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

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

**Standard 2 –** Leadership and Management

**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 2 – Leadership and Management**

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| **2.1 How the leadership team and governing body recognise and value inclusion as fundamental in building an effective and successful 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 has an identified and named Inclusion Lead.  A Governor has been identified as the Inclusion/SEND Link. | The Inclusion Lead is part of the Senior Management Team.  There is a named senior Mental Health Lead.  School leaders promote and use Restorative Approaches.  Governors have an active and comprehensive understanding of the quality of education within the school. | Inclusion Lead provides reports to Governors.  Inclusion Lead completes reviews of practice.  E.g. Safeguarding walks to review access arrangements. This could include other stakeholders.  The school's Inclusion Policy highlights clear statements to outline how the school ensures all groups are included.  School leaders model and use Restorative Approaches.  Restorative Practices are embedded with staff, students and parents. |

**Standard 2 – Leadership and Management**

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| * 1. **2.2 How the leadership team and governing body have a plan to ensure the school meets the academic, physical and social requirements of any student and engages with the Education Charter for looked after children and previously looked after children.** | | |
| **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 legal requirements are met.  The school has a School Improvement Plan.  The school has engaged with the LAC Charter. | Governors have a sound understanding of the action plan for Inclusion and SEND.  The school has a School Improvement Plan with clear targets and milestones.  There is an ongoing programme of professional learning, which promotes the understanding of attachment/trauma informed and child development. | The school has named members of staff to support the different groups.  E.g. Ethnic minority co-ordinator, Designated Teacher for Looked After and Previously Looked After Children,  Pupil Premium Lead, dyslexia aware lead, autism champion.  The school fully meets the commitments in the LAC Charter.  The school has a School Improvement Plan, which all stakeholders have contributed to.  The Leadership Team and governing body not only receive reviews of how well the school meets the needs of its students, but also makes adjustments based on any recommendations.  All staff, governors, students and parent/carers understand Restorative Approaches in the school (and their rights and responsibilities with it). |

**Standard 2 – Leadership and Management**

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| **2.3 How the leadership team and governing body welcome every child, young person, and family who lives in the 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** |
| Images of key staff are displayed within the Reception area. | Members of the Leadership Team are available each morning to welcome all students and parents/carers into the school. | Members of the Leadership Team and Governing body are regularly available to meet parents/carers and students at the start and end of the day.  There are good relationships between staff and students across the school. |

**Standard 2 – Leadership and Management**

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| **2.4 How the leadership team’s inclusive vision is incorporated in the aims and values of the school and is being implemented by all staff.** | | |
| **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 clear values which are displayed across the school. | The school has an Inclusion Team led by a member of SLT.  Students can talk about the school's values and can give examples of what they mean.  The school's values are evident in the behaviour of staff and students.  The school's Leadership Team has created a safe environment for staff engagement, sharing, learning and experimentation. | The Leadership Team regularly evaluates the impact of its aims and values.  Monitoring and evaluations identify the successes of how staff have ensured all students are included within the school.  The School Council could form part of this evaluation process. |

**Standard 2 – Leadership and Management**

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| **2.5 The extent to which inclusive aims and values are regularly reviewed by the leadership team and governing body in consultation with key partners.** | | |
| **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** |
| Inclusion is reviewed annually by the school. | Training opportunities to develop staffs understanding and knowledge of inclusion are planned throughout the year.  These may be delivered by school staff or external visitors. | Stakeholders can describe how they have helped to shape and implement the school ethos, vision and aims.  This is clear in all interactions between students and students and adult. |

**Standard 2 – Leadership and Management**

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| **2.6 The extent to which policies are written by the leadership team in consultation with key partners and regularly reviewed to reflect the requirements of the Public Sector Equality Duty.** | | |
| **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 meets the legal requirement for having policies. | Policy documents are reviewed with the appropriate staff within the agreed review date.  Adjustments are made following feedback from this review process.  Equality and diversity is embedded throughout the school self-evaluation.  E.g. SEF Section 2: How the full diversity of learners’ views are gathered and acted upon.  Section 3: Comparing achievement and standards of different groups.  Sections 4: Any issues of bullying on the grounds of religion and race or sexual incidents etc.  Section 5: Support for disabled learners or learners with EAL.  Sections 6: How Leadership and Management monitor impact of equality and diversity policies. | The Governors have a timetable for reviewing all policies and this forms part of the Governors' agenda.  Policies are co-produced with students and parents/carers.  The Leadership Team considers the well-being and work life balance of its staff.  E.g. Included in school policies, staff questionnaire/survey, staff mental health and well-being action plans. |

**Standard 2 – Leadership and Management**

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| **2.7 The extent to which policies are available in a range of formats and are easily accessible for all students and their families.** | | |
| **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's website meets the legal requirement for sharing key documents. | School policies are available on request for parents/carers. | The school shares on its website or via newsletters that policies are available to all.  Adjustments to the format of these policies are available if required. |

**Standard 2 – Leadership and Management**

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| **2.8 How the leadership team monitors the impact of policies on outcomes for 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** |
| Leaders set high expectations for all of their students. | Staff lead by example to create a culture of respect and tolerance.  There are good relationships between staff and students to support the progress of all groups within the school.  Restorative Approaches are used to build and maintain positive relationships. | There are systematic procedures for reviewing and evaluating policies within school involving all stakeholders, this includes evidence of the impact. |

**Standard 2 – Leadership and Management**

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| **2.9 How the leadership team ensures that procedures are in place to make early identification and assessment of students with SEN or disabilities.** | | |
| **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 SENCo meets with all relevant staff each term to review their provision for SEND children.  E.g. PLPs/PLPs/Provision Maps | The SENCo and SLT monitor the provision for all groups within the school.  Most parents (>50%) highlight within parent/carer surveys that SEND provision is at least good.  Information and resources from the SENCo network are shared and used across the school. | The school has a clear provision map which identifies the SEND students, their needs, their provision and the cost of their support.  A majority of parents/carers (>80%) highlight within parent/carer surveys that SEND provision is at least good.  Student surveys show that SEND provision is at least good. |

**Standard 2 – Leadership and Management**

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| **2.10 How the leadership team ensure that all staff are involved in a systematic review and implementation of the procedures for SEN and disabilities.** | | |
| **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 beginning to use the SEND Review Tool (or similar) to identify areas of strength and areas for development. | The school uses the SEND Review Tool to identify areas of strength and areas for development and there is a clear action plan linked to the findings. | The SEND Review Tool is embedded within school practice and is used and understood by all stakeholders. |