

Inclusion Quality Mark

Information Pack





The Inclusion Quality Mark

If you consider that your school:

- Is inclusive
- Values self-review opportunities
- Wishes a manageable and 'do-able' day to day tool
- Builds upon the concept of Performance Management

This may be the tool you are looking for.

The Inclusion Quality Mark

The Inclusion Quality Mark is intended to support schools and help them to develop more inclusive approaches and to meet the needs of all pupils, many of whom may have differences or disabilities.

Through working towards the Quality Mark, schools will be able to bring together all the good work they are already doing and identifying, where necessary, further potential development areas.

Self-review is now an increasingly important part of school improvement and there is an expectation that schools will engage in this. Evaluating a school's progress in developing inclusive educational provision forms part of OFSTED inspections. Inclusion Quality Mark provides one useful self-evaluation tool for schools to use.

As part of Inclusion strategy and to support schools in their quest to become more inclusive, schools are being encouraged to use the Inclusion Quality Mark. It is the intention that schools will use the materials as a tool for assessing themselves. They will have control of the process of audit, planning and implementation, and they will determine timing. When the school team is confident that they have the evidence to meet all standards they will request an assessment.

When a school decides to use the IQM they will have support to validate their initial audit, and then at a later date the assessor will validate the final assessment.



The assessment visit involves validating the evidence provided against the standards and celebrating the hard work and success of the school and its wider community.

In seeking evidence for both the audit and the assessment, the assessor, through supportive discussions will examine documentation, observe work in the classrooms, look at resources and displays, and talk to a range of people within the school and those involved with the school.

The three core groups at the heart of the IQM are:

- The individual pupil - recognition that they must, as individuals, be at the core of all we do and that their own individual needs, their rights and entitlements are the focus of both an educational and social environment.
- The staff focus - recognition that for inclusion to be effective, all staff require and are entitled to, supportive management, consistent quality training, an appropriate learning environment and good quality advice. In return, staff will deliver quality teaching and learning that is effectively planned and recorded.
- The family and community focus - this recognised the fundamental importance of the involvement and understanding of all parents and careers, governors, external partners and the local authority services to the process of inclusion.

Quality assurance within the process is achieved through a training programme for assessors, the monitoring of visit records and a sample of school visits and validation by the Quality Assurance Board.

The main aims of this work are to support schools in their self-review process and school improvement and to have the opportunity to celebrate the hard work of the school through the award of the Quality Mark.

On receipt of the award schools will receive a plaque and logo.

What is IQM

The Inclusion Quality Mark (IQM) is intended to assist schools in a self-review of their present inclusive practice. Self-review is increasingly seen as an important tool to support school improvement and both OFSTED and DfES encourage its use.

In order to establish a structured framework that identifies present successful practice in schools and highlights areas requiring additional action, the IQM does the following:

- Helps schools develop inclusive practices
- Can be linked to the schools own moderated self-review
- Is applicable to all phases of education
- Builds on performance management principles

Where did it begin?

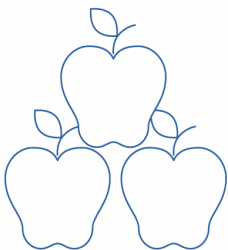
IQM was written by Caroline Coles and Robert Hancock. The scheme is written with schools in mind to ensure that it can be easily incorporated into the work already undertaken by teachers in order to make a positive impact on the effective participation of all pupils within settings.

What does it consist of?

The IQM comprises of ten elements that include:

1. Pupil progress
2. Pupil attitudes, values and personal development
3. Leadership and management
4. Staffing systems and organisation
5. The learning environment
6. Teaching and learning
7. Resources and ICT
8. Parents and carers
9. Governors, external partners and local authority
10. The community

The system is based upon accountable inclusion which identifies the individual responsibility of all who belong to the school community; pupils; parents, external educational services and the broader community, necessary to take the process forward.



Management of the IQM process

The schools themselves establish the initial audit, planning and implementation and decide upon the timing of the process. The IQM assessor will validate the original school-based audit, support the school to form an action plan and identify areas requiring development. Many of the assessors provided will have already completed the successful implementation of IQM in their own setting. In order to complete their role, the assessors may need to:

- Meet key staff

- Establish the school ethos

- Investigate access and environment

- Identify attitudes of all within school community

- Examine levels of differentiation

- Clarify teaching assistant role

- Establish opportunities for extra curricular activities

- Discuss issues with staff and pupils

The Final Assessment

When schools feel they have collected the evidence required to meet the stated standards, they then contact Creative Education on 0208 666 0234 who will allocate external assessors, who will use observation, review of documentation and discussion with key staff to determine that the school has met the criteria laid out in the IQM. Quality assurance within the process is achieved through a training programme for Assessors, the monitoring of visit sheets and samples of recorded school visits and validation submitted to the Quality Assurance Board.

Further Details

Schools wishing to join the IQM process need to contact:

Joe McCann joe@inclusionmark.co.uk

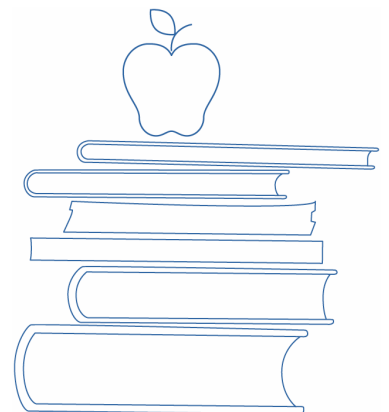
For schools who may not at present wish to elect to join the process but would be interested in finding out more the IQM Handbook and software to record the evidence is available for £29.50 from:

Creative Education Ltd
89 Sanderstead Road
South Croydon
London
CR2 0AJ

0208 666 0234

Info@inclusionmark.co.uk

www.inclusionmark.co.uk



Inclusion Quality Mark Summary Sheet

School Name

Element	Needs further work	Mostly in place	Ready for assessment	Not reviewed
<p>1. Pupil Progress A cohesive approach to ensuring each pupil achieves at their maximum potential, academically, intellectually, socially and physically.</p>				
<p>2. Pupil attitude, values and personal development Ensuring every pupil is fully involved in their own learning and assessment and feels enabled to contribute and value their interaction with others.</p>				
<p>3. Leadership and Management There is ownership and leadership in regard to the establishment of high level and detailed policies and strategies on inclusion.</p>				
<p>4. Staffing Systems and Organisation Ensuring the development of a comprehensive and cohesive set of organisational structures for the delivery of inclusion.</p>				
<p>5. The Learning Environment Ensuring the environment of the school is welcoming and adaptable to ensure inclusion can occur.</p>				
<p>6. Teaching and Learning Ensuring teaching styles and approaches are flexible and adaptable.</p>				
<p>7. Resources and ICT Ensuring that all resources are effectively evaluated, ICT specific equipment is directed towards the development of individual pupils when necessary.</p>				
<p>8. Parents and Carers Ensuring parents and carers are involved and informed of all aspects of their child's development.</p>				
<p>9. Governors, External Partners and Local Authority Ensuring Governors, external partners and the LEA are fully involved and knowledgeable of all aspects of the school's inclusion programme.</p>				
<p>10. The Community Ensure that the appropriate community groups and schools are aware of and involved in the inclusion programme.</p>				

Application Form

School Name

Type of School

Address:

Telephone number:

Head Teacher:

Size of School:

Contact Person:

Start Time Scale: Summer
Autumn
Spring

Once completed please return to Fax 0208 666 0414

