



Norfolk County Council
at your service

Education Inclusion Service

**Inclusion Self-Evaluation
Framework for Early Years
providers**

Inclusion Self-Evaluation Framework for Early Years providers

Outstanding inclusive practice is first and foremost about improving outcomes for groups of children who routinely achieve less well than their peers throughout their education and, as a result, have less opportunity for a happy, healthy, productive and independent life at the heart of their community

This framework is designed to promote reflection and help plan development for those aspiring to demonstrate outstanding inclusive practice

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Introduction

The Norfolk County Council definition of inclusion is *'the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life'*

Norfolk has a strong commitment to inclusion and in order to ensure that all children and young people receive the best opportunities to succeed and flourish. The aim of our service is to support greater consistency and outcomes throughout the county

In order to reflect on inclusive provision within Norfolk we may ask ourselves questions such as:-

What is inclusive education? What does good inclusive practice look like? How can settings manage resource and staffing restraints whilst still providing a high level of inclusion for all? How do we ensure that our most vulnerable children have their needs met and reach their full potential?

Norfolk Children's Services wanted to produce a tool which aims to support a greater consistency around inclusion but also wanted to take advantage of the vast array of experience and knowledge in Norfolk. Schools and post 16 education settings are using a similar model, and a group of professionals from a range of education settings and agencies were invited to be involved in the development of the Inclusion Self-Evaluation Framework. To ensure that all early years providers can make full use of the Self-Evaluation Framework, a parallel document has been developed and piloted with a group of early years providers

The key objective of the Inclusion Self-evaluation Framework is to provide a clear, consistent and measurable guide to what is excellent inclusion practice. It aims to promote high expectations for vulnerable learners. The framework does not provide an exhaustive checklist of things that a setting should be doing because every setting and every child is different. Through consultation with providers it was clear, however, that there were core areas which are the same for all settings and so the framework has been built around them:

- The Context of the Setting
- Commitment to Inclusion
- Inclusion Practice
- Relationship and Engagement

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The framework is not a tool for judgement but for gauging where a setting is on their journey towards being fully and wholeheartedly inclusive. There are 4 stages along that journey: Ineffective, Taking Action, Effective and Leading. It is entirely possible to be at different stages for different areas. It has been designed to be used as a development tool where a setting can identify areas of success and build upon them

How to use the Self-Evaluation Framework

As Inclusion is about the ethos of the whole early years provision, it is advised that the management team takes responsibility for the Framework and consequent Action Plan. The SENCO may well take the lead on coordinating completion of this document but should do so in collaboration with other staff, committee members, owners, etc.

The Framework has been designed to be as simple to complete as possible - with just a pen and a highlighter, or a few clicks

1. Read through the document and ensure you are able to get access to any evidence documents you may need (There are guidelines and suggestions, which are not an exhaustive list)
2. Highlight what your provision *is* doing for each descriptor. Refer to your evidence list where necessary. It may be that you have points in each column highlighted - that is fine as this is about a journey and not a judgement grade
3. Identify areas where improvements are needed
4. Record notes of identified improvements needed on your action and/or development plan

NOTE: Throughout this document the term 'Vulnerable Learners' refers to all groups who are at greater risk of poorer educational outcomes. Although not an exhaustive list, examples include any child who qualifies for two year old funding or Early Years Pupil Premium, children with Special Educational Needs & Disabilities, Looked After Children, children from Service Families and children from minority groups

If you have not already done so you may wish to consider conducting an audit of your local community and catchment to help identify the vulnerable learners who are likely to access your provision

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A. Our Setting Context			
<p>A foundation to inclusive practice will involve aspects including personnel, training and policies This grid will help to provide an overview of the context of the setting</p>			
	No	Working towards	Yes
We have a named Setting Senco			
We have a named Behaviour Coordinator			
We have a named Equal Opportunities Coordinator			
The three named roles above are held by three different people			
The Setting Senco has completed the 3 day training within the last 3 years			
We have more than one person who has completed Setting Senco training			
Staff attend all or almost all Network meetings for Sencos/Coordinators			
At least half our staff have attended Step On training within the last 3 years			
All our staff have attended Step On training within the last 3 years			
At least two members of staff have attended Safeguarding Lead Practitioner training within the last 3 years:			
At least one member of staff has attended training/development in the following within the last 3 years:			
Equality Named Coordinator/ Equal Opportunities			
Family Support Process			
Personal Education Plans for Looked After Children			
English as an Additional Language			
We have an Inclusive Practice Log which is updated at least termly			
We review our policies relevant to inclusion at least annually			

