**Portsmouth Inclusive Education Quality Mark Portsmouth Education Partnership logo**

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

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

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

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| **1.1 How the school’s organisation and culture supports the student’s social, moral, spiritual and cultural development.** | | |
| **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 ensures its reception area is welcoming and key information about the school and the local community is readily available. | There are positive images/messages to welcome people from different groups within the community.  A language identification chart is available. Information on translation services is available.  The school displays information and literature in different formats.  There is a positive and aspirational culture in the school that encourages students to engage in all activities and opportunities with confidence. | Parents/carers & students can describe how they were welcomed, the efforts made to overcome barriers & their own involvement in the process.  The school promotes an on-going and reflective learning environment for students and adults.  E.g. Creating time for staff to reflect, discuss and evaluate their practice in relationship to outcomes.  The physical environment is well maintained and reflects the creativity and positive contributions of the students.  The school uses a range of strategies to promote student's social, moral, spiritual and cultural development. |

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

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| **1.2 The extent to which the school demonstrates a positive attitude to admitting all learners.** | | |
| **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 analyses admissions to ensure the school knows its vulnerable groups.  Locality information informs future planning to anticipate likely changes to cohorts.  The school has procedures and a policy in place to assist the speedy and positive return of students after exclusion, long-term illness, youth offending, teenage pregnancy or other reasons for prolonged absence. | The school is proactive in identifying possible vulnerabilities for new entrants and seeks to plan appropriate provision from day 1, involving parents/carers, students and other agencies using an individual provision map as appropriate.  There is a proactive approach to engage with ‘hard to reach’ families to overcome barriers to accessing school provision.  E.g. Additional effective and sensitive communication systems are in place, are widely understood and used well.  A range of appropriate staff can describe their work to engage families.  The school has a case study approach to analyse how a vulnerable child has been admitted and included successfully.  Parents/carers are greeted and treated as appropriate to different racial, ethnic or cultural customs.  E.g. Eye contact, shaking hands etc. | Parents/carers and students are fully involved in the development of appropriate personalised provision following return from exclusion or illness.  Admission procedures are personalised according to the child and family’s particular needs, including those with complex needs or displaying challenging behaviours. Students and parents/carers are involved early in transition arrangements and vulnerable learners are very actively involved in developing and tailoring a personalised transition programme.  Parents/carers and students are encouraged to visit the school prior to starting.  There are clear procedures to ensure the school has all relevant information to ensure a smooth transition. |

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| **1.3 How effectively the school uses a range of communication methods to ensure that all parents/carers feel well informed about all aspects of their child's learning and feel comfortable in approaching the school.** | | |
| **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 operates an ‘open door’ policy to parents.  There is a wide range of well publicised methods for communicating general information to parents.  E.g. Newsletters, school website, texting, email communication.  The school has a system for discussing assessment and progress information with parents/carers and with students.  The school plans strategically for all transitions between and across all phases.  Vulnerable learners have appropriate paperwork in place.  E.g. PLPs, IEP, IBMPs, PSPs and individual provision maps. | There is effective targeted consultation with students, families and the community representing different vulnerable groups, which informs practice to make provision that meets learner needs and fosters better relationships between different groups.  The school allocates a key worker to vulnerable students, which includes the role of ensuring regular, timely and on-going two-way communication with parents/carers.  E.g. Sending a reassuring text message to let a parent know that their child has settled early on in the school day, sending an email home each day to pass on positive messages about learning and engagement.  Discussions with students and parents around progress, learning targets and provision take place at least every term.  The school plans for effective transition or induction to meet the needs of vulnerable groups and their parents.  E.g. Use of one page profiles with destination schools, assisted visits to next school/extra ‘taster’ sessions to new school or for new entrants, staff visits to previous schools/home visits. | There are well developed and effective systems in place which enable all stakeholders to contribute and exchange views on the decision making processes within school, for example an interactive school website/on-line discussion forum/parent forum meetings.  Communication systems are regularly reviewed with stakeholders, including those from different groups, to identify where improvements can be made for some – and those improvements are made and are appreciated.  The school helps parents/carers and families to be supportive of one another.  E.g. A parent support group has been established for parents of vulnerable learners, targeted family learning opportunities are provided.  The school communicates with parents/carers via a range of methods.  E.g. Newsletters, text messages, website, suggestion box. |

