

Element 7 — Resources and ICT

Ensuring that all resources are effectively evaluated and that ICT specific equipment is directed towards the development of individual pupils when necessary.

Areas to be considered:-

- How extensively is ICT and assistive technology used to support cross-curricular learning?
- What access does the school have to other resources e.g. other schools? Does it share its resources with other schools?
- What plans does the school have to develop its resources' base?

Element 8 — Parents and Carers

Ensuring that parents and carers are involved and informed of all aspects of their child's development.

Areas to be considered:-

- How are parents and carers involved in their children's learning?
- How are parental concerns/complaints dealt with?
- What communication does the school have with parents?

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Element 9 — Governors, External Parties & the Local Authorities

Ensuring governors, external partners and the local authorities are fully involved and knowledgeable of all aspects of the school's inclusion programme.

Areas to be considered:-

- Are governors trained, challenging, valued, involved in the review process, fully acquainted with the inclusion agenda?
- What links currently exist with external partners and how might these be developed?
- How have external partners been involved in inclusion matters?

Element 10 — The Community

Ensuring that the appropriate community groups and schools are aware of and involved in the inclusion programme.

Areas to be considered:-

- What does the community add to life at school?
- What does the school add to life in the local community?
- Are events and activities planned and reviewed jointly to ensure inclusion matters are addressed?
- How does the school encourage the community to act as a "critical friend"?



Inclusion Quality Mark



Every Child Matters

Element 1 — Pupil Progress

A cohesive approach to ensuring each pupil achieves at their maximum potential — academically, intellectually, socially and physically.

Areas to be considered:-

- How does the school analyse - by individual and/or pupil grouping?
- How do teachers take account of learning styles in their planning?
- How is achievement celebrated?
- How are pupils involved in setting their own learning targets?
- How are these targets communicated to parents?

Element 2 — Pupil Attitudes, Values & 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.

Areas to be considered:-

- How do pupils know who to go to if they are worried/concerned?
- What is the rewards and sanctions' policy within the school?
- What extra-curricular provision is there?
- What strategies does the school use to develop a pupil's personal characteristics?

Element 3 — Leadership & Management

There is ownership and leadership in regard to the establishment of high level and detailed policies and strategies on inclusion.

Areas to be considered:-

- What mechanisms are there to ensure that inclusion is considered in all aspects of the school's work?
- How is the quality of teaching monitored?
- How is the monitoring triangulated/monitored to ensure consistency?
- What is the structure of SEN support?

Element 4 — Staffing System & Organisation

Ensuring the development of a comprehensive and cohesive set of organisational structures for the delivery of inclusion.

Areas to be considered:-

- How does the school encourage a range of teaching styles?
- How will the staff be involved in the IQM process?
- How is the quality of teaching monitored?
- How are new staff informed about inclusion issues?

Element 5 — The Learning Environment

Ensuring the environment of the school is welcoming and adaptable to ensure inclusion can occur.

Areas to be considered:-

- How will planning for inclusion impact on the school's learning environment?
- Does the school have an accessibility plan?
- Does the school environment cater for pupils with SEN?
- What improvements would be necessary to make the school more inclusive?

Element 6 — Teaching & Learning

Ensuring teaching styles and approaches are flexible and adaptable.

Areas to be considered:-

- Which technological aids does the school have to help pupils to learn?
- How does the school share good practice?
- How do teachers review and evaluate their own effectiveness?
- What are the CPD plans for staff?
- How much CPD is undertaken on average by a classroom teacher in one academic year?

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