



Norfolk County Council

Norfolk SEND & inclusion tools and processes

December 2025

Alison Toombs
Assistant Director,
SEND & Inclusive Practice



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

Objectives:

- ✓ How the IPSEF came into being
- ✓ What the IPSEF is
- ✓ How the IPSEF works
- ✓ What schools use the IPSEF for
- ✓ What the LA uses IPSEF information for
- ✓ The IPSEF's relationship with other Norfolk tools
- ✓ The future...



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

Problem statement

The Inclusion and Provision Self-Evaluation Framework (IPSEF) in Norfolk was developed as part of the county's SEND transformation work to create a consistent, evidence-based tool for schools and settings.

- * **Need for a Single Evaluation Tool:** Norfolk identified gaps in how schools demonstrated compliance with Ofsted expectations, statutory SEND duties, and the local Provision Expected at SEN Support (PEaSS) standards.
- * **Strategic Drivers:** The framework was introduced during the 2020 SEND improvement phase to support the graduated approach, strengthen mainstream inclusion, and provide data for county-wide planning.



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

What is the IPSEF?

IPSEF is a framework that 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.



[Link to IPSEF](#)

Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

How does the IPSEF work?

- Webform
- 6 sections:
 - Culture and ethos
 - Speech, language, communication and interaction
 - Cognition and learning
 - SEMH
 - Physical and sensory
 - Independence (primary/secondary)



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

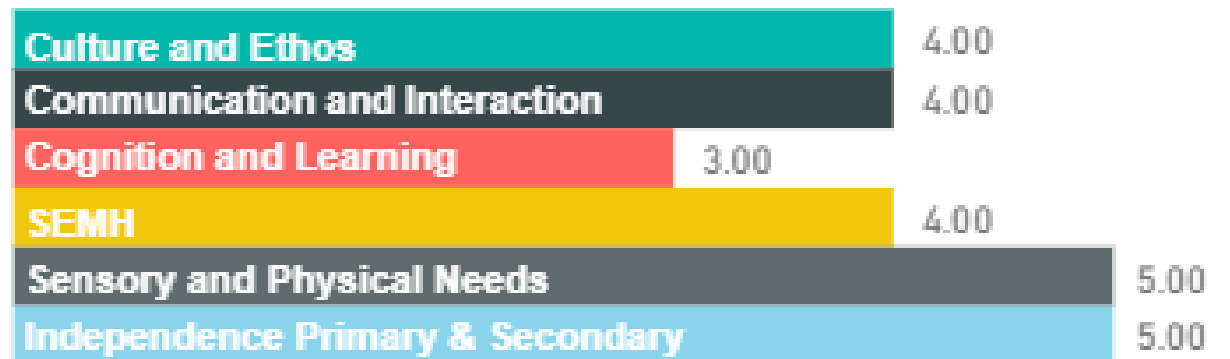
How does the IPSEF work?

- Statement followed by 4 outcomes
 - Ineffective
 - Taking action
 - Effective
 - Leading
- Scoring system behind each decision resulting in an overall score for each of the 6 areas, out of 7
- Summary is returned to the setting following submission

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

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

Average IPSEF Profile



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)



What do schools use IPSEF information for?

Graduated Provision Map (GPM)

Inclusion in a Nutshell: Primary
IPSEF Summary


Guidance for use:
Input IPSEF scores for each section (from your IPSEF PDF) and average INDES score for each area from your setting summary report available on request from: INDESIPSEFsupport@norfolk.gov.uk
Compare need (INDES) score with provision (IPSEF) score. Are there sections where need is greater than provision?

For the IPSEF Overview, record key strengths and areas for development for culture and ethos section, and provision and independence sections.

Comparing provision to need

IPSEF Area	IPSEF iLevels	INDES Area	Average INDES iLevels (from setting report)
Culture and Ethos	4.0		
Communication and Interaction	5.0	Speech and Language and Social Communication and Interaction	6.0
Learning and Cognition	5.0	Learning and Cognition	4.5
Social, Emotional and Mental Health	6.0	Social, Emotional and Mental Health	4.0
Physical and Sensory	5.0	Physical and Sensory	7.0
Independence Primary	6.0		



IPSEF Overview

Culture and Ethos (Section 1)	
Strengths	Areas for Development

Identification of Need
Provision (IPSEF)
Setting Report
Exclusion, Absence, Outcomes
Example GPM Provision
Example GPM Costings ...