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B. Commitment to Inclusion				
Being truly inclusive requires a strong sense of moral purpose, leadership and sustained commitment across the provision. It requires leadership to shape an ethos and culture based upon person centred, inclusive practice in which the interests and needs of all children are at the heart of all that takes place				
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
B1 – Identifying Vulnerable learners	We are aware of different aspects of children’s lives that can lead to vulnerability	We have a process in place to gather and record information on admission and we complete formative assessments to identify vulnerable learners, including considerations for children who are in receipt of Early Years Pupil Premium	Processes ensure staff work collaboratively with families to share information and identify strengths to be built on and areas which may require additional or differentiated support	Staff work together and collaboratively with families, communities and other professionals to share information to enable effective planning to meet the needs of individual vulnerable learners
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
B2 – Understanding Needs & Having High Expectations	We have knowledge of developmental ages & stages but do not always expect that vulnerable learners will achieve these	We have a sound knowledge of age & stage developmental expectations and we plan for the next step for vulnerable learners We have expectations that all	We use our sound knowledge of age & stage developmental expectations to plan progress for vulnerable learners We meet and discuss as	There is a culture of high expectations and differentiating activities is embedded and celebrated We regularly review the current levels of

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		vulnerable learners will make progress.	a staff team and with parents/carers to ensure activities and resources are differentiated to help individual children progress	development of all vulnerable learners to support our overall provision planning and practices
Evidence				
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
B3 – Welcoming	<p>We welcome children from within the community where it is parental choice, if there is a suitable space available</p> <p>The setting makes reasonable adjustments aiming to be physically accessible to all people</p>	<p>We welcome and aim to meet the needs of any child from within the community, whatever their needs, abilities or backgrounds</p> <p>We are aware that barriers are not only physical</p> <p>Some barriers to participation are identified and solutions sought</p>	<p>We take positive action to encourage and welcome all children and families</p> <p>Parents feel confident and part of the setting</p> <p>Through regular evaluation, most barriers to participation are identified and solutions sought</p>	<p>We differentiate our provision to meet the needs of all children and families so that they are able to feel part of our setting</p> <p>Barriers to participation have already been identified and effective solutions sought</p> <p>The provision is proactive in requesting feedback from families and children, identifying any further potential barriers to learning, and seeking creative solutions</p>

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Evidence		Training/staff development needed	Resources needed		Other notes
		INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
B4 – Emotional Needs		We have a key person who is assigned to each child	We have an effective key person approach for every child and their family and strive to provide a secure attachment for all vulnerable learners	We all have a clear understanding of attachment and the social and emotional development of vulnerable learners Staff and parents work together to help vulnerable learners to acknowledge their feelings	Within our practice and work with families we all prioritise the importance of attachments and have a sound understanding of the social and emotional development of vulnerable learners
Evidence		Training/staff development needed	Resources needed		Other notes
		INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
B5 – Whole Setting Ethos		Adults are aware of our inclusion policies and have signed to say that they have been read	Most adults have an understanding of how to promote inclusion Our inclusion policies identify clearly what we do to promote inclusion	We have a clear vision and high aspirations underpinning our inclusive practice Our inclusion policies identify clearly what we	Our ethos is promoted across our setting by all members of staff and is embedded in our practice We always strive to

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		<p>and most adults actively implement these polices Our positive approach to inclusion is promoted through the Local Offer and within the community</p>	<p>do to promote inclusion, tolerance, diversity & citizenship and all adults actively implement these policies Positive attitudes towards inclusion are promoted and celebrated Attitudes towards inclusion that are not seen to be positive are always challenged</p>	<p>promote inclusion, tolerance, diversity & citizenship with a solution focussed approach Our commitment to an inclusive ethos underpins how we link with the wider community and embrace the diversity within it</p>
Evidence	Training/staff development needed	Resources needed	Other notes	

