**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.1 How effectively the school consults with all stakeholders to develop and review a range of policies providing inclusive practice.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| All key policies relating to the inclusion of vulnerable learners are in place and are reviewed according to appropriate timescales.  The school’s vision and aims are reflected in all key policies.  Staff and governors can describe the key features of these policies and examples of how they implement them.  E.g. The school’s rewards and sanctions system.  Governors are trained in their Equality Duties. | Consultative decision making processes are a routine part of the life of the school and result in engagement and participation by stakeholders.  Individual governors with specific responsibilities are trained and feel confident in these areas.  E.g. SEND governor.  The shared vision and aims of the school underpin the full range of policies which drive the school’s inclusive practice.  Policy development and review involves all staff and governors. | Co-production is embedded within the life of the school and results in extensive engagement and participation by the full range of stakeholders.  Governors receive regularly reports that monitor equality and diversity and act on the information that they receive.  The school aims and policies have been developed and are under constant review by the full range of stakeholders.  Vulnerable groups have played a key role in shaping particular aspects of policy and practice. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.2 How effectively the school secures consistent implementation of key policies by all adults.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Policies are widely shared with students, parents/carers and the wider community.  They are available in different formats.  E.g. Student version/on-line/translated if required. | The implementation of policies is monitored regularly and systematically by the SLT/SENCo and where relevant associated training is made available to staff and other stakeholders.  Students and parents/carers are aware of policies and can describe their effective implementation  – they find them supportive and describe some impacts for them.  Vulnerable learners have key workers identified who act as their advocate, ensuring that agreed provision is implemented throughout the school day.  Key workers can describe the specific learning targets for individuals and the progress they are making. | Governors can demonstrate impact of policies.  E.g. Showing how the school has successfully narrowed attainment gaps and improved the achievement of vulnerable learners.  Policies are working, living, breathing documents and are reflected in the observable practice of the school and its routines. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.3 How effectively the school adapts and differentiates policies in response to individual needs.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Staff can describe how policies are adapted to meet the different needs of some students.  E.g. Reasonable adjustments are made for applying sanctions for some students, different lunchtime arrangements for some students. | Students can describe a range of strategies to use when they are ‘stuck’ in their work to support their independent learning, rather than relying on support from an adult.  Observations of learning confirm that these strategies are being used effectively and that this is supporting better student progress within lessons.    Individual provision maps identify clear learning targets and are regularly evaluated through reviews (at least every half term) to show the impact on progress.  This impact of provision and any interventions is discussed with/reported to parents/carers and students at least every half term.  The SENCo can demonstrate the impact of interventions across the school on the progress of students with SEND. | School can demonstrate how delegated SEND funding is resulting in at least good progress for students with  SEND since joining the school and how pupil premium funding is securing at least good progress for students from low income families, service families and Looked After Children.  The school makes excellent use of the graduated approach and there is a clear audit trail of the use of the cycle of asses, plan, do, review to secure progress. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.4 The extent to which the school uses the knowledge and skills of external agencies to enhance the provision for the students.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school is aware of a range of external agencies that can be used to support the students. | The expertise of specialists and external agencies is shared between partnership schools to promote inclusive practice.  The support from the Early Help Hub is offered to support targeted families. | The school works in partnership with parents/carers and families so they are able to support their child’s learning.  Learning gained from interventions and advice from other agencies.  E.g. Educational Psychology, MABS, Outreach, is routinely used to support students and families in the school. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.5 How effectively the school communicates with parents/carers.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Key information about the school is available on its website. | There is a range of effective communication opportunities to ensure information is shared between the school and families within its community.  The school regularly checks with parents and carers that the information that they need is easily understood and accessible especially the SEND Information Report.  Feedback from parents/carers is considered when writing and reviewing the school’s policies and practices. | Feedback from parents/carers informs the school’s policies and practices.  The SEND Information Report and other appropriate policies are routinely co-produced with parents/carers.  The school empowers all parents/carers to communicate their views about the needs of their child. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.6 The extent to which the school uses the features of the local community to help celebrate and understand diversity.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school is aware of the different elements within the community it serves. | The views of parents/carers of students with additional needs are sought to improve accessibility and equality of opportunity. | The school has developed an understanding of the culture of the community and meets the needs of students and their families. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.7 How effectively the school encourages parental engagement in the student’s learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Parents/carers are invited to attend school events.  E.g. Parents/carers' evening, performances. | Parents/carers are provided with opportunities to work alongside their child during lessons or school events. | The school offers workshops to develop the parents/carers understanding of different concepts and elements of school life. |

**Standard 9 – Partnership with Stakeholders (Families, Governors, Community)**

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| **9.8 The extent to which the school makes parents/carers aware of the Portsmouth Local Offer and Ordinarily Available Provision.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school makes parents/carers aware of the Portsmouth Local Offer and OAP through it's website,  SEND Information Report, posters and literature and discussions with the SENCo and other specialist staff. | The school raises awareness and actively promotes the Local Offer and OAP at events such as open evenings, parent/carers' evenings and meetings. | The school routinely refers to the OAP and Local Offer when engaging with stakeholders.  These are used proactively to ensure that students and their parents/carers are aware of and have access to all appropriate availability provision according to their needs. |