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| **1.4 The extent to which the curriculum and learning environment provide opportunities to celebrate and recognise the difference and diversity of all members of the school community.** | | |
| **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 ensures its environment and resources reflect the diversity of the local community.  The school ensures that all adults model positive attitudes and behaviour and develop positive relationships with students, parents/carers, staff, governors and other members of the community in all circumstances.  All staff have received appropriate training on the equalities agenda. | The curriculum is specifically planned to explore a variety of aspects of diversity to promote positive images and to foster positive relationships.  This includes planning community groups/activities systematically into the curriculum.  E.g. Through well planned programmes for PHSE.  Students are consulted about their experiences and interests in order to inform curriculum planning.  Lessons and assemblies are planned to address prejudice and to encourage students to share their views about different groups.  Stimulating environments, with resources that reflect cultural diversity, are used across the school. | The school undertakes regular consultation with students to ensure that curriculum provision is meeting the needs of learners.  Students have taken personal responsibility for inclusive practice in school. There is a shared understanding of how this promotes positive relationships between different groups within the school’s community and enables students to form positive attitudes towards national and global diversity.  Discussion with students reveals a deep understanding of diversity which is embedded within an effective PHSE curriculum and within buddy/mentor schemes.  The school uses opportunities such as Black History Month and LGBTQ History Month to celebrate and reinforce the diversity messages that are embedded in the curriculum.  The students feel comfortable about talking openly about the views and attitudes of different groups. All students feel confident about the school's ability to address prejudice successfully. |

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| **1.5 The extent to which key documentation reflects the school’s inclusive ethos and commitments to meeting the needs of all learners.** | | |
| **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 shares its aims and vision statement with all stakeholders.  The school prospectus includes contributions from all stakeholder groups and is readily available and accessible.  The school improvement plan clearly identifies a range of initiatives to improve outcomes for vulnerable learners.  The school can demonstrate how it prepares to meet the needs of a wide range of vulnerabilities, including disabled students and those with SEN, and behavioural, emotional, social difficulties, able gifted and talented students, looked after students, traveller students, young carers, students from low income families, service students and any other vulnerable groups. | All stakeholders understand and work to promote the school’s ethos, aims and vision. The school regularly reviews the aims and vision statement with staff and governors. The vision is evident in the school’s ethos.  All key communications are accessible in a range of languages on request. Interpreters are made available as required.  E.g. via EMAS.  School is proactive in finding out which families need information in different formats (bilingual staff, PSA etc). | There is an inclusive element in all key policies. |

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| **1.6 The extent to which the school enhances its provision and practice for all learners through building relationships and partnerships working with the local community.** | | |
| **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 welcomes a range of community groups to take part in school events and/or to contribute to the school’s curriculum.  Parents/carers and other community members are welcome within the school and in lessons when appropriate to support learning, and are a regular feature of school life.  The school organises curriculum workshops and other activities to engage parents/carers in learning and the wider life of the school. | Students from the school regularly go into the local community to take part in local events.  The school fosters productive and positive relationships with a wide range of other agencies in the local community to better  meet the needs of vulnerable learners, including where appropriate;  • Local schools  • Outreach Service  • Teaching Schools  • Other support and outreach services  • The SEN Team  • Portsmouth Parent Partnership  • Children’s Social Care  The school has a sense of corporate responsibility for children within the locality and actively participates in SEN and FAP ISP. | The community can describe how they view the school as being at the heart of the community including family learning, whole community events led by families and community members.  The school is genuinely open. This includes sharing and developing good practice within their families of schools and beyond, including providing advice and support to other schools in meeting the needs of more vulnerable students and providing key pastoral and SEND staff to support less experienced staff in other schools.  Corporate responsibility for all students in the locality is evident in practices, such as volunteering to take another student via ISP/ FAP. |

