IQM Inclusive Schools Award
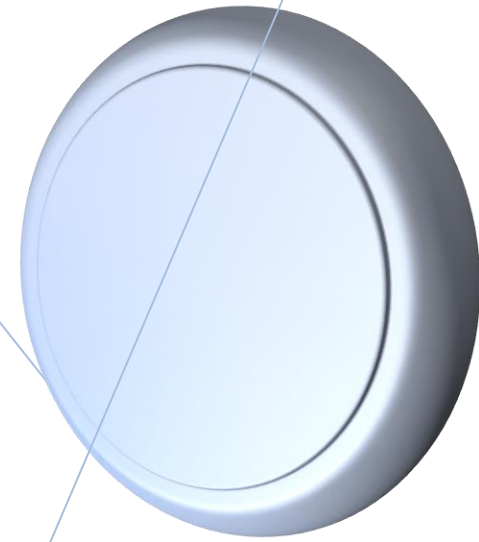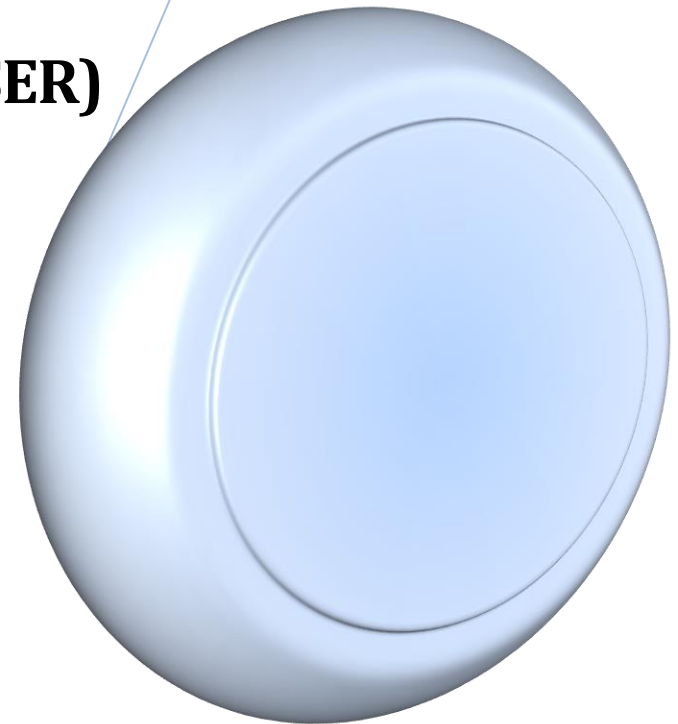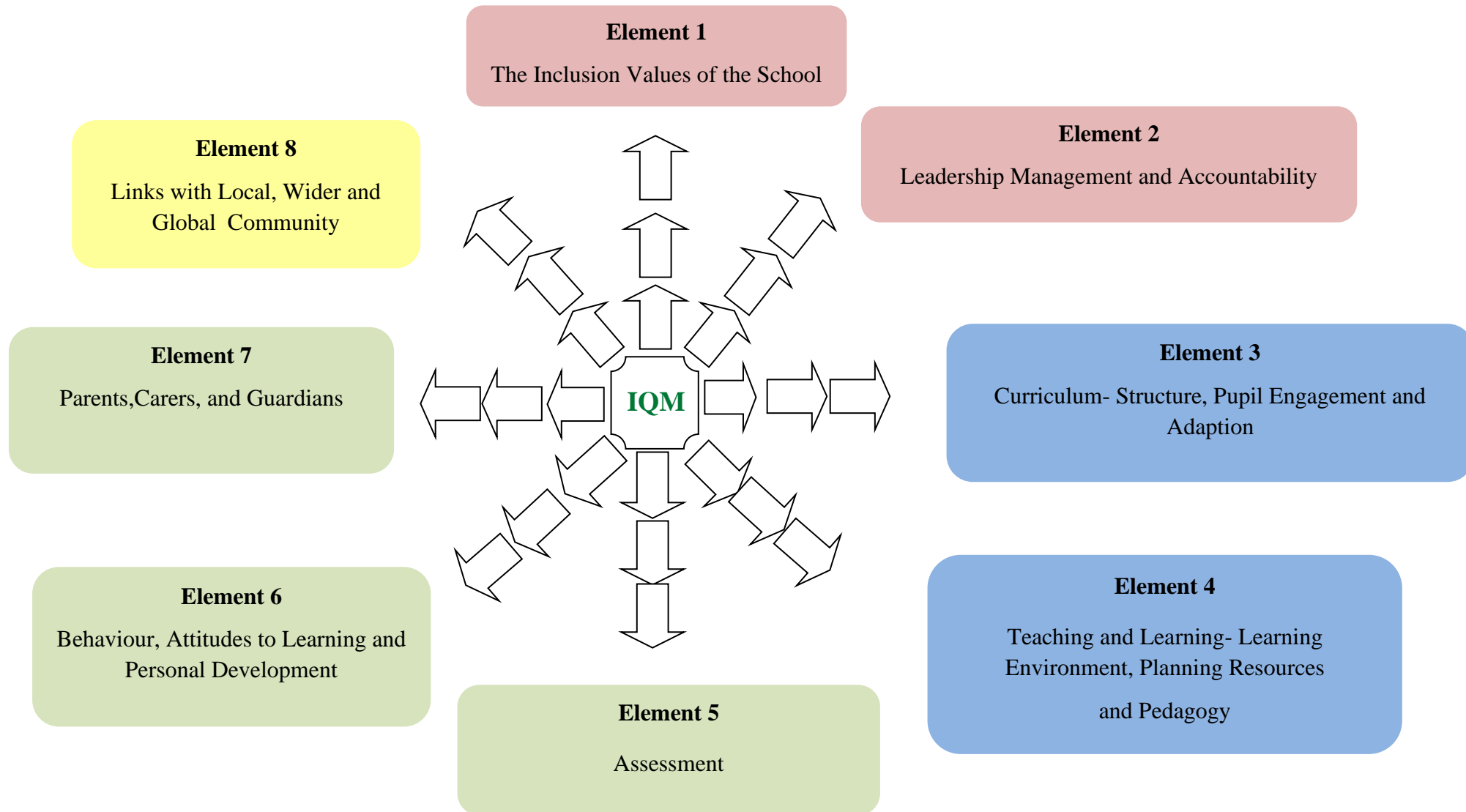
Guidance Notes

