Welcome to this Practice Week session

Please be considerate to others - we want this to be a safe, open and reflective space to learn and share thoughts and ideas.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

Please be aware that some of these sessions are being recorded. Your presenter will let you know at the start of the session. If you do not wish to appear on the recording, just keep your camera off.

Thank you!



flourish

NORFOLK MULTI-AGENCY PRACTICE WEEK

Safe today, secure tomorrow
Inclusive practice in Norfolk

Norfolk’s needs, the NIPF and our shared response
A workshop for practitioners and service teams

What safety and security can feel like

Safe today

I can communicate my concerns.

I have a trusted adult who responds.

My needs shape the support I receive.

Secure tomorrow

My support continues through change.

I can participate and make progress.

I have a say in plans for my future.

More children need inclusive support

Norfolk’s published 2025 SEND picture, ages 0–25

30,132

children and young people identified with SEND

More than 60% growth since 2016

12,100

with an Education, Health and Care Plan

Up 177% since 2016

18,000

receiving SEN Support

Compared with 14,200 in 2016

Co-occurring needs

Understanding the full profile helps us respond to the child's everyday experience

2 in 3

of CYP with SEND in Norfolk's INDES analysis have co-occurring needs

Co-occurring needs can affect communication, learning, neurodevelopment and emotional wellbeing.

Source: Norfolk INDES analysis, reported in Norfolk SEND Reform Plan, p.80

The full picture

A primary-need label may leave other needs unrecognised.

Explore underlying barriers with the child and family. Use the full needs profile to coordinate support.

Communication needs can remain unrecognised

Youth justice evidence supplied for this workshop. These figures are not Norfolk estimates.

60–90%

reported range for speech, language and communication needs among CYP in the youth justice system

The Communication Trust

Around 60%

have communication difficulties severe enough to affect everyday functioning

50–70%

had previously unidentified language difficulties in studies of Youth Offending Teams

Attendance

National patterns supplied for this workshop, alongside Norfolk's JSNA focus on CME and exclusions

Attendance and suspension

CYP with SEND are more likely to be persistently absent than peers without SEND.

The national pattern is especially pronounced for EHCPs and SEMH needs.

CYP with SEND are disproportionately represented in suspension data.

Around 22%

of children missing education (CME)

have identified SEND nationally

This is a national estimate.

It does not quantify hidden unmet need.

The Norfolk Inclusive Practice Framework

Evidence-informed guidance for mainstream settings across Norfolk

NIPF

Norfolk Inclusive Practice Framework

EARLY YEARS → POST-16

Culture and ethos
Everyday inclusive practice and tailored support



All phases



Web-based

What the NIPF seeks to improve

Inclusive practice within the wider Local First Inclusion response



Participation and belonging

Outcomes that matter to CYP



Shared expectations

A consistent starting point



Provision matched to need

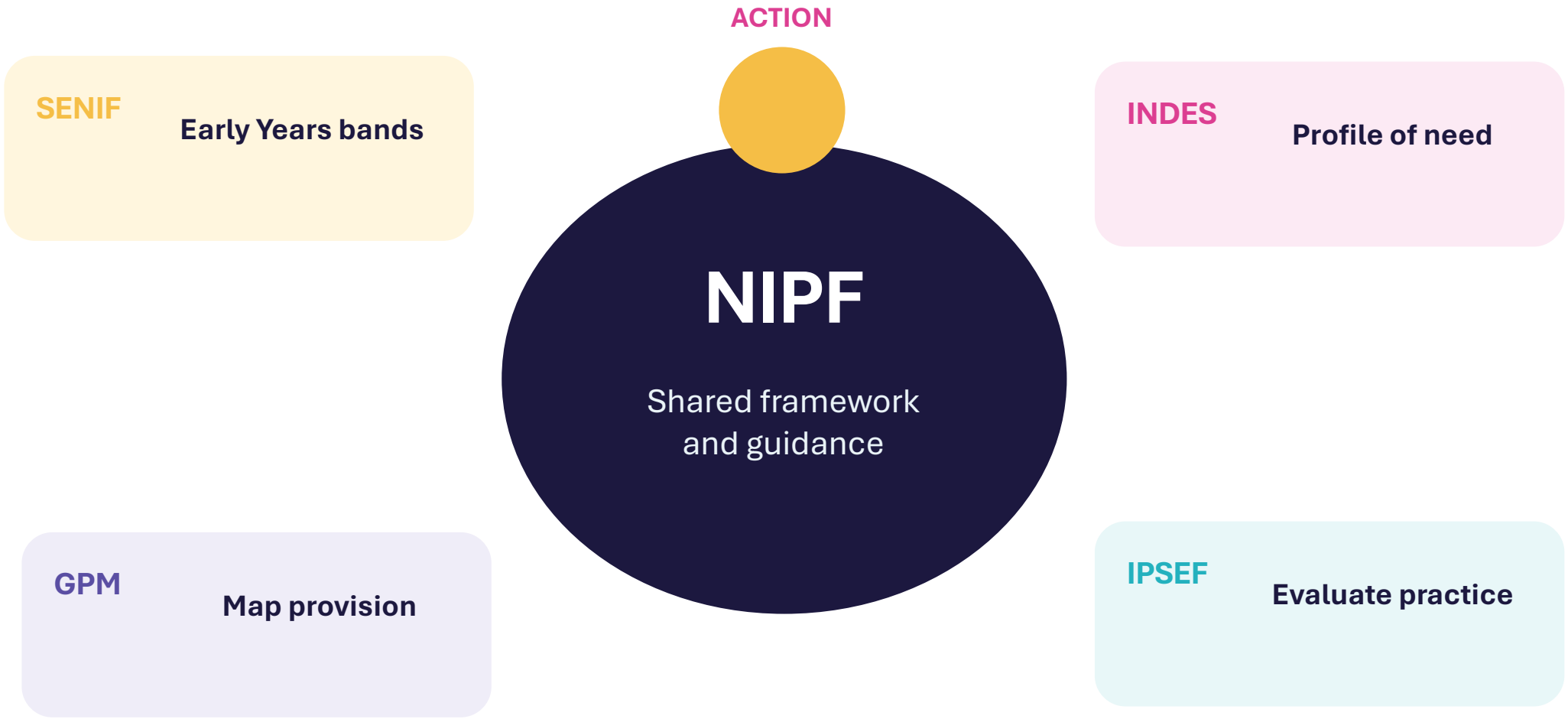
Guidance linked to barriers



Learning from experience

Professional and family insight

Connected tools for inclusive practice



NIPF spans phases. School tools and Early Years SENIF have different scopes.

From shared guidance to everyday practice

An accessible reference for mainstream settings from Early Years to post-16

Culture and ethos

The conditions that help children feel safe, respected and included

What is the child's experience?

Everyday inclusive practice

Strong universal provision that makes learning and participation accessible

What could change in our setting?

Guidance linked to need

Targeted approaches to explore when a child experiences barriers

Which guidance could help?

Use the relevant guidance alongside the child's views and professional judgement

LIVE DEMONSTRATION

NIPF demonstration

Exploring the framework and finding guidance for everyday practice

01 Culture and Ethos	All sections, with a focus on Pastoral
02 Inclusive Practice	Teaching and Learning (School Age) Positive Behaviour for Learning
03 Broad Areas of Need	SEMH: High-Quality Teaching and Inclusive Provision Concentration: Maslow's Hierarchy of Needs Links to cognition and learning and co-occurring needs

What's coming next and your feedback

Coming this term

Practitioner summary sheets will be available to download this term for quick reference.

We welcome your feedback

Share your views through our Microsoft Forms survey.

https://forms.cloud.microsoft/e/k8N7FRvP1v

Scan to share feedback

Reporting website errors

Use the NIPF website's feedback section for errors, broken links or requests for clarification.



In simple terms: Start with Culture and Ethos, strengthen inclusive practice for everyone, then use the Broad Areas of Need to tailor support where needed.

For more detail: Read the full guidance on how to best take advantage of this framework.

Find out what the framework is all about: on this page About this framework.

Spotted an error or something that needs more explanation? Use our short feedback form to report broken links or suggest where more detail would help.

OUR SHARED AMBITION

Safe today, secure tomorrow

How could the NIPF support your role?

Which guidance is relevant to your role?

How could it inform your practice?

Where could it support joint working?



Please provide some feedback - it only takes a minute!

