# **Setting name**

# **Accessibility Self-Evaluation Framework**

# **20xx – 20xx**

Co-produced by Norfolk Accessibility Strategy and Plan working group

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## Introduction

The Norfolk Accessibility Self Evaluation Framework (NASEF) has been designed to support all education settings to consider the accessibility of their offer.

The NASEF has been co-produced with representatives from across the sector who have a remit for supporting children and young people with Special Educational Needs and Disabilities (SEND) and their families.

**How to use the NASEF:**

The NASEF is designed to be completed alongside your Accessibility Plan. The information that you record should assist you to plan and prioritise changes needed to improve accessibility.

The SEND Code of Practice 2015 requires all mainstream schools (including maintained schools, academies, and nursery schools, 16 to 19 academies and alternative provision academies), to have an Accessibility Plan published on their website.

It is recommended that the NASEF is completed annually, involving appropriate members of the settings leadership/management team. Settings may also want to consider other useful attendees to involve in this process, for example SEND Governors or committee members.

It is the ambition in Norfolk for all education settings to have an accessibility plan (including Early Years and Post-16 settings). For those settings where it is not statutory to have an accessibility plan, the SEF is designed to give you materials that will support reflective conversations and subsequent actions to improve accessibility. Some Early Years settings have, for example, focussed on one section at a time; let room leaders identify an area for development; used it as a basis for whole team discussion and then created a plan from this.

The document is split into six evaluation themes:

1. Relationships
2. Communication
3. Training
4. Environments
5. Curriculum
6. Transitions

Each theme describes the intent which is what ‘should’ be happening alongside a table with the following headings:

* Implementation – what should the ‘intent’ look like in practice?
* Impact – what does it look like in practice? Evaluate your practice.
* Areas for development and prioritisation – what do you need to do to improve practice? How urgent is it?

There are some key principles that should form a golden thread through your setting, enabling children and young people to access a setting where they feel included, valued, and listened to. These are listed on the next page.

Additionally, it is the ambition that every organisation in Norfolk will sign up to [The Flourish Pledge](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance/the-flourish-pledge). Therefore, when completing the NASEF, please consider [Flourish.](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance/flourish)

## Principles and Values

* Inclusive
* Flexible
* Adaptable
* Collaborative
* Solution focused
* Compassionate
* Committed

**Flourish framework:**

* Family and friends
* Learning
* Opportunity
* Understood
* Resilience
* Individual
* Safe and secure
* Healthy

## Relationships

**In our setting relationships are:**

* important
* meaningful
* empathetic
* respectful
* honest
* open-minded
* fair
* based on trust
* reliable

**Staff are:**

* non-judgemental
* aware of bias and actively seek to address it

### Intent

**In our setting:**

* We actively listen to the voice of child and young person (CYP) and respond by planning together
* Communications are open, useful, easy to understand and timely
* We are knowledgeable about individual CYP and their parents/carers
* We work together in [co-production, participation, and consultation](https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/planning-send-services-together/coproduction-resources)
* We do what we say we will do
* We have effective inter-agency, colleague, and wider staff relationships and this is evident in our setting culture

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| We ask children and young people (CYP) and their parents/carers how they would like to be communicated with and ensure that all staff are aware. |  |  |
| We capture and respond to the voice of CYP through, for example, meeting minutes, reviews, and [One Page Profiles](https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/what-is-sen-support/one-page-profiles). |  |  |
| We consult parents/carers about who they would like to be involved in communications. Where we want to involve others, we explain why and what information they can offer. |  |  |
| Our One Page Profile (or similar) includes accessibility requirements for the child or young person and these are shared with relevant staff. |  |  |
| Respectful relationships are modelled throughout the school community with all partners. |  |  |
| We promote opportunities for CYP and their parents/carers to get involved in consultation, participation, and [co-production activities.](https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/planning-send-services-together/coproduction-resources)  |  |  |

## Communication

Our setting is committed to ensuring that all members of the setting community have a voice. Accessible communication is prioritised.