For

School Self-Evaluation Report (SER)

How Inclusive is Your School?

When you have graded each element on the Self-Evaluation Report, colour the arrows to map the grading onto the diagram, 3 at the centre, 1 at the outside.

Element 1

The Inclusion Values of the School

Element 8

Links with Local, Wider and Global Community

Element 2

Leadership Management and Accountability

Element 7

Parents, Carers, and Guardians

IQM

Element 3

Curriculum- Structure, Pupil Engagement and Adaption

Element 6

Behaviour, Attitudes to Learning and Personal Development

Element 4

Teaching and Learning- Learning Environment, Planning Resources

and Pedagogy

Element 5

Assessment

School and Staff Contact details

When completing the front cover please supply all the required information as this will be used to update our database as well as ensure we have appropriate email addresses to communicate with named individuals within the school. The headteacher's email will be used to convey the assessor's final report on completion of the IQM assessment.

School Context

Please give a detailed description of the school and the geographical area in which it sits, information re deprivation levels in the area, the size and make up of the learner population e.g. statistical make up of the school in terms of gender, ethnic origin, PP, EAL, number of learners with EHCP, details of attainment on entry and at various stages throughout the school e.g. end of Key Stage, previous Ofsted judgements, details of external awards achieved with dates. Please include attendance (past 12 months) and exclusion data (fixed term and permanent) as a number.