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Appendix for Section B – Examples of possible evidence to support completion of Inclusion Self Evaluation Framework

The following are just a few suggestions that can support with the completion (and subsequent development planning) for the Self Evaluation Framework

As noted above, ***the list is not exhaustive*** and you are likely to identify further evidence to gauge where your provision currently fits within the framework

Section	Some suggested evidence	
Section B: Commitment to Inclusion	Registration forms Key person policy Staff meeting minutes Notes of meetings with parents Behaviour Policy Equal Opportunities Policy Admissions Policy Admissions form Inclusion Policy Registration forms	Info available in different formats Two Year Old Progress Checks SEND policy Inclusion/SEND file Inclusion register/ Inclusive Practice Log (recording all vulnerable learners) Records of meetings with other agencies/professionals Website Local offer

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C. Inclusion in Practice

Truly inclusive practice considers all aspects of provision to maximise the positive impact on outcomes for vulnerable learners. Inclusive practice is evident when the difference between learners is seen as a strength to support learning rather than a barrier to overcome

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
C1 – Seeking Advice	We seek information, advice and guidance from within our provision to support vulnerable learners	We seek information, advice and guidance from within our provision and through our early years adviser to support vulnerable learners	We seek information, advice and guidance from a variety of sources, including our early years adviser, attending training and networks and through use of the Local Offer	We seek information advice and guidance, evaluate this and use it effectively to support all vulnerable learners
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
C2 – Using Resources	We access some resources within our own provision to support vulnerable learners	We identify appropriate resources to support vulnerable learners including those entitled to Early Years Pupil Premium	We plan and make use of a variety of resources (including staffing, environment, equipment, external expertise and financial resources) to ensure vulnerable learners receive appropriate support	We plan creatively to ensure resources are used effectively and efficiently to support vulnerable learners We evaluate the impact of the resources we use to support vulnerable learners

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Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
C3 – Planning for Progress & Removing Barriers to Learning	We have a tracking tool to identify the needs of vulnerable learners. Staff are aware of systems to assess, plan, do and review	We use an appropriate tracking tool and resources to plan and meet needs for the development of individual vulnerable learners All staff are using systems to assess, plan, do and review and are aware of individual plans for progress	All staff make full use of children’s starting points and effectively use all available tracking tools and resources to plan and meet developmental needs of individual vulnerable learners to enable them to make progress	Specific experiences are planned to ensure vulnerable learners make good progress, accessing external support as appropriate We can clearly demonstrate all children are making progress from their starting point We reflect on tracking information to improve our practice and strategic planning in meeting the development needs of cohorts of children
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
C4 - Transitions	We have a transition policy and procedure	Background information is collected and used to	We organise transitions for vulnerable learners	We organise detailed and effective transition

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	which is not always differentiated or applied	plan transitions for vulnerable learners	into our setting, within the setting and moving on Vulnerable learners have individualised plans for the key transition from setting to school	plans for vulnerable learners, involving parents/carers and the voice of the child, and making full preparations We evaluate our transitions
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
C5 – Professional Development	We have at least one member of staff who has accessed setting Senco training and has some understanding of their SEND responsibilities	We look to access training on inclusion as a specific need arises for vulnerable learners with and without SEND	We have all had effective professional development and know how to respond to remove barriers to learning We take responsibility to improve and share our knowledge of the range of needs of vulnerable learners	We create staff development opportunities in which we work closely with families and other professionals to remove barriers to learning for all children, and particularly for vulnerable learners
Evidence	Training/staff development needed	Resources needed	Other notes	

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Appendix for Section C – Examples of possible evidence to support completion of Inclusion Self Evaluation Framework

The following are just a few suggestions that can support with the completion (and subsequent development planning) for the Self Evaluation Framework

As noted above, ***the list is not exhaustive*** and you are likely to identify further evidence to gauge where your provision currently fits within the framework

Section	Some suggested evidence	
Section C: Inclusion Practice	Data and tracking meeting minutes Tracking tools & systems Learning journeys Planning Medicine Policy Inventory of equipment with respect to inclusion Senco Job Description Records of meetings with other agencies/professionals Inclusion Training Record	Staff development plan Setting diary Anonymised transition plans Transition policy Plans for learning Transition meeting minutes Staff meeting minutes Staff Development Policy & plans Action & Development plans

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D. Relationship and Engagement

Being truly inclusive is a collective responsibility. It is built on upon strong and trusting relationships at all levels that are supportive and can work with a degree of respectful challenge.