### Intent

**In our setting:**

* Children and young people (CYP) are at the centre of provision planning eg ‘you said, we listened’, resulting in empowered CYP whose needs are understood and appropriately met
* We value information sharing and seek to ensure we communicate effectively and appropriately with all members of our setting community
* We actively seek advice from other professionals when needed and we work with, and support parents/carers based on advice

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| We empower children to give their views and facilitate regular opportunities for this to happen, ensuring that their views inform strategic planning. |  |  |
| We ensure that our key staff are aware of the communication barriers which may exist for some parents/carers and have the tools and skills to communicate with them appropriately and effectively. |  |  |
| Our staff are open to feedback, they listen and respond meaningfully so that appropriate changes can be implemented where needed. |  |  |
| We work collaboratively with parent/carers and professionals to implement plans for CYP. |  |  |

## Training

Our setting is committed to having a well-trained workforce, able to meet the needs of our cohort of children and young people (CYP) confidently and appropriately.

We have:

* a knowledgeable staff team with expertise in SEND
* a development offer that enables staff to meet the needs of our children and young people
* identified gaps in training and have plans to address these gaps

### Intent

**In our setting:**

* All our CYP can access the curriculum and wider school life (trips, visits, clubs, events as well as the curriculum and information)
* Staff have the knowledge and understanding to be able to build accessibility requirements into their plans
* Staff are competent, committed and take ownership and responsibility because they are clear of their responsibility to meet the needs of our CYP with SEND
* Staff access regular professional development (PD) opportunities and use this knowledge to improve provision and experiences for CYP
* The leadership team and those with line management responsibility know where to access advice, support, and training. There is a clear and accurately informed training plan that reflects our commitment to on-going training and development priorities
* We understand the importance of early intervention and the role that we play

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| We continuously look for opportunities to develop our practice as a setting and utilise external resources such as [Whole School SEND (WSS) Reviews](https://www.wholeschoolsend.org.uk/page/wss-review-guides) and [WSS Development pathways](https://www.wholeschoolsend.org.uk/resources/send-development-pathways-school-workforce-guidance-document-including-self-study) to identify and inform setting and staff training priorities. |  |  |
| We complete the [Inclusion and Provision SEF (IPSEF) and Identification of Needs Descriptors in Education settings (INDES) annually](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision) and use this data to make decisions about training priorities *Applicable for mainstream education settings (4–16-year-olds)*  |  |  |
| We identify gaps in training through performance management/appraisal meetings/staff surveys and we make plans to fill those gaps. |  |  |
| Our setting culture supports all staff, giving them access to tools and training that build their confidence and success. |  |  |
| We ensure that the setting culture facilitates staff success.Our staff take ownership, engage in professional dialogue, and demonstrate accountability and effectiveness.We allow time for changes to become embedded in practice. |  |  |
| We deploy staff appropriately to meet the needs of our CYP. |  |  |
| We ensure that interventions are appropriate and proportionate and evidence-based  |  |  |

## Environments

**In our setting we have environments that enable:**

* outdoor learning
* regular physical activity
* choice
* independence through appropriate adaptations

### Intent

**In our setting, our environments:**

* promote a culture of inclusion through a well-planned, enabling curriculum
* are welcoming (inside and out) and enable every CYP to have a sense of belonging
* enable CYP to make connections in their learning
* promote independence
* foster an irresistible desire to learn
* enable CYP from our local community to attend the most appropriate local setting

