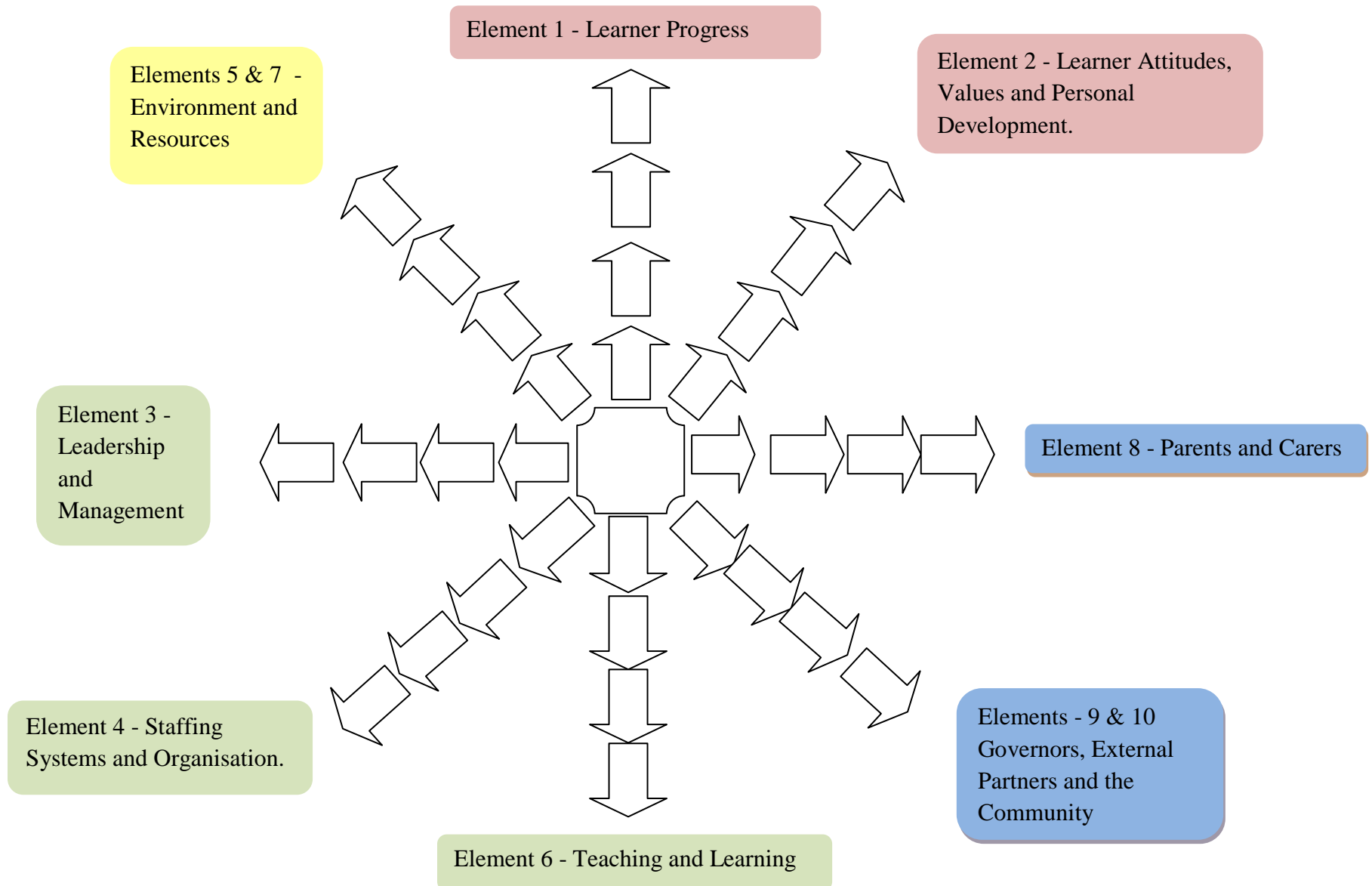


How Inclusive is Your School?

When you have graded each element on the Tracking Document, colour the arrows to map the grading onto the diagram, 4 at the centre, 1 at the outside.



Inclusion Quality Mark Guidance

To meet the IQM standards, schools will have to demonstrate evidence against these criteria.