Rationale

Why is the school applying to go through the IQM process and reference to whether this is a first, second, third etc assessment. Reference to any cluster/working groups with which the school is involved including the names of the schools involved if this isn't an overly time consuming tasks. Details re how the school sees this process impacting on school practice. This may include reference to particular projects going on within the school e.g. the impact of the learner premium, working in cluster groups with a shared goal, supporting other schools within a local authority, geographical area or academy grouping, providing training and support in particular curriculum or support areas.

Overview of Leadership and Management

This refers to an overview of the leadership and management of inclusion within the school. This may be supported by an organisation chart showing individuals and lines of authority and responsibility as well as a short summary explaining the management of inclusion within the school.

Element 1 - The Inclusion Values of the School

- Inclusion is articulated and evident as central to school ethos.

- There is clear analysis of need leading to detailed action planning with evidence of positive outcomes.

- There is evidence of holistic and collegiate approaches to policy development, clarity in communication and effective delegation.

- 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.

- Collegiate approaches to planning and review demonstrate value and respect for colleagues.

- Pupils are aware of the inclusive ethos of the school. They show respect for the whole school community.

- Achievement by all learners is celebrated.

- The school is friendly and welcoming.

- There is effective communication with all learners.

- Transition Programmes are in place and learners' needs are met from the outset of joining the school.

- Excellent communication exists with all external partners so that appropriate provision impacts on the quality of education provided by the school.

- Support for staff and pupil well-being are an integral part of the school **ethos.**

Examples of evidence to support school's statements:-

1. School policies –

   Inclusion
   SEND and Local Offer
   Complaints
   Safeguarding
   Teaching and Learning
   Assessment
   Computing and E-safety
   CPD
   Health and Safety
   Behaviour and Personal Development
   Attendance
   Equality
   Mental Health and Well-Being

2. Website reflects inclusive vision, values and ethos.

3. Interviews, learning walk, displays and ambience reflect inclusive vision and values.

4. Calendar/timetable of CPD.

5. Assemblies and rewards' system reflect inclusive values of the school.

6. Staff Handbook and Staff Induction Process.

7. Transition Approaches.

8. Minutes of meeting with external partners.

Element 2 - Leadership and Management and Accountability

- Leaders have an inclusive, ambitious and aspirational vision for the school.

- An effective safeguarding culture is in place.

- Staff well- being is addressed effectively.

- Effective structures and systems of self- evaluation are in place.

- Monitoring systems improve the quality of education, learner engagement and achievement.

- Leaders ensure staff engage fully in focused professional development so that subject knowledge consistently improves over time.

- There is effective induction for all new staff, including middle and senior management and staff are effectively deployed.

- There is access to high quality external advice and support, which is used to good effect to improve the quality of education.

- The Governing Body is well trained and knowledgeable about Inclusion, capable of a challenge and support role.

- Governors endorse and uphold an inclusive ethos.

- Staff are aware of Governor roles, responsibilities and their support for inclusive ethos.

- Leaders engage with Inclusion, monitoring from policy to practice.

- Pupil premium and other identified funding is used creatively to support learners and ensure value for money in terms of progress of learners

Examples of evidence to support school's statements:-

1. School Development Plan addressing on going self- evaluation.

2. Evidence of Pupil Progress meetings and impact.

3. External monitoring including reports.

4. Internal monitoring plan/schedule.

5. Minutes of meetings.

6. Well- being ambassadors.

7. Pupil Premium strategy and impact.

Element 3 Curriculum – Structure, Pupil Engagement and Adaptation

- The curriculum is broad and sequenced over time in each subject area to build new learning as well as developing pupils' characters to succeed in life.

- The curriculum allows pupils to develop reading skills that enables them to develop key vocabulary and inference skills.

- Leaders ensure the curriculum provides the platform for pupils to develop and build upon their knowledge, skills and understanding.

- Curriculum design addresses the local, national and international dimension.

- The curriculum addresses the needs of all pupils including those working below age related expectations and with SEND needs.

- The curriculum is designed to inspire and motivate pupils to develop their character to succeed in the modern world.

- The curriculum offers opportunities for learning beyond the classroom.

- The wider curriculum contributes to the development of basic skills of reading, writing and maths.