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
D1 – Building Positive Relationships and Mutual Respect	We welcome all children and their families to our provision, greeting everyone warmly and using their preferred name	We discuss and agree our positive approach to welcoming children and families We have an agreed code of conduct for all adults and children and we involve children in deciding this	Communications to and from parents and carers are individualised to meet the needs of the child and family We understand the importance of celebrating diversity where everyone is valued, and their views are listened to and considered We all model respectful relationships in our practice	We actively welcome parental knowledge, expertise and help. Parents feel more able to take an active role in their child’s learning We always record and challenge all discriminatory behaviour
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
D2 – Parents as Partners	Parents are given information about who their child’s key person is and the roles of other staff such as Setting Senco, Inclusion Coordinator, etc.	We communicate with children and families in other languages and in different formats as appropriate Information and feedback is collected from parents	Relationships with families are actively developed as partnerships Feedback from parents about their child’s learning, progress and	Feedback from parents about their child’s learning, progress and well-being is actively sought and is always acknowledged and acted upon

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	Information for parents is provided regarding their child's learning & progress A complaints procedure is in place	and recorded Staff link what happens at home to what is provided in the setting General communications are not always evaluated for effectiveness	well-being is actively sought Parents and carers are aware of how to feedback compliments and concerns Feedback is recorded and responded to	Compliments and concerns are recorded, actions monitored and follow up procedures are in place to enhance practice We have agreed principles about managing conflict resolution
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Evidence	Training/staff development needed	Resources needed	Other notes
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	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
D3 – Promoting Attendance	We keep a register of attendance but there is no process to monitor attendance patterns	Attendance is monitored and we encourage families to ensure their child regularly attends the setting	We consistently communicate with all families about the positive effect that attendance has on their child's learning to ensure best possible attendance of all vulnerable learners	We are proactive in taking additional steps to promote the best possible attendance of all vulnerable learners

Evidence	Training/staff development needed	Resources needed	Other notes
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	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
D4 – The Child’s Voice	We provide free-play for children and they know who their key person is	Learning journeys of vulnerable learners record the child’s voice Learning journeys are shared and discussed with children	We record the views of vulnerable learners and this is reflected in planning for their learning Provision is in place to help vulnerable learners to feel good about themselves	We have systems in place to actively seek the views of vulnerable learners. They are aware that their input is used to inform policy and practice
Evidence	Training/staff development needed	Resources needed	Other notes	
	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
D5 – Professional Relationships	We talk to our local school(s) at least once a year	We communicate with local schools, make links with shared settings (i.e. when a child attends more than one setting) and we are establishing working relationships with other agencies and professionals	We have strong links with local schools, our Children’s Centre and other settings in our area We are building partnerships with other agencies and professionals to be able to plan support for vulnerable learners	We are aware of and make use of the Local Offer to seek support for vulnerable learners We are proactive in establishing links with schools, health, social care, etc. and work collaboratively to improve provision for vulnerable learners
Evidence	Training/staff development needed	Resources needed	Other notes	

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Appendix for Section D – Examples of possible evidence to support completion of Inclusion Self Evaluation Framework		
<p>The following are just a few suggestions that can support with the completion (and subsequent development planning) for the Self Evaluation Framework.</p> <p>As noted above, <i>the list is not exhaustive</i> and you are likely to identify further evidence to gauge where your provision currently fits within the framework</p>		
Section	Some suggested evidence	
Section D: Relationship and engagement	Parent Partnerships Policy Samples of information provided to parents Positive imagery Information in different formats Website Local offer Advertising materials	Records of meetings/discussions with parents Compliments and complaints record Key Person Policy Behaviour Policy Staff Code of Conduct Attendance policy