

Inclusion Friendly Learning Environment (IFLE) Framework



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In order to achieve each level, a set number of indicators must be evidenced and signed off by the visiting accreditor. The number of indicators required to achieve each level are outlined below.

	Bronze 	Silver 	Gold 
Environment (pp. 3-8)	3	4	5
Supportive Learning Approaches (pp. 9-14)	3	3	3
Adult Interaction Styles (pp. 15-19)	3	4	5
Nurturing Communication (pp. 20– 25)	3	3	3
Continuing Professional Development (pp. 26– 28)	1	2	1

Area 1: Environment

Environment	What This Might Look Like
Bronze – choose 3; Silver – choose 4; Gold – choose 5.	
<p>1. The establishment provides a welcoming and inclusive environment, where every adult understands their role in listening to children and promoting communication.</p> <p>This indicator is compulsory for bronze.</p>	<p>Staff model positive communication with each other and greet all visitors to the setting with a smile.</p> <p>All stakeholders feel valued. Stakeholder feedback has been gathered e.g., questionnaire, survey, comments bubbles, rating scale, post box etc. There is evidence that this feedback has been considered and/or acted on.</p> <p>Information is displayed for parents to help them meet the needs of their children, what is going on at nursery and links to external agencies.</p> <p>Information is presented in a user-friendly way.</p> <p>All children and families are welcomed, and a solution focused approach is used to overcome any barriers to inclusion.</p> <p>All nursery policies are inclusive and accessible for all stakeholders. These policies are embedded in practice.</p>
<p>2. The playroom and outside space are:</p> <ul style="list-style-type: none"> organised to emphasise open space with clearly defined areas. light levels are managed as far as possible. 	<p>A variety of clearly defined learning areas are present (e.g. small world, construction, reading corner).</p> <p>Floor coverings, equipment and furniture are used to define areas.</p> <p>Blinds, soft lighting etc can be used to create ambience.</p>

Environment Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
3. Learning areas and activity resources are clearly labelled, with age-appropriate pictures/ words throughout the playroom. These are within the line of vision and easily reached by children.	Symbols and pictures are used to label different areas, such as the kitchen and book Areas, and displayed at an appropriate eye level for the children.
4. Designated areas for quiet times and small group activities are available, with minimal visual and noise distractions.	<p>There is a space in the room available for children to go for quiet times and to support regulation e.g. a tent, sail, rafiki arch or other similar defined quiet area.</p> <p>There is an area identified within the nursery that is quieter where children will not be easily distracted e.g. cloakroom, foyer, GP room, big cupboard etc.</p> <p>Settings may have spaces such as a house corner, hospital area or book area. Whilst these are interesting learning areas, they do not get a score for this item.</p>
5. Background noise levels are managed consistently, and children know what to expect.	<p>Noise levels are managed.</p> <p>Consistent approaches are used by all staff to manage noise level – e.g. adults modelling indoor/outdoor voices, visual indicators.</p>

Environment Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
6. Children's work is labelled and displayed appropriately. Playroom displays include children's work to increase interaction opportunities. Displays are purposeful and not too busy.	Children's artwork with names, dates and descriptions are displayed at children's eye level e.g. gallery, washing line, folder of children's work.
7. Clear routines are embedded in the playroom. Individual needs are met where appropriate.	All staff are aware of and consistently follow routines and appropriately support children to follow them e.g. arrival, end of the day, moving between activities, inside to outside, snack, lunch, toileting. Visual supports relating to routines are used. Individual accommodations or adjustments may include individual reminder, prompts or adjustments, as appropriate.
8. Transitions are managed effectively, so that noise levels are not excessive, and children are given warnings before transitions take place. Individual prompt and support provided to those who require it.	All staff know and engage in a system to support transition e.g. the adult ringing a bell, and all children stop and put both hands in the air and wait for instructions. Individual support may be e.g. 'First ... Then ...' approach, sand timer, an individual strategy to transition and settle at next activity.

Environment Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
9. Book specific areas are available with an appropriate range of books including traditional stories, bilingual/dual language books and a variety of genres and books related to children's own experience and interests.	Book displays and shelves that are within easy reach.
10. Resources: <ul style="list-style-type: none"> Indoor and outdoor good quality toys, small world objects and real/natural resources are available. Outdoor play includes imaginative role play. Musical instruments and noise makers are available. Staff have identified areas of responsibility for checking quality of resources, removing, replacing or changing, as required. 	Resources that are available for free play are easily reached by the children and within their line of vision. There is a range of toys and resources available e.g. zoo toys, shells, pebbles, seeds and toys related to topic. A home corner/dressing up area is available outdoors. Puppets and soft animals are used for imaginary play.

Environment	What This Might Look Like
Bronze – choose 3; Silver – choose 4; Gold – choose 5.	
<p>11. Expected behaviour is promoted clearly (orally, visually and written).</p>	<p>Timely reminders of rules and expectations e.g. at group time, before going on a trip, going outside.</p> <p>Staff reference expected behaviour e.g. “Kind hands”, “Walking feet”.</p> <p>Use of role models, lanyards and pictures.</p> <p>Staff notice and comment on children when engaging in expected behaviour (as appropriate).</p> <p>Staff indicate what to do rather than what not to do.</p> <p>Social stories are available and used (as appropriate).</p>
<p>12. There is a range of visual cues available and widely used relating to</p> <ul style="list-style-type: none"> • location • equipment • routines. <p>Visual support systems are matched to individual children’s needs, as appropriate.</p>	<p>Visual supports are both present and used e.g. timetables, timers, objects, photos, pictures, visual strips.</p> <p>Individualised needs are met by using e.g. real objects, photographs, drawings, symbols, which are chosen as appropriate to children’s development stage or need.</p>

Area 2: Supportive Learning Approaches

Supportive Learning Approaches	What This Might Look Like
<p>Bronze – choose 3; Silver – choose 3; Gold – choose 3.</p> <p>1.Small group work facilitated by an adult takes place that enables all children to take part and feel included (e.g. by encouraging choice making and turn taking).</p> <p>Distractions are minimised for children with attention/listening/social communication difficulties, with attempts made to include all children.</p> <p>This indicator is compulsory for bronze.</p>	<p>Key Worker Small Group Time takes place regularly.</p> <p>Planned and/or ad-hoc adult-led activities such as making play doh, baking etc take place.</p> <p>Children are presented with opportunities to join adult led activities.</p> <p>Efforts are made to carry out activities in a quieter area.</p> <p>Efforts are made to keep the activity calm and purposeful.</p> <p>Visual supports are available to support understanding and to give the child a voice, and to enable turn taking and choice making.</p>
<p>2. Children have opportunities to engage in interactive book reading facilitated by an adult.</p>	<p>Children are given the opportunity to choose a book in a way that is meaningful for them e.g. verbally or using lolly sticks.</p> <p>Adults use differentiated teaching styles such as asking predictive questions, joining in with repetitions, using story sacks etc.</p>

Supportive Learning Approaches	What This Might Look Like
Bronze – choose 3; Silver – choose 3; Gold – choose 3.	
<p>3. There is a whole establishment approach to teaching listening skills and vocabulary development:</p> <ul style="list-style-type: none"> • children have opportunities to engage in structured conversations/interactions with adults or peers. • appropriate methods are used to introduce new concepts and vocabulary. • appropriate methods are used to gain a child's attention for the purpose of hearing and understanding. • activities are demonstrated to support understanding of what has been said. 	<p>Adults join children at snack and lunch to support engagement in social opportunities.</p> <p>Adults join children in their play and encourage conversation.</p> <p>Adults respond and extend children's vocabulary.</p> <p>Adults use a running commentary on what the children are doing and what is happening.</p> <p>Approaches such as auditory signifiers (shakers, drums etc), eye-contact, using a child's name, getting down to their level, touch etc is used as appropriate to gain attention.</p> <p>Modelling, the use of role models, backward chaining and visual supports are used by staff.</p>
<p>4. The language used by adults during small group work is appropriate to the developmental stage of the children</p>	<p>Instructions are broken down and visually supported using objects and pictures.</p> <p>Understanding is checked in a meaningful way.</p>

Supportive Learning Approaches	What This Might Look Like
<p>Bronze – choose 3; Silver – choose 3; Gold – choose 3.</p> <p>5. Adults engage in play alongside children at their level.</p>	<p>Adults allow children to lead the play, providing appropriate time, pace and space.</p> <p>Adults comment, model and expand on play ideas and providing choices where appropriate.</p> <p>Adults model having fun.</p> <p>Adults are mindful of the 'rule of the hand', one question and four comments.</p>
<p>6. Opportunities are provided for cooperative learning where all children are encouraged to take a role.</p>	<p>Children can be observed sharing spaces and resources and supporting each other to complete tasks.</p> <p>Staff can be observed modelling cooperative learning, interacting positively and productively with each other and encouraging children to do the same.</p> <p>Visual supports are used in a meaningful way to support co-operative learning activities.</p> <p>Children are observed solving problems on their own where possible and do not routinely require significant amounts of adult intervention.</p> <p>Specific learning activities may include:</p> <ul style="list-style-type: none"> STEM Sessions Participation in nursery jobs (e.g. snack helper, lunch helper, outdoor play risk assessor etc) Filling Water Tray Making Play Doh Baking /cooking activities.

Supportive Learning Approaches Bronze – choose 3; Silver – choose 3; Gold – choose 3.	What This Might Look Like
7. Children are informed of any expected changes to daily routine.	<p>Verbal pre-warnings are given when appropriate (countdowns, talking at the end of the day etc).</p> <p>A visual timetable is present and used.</p> <p>Communication with parents (letters, Facebook, Learning Journals, communication boards etc).</p> <p>Social Stories are present and used (as appropriate).</p>
8. All children are given support and opportunities to participate in planned learning experiences.	<p>Appropriate strategies and modifications are used to support children in their transition to learning experiences. For example, using first/ then, timers or motivators etc.</p> <p>Staff show understanding of the needs of the children and have made appropriate accommodations to allow them to participate e.g. coming to the group later, leaving early, fidget toys, sitting on the edge with an adult etc.</p> <p>Planned learning experiences are offered at appropriate age and stage of development e.g.</p> <ul style="list-style-type: none"> TLQ/Pre-TLQ TACPAC Well-Comm Attention Autism Sensory Circuits Rhyming Group

Supportive Learning Approaches

Bronze – choose 3; Silver – choose 3; Gold – choose 3.

What This Might Look Like

9. Strategies are used to support and engage children in different learning experiences.

Timers, motivators, first /then, and using the child's own interests and preferences are used as appropriate e.g. favourite characters, inside or outside learning environment.

Appropriate methods are used to gain a child's attention and check understanding by using a strategy that is meaningful to the child.

All learning needs are identified, extended and challenged as appropriate to the individual.

Area 3: Adult Interaction Styles

Adult Interaction Styles Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
<p>1. The setting promotes a total communication approach where adults:</p> <ul style="list-style-type: none"> adapt their language to the level of the child's. use natural gestures and some key word signing in interactions with children e.g. Signalong. use symbols, pictures and props (real objects) to reinforce language. <p>This indicator is compulsory for bronze.</p>	<p>Staff model and promote the use of a range of communication aids such as: Objects of Reference, photos, symbols, pictures, gestures, signing.</p> <p>Specific examples may include:</p> <ul style="list-style-type: none"> wipes for toileting. photo of outside area to indicate outside play. Boardmaker symbols on visual strip to show steps in a sequence. thumbs up gesture to indicate good choices. Signalong signs for 'stop' etc. pointing at pictures when reading a story. holding a wooden train toy and referring to it when talking about transportation.
<p>2. Adults get down to the child's level when interacting with them.</p>	<p>Adults sit on the carpet with the children.</p> <p>Adults crouch or kneel to speak to children.</p> <p>Adults keep a suitable distance and face to face, if appropriate.</p>
<p>3. Pacing: Adults use an appropriate pace during conversations and add pauses to support understanding and allow the children time to process information.</p>	<p>Adults pause and talk slowly to ensure that children are following the conversation.</p>

Adult Interaction Styles Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
4. Waiting: Adults give the children plenty of thinking time and allow for them to take turns in interactions.	Adults use strategies such as 'counting to ten in their heads' to allow children thinking time.
5. Confirming: Adults respond appropriately to the child's communication by confirming they have understood.	Adults repeat back what the child has said and/or say 'I think/wonder if you're saying...' Adults use affirming language, body language and facial expressions, such nodding and saying, 'Yes, that is a car,' or Child: 'Look at my star!' Adult: 'Oh wow...this is a big bright star!'
6. Imitating: Adults imitate and repeat what children say.	Child: 'Car.' Adult: 'Car.' Child: 'Look at my tower.' Adult: 'Oh wow...look at your tower!'
7. Commenting: Adults comment on what is happening or what children are doing at that time and avoid too many questions.	Adult: 'Charlie, that's a great design.' Adult: 'A spider! Your favourite animal!' Adult: 'I like the way Alfie and Tiana put all the blocks together to build a really tall tower.' Adult: 'I can see what you're doing, you're trying to copy.' Adult: 'Charlie is stirring the soup.'
8. Adults add language to what the children say e.g. Child: "dog"; Adult: "Yes, a brown dog."	Child: 'Look at my dress.' Adult: 'It's a very beautiful summer dress.'

Adult Interaction Styles Bronze – choose 3; Silver – choose 4; Gold – choose 5.	What This Might Look Like
9. Vocabulary: Adults provide the verbal label for familiar and unfamiliar actions, objects or abstractions (e.g. feelings).	Adult: 'John is laughing, I think he's happy.' Child: 'I'm jumping on one foot.' Adult: 'Yes, you're hopping.'
10. Open questioning: Adults limit the number of questions being asked and ask questions appropriate for the child's stage of language development (what, where, when how and why questions).	Examples of open questions may include: 'What do you know about the giant's house?' 'Why do you think they might be hot?' 'What is this book about?' Use of HOTS approach. Use of 'hand rule' (4 comments for every 1 question).
11. Adults provides children with choices (e.g. "Would you like to read a story or play with the cars?").	'Do you want to go outside or play on the computer?' 'Do you want an apple or a banana?' 'Do you want the paint brush or the pen?'
12. Adults model language within everyday activities.	Adult talk is purposeful and utilises key phrases such as 'my turn', 'your turn', 'thank you for waiting'. Adults model relevant/contextually appropriate language to the age and stage of the children.

Area 4: Nurturing Communication

Nurturing Communication Bronze – choose 3; Silver – choose 3; Gold – choose 3.	What This Might Look Like
<p>1. Children's first language/alternative method of communication is respected and:</p> <ul style="list-style-type: none"> supported by all staff. children are encouraged to communicate freely and productively with each other. adults create opportunities for communication and social interaction across the nursery day, including lunch times and self-care routines. <p>This indicator is compulsory for bronze.</p>	<p>Staff are sitting with the children at snack and lunchtime.</p> <p>Staff are facilitating conversations with the children at lunch using AAC e.g. core boards, switches.</p> <p>Signing is modelled by adults to encourage children to use with each other.</p> <p>Visual timetable displayed and personalised, if appropriate.</p> <p>Core boards and communication aids are available in all areas.</p>
<p>2. Children's independence and self-confidence are encouraged.</p>	<p>Consistent routines that are visually and verbally supported.</p> <p>Use of scripts and running commentaries.</p> <p>Modelling of key phrases.</p>
<p>3. Positive responses are given to children's attempts to communicate.</p>	<p>Children's verbal and nonverbal communications are consistently acknowledged.</p> <p>Adults' facial expressions and gestures match the verbal responses.</p> <p>Children's listening skills are praised.</p>

Nurturing Communication Bronze – choose 3; Silver – choose 3; Gold – choose 3.	What This Might Look Like
4. Success in communication is celebrated.	All children's communication is praised including non-verbal communication.
5. Staff use supportive approaches that shows children they are there to help and support them.	<p>Staff ensure that all children have the opportunity to interact individually with an adult if they wish.</p> <p>Appropriate strategies are used to support reluctant talkers.</p> <p>Staff interact sensitively with shy or unsettled children.</p> <p>Strategies are used to help children to settle when they arrive or whenever needed throughout the session.</p>
6. Language of emotion is modelled by staff in the playroom and used with children.	<p>Use of Colour Monster, Zones of Regulation or Emotion Works.</p> <p>Adults name emotions e.g. 'I wonder if you are feeling happy, I can see you are smiling.'</p>
7. Building positive relationships: <ul style="list-style-type: none"> • staff model positive relationships with the children in the room. • staff make good use of positive relationships to help encourage and guide children in appropriate behaviour. 	<p>To build positive relationships and make children feel valued, adults use their knowledge of the children's likes/dislikes in conversation and everyday situations.</p> <p>Adults show an interest in things the children are interested in.</p> <p>Adults join in with children's play and routines e.g. answer children's questions, comments on their activities, asks questions and follow up conversation.</p> <p>Adults use positive language and phrases to support positive choices e.g. 'I can see you are wanting to run, how about we go outside to run instead?'</p>

Nurturing Communication Bronze – choose 3; Silver – choose 3; Gold – choose 3.	What This Might Look Like
8. Staff demonstrate their understanding of the fact that behaviour is communication (e.g. they give the opportunity to the child to explain what has happened, either at the time when appropriate or after a situation has occurred)	<p>Staff deal with behavioural incidents calmly and model how to deal with situations that children may find challenging.</p> <p>Staff use Solution Focused Approaches when discussing children and their behaviour.</p> <p>Staff are aware of the importance of tracking instances of behaviour using tools such as ABC charts to help identify triggers.</p> <p>Staff are observed using a restorative approach such as a symbolised 'Fix It Folder' to discuss behavioural incidents.</p> <p>Staff are observed using declarative language e.g. 'I see it's raining. I wonder if you'll need your coat on?' rather than 'put your coat on', where appropriate.</p>
9. Establishment is currently involving parents/carers/families: <ul style="list-style-type: none"> • in activities that support the communication development of all children. • using a communication system that is updated on a regular basis 	<p>PEEP and Bookbug sessions are offered to families.</p> <p>Settings use an appropriate, accessible platform to share videos, pictures and observations regularly.</p> <p>Settings use an appropriate, accessible platform to share information about relevant opportunities offered by local groups, Allied Health Services and wider community</p>

Area 5: Continuing Professional Development

Continuing Professional Development	What This Might Look Like
<p>Bronze – choose 1; Silver – choose 2; Gold – choose 1.</p> <p>1. The setting can demonstrate a strong commitment to including all children through staff training and development.</p> <p>This indicator is compulsory for bronze.</p>	<p>Setting has evidence of Virtual Consultations with specialists and can show the impact of these consultations.</p> <p>Evidence of attendance at Professional Learning Training and relevant courses.</p>
<p>2. Staff make changes to practice based on new learning.</p>	<p>Staff can talk about a training session they have attended such as a HOTS input and are observed using HOTS questioning appropriately.</p> <p>Staff have been trained to use Signalong and are using basic signs across the nursery day.</p> <p>Staff have watched a training video on Core Boards and are observed using them appropriately.</p> <p>Staff have attended a Forest Schools training and now report that they are more confident in their practice and making effective use of their outdoor space.</p>
<p>3. Staff engage in peer support and mentoring within the establishment.</p>	<p>Clear processes are in place for new and temporary staff to familiarise themselves with good practice in the setting. This may include a mentor programme, shadowing, a staff handbook, sharing of important information such as 'It Helps Me When' documents etc.</p> <p>There are regular staff meetings where staff are encouraged to share their views and discuss the children and their learning in a Solution Focused manner.</p>

Continuing Professional Development Indicators

Bronze – choose 1; Silver – choose 2; Gold – choose 1.

4. Settings can evidence collaborative working with partners and the wider community.

What This Might Look Like

Staff from the setting have accessed opportunities offered by the ELC Hub such as inputs from the EV Service on the Resourced Provision Process, transition or target setting.

A representative from the setting attends *Time To Talk* and ELC cluster meetings regularly.

The setting offers regular opportunities for parents/carers to visit and take part in nursery sessions e.g. trips, Stay and Play, PEEP, Bookbug etc.

The setting offers information sessions for parents/carers e.g. inviting specialists such as the Healthy Bladder and Bowel team in to the setting to discuss toilet training with parents.

Practitioner from the setting has attended an Elklan course and shared examples of good practice with the rest of the staff.