- The curriculum offers opportunities for staff and learners to take risks and to challenge themselves.

- If the curriculum is delivered using a thematic approach, does this enable pupils to acquire the knowledge, skills and understanding across subject areas?

- Can all staff discuss the curriculum approach in a coherent and succinct manner?

- Extra-curricular activities are widely promoted and take up is monitored.

Examples of evidence to support school's statements:-

1. SEF.

2. SDP.

3. Curriculum Planning Documents.

4. Knowledge organisers.

5. Lesson visits.

6. Scrutiny of books.

7. Target setting.

8. Staff and pupil meetings.

9. Forest Schools and Outdoor Learning Opportunities.

Element 4 Teaching and Learning – Learning Environment, Planning, Resources and Pedagogy

- Lessons are varied to provide challenge to individuals and groups as well as the whole class.

- All levels of planning for learning are clear, detailed and effective, addressing the range of needs in the class.

- Learners are engaged in all aspects of the lesson.

- Technology is used effectively to support the learning in the lesson.

- Support staff are effectively deployed within lessons.

- Effective planning leads to clear outcomes for each group in every lesson.

- The learning environment allows a variety of teaching and learning approaches.

- Resources support learning, of groups and individuals as well as whole class.

- Regular audit of resources to reflect needs of pupils and impact review.

- Digital technology resources contribute to learners' engagement and progress.

- The quality of all learning environments reflects the inclusive ethos of the school.

- Staff are knowledgeable about the specific needs of individual learners They provide appropriate resources to enhance their learning and progress.

- Learners contribute positively in lessons.

- Teaching staff demonstrate a range of teaching approaches.

- Teachers are reflective in their practice, communicate with each other to improve their pedagogical skills, accept constructive criticism, and tolerate 'controlled chaos' in their classrooms.

Examples of evidence to support school's statements:-

1. Displays.

2. Learning walls.

3. Range of resources.

4. Evidence of dyslexia, autism and EAL friendly environments.

5. Pedagogical approaches.

6. Knowledge of Cognitive Load Theory and support for working memory (developed from the work of John Sweller).

Element 5 - Assessment

- Staff use prior attainment data to identify gaps in learning in order to plan effective learning opportunities.

- There is a clear programme and methodology for tracking learners' on-going progress.

- Developmental records of individual needs and progress are kept over time and progress is reported to parents during the year.

- The learning environment supports a growth mindset culture using effective feedback to allow learners to take the next steps in their learning journey.

- Learners' understanding is checked throughout the lesson and any misconceptions are accurately addressed.

- Teachers engage with learners to develop a clear analysis of individual needs from their discussions.

- Learning intentions and success criteria are understood by learners and contribute to their acquisition of new skills and knowledge.

- Learners have a shared awareness of their personal targets and can describe their learning journeys and progress made.

- Learners are actively encouraged to support each other in the learning process. For example, talk partners and peer learning.

Examples of evidence to support school's statements:-

1. Prior attainment data.

2. Performance Tables.

3. Analyse School Performance (ASP).

4. Ofsted report.

5. Tracking documentation.

6. Target setting.

7. Book scrutiny.

8. EHCPs, IEPs Special Educational Needs (SEN).

9. Records of learner progress and discussions.

Element 6 – Behaviour, Attitudes to Learning and Personal Development

- The environment is calm and organised.

- The inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive.

- Learners' individual character is developed so that they understand the importance of tolerance, cooperation and resilience guiding them to make positive choices that will impact upon their future journey into adulthood.

- Routines and expectations of behaviour are known and adhered to by both staff and learners.

- Effective systems are in place to promote attendance and punctuality of all learners **in line with the most recent national average for each sector (Special, Primary and Secondary).**

- **Early identification and effective interventions are in place to reduce fixed term and permanent exclusions.**

- Positive attitudes of both staff and learners are promoted through growth mindset and mindfulness approaches to learning.

- Healthy lifestyles are promoted across the school for both staff and learners.

- Learners demonstrate a shared ethos of respect within their understanding of Inclusion.

