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| **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**

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| **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.**  |  |  |

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| **Element 2 - Leadership, Management and Accountability** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 2 - Leadership, Management and Accountability** |
| **Criteria** | **Comment** | **Evidence Location** |
| 2.1 Leaders have an inclusive, ambitious and aspirational vision for the school.  |  |  |
| 2.2 An effective safeguarding culture is in place. |  |  |
| 2.3 Staff well-being is addressed effectively.  |  |  |
| 2.4 Effective structures and systems of self- evaluation are in place. |  |  |
| 2.5 Monitoring systems improve the quality of education, learner engagement and achievement.2.6 Leaders ensure staff engage fully in focused professional development so that subject knowledge consistently improves over time.  |  |  |
| 2.7 There is effective induction for all new staff, including middle and senior management and staff are effectively deployed. | . |  |
| 2.8 There is access to high quality external advice and support, which is used to good effect to improve the quality of education. |  |  |
| 2.9 The Governing Body is well trained and knowledgeable about Inclusion, capable of a challenge and support role.  |  |  |

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| 2.10 Governors endorse and uphold an inclusive ethos.  |  |  |
| 2.11 Staff are aware of Governor roles, responsibilities and their support for inclusive ethos.  |  |  |
| 2.12 Leaders engage with Inclusion, monitoring from policy to practice.  |  |  |
| 2.13 Pupil premium and other identified funding is used creatively to support learners and ensure value for money in terms of progress of learners. |  |  |

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| **Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)** |
| **Criteria** | **Comment** | **Evidence Location** |
| 3.1 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. |  |  |
| 3.2 The curriculum allows pupils to develop reading skills that enables them to develop key vocabulary and inference skills. |  |  |
| 3.3 Leaders ensure the curriculum provides the platform for pupils to develop and build upon their knowledge, skills and understanding. |  |  |

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| 3.4 Curriculum design addresses the local, national and international dimension. |  |  |
| 3.5 The curriculum is designed to inspire and motivate pupils to develop their character to succeed in the modern world. |  |  |
| 3.6 The curriculum offers opportunities for learning beyond the classroom.  |  |  |
| 3.7 The wider curriculum contributes to the development of basic skills of reading, writing and maths. |  |  |
| 3.8 The curriculum offers opportunities for staff and learners to take risks and to challenge themselves. |  |  |
| 3.9 If the curriculum is delivered using a thematic approach, does this enable pupils to acquire the knowledge, skills and understanding across subject areas?  |  |  |
| 3.10 Can all staff discuss the curriculum approach in a coherent and succinct manner?  |  |  |
| 3.11 Extra-curricular activities are widely promoted and take up is monitored. |  |  |

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| **Element 4 - Teaching and Learning- Learning Environment, Planning Resources** **and Pedagogy** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 4 - Teaching and Learning- Learning Environment, Planning Resources** **and Pedagogy** |
| **Criteria** | **Comment** | **Evidence Location** |
| 4.1 Lessons are varied to provide challenge to individuals and groups as well as the whole class. |  |  |
| 4.2 Learners are engaged in all aspects of the lesson. |  |  |
| 4.3 Technology is used effectively to support the learning in the lesson.  |  |  |
| 4.4 Support staff are effectively deployed within lessons. |  |  |
| 4.5 Effective planning leads to clear outcomes for each group in every lesson. |  |  |
| 4.6 The learning environment allows a variety of teaching and learning approaches.  |  |  |
| 4.7 Resources support learning, of groups and individuals as well as whole class.  |  |  |
| 4.8 Regular audit of resources to reflect needs of pupils and impact review.  |  |  |
| 4.9 Digital technology resources contribute to learners’ engagement and progress. |  |  |
| 4.10 The quality of all learning environments reflects the inclusive ethos of the school. |  |  |

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| 4.11 Staff are knowledgeable about the specific needs of individual learners They provide appropriate resources to enhance their learning and progress. |  |  |
| 4.12 Learners contribute positively in lessons.  |  |  |
| 4.13 Teaching staff demonstrate a range of teaching approaches. |  |  |
| 4.14 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. |  |  |

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| **Element 5 - Assessment** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 5 - Assessment** |
| **Criteria** | **Comment** | **Evidence Location** |
| 5.1 Staff use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. |  |  |
| 5.2 There is a clear programme and methodology for tracking learners’ on-going progress. |  |  |
| 5.3 Developmental records of individual needs and progress are kept over time and progress is reported to parents during the year. |  |  |
| 5.4 The learning environment supports a growth mindset type of culture using effective feedback to allow learners to take the next steps in their learning journey. |  |  |
| 5.5 Learners’ understanding is checked throughout the lesson and any misconceptions are accurately addressed. |  |  |
| 5.6 Teachers engage with learners to develop a clear analysis of individual needs from their discussions.  |  |  |
| 5.7 Learning intentions and success criteria are understood by learners and contribute to their acquisition of new skills and knowledge. |  |  |
| 5.8 Learners have a shared awareness of their personal targets and can describe their learning journeys and progress made.  |  |  |
| 5.9 Learners are actively encouraged to support each other in the learning process. For example, talk partners and peer learning.  |  |  |