Element 1 Learner Progress	School Level	Staff Level	Pupil Level	<p>School Level Evidence</p> <p>Highlighted policies, and how they are enacted in practice:- Inclusion, Teaching and Learning, Assessment for Learning, Marking and feedback, Homework or Home-School Learning Behaviour, Equality, Attendance and Punctuality, Administration of Medicines, Complaints Procedure Monitoring. Celebration. Photographs.</p> <p>Staff Level Evidence</p> <p>Analyses of individual needs. Planning, differentiated to needs. Teaching approaches. Review. Evaluation evidence. Records of progress. Reporting to parents.</p> <p>Pupil level evidence</p> <p>Through discussion pupils will show:- Empathy, Articulacy, Confidence, Aspiration, Awareness of own learning. Partnership.</p>
	Clear policies for Teaching and Learning (T&L), assessment for learning, target setting, oral and written feedback and tracking progress, which articulate T&L as personalised learning needs and outlines different T&L approaches. Pupils are guided to achieve targets. Achievement is celebrated in different ways.	All staff fully enact school T&L policy, starting with a clear analysis of individual needs from discussion with pupils. Different learning and teaching approaches used. Developmental records of individual needs and progress are kept over time and progress is reported to parents during the year.	Pupils have a shared awareness of their personal targets and can describe their learning journeys and progress made. They feel valued, as individuals as well as a community and contribute to learning in different sized settings.	
Element 2 Learner Attitudes, Values and Personal Development	School level	Staff level	Pupil level	
	Policies ensure inclusion is part of school ethos:- e.g. disability, equality, behaviour. Induction processes clear for known and ad-hoc admissions. There is an inclusive approach to all aspects of T&L. There is evident support for different needs, enabling full access to participation in school life. There are extended opportunities available outside the classroom.	There is a classroom level inclusion ethos, including respect, target setting, feedback and record keeping. Early intervention identifies issues. Good records of pastoral interventions as well as clear records of pupil academic progress are kept and support T&L.	Pupils demonstrate a shared ethos of respect, within their understanding of Inclusion. They know behaviour expectations, recognise individual difference and actively participate in their learning.	

Inclusion Quality Mark Guidance

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Element 3 Leadership and Management	School level	Staff level	Pupil level	<p>School Level Evidence School policies. Inclusion, T&L, Assessment for Learning(AfL), ICT, Continuing Professional Development(CPD) Monitoring data. Meeting minutes. Communications. Roles and responsibilities. Reports. Examples of planning Tracking documentation. Individual Education Plans(IEPS), Special Educational Needs (SEN) and Gifted and Talented (G&T) registers. Photographs.</p> <p>Staff Level Evidence Performance management and CPD interviews. Teacher planning, for different timescales. CPD records. Records of pupil progress and discussions. IEPs, SEN and G&T for classes taught.</p> <p>Pupil Level Evidence Through discussion pupils will show:- Empathy, Articulacy, Confidence. Aspiration. Awareness of own learning Partnership.</p>
	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 and clarity in communication and effective delegation (diagram). All staff are effectively deployed.	Classroom leadership and shared responsibility for Inclusion are evident in practice. All staff are effective role models, understanding and fully engaging with Inclusion agenda promoting high standards. They take personal responsibility for individual needs.	Pupils are aware of school policy on Inclusion. They show respect for teachers and other staff and their responsibilities	
	School level	Staff level		
Element 4 Staffing Systems and Organisation	Each staff member has a clear job description supporting inclusion. All staff are engaged in discussion and support of individual needs. Staff use a range of teaching styles effectively, monitored for consistency. There is regular monitoring of individual progress and policies in action. Effective, high quality continuing professional development is available for all staff.	Collegiate approaches to planning and review demonstrate value and respect for colleagues. Teaching staff demonstrate a range of teaching approaches. They engage fully in continuing professional development.		
	School level	Staff level		
Element 6 Teaching and Learning	School level	Staff level	Pupil level	
	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, taking into account the range of needs in the class. Pupils 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. Pupil progress is monitored within each lesson. Lessons are modified to developing needs. A positive ethos is modelled and maintained in each lesson. There is clarity in all information for transfer and transition.	Pupils contribute positively in lessons. They share in the development of a positive learning ethos and actively engage in their learning development.	