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| **1.7 The extent to which the school shows evidence of preparing for the inclusion of a wide range of vulnerable learners.** | | |
| **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 has a provision map identifying the provision it provides.  The school reviews its provision maps, for example by conducting learning walks, by talking to vulnerable groups, by talking to parents/carers of identified students or by following students through a school day, in order to evaluate the effectiveness of provision and to identify further areas for improvement. | The Governing body, staff and other stakeholders can describe their role in helping to formulate equalities objectives.  Data is reviewed regularly to evaluate the impact of outcomes for vulnerable groups.  Families of vulnerable learners are confident that the school community support their child through a shared understanding of their individual needs. | People from different groups have been consulted on and contribute actively to the development priorities of the school.  E.g. Disabled students/stakeholders help shape the design of a new entrance.  Students/parents/carers are actively involved in monitoring and evaluating the effectiveness of provision.  E.g. Accompanying a SENCo/SLT on a learning walk, accompanying governors on an accessibility tour.  The setting conducts sensory audits within and outside of the setting and considers potential sensory challenges and identifies how these could be managed.  The school actively seeks to learn how other schools approach the inclusion of vulnerable learners. |

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| **1.8 How effectively the school identifies and assesses students in order to provide additional and different provision to meet 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** |
| The school has systems in place to monitor students who may be vulnerable to underachievement.  Early intervention and personalised provision is mapped across the school and there is a growing understanding of staff regarding the needs of vulnerable groups.  Appropriate additional support is targeted at certain students within lessons from well-trained confident staff, taking account of any advice from other agencies.  E.g. EMAS, Ed Psych, Outreach Service.  School records the uptake of the wider curriculum such as trips and clubs by vulnerable students. | Proactive identification of all vulnerable groups allows the school to actively address specific needs (academic/social etc.) by targeting resources to support particular students/families.  E.g. Pupil Premium (including Service Pupil Premium).  School makes effective use of “key workers” as advocates to ensure provision is consistent throughout a school day and to review provision with child.  The key worker reports back to the SENCo regularly especially where there are concerns about any aspect of provision.  E.g. Not happening as planned at some points in the school day/some lessons.  School targets well planned extra-curricular opportunities at particular groups/individuals. | Regular reviews with vulnerable learners show they are really being listened to, their needs are being met and significant progress is being made.  E.g. Case studies.  School can demonstrate high levels of engagement by vulnerable learners in the wider curriculum and can demonstrate the positive impact of this on their achievement.  Students play a key role in developing and reviewing plans to support them.  E.g. PLPs, e-PEPs. |

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| **1.9 How effectively the school allocates resources to target provision to meet needs and to develop the expertise of all adults to meet learners’ 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** |
| There is a breakdown of the resources assigned to support students.  Support is routinely provided as part of Ordinarily Available Provision according to the needs of the students.  Continuing professional development is planned for staff at all levels in relation to equalities objectives/improving provision.  The school reports to governors on how it has used its Pupil Premium funding. | Staff at all levels can describe how they have benefitted from professional development opportunities in relation to vulnerable learners, including liaison with outside agencies.  The SENCo, SLT and governors can explain the rationale for the allocation of resources.  The school’s intervention map provides an overview of what interventions and personalised provision and associated costings term by term and shows that resources are used flexibly and are constantly under review.  Stakeholders can explain the rationale for the allocation of Pupil Premium funding. | Students/families are involved in planning/attending/delivering staff professional development around vulnerable learners.  E.g. Autism awareness DVD produced with students and parents/carers.  Identified students/families are consulted about most effective use of resources to support their needs. The setting obtains information directly from the pupil on their strengths, interests, needs and emotional welling-being, to add to information given by parents/carers.  Identified students/families are consulted about most effective use of Pupil Premium funding.  The school conducts an audit of resources to ensure their availability and their impact. |

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| **1.10 How effectively the school collaborates with a range of agencies and other schools to develop their own capacity to improve outcomes for vulnerable learners.** | | |
| **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** |
| School can demonstrate how additional advice has been sought to support this work.  E.g.  • liaising with other local schools,  • identifying appropriate support from a teaching school/Educational Psychologist/EMAS/Outreach Support. | Students and parents/carers are routinely consulted about how effective provision is for them and adaptations are made through review meetings which are recorded in individual provision plans.  SEN Support Transition Plans are used when appropriate at phase transfer.  E.g. PLPs, IEPs, IBMPs, PSPs and at points of transition, one page profile.  Other agencies are integrally involved. | The school is innovative in sharing its resources with other local schools/organisations to secure better provision beyond the school gates.  E.g. Weekend/holiday activities supported with key worker for particular students.  The school is proactive in sharing good practice across a family of schools including providing support for other schools around supporting more complex needs. |