# **Portsmouth’s Inclusive Education Quality Mark**

**Portsmouth Education Partnership logo**

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**November 2021**

**Standards and their related objectives**

**Portsmouth’s Inclusive Education Quality Mark**

**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)**

* 1. How the school’s organisation and culture supports the student’s social, moral, spiritual and cultural development.
  2. The extent to which the school demonstrates a positive attitude to admitting all learners.
  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.
  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.
  5. The extent to which key documentation reflects the school’s inclusive ethos and commitments to meeting the needs of all learners.
  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.
  7. The extent to which the school shows evidence of preparing for the inclusion of a wide range of vulnerable learners.
  8. How effectively the school identifies and assesses students in order to provide additional and different provision to meet individual needs.
  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.
  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.

**Standard 2 – Leadership and Management**

2.1 How the leadership team and governing body recognise and value inclusion as fundamental in building an effective and successful school.

2.2 How the leadership team and governing body have a plan to ensure the school meets the academic, physical and social & emotional needs of any student and engages with the Education Charter for looked after children and previously looked after children.

2.3 How the leadership team and governing body welcome every child, young person, and family who lives in the community.

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.

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.

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.

2.7 The extent to which policies are available in a range of formats and are easily accessible for all students, young people and their families.

2.8 How the leadership team monitors the impact of policies on outcomes for students and young people.

2.9 How the leadership team ensures that procedures are in place to make early identification and assessment of students with SEN or disabilities.

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.

**Standard 3 – Behaviour and Safeguarding**

3.1 The extent to which the school clearly sets out expectations of positive behaviour of all members of the school community.

3.2 The extent to which students’ behaviour towards, and respect for, other young people and adults promotes a positive, caring, supportive and safe environment for all.

3.3 The extent to which all stakeholders feel that the school is a positive, caring, supportive and safe place to be.

3.4 The extent to which the school has transparent and effective procedures in place to prevent bullying, to respond to all incidents of bullying and to promote positive behaviour and attitudes to learning.

3.5 How effectively the school makes reasonable adjustments to ensure that its behaviour policies recognise the different needs of individual learners.

3.6 The extent to which the school‘s safeguarding practice and the curriculum promote the well-being of students.

3.7 The extent to which the school promotes good attendance.

3.8 The extent to which the school promotes and celebrates success across the school.

3.9 The extent to which the school uses data to evaluate behaviour across the school.

3.10 How the school promotes healthy lifestyles (both physically and emotionally).

**Standard 4 – Curriculum and Opportunities**

4.1 The extent to which the school makes reasonable adjustments to the curriculum, environment, equipment and enrichment opportunities to ensure that all learners can access universal provision.

4.2 The extent to which other agencies are used to enhance the curriculum.

4.3 The extent to which the curriculum offered provides a range of learning opportunities.

4.4 The extent to which the school supports students to develop a range of skills and abilities to prepare them for learning.

4.5 The extent to which social and emotional learning is viewed as pervading all aspects of the curriculum.

4.6 The extent to which the school individualises and adapts the curriculum to provide opportunities the students may have missed in early life.

4.7 The extent to which the curriculum helps to develop relationships.

4.8 The extent to which the school adapts the curricular pathways to support the students’ developmental need.

4.9 The extent to which resources such as the library and accessibility of IT support learning.

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

5.1 The extent to which staff regularly review the school’s vision and philosophies, and the implications for everyday practice.

5.2 The extent to which staff promote the social and emotional needs of the students.

5.3 How effectively the school collaborates with a range of agencies and other schools to develop their own capacity to improve outcomes for vulnerable learners.

5.4 The extent to which the curriculum is designed to develop the students' social and emotional skills.

5.5 The extent to which social and emotional skills are assessed to ensure the next steps in learning are taught.

5.6 The extent to which the school get to know the needs of the students and can therefore respond appropriately.

5.7 The extent to which strategies to support the students’ social and emotional needs are embedded within the classroom.