Inclusion in a Nutshell

SEND Information Report (SIR)

Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

What does the LA use IPSEF information for?

Identification of Needs
Descriptors in
Educational Settings
(INDES)

Inclusion and Provision
SEF
(IPSEF)

Provision Expected at
SEN Support
(PEaSS)

Graduated Provision
Map
(GPM)

Identification

Inclusion performance

Provision planning and budgeting

Other data and
information eg,
exclusions, absence,
EHE...

SEND Information
Report
(SIR)

Team Around a School
meetings
(TAS)

INDES moderation
process
(IMP)

Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

i School Details

Inclusion and SEND Dashboard

School Name
[Redacted]

MAT
0

Phase
Junior

DfE ID
[Redacted]

Head / Principal
[Redacted]

SENDCo
[Redacted]

Ofsted Rating
Good

Inspection Date
02/10/2019

NOR
236

Last IMP Date
Jun 25

IMP Outcome
2

Last IPSEF Date
20/11/2025

Lang Count
8

% GRT

% EAL
3.8%

Young Carer
2

K
71

% K
30.1%

E
4

% E
1.7%

% SRR
1.3%

SENprovision	PP%
E	50.00%
K	38.03%
N	14.91%
Total	22.46%

SENprovision	FSM%
E	50.00%
K	36.62%
N	15.53%
Total	22.46%

Ex Refs 24/25
1

Ex Conf 24/25
1

% Ex 24/25
0.39%

Ex Refs 23/24
1

Ex Conf 23/24
1

% Ex 23/24
0.41%

INDES Submitted
73

Send Advisor
[Redacted]

Inclusion Advisor
[Redacted]

EY Advisor
[Redacted]

SCT Manager
[Redacted]

SLST
[Redacted]

EHCP Co
[Redacted]

Autism Lead
[Redacted]