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| We [welcome](https://welcomingschools.org/resources/checklist-for-a-welcoming-and-inclusive-school-environment) CYP and their parents/carers from the first communication and/or visit.  |  |  |
| Our environment is audited periodically and in response to changing cohorts. Audits consider the auditory and sensory environment as well as the physical environment.CYP, alongside professionals (eg Virtual School Sensory Support, Occupational Therapist, Physiotherapist, as appropriate) are involved in supporting the audit process. |  |  |
| Where the physical environment needs adapting to make it more accessible, this is included within premises planning. |  |  |
| We continuously monitor our communication methods to ensure we have an inclusive school community that enables communication at multiple levels |  |  |
| Effective communication in the environment enables CYP to be independent and staff are trained to communicate effectively with CYP.  |  |  |
| The setting environment has accessible signage. |  |  |
| Our digital environments allow for inclusion in learning. We encourage the use of technology to support CYP to access learning alongside their peers. |  |  |
| We ensure that regular physical activity is planned for [in line with guidance](https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/) and in addition to recreation times.  |  |  |
| We evaluate our inclusivity using a range of tools, for example:* the Inclusion and Provision Self Evaluation Framework (IPSEF) ***Applicable for mainstream education settings (4–16-year-olds)***
* Whole School SEND Review
 |  |  |
| We use well-being resources to understand the needs of our CYP.  |  |  |

## Curriculum

**Our curriculum provides:**

* appropriate provision to meet needs and engage CYP
* opportunities for real life learning experiences both within and beyond the setting

For example, by using educational visits, visitors, and events.

### Intent

**Learning experiences:**

* are aspirational, relevant, and well-planned both in and beyond the setting
* develop independence and prepare our CYP for their next stages in life and learning
* are responsive to the views and voices of CYP and their families to take account of barriers faced and identify effective strategies for inclusion
* enable all CYP to access learning in the way that enables them to engage and progress

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| We have used the [IPSEF](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision) (***applicable for mainstream education settings (4–16-year-olds)*** and/or Inclusion Review or similar tool to review our Curriculum Provision. |  |  |
| Our curriculum is sequenced to: * give CYP confidence with activities and their surroundings because of the well-planned environment
* support links in learning to be made
* nurture independence
* [prepare CYP for their next stages in life and learning](https://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life).
 |  |  |
| We ensure all our CYP can attend educational visits and events alongside their peers. We follow the [National Guidance for inclusion for educational visits.](https://oeapng.info/) |  |  |
| We ensure that all our CYP have equal access to all clubs. |  |  |
| We ensure all our CYP have opportunities to take on roles and responsibilities. |  |  |
| We recognise that some of our learners will need an additional or bespoke curriculum and will draw on external expertise available to ensure that it meets their needs. |  |  |
| We differentiate and personalise the way we deliver RSHE to ensure it is accessible for our CYP. We tailor the content and teaching to meet the specific needs of individual CYP and cohorts of CYP, considering their developmental stages. We are sensitive to the needs of our CYP and our approach to teaching RSHE reflects this. |  |  |
| We carefully consider our curriculum so that it reflects our CYP and school community so that CYP have positive role models to aspire to and are ambitious about their futures. |  |  |

## Transitions

**In our setting our transitions are:**

* effective for CYP with and without an EHCP
* collaboratively planned

**They include effective:**

* information and documentation sharing

### Intent

**In our setting we have:**

* shared understanding and agreement of transition processes and these are well documented
* effective transition plans in place and bespoke opportunities for transitions
* feedback from CYP that evidences they have had a positive experience of transition
* CYP being transported safely and appropriately to education settings and educational visits
* effective communication between the transport providers and CYP and their families
* information regarding effective processes, we use the Norfolk Local Offer and other relevant sources

| **Implementation** | **Impact** | **Areas for development and prioritisation**  |
| --- | --- | --- |
| Our setting plans effective transitions, allowing adequate time to ensure appropriate provision (including physical and human resources) are in place to meet the needs of CYP. |  |  |
| In preparation for transitions, we ensure effective and timely information sharing and collaborative planning, where all relevant expertise and knowledge is shared and valued, collaborating with partners and families as appropriate. |  |  |
| Our setting adopts and adapts flexible approaches that facilitate the best transition for CYP to meet their needs. |  |  |
| We understand the EHCP process and our role within it to support planning for phase transfer in a timely manner. |  |  |
| We implement collaborative approaches to curriculum planning, sharing information about what CYP have learnt and interventions that have been used.  |  |  |