5.8 How specific, designated areas of the classroom/playgrounds that students can go to if they need a space or a break from the normal routines of the day are used.

5.9 How funding is allocated to resource the development of students’ and staffs’ emotional and mental health.

5.10 The extent to which displays reflect the school’s commitment to promoting emotional health.

**Standard 6 – Teaching and Learning**

6.1 How effectively the school fosters and develops independent learning for all learners.

6.2 How effectively the school plans for future improvements to provision and outcomes for all learners through reviewing the impact of its policies and practice.

6.3 How well staff use their knowledge of the students to ensure appropriate learning for all.

6.4 How effectively data is collected to record attainment and track progress.

6.5 The extent to which staff use language to support students to monitor and regulate their own learning.

6.6 The extent to which staff model appropriate communication in their teaching and in all their interactions.

6.7 How the learning environment is used to enhance learning opportunities for different groups.

6.8 The extent to which routines and procedures are used to enhance learning and ensure the students stay safe.

6.9 The extent to which expectations for learning are shared to ensure students feel safe in their learning environment.

6.10 The extent to which students are involved within their learning.

**Standard 7 – Monitoring Progress and Attainment**

7.1 How effectively the school identifies and assesses students in order to provide additional and different provision to meet individual needs.

7.2 The extent to which the school evaluates policies for impact on improving provision and outcomes for all learners.

7.3 How effectively the school tracks the progress, participation and achievements of vulnerable learners in order to target those who are not making expected rates of progress or engaging in the full range of provision so that they make accelerated progress.

7.4 How data is recorded and analysed in a regular and systematic way and is used to inform the School Improvement Plan.

7.5 How limited progress identified by the analysis of data is acted upon quickly and effectively.

7.6 The extent to which students and young people are assessed across a wide range of skills, knowledge and understanding on entry to the school and at key transition points.

7.7 The extent to which students and young people are involved in assessing their own progress and contributing towards their own outcomes.

7.8 The extent to which data gathered from regular assessments is used to plan and review appropriate outcomes and interventions with all students and young people and families, with a growing understanding of individual need.

7.9 How parents/carers are involved in assessing the progress of their child or young person and are contributing towards their outcomes.

7.10 How the school outlines the arrangements for assessing and identifying students and young people’s special educational needs.

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

8.1 The extent to which students are provided with a voice.

8.2 How the school uses the links with the local community.

8.3 The extent to which extra activities are used to enhance learning opportunities for all.

8.4 How a range of roles and responsibilities are provided for the students within the school.

8.5 How students are involved within the learning process.

8.6 The extent to which home learning is used to develop the student’s skills and knowledge.

8.7 The extent to which achievements are celebrated across the school.

8.8 How the school uses identified members of staff to support groups within the school e.g. Designated LAC lead or Designated lead for adopted children.

8.9 The extent to which the school supports and encourages attainment.

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

9.1 How effectively the school consults with all stakeholders to develop and review a range of policies providing inclusive practice.

9.2 How effectively the school secures consistent implementation of key policies by all adults.

9.3 How effectively the school adapts and differentiates policies in response to individual needs.

9.4 The extent to which the school uses the knowledge and skills of external agencies to enhance the provision for the students.

9.5 How effectively the school communicates with parents/carers.

9.6 The extent to which the school uses the features of the local community to help celebrate and understand diversity.

9.7 How effectively the school encourages parental engagement in the student’s learning.

9.8 The extent to which the school makes parents/carers aware of the Portsmouth Local Offer and Ordinarily Available Provision.

**Standard 10 – Transition**

10.1 How effectively the school manages movement around it’s site.

10.2 How the school supports new arrivals.

10.3 How effectively the school plans the transition to new schools.

10.4 How effectively the school plans for and manages transitions within their own setting.

10.5 How effectively the school manages the induction of new staff.

10.6 The extent to which data is used to support new arrivals.