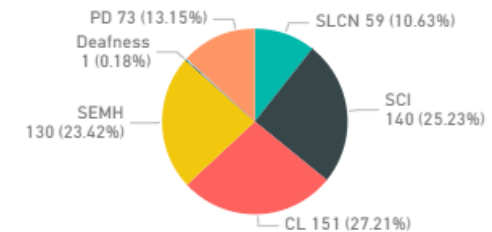
Average INDES Score



Average IPSEF Profile

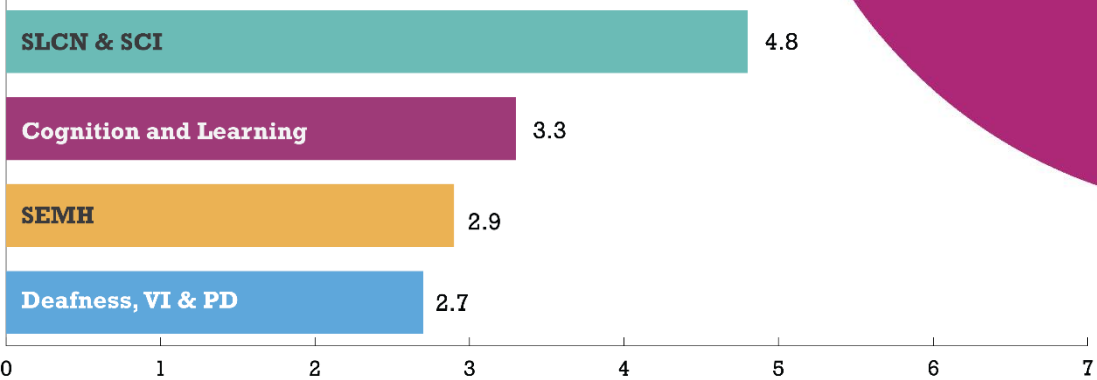
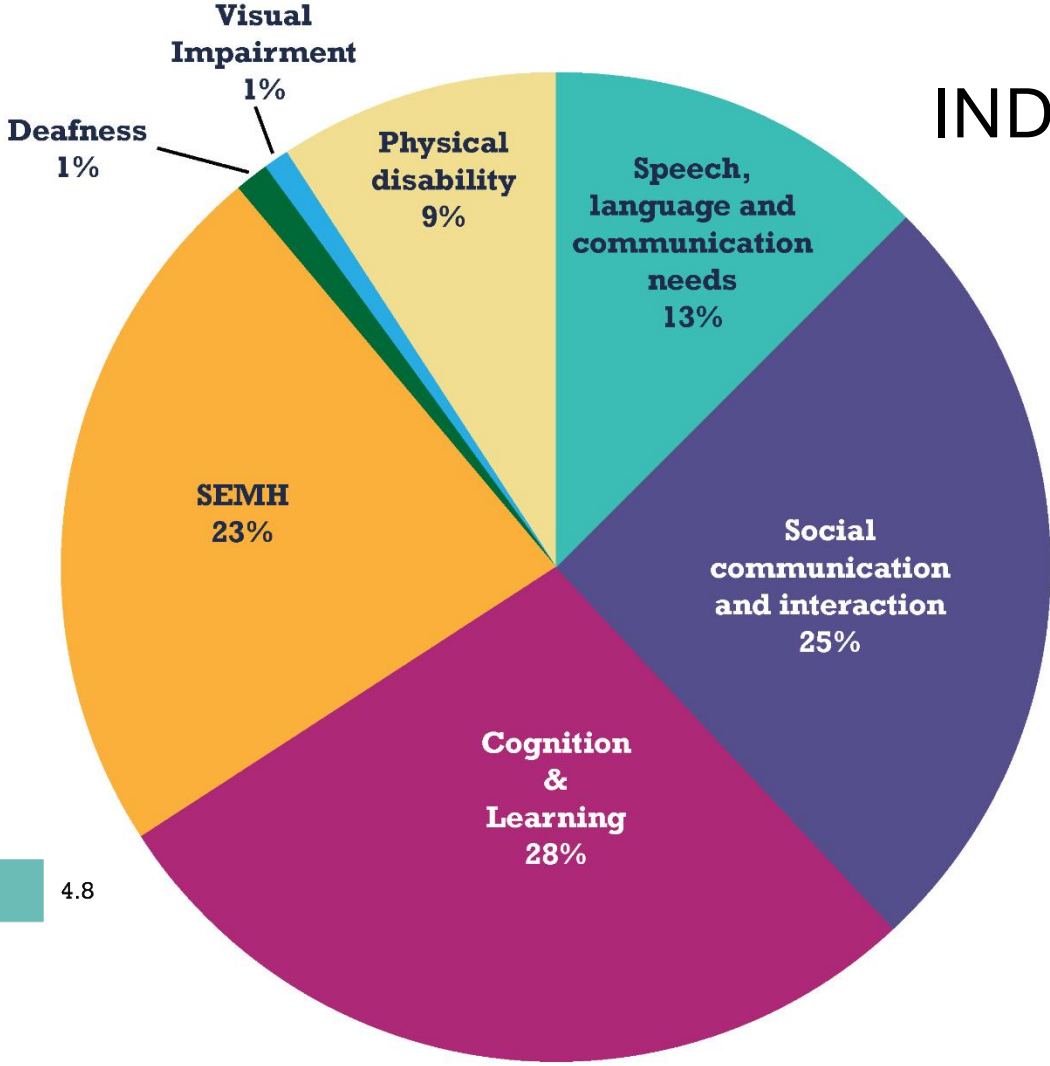


Type of need

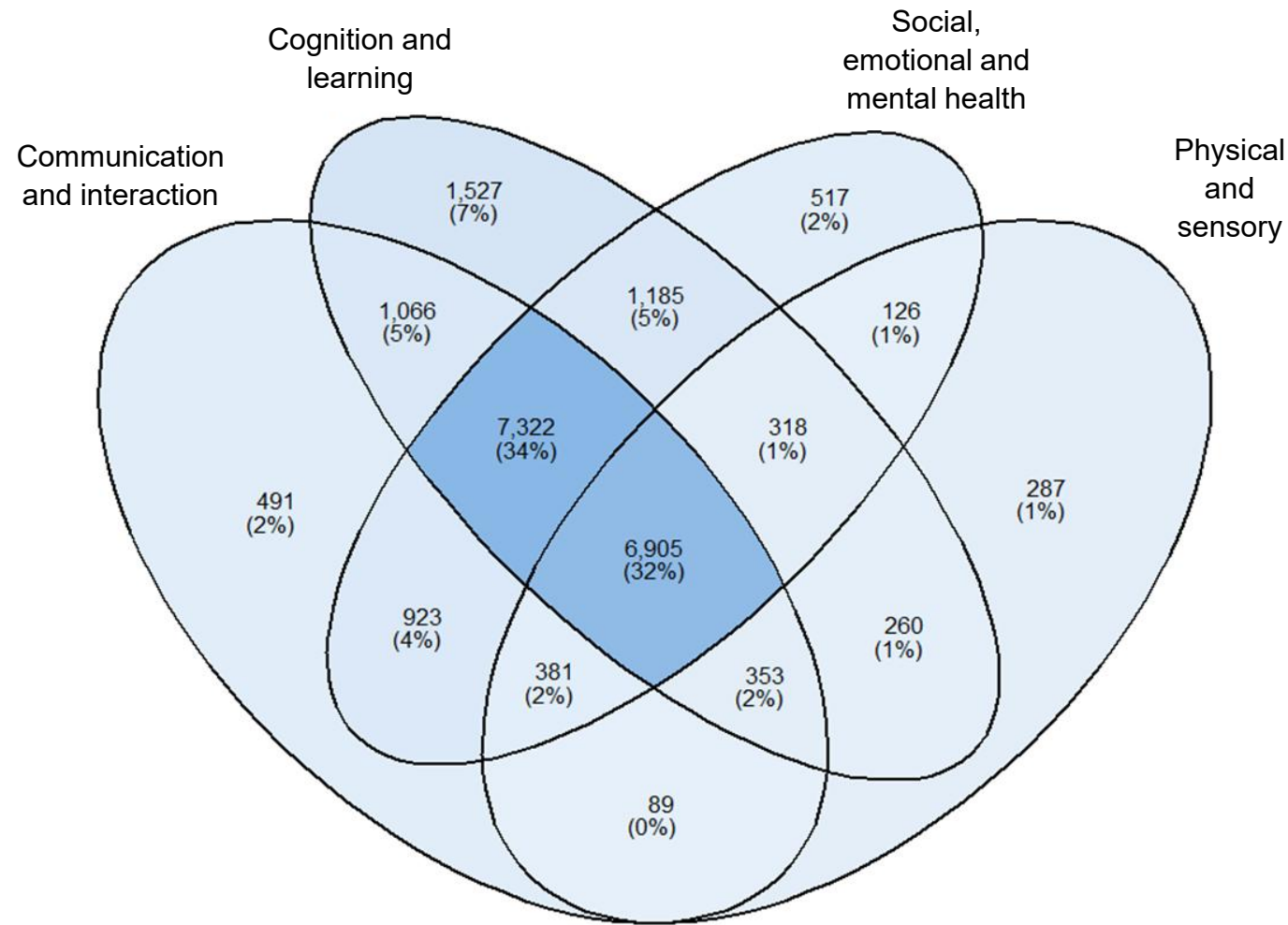


INDES data March 2025
21,400 CYP

Norfolk's profile of special educational needs in mainstream settings



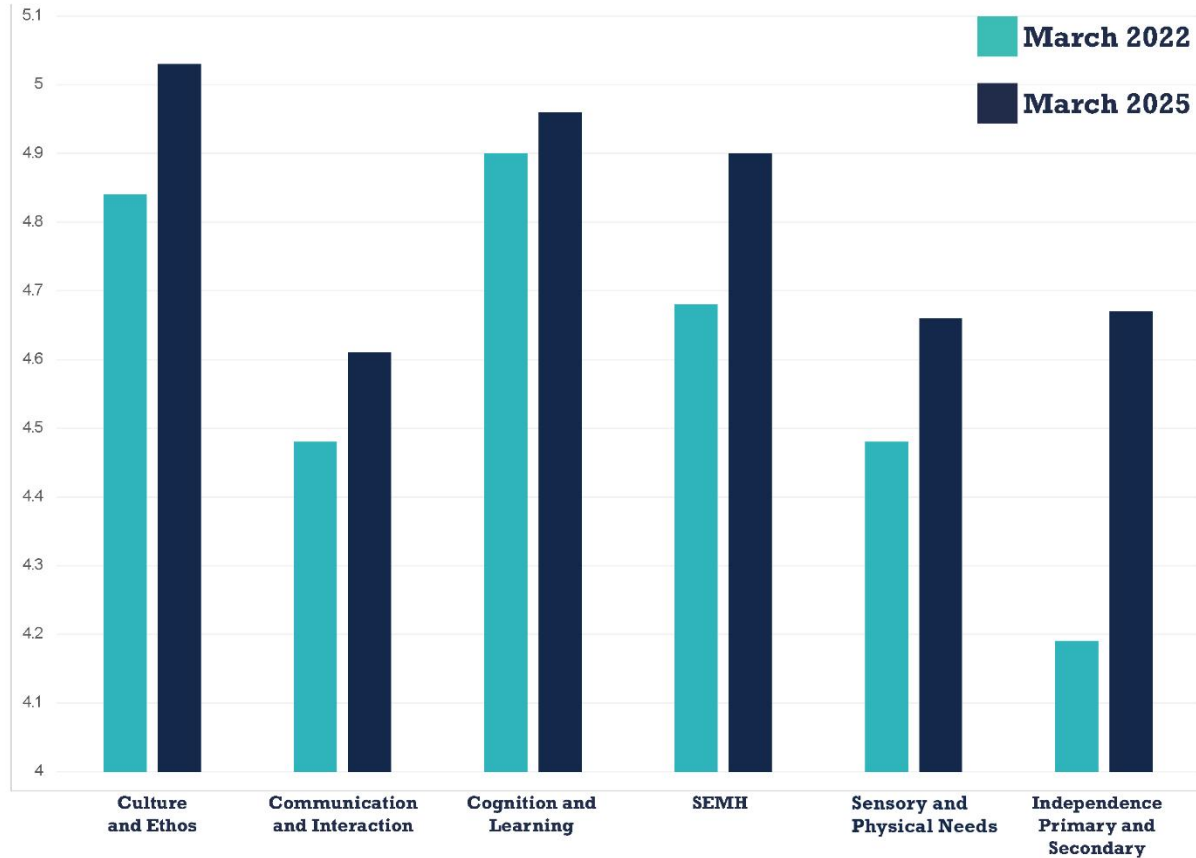
INDES data March 2025 – Norfolk profile of need



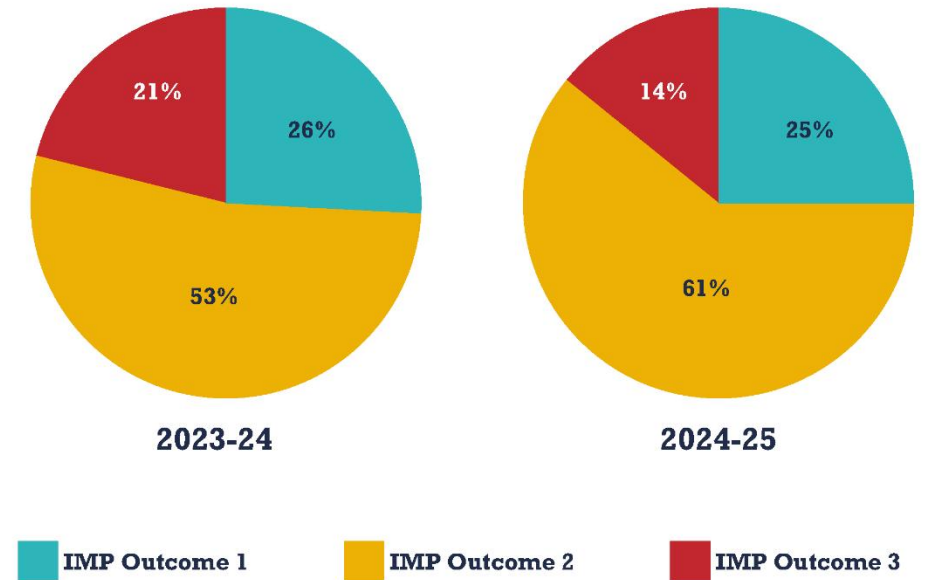
- Recent analysis of ‘Identification of Needs Descriptors in Educational Settings’ (INDES) data shows that primary support reasons can understate the complexity of needs of CYP with SEND.
- Many children experience multiple, co-occurring needs (communication and interaction, cognition and learning, SEMH).

Moderation and self-evaluation

Norfolk mainstream schools' self-evaluation
100% settings



INDES moderation process outcomes comparison



Inclusion and Provision SEF comparison



Norfolk's Inclusion and Provision self-evaluation framework (IPSEF)

The future...

- IPSEF revision to include new Ofsted framework for schools
- Early Years providers inclusion
- Update webform
- Use IPSEF more widely to support a potential 'inclusion charter'
- Zone ownership of all moderation – peer support and challenge
- Use of tools for wider strategic direction – in our SEF and JSNA for SEND