## Related Links

**Relationships:**

* [One-page profiles (Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/what-is-sen-support/one-page-profiles))
* [Co-production resources for professionals (Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/planning-send-services-together/coproduction-resources))
* [SEND strategies (Norfolk County Council](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/policies-and-strategies/send-policies))
* [Children and Young People Strategic Alliance and Flourish (Norfolk County Council)](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance)

**Training:**

* [Participation strategy - Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/planning-send-services-together/participation-strategy)
* [SEND gateway - Review guides](https://www.sendgateway.org.uk/page/wss-review-guides)
* [Condition-specific videos | SendGateway](https://www.sendgateway.org.uk/page/condition-specific-videos)
* [SEND Development Pathways for the School Workforce: Guidance Document including self-study materials | SendGateway (wholeschoolsend.org.uk)](https://www.wholeschoolsend.org.uk/resources/send-development-pathways-school-workforce-guidance-document-including-self-study)
* [SEND Development Pathways for the School Workforce Guidance Document V10 - FINAL.pdf](https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/SEND%20Development%20Pathways%20for%20the%20School%20Workforce%20Guidance%20Document%20V10%20-%20FINAL.pdf)
* [Identification of need and inclusive provision - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision)
* [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)
* [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)

**Environments**

* [A Checklist for a Welcoming and Inclusive School Environment - Welcoming Schools](https://welcomingschools.org/resources/checklist-for-a-welcoming-and-inclusive-school-environment)
* ['How to' guides for devices](https://mcmw.abilitynet.org.uk/)
* [Physical activity guidelines for CYP (NHS)](https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/)
* [School Sport - inclusion of CYP with SEND - nasen Live 21 - presentation](https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/4._2-2.35_victoria_wells.pdf)
* [Identification of need and inclusive provision - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision)
* [Demonstrating Inclusion Tool (Whole School SEND)](https://www.wholeschoolsend.org.uk/resources/demonstrating-inclusion-tool)
* [The Leuven Scale - Emotionally Healthy Schools](https://emotionallyhealthyschools.org/primary/the-leuven-scale/)
* [Boxall (boxallprofile.org)](https://new.boxallprofile.org/?utm_source=Gads&utm_medium=web&utm_campaign=2021Q2&gclid=EAIaIQobChMIz4zBzI7F9AIVk4BQBh1AKgykEAAYASAAEgIAvPD_BwE)

**Curriculum:**

* [Identification of need and inclusive provision - Schools (norfolk.gov.uk)](https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision)
* [Preparing for adult life - Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer/preparing-for-adult-life)
* [Outdoor Education Advisers' Panel](http://www.oeapng.info/)
* [SEND (Special educational needs and disabilities) Local Offer | Norfolk Community Directory](https://communitydirectory.norfolk.gov.uk/Information/SENDLocalOffer?categoryId=71)
* [National Curriculum in England: framework for key stages 1 to 4](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4)
* [PowerPoint: Teaching RSHE to pupils with SEND](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/969597/Teaching_RSHE_to_pupils_with_SEND.pptx)
* [Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)
* [RSE for disabled pupils and pupils with SEN](https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf)

**Transitions:**

* [Moving on (transition in education) - Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/transition-in-education)
* [Early Years Transitions](https://www.schools.norfolk.gov.uk/early-learning-and-childcare/early-years-quality/transitions)
* [Parent/Carer Guide to planning for College/training](https://www.ccn.ac.uk/assets/page-downloads/Parent-Carer-College-Training-General-Provider-Guide.pdf)

**Other useful resources:**

* [Children and Young People Strategic Alliance - Norfolk County Council](https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/children-and-young-people-partnerships/children-and-young-people-strategic-alliance)
* [SEND Local Offer - Norfolk County Council](https://www.norfolk.gov.uk/children-and-families/send-local-offer)
* [SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)