledge for staff groups

-Implement Strategies for inclusion and SEND support drip feed approach via Department staff meetings. Tailored to subject/informed by staff feedback.

Taking Action: Behaviour policy penal in nature and not applied consistently.

Actions:

-Review of behaviour policy through lens of trauma and mental health informed approach

- Trauma and mental health informed training

- Review profile of need of CYP with primary SEMH need. Is there are undiagnosed SLCN or CL need?

Profile of Need:

- 52% SEMH
- 31% Cognition and Learning
- 10% Speech, Language & Communication
- 7% Sensory and Physical

- Do we have a clear understanding of the wide range of an individual CYP's needs?
- What difficulties do our CYP with CL needs face? How are these supported in lessons to build independence?
- How do we screen for SLCN needs?
- Are staff confident in identifying/supporting SLCN difficulties?

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1.10 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
- Revised Element 3 briefing for schools (Video)
- Element 3 funding. Frequently asked questions
- IPSEF test link https://norfolkcc-self.sandbox.achieveservice.com/service/IPSEF (settings can use this to complete a dummy run of the INDES to familiarise themselves with the webform)

Further support 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 IPSEF?

Senior leaders and SENDCos are advised to complete the IPSEF collaboratively. It is important that the IPSEF is a whole school evaluation and that areas for improvement identified are addressed as part of a setting's development plan.

Do we need to resubmit IPSEF every year?

The IPSEF may be formally reviewed by the setting as part of the setting's self-evaluation and review cycle. It can be re-submitted following this review with an updated Costed Provision Map.

We have revised our costed provision map but are not ready to review our IPSEF. How should we submit this?

The setting can share an updated Costed Provision Map at any point of the year using the Document Upload webform if the provision at the setting has changed, for examples as the result of the admittance to an in year admission.

Can we submit one IPSEF for more than one federated school?

No. The IPSEF is specific to one setting. If there is more than one setting in a federation, an IPSEF will need to be completed for each. The IPSEF data collection tool may be useful for federated settings and Trusts as it enables leaders to identify common areas of strength and development.

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

The most recent version of the IPSEF is on the website: Identification of need and inclusive provision - Schools (norfolk.gov.uk)

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 to complete on paper?

The IPSEF compete webform is available here: Identification of need and inclusive provision - Schools (norfolk.gov.uk)

Why are the scores for each section out of seven rather than four if there are four statements?

An overall maximum score of 7 is used so that scores for inclusion and provision can be compared easily against need. The Inclusion in a Nutshell has a section where you can input overall scores from the INDES and IPSEF and compare need vs provision.

Will there be further training on the IPSEF?

Training/information sharing will be regularly available. Please check Norfolk Services for Schools for upcoming training opportunities.

Information and guidance are available on the webpage. Further guidance and supporting resources will be added here: Identification of need and inclusive provision - Schools (norfolk.gov.uk)

What information needs to be submitted with the IPSEF?

Settings are advised to upload a Costed Provision Map with their IPSEF. SEND in a Nutshell is an optional upload.

We would like to do a 'test run' of an IPSEF submission. How do we do this?

Settings can use the links below to complete test submissions to familiarise themselves with the webforms:

IPSEF test link https://norfolkcc-self.sandbox.achieveservice.com/service/IPSEF

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

Contact the Inclusion and SEND team who can provide further support.
INDESIPSEFsupport@norfolk.gov.uk