Inclusion Quality Mark Guidance

To meet the IQM standards, schools will have to demonstrate evidence against these criteria.

Element 5 Learning Environment	School Level	Staff Level	Pupil Level	School Level Evidence School Improvement Plans Records of purchase decisions. Monitoring records, environment, T&L observations. Resource lists. Individual purchasing protocol. Training plans. Communications audit trails. Visitor's book. Child questionnaire. Annual survey. Photographs.
	Clear evidence of needs analysis leads to purchasing decisions for individual needs. The quality of the learning environment is regularly monitored to ensure that it facilitates inclusion. The learning environment allows a variety of teaching and learning approaches. The school is friendly and welcoming.	Staff engage with, and contribute to, the school improvement plan, identifying improvements that facilitate access. They engage with planning for specific individual needs as required, ensuring that resources support and enhance the Inclusion agenda. Achievement by all pupils is celebrated.		
Element 7 Resources and ICT	School Level	Staff Level	Pupil Level	Staff Level Evidence School Improvement Plan, evidence of contribution. Planning records, e.g. IEPs record all staff present. Tracking IEP and other targets in teacher planning. Facility with resources and communication, monitoring feedback. Celebration records.
	Resources support learning, of groups and individuals as well as whole class. Regular reviews are held of available resources and evaluation of upgrades. ICT effectively supports communication across all school groups. The effective use of ICT and associated T&L resources are regularly monitored within lesson observations.	Staff ensure they and the pupils have a good knowledge of available resources, in and out of school, to support the curriculum. They are knowledgeable about the specific needs of individual children to access the curriculum and are capable of individualising resources to need, e.g. enlarge font size, appropriate paper colour, translation. There is effective communication with all pupils.		Pupils use the resources effectively to support learning and communication. They have access to individualised resources as identified and can seek support from specialist staff as needed.

Inclusion Quality Mark Guidance

To meet the IQM standards, schools will have to demonstrate evidence against these criteria.

<p>Element 8 Parents and Carers</p>	<p>School Level 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 to need. Parents feel valued as partners. The school's contact systems respond effectively to the needs of parents.</p>	<p>Staff Level Staff communicate clearly, effectively and consistently as needs arise, especially with parents of vulnerable children. They engage with parents as partners, ensuring that all reports are easy to understand and enable parents to support learning.</p>	<p>Parents and carers have confidence in the school, are comfortable to approach the school, feel involved and informed about the school and their child. They feel valued as partners.</p>	<p>School Level Evidence</p> <ul style="list-style-type: none"> Records of parent discussions. Accessible Inclusion policy. Communication support, including translation. Parent satisfaction questionnaires. Governor records, minutes and training. Partner communications. Newsletters, website. IEP, IBP, CAF meeting notes. Community use record. Community events. Photographs.
	<p>School Level The Governing Body is well trained and knowledgeable about Inclusion, capable of a challenge and support role. Governors endorse and uphold an inclusive ethos. Excellent communications exist with all external partners. Cohesive working practices with external partners. There is access to high quality external advice and support, which is used to good effect.</p>	<p>Staff Level Staff are aware of Governor roles, responsibilities and their support for inclusive ethos. Staff are aware of the roles and responsibilities of external agencies, as they impact on individual children. They participate in discussion with specialist partners.</p>	<p>Governors etc. understand, value and actively support inclusion across the school. They engage with Inclusion, monitoring from policy to practice.</p> <p>External Partners contribute to inclusion strategy and policy, provide specialist support to individual programmes.</p>	
	<p>Element 9 Governors and External Partners, including the Local Authority</p>	<p>School Level The school is aware of the range of community resources available to enhance learning opportunities. Opportunities are developed for children to access enrichment activities. The school can demonstrate partnership within the broader community, including other education establishments. Events are developed that welcome the community into the school.</p>	<p>Staff Level Teaching staff are aware of and make use of the local area and community to enhance the educational opportunities for children. They access alternative provision where it enhances an individual's learning.</p>	
				<p>Staff Level Evidence</p> <ul style="list-style-type: none"> Letters to parents. Home-school books. Telephone record. Example reports and parent feedback. Meeting records.
				<p>Other Evidence</p> <ul style="list-style-type: none"> Parent letters, cards. Questionnaires. Sampling. Partner communications. Meeting minutes. Community views. Newspaper cuttings.