

STANDARDS FOR INITIAL AUDIT

The Bury Inclusion Quality Mark

Please note: standards highlighted in green are limiting judgements for accreditation

Terms in bold can be found in the glossary

Whole school approaches	
Ethos	Leaders drive a culture that promotes inclusion.
	All staff recognise inclusion as a priority and can articulate the school's approach.
	Together with the leadership team, the Senco and Pastoral Lead actively promote a whole school approach to inclusion.
Leadership and Governance	The Leadership Team, including governors, actively promotes and models strong partnerships between all stakeholders .
	The Leadership Team, including governors, actively promotes and models an equal opportunities approach which values the contribution of all.
	School has an inclusion champion who oversees a continuous cycle of quality assurance and development in this area.
	There is a nominated link governor for inclusion.

CPD	There is a strategic plan for Continuing Professional Development, focused on learners' needs.	
Person Centred Planning	Meetings are structured around person centred approaches.	
Understanding & valuing difference	School is committed to promoting equality and celebrating diversity.	
	School respects the different attitudes and values of its learners.	
Policies and Plans	Systems to safeguard learners work effectively.	
	An inclusive approach is embedded in the policies, practices and protocols of the school.	
	There is a plan or provision map which sets out how resources have been allocated according to learner need.	
Suggestions of evidence to be gathered prior to the accreditation visit	Evidence to be gathered during the accreditation visit	
<ul style="list-style-type: none"> • SEF summary • School Development Plan or School Improvement Plan • Prospectus • Mission/vision statements • Questionnaires/minutes of meetings with stakeholders • Equal Opportunities Policy • CPD plan/audit • Minutes of meetings • Timetabled circle time/class discussion/debating/philosophy/assemblies • Safeguarding policy • Case study including a costed provision map 	<ul style="list-style-type: none"> • Learner interviews • Parent/carer interviews • Staff interviews • Interview with senior leadership team including Inclusion Champion • Learning walk 	

Inclusive Learning

Curriculum and teaching	A broad and balanced curriculum takes into account the needs of different groups of learners.
	Inclusive Quality First Teaching (QFT) is embedded.
	An inclusive approach to learning is reflected in the learning environment.
	Extra-curricular activities take into account learners' individual strengths and needs.
	Long and medium term planning takes into account the needs of different groups of learners.
	Opportunities are in place which enable all learners to demonstrate their personal strengths, talents, skills and abilities.
Learning and progress of all groups	Staff understand their role in, and responsibilities for, the teaching and learning of all groups of learners.
	The achievements of all learners are valued.
	Learners make progress in relation to their individual strengths and needs.
	School takes action at the earliest point to identify and plan to meet learners' needs.
	A range of assessment tools is used to set targets and monitor progress.
Transition	Transition is supported in-year and between year groups, key stage and schools.

Suggestions of evidence to be gathered prior to the accreditation visit

- Long/medium/short term planning over time
- Data for groups – attainment and **progress**
- Provision mapping
- Learner profiles/learner passports
- Assessment tools – case study
- Staff questionnaires
- SEN Information Report
- Transition planning
- Behaviour Support policy/‘Readiness to learn’ policy
- Teaching and Learning policy

Evidence to be gathered during the accreditation visit

- Learner interviews
- Parent/carer interviews
- Staff interviews
- Interview with senior leadership team including **Inclusion Champion**
- Learning walk
- Tracking information for targeted learners

Supporting Emotional Health and Wellbeing

Resilience	This is a school where learners and staff feel safe.	
	Bullying is addressed effectively.	
	There is effective pastoral and academic support available to individual learners.	
	School takes active steps to develop resilient and independent learners.	
	Staff understand and accept behaviour as a form of communication.	
	School uses a wide range of strategies to manage the needs of learners with SEMH difficulties.	
	There are no recent incidents of permanent exclusions .	
	There are systems in place to manage the needs of learners other than fixed term exclusion.	
	Internal exclusion rarely occurs.	
	There are no incidents of off-rolling .	
	School is able to evidence the application of local and national good practice guidance for SEMH.	
	School has a process to support the integration/re-integration of learners.	
Belonging	School provides a nurturing and caring environment.	
	All members of the school community have a strong sense of belonging.	
Suggestions of evidence to be gathered prior to the accreditation visit		Evidence to be gathered during the accreditation visit
<ul style="list-style-type: none"> • Staff and learner questionnaires • Provision mapping 		<ul style="list-style-type: none"> • Learner interviews • Parent/carer interviews • Staff interviews

<ul style="list-style-type: none">• SEN Information Report• Prospectus• Timetables• Anti-bullying policy and behaviour policies including system of rewards and sanctions• Inclusion policy/integration process• Exclusions data• Good practice guidance documents	<ul style="list-style-type: none">• Interview with senior leadership team including Inclusion Champion• Learning walk
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Participation & Involvement

Whole school approach	The concept of participation is accepted by the whole school community and is used consistently.
	Co-production with stakeholders is an identified feature of school planning.
	Parents/carers and learners have a voice in school decision making.
Participation of stakeholders	School provides a welcoming environment where parents/carers feel supported and able to approach school staff regarding any issues.
	There are regular and frequent opportunities for parents/carers to provide feedback in relation to learners with additional needs.
	Parents/carers say that they are listened to and their views are incorporated into decision making.
	Parents/carers work together with the school to promote the wellbeing and achievement of their children.
	Parents/carers work with school to ensure that attendance is good.
	Learners say that they feel fully included.
	School ensures that learners are regularly and effectively consulted on each aspect of their educational experience.
	Parents/carers and learners are proud to be part of the school.
Wider community links	Members of the community feel able to approach the school regarding any issues and are confident that they will be treated with respect.
	School is outward facing, sharing with and drawing upon the expertise of partner agencies.

Suggestions of evidence to be gathered prior to the accreditation visit

- Stakeholder questionnaires (parents/carers, learners, community members)
- Minutes of meetings with **stakeholders** eg:
 - School council
 - Parent/carers forums
 - SEN review meetings
 - Family support meetings
- Attendance data
- Reports outlining where learners have been consulted
- Minutes and reports from project work with other partner agencies
- Adaptations/projects outcomes; eg development of nurture space, community project
- School self-evaluation form summary
- School Development Plan or School Improvement Plan
- School website
- School policies
- Purposeful approaches to creating a welcoming environment such as 'Cool Around School'

Evidence to be gathered during the accreditation visit

- A welcoming entrance to school
- Welcoming staff and learners
- Learner interviews
- Parent/carer interviews
- Staff interviews
- Interview with senior leadership team including **Inclusion Champion**
- Learning walk
- Case studies of target learners

Glossary of terms and definitions	
Co-production	The process by which policy, systems and related actions are produced jointly with stakeholders from the outset (rather than through presentation of a pre-prepared draft for consultation).
Graduated approach	A four- part cycle (assess, plan, do, review) through which decisions and actions relating to the inclusion of learners with SEND are revisited, refined and revised. The graduated approach leads to a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes.
Inclusion champion	An existing staