|  |  |
| --- | --- |
| **School/Academy Name:** |  |
| **School Address:** |  | **Tel No:** |
| **Exclusions (for previous 12 months given as a whole number****Fixed Term:****Of these, please state how many are repeat fixed term:** **Permanent:** |  | **Number of students on roll** |  |
| **Attendance** |  |
| **Headteacher’s/Principal’s Name** |  | **Email:** |  |
| **IQM Co-ordinator’s Name:** |  | **Email:** |  |
| **School Website:** |  | **Twitter Name:** |  |

**Guidance for successful completion of the IQM award**

Leaders ensure that a clear picture of the school’s approach to inclusive practice is captured within the self-evaluation report document. Evidence should be gathered through a distributive leadership approach in order to demonstrate that Inclusionis central to the school’s vision and values**.** Evidence of this approach should be apparent during the IQM assessment.

Please complete this document which includes all eight elements of the assessment framework. This should not be an unduly onerous task. It is acceptable to use bullet points under “Comment” and “Evidence Location”. Schools should then be able to summarise their‘Strengths’ and ‘Areas of Development’ for each element.

The IQM documentation should reflect accurate self- evaluation based upon internal monitoring and external reviews. In addition to this, it should reflect the priorities on the current school development plan. **It should demonstrate what can be seen in practice.**

**Please include a numeric judgement:-**

**1 = Excellent level of inclusive practice**

**2 = Good level of inclusive practice**

**3 = Developing level of inclusive practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as evidence of inclusive practice throughout the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. In advance of completing the IQM Self Evaluation, leaders are asked to forward at least three completed elements to IQM for an overview and guidance. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award. Email support is available, please contact us using elements@iqmaward.com. Feedback will be given within 4 –5 working days. For telephone support, please use: **02871 277 857**. By the time you have completed **three** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.

**Please note - all sections of this document must be completed**

**School context description: ASP (Analyse School Performance) DfE Performance Tables, FFT (Fischer Family Trust Aspire), Recent Ofsted.**

**Rationale for undertaking the IQM assessment**

**Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)**

**Interest in Centre of Excellence (COE) status (tick as appropriate) Yes**

**No**

|  |
| --- |
| **Element 1 - The Inclusion Values of the School** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |
| **Element 1 - The Inclusion Values of the School** |
| **Criteria** | **Comment** | **Evidence Location** |
| 1.1 Inclusion is articulated and evident as central to school ethos. |  |  |
| 1.2 There is clear analysis of need leading to detailed action planning with evidence of positive outcomes. |  |  |
| 1.3 There is evidence of holistic and collegiate approaches to policy development, clarity in communication and effective delegation.  |  |  |
| 1.4 Staff are effective role models, understanding and fully engaging with Inclusion agenda promoting high standards. They take professional responsibility for individual needs of learners within their class. |  |  |
| 1.5 Collegiate approaches to planning and review demonstrate value and respect for colleagues. |  |  |
| 1.6 Pupils are aware of the inclusive ethos of the school. They show respect for the whole school community.  |  |  |
| 1.7 Achievement by all learners is celebrated.  |  |  |
| 1.8 The school is friendly and welcoming. |  |  |
| 1.9 There is effective communication with all learners. |  |  |
| 1.10 Transition Programmes are in place and learners’ needs are met from the outset of joining the school. |  |  |
| 1.11 Excellent communication exists with all external partners so that appropriate provision impacts on the quality of education provided by the school. |  |  |
| 1.12 Support for staff and pupil well- being are an integral part of the school **ethos.**  |  |  |