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| **Element 6 - Behaviour, Attitudes to Learning and Personal Development** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 6 - Behaviour, Attitudes to Learning and Personal Development** |
| **Criteria** | **Comment** | **Evidence Location** |
| 6.1 The environment is calm and organised. |  |  |
| 6.2 The inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive.  |  |  |
| 6.3 Learners’ individual character is developed so that they understand the importance of tolerance, co-operation and resilience guiding them to make positive choices that will impact upon their future journey into adulthood.  |  |  |
| 6.4 Routines and expectations of behaviour are known and adhered to by both staff and learners. |  |  |
| 6.5 Effective systems are in place to promote attendance and punctuality of all learners in line with the most recent national average for each sector (e.g. Special, Primary, Secondary, PRU, Alternative Provision and any other educational setting). |  |  |
| 6.6 Early identification and effective interventions are in place to reduce fixed term (including repeat FTE) and permanent exclusions.  |  |  |
| 6.7 Positive attitudes of both staff and learners are promoted through growth mindset and mindfulness approaches to learning.  |  |  |
| 6.8 Healthy lifestyles are promoted across the school for both staff and learners. |  |  |
| 6.9 Learners demonstrate a shared ethos of respect within their understanding of Inclusion.  |  |  |
| 6.10 Learners have a clear understanding of the school’s expectations on behaviour, bullying and harassment including online or offline. |  |  |
| 6.11 Learners are made aware of the key personnel on site to discuss any inclusion issues they may have.  |  |  |
| 6.12 There is obvious support for different needs, enabling full access to participation in school life.  |  |  |
| 6.13 Staff instil high aspirations in learners. Every opportunity is taken to embed learners’ self- belief to seek ambitious goals.  |  |  |

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| **Element 7 - Parents, Carers and Guardians** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 7 - Parents, Carers and Guardians** |
| **Criteria** | **Comment** | **Evidence Location** |
| 7.1 High quality opportunities exist for parents to engage with teachers to discuss the needs of their own child at different stages.  |  |  |
| 7.2 School Inclusion policy is clearly stated, easily accessed and easy to understand.  |  |  |
| 7.3 Ease of communication by different means. Translation is available when required.  |  |  |
| 7.4 Parents, carers and guardians feel valued as partners.  |  |  |
| 7.5 The school’s contact systems respond effectively to the needs of parents, carers and guardians.  |  |  |
| 7.6 Staff communicate clearly, effectively and consistently as needs arise especially with parents of vulnerable learners.  |  |  |
| 7.7 Staff engage with parents, carers and guardians ensuring that all communication is easily understood. This promotes positive relationships with parents to support learning.  |  |  |
| 7.8 Parents, carers and guardians have confidence in the school. They trust leaders. They feel included and informed about their child’s education. |  |  |
| 7.9 Workshops support key areas of the curriculum including literacy, numeracy and the social and emotional well-being of their child.  |  |  |

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| 7.10 Parent Associations support the school in raising funds and providing learning opportunities outside of the curriculum for learners. |  |  |
| 7.11 Family support mechanisms are in place. |  |  |
| 7.12 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. |  |  |

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| **Element 8 - Links with Local, Wider and Global Community** |
| **School Overview Commentary** |
| **Future plans in this area**  |
| **Inclusive Practice Grade****(please circle relevant grade with 1 being the highest)**  | **1** | **2** | **3** |

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| **Element 8 - Links with Local, Wider and Global Community** |
| **Criteria** | **Comment** | **Evidence Location** |
| 8.1 The school is aware of the range of community resources available to enhance learning opportunities. |  |  |
| 8.2 Opportunities are developed for learners to access enrichment activities.  |  |  |
| 8.3 The school can demonstrate partnership within the broader community including other education establishments. |  |  |
| 8.4 Events are developed that welcome the local and global community into the school. |  |  |
| 8.5 Teaching staff are aware of, and make use of, the local area and global community to enhance the educational opportunities for learners.  |  |  |
| 8.6 Staff CPD opportunities in collaboration with local and global partners. |  |  |
| 8.7 Alternative providers work together with the school to provide and enhance new learning opportunities.  |  |  |
| 8.8 The local community understands and values the place of the school in the community.  |  |  |
| 8.9 The local, wider and global community shares and supports the inclusion philosophy.  |  |  |
| 8.10 The local community contributes appropriately to school life. Participation of learners in community events is encouraged. |  |  |
| 8.11 Staff access resources in the local and global community to support the curriculum. |  |  |
| 8.12 Extended opportunities available outside the classroom including day and residential trips.  |  |  |
| 8.13 Leaders make effective use of international links and opportunities to promote global awareness. |  |  |