- Learners have a clear understanding of the school's expectations on behaviour, bullying and harassment including online or offline.

- Learners are made aware of the key personnel on site to discuss any inclusion issues they may have.

- There is obvious support for different needs, enabling full access to participation in school life.

- Staff instil high aspirations in learners. Every opportunity is taken to embed learners' self- belief to seek ambitious goals.

Examples of evidence to support school's statements:-

1. Behaviour and attendance policies.
2. Minutes of meetings.
3. School Council.
4. Ambassadors.
5. Behaviour tracking.
6. Attendance records.
7. **Exclusion records.**
8. Mindful of British Values.
9. Effective careers programme such as the eight Gatsby Benchmarks.
10. Assemblies, RE, PSHE Curriculum.
11. Attitudes to lunchtime and after school club.
12. Celebration records.
13. Photographs.
14. School displays are representative of learner population.

Through discussion learners will show:-

Empathy, articulacy, confidence, aspiration, awareness of own learning.

Element 7 – Parents, Carers and Guardians

- High quality opportunities exist for parents to engage with teachers to discuss the needs of their own child at different stages.

- School Inclusion policy is clearly stated, easily accessed and easy to understand.

- Ease of communication by different means. Translation is available when required.

- Parents, carers and guardians feel valued as partners.

- The school's contact systems respond effectively to the needs of parents, carers and guardians.

- Staff communicate clearly, effectively and consistently as needs arise especially with parents of vulnerable learners.

- Staff engage with parents, carers and guardians ensuring that all communication is easily understood. This promotes positive relationships with parents to support learning.

- Parents, carers and guardians have confidence in the school. They trust leaders. They feel included and informed about their child's education.

- Parent workshops support key areas of the curriculum including literacy, numeracy and the social and emotional well-being of their child.

- Parent Associations support the school in raising funds and providing learning opportunities outside of the curriculum for learners.

- Family support mechanisms are in place.

- Parents, carers and guardians feel listened to and as a result, are comfortable to approach the staff with any concerns or issues that may arise.

Examples of evidence to support school's statements:-

1. Policies including the Inclusion policy.

2. Audits of parental engagement including questionnaires and action plans.

3. Example of learners' report and parent feedback.

4. Minutes of meetings, telephone conversations with parents, carers and guardians.

5. Communication support including translation.

6. Newsletters.

7. Websites.

8. Newspaper cuttings.

9. Parent forum meetings.

10. PTA.

Element 8 – Links with Local, Wider and Global Community

- The school is aware of the range of community resources available to enhance learning opportunities.

- Opportunities are developed for learners to access enrichment activities.

- The school can demonstrate partnership within the broader community including other education establishments.

- Events are developed that welcome the local and global community into the school.

- Teaching staff are aware of, and make use of, the local area and global community to enhance the educational opportunities for learners.

- Staff CPD opportunities in collaboration with local and global partners.

- Alternative providers work together with the school to provide and enhance new learning opportunities.

- The local community understands and values the place of the school in the community.

- The local, wider and global community shares and supports the inclusion philosophy.

- The local community contributes appropriately to school life. Participation of learners in community events is encouraged.

- Staff access resources in the local and global community to support the curriculum.

- Extended opportunities available outside the classroom including day and residential trips.

- Leaders make effective use of international links and opportunities to promote global awareness.

Examples of evidence to support school's statements:-

1. Joint projects including E twinning and Erasmus projects.
2. Visitors' book.
3. Meetings of cluster groups/local partners.
4. Newsletters, website.
5. Community use record including lettings.
6. Community events.
7. Photographs.
8. Celebration events.
9. Newspaper cuttings.
10. Community views.
11. Volunteering through organised partnerships.
12. Work experience.
13. DoE.
14. Apprenticeships.

For telephone support, please ring (02871) 277857 – Monday to Thursday from 8:30 am to 5:00 pm and on Friday from 8:30 am to 3:30 pm.

For email support, please email info@iqmaward.com

To submit elements for feedback, please email elements@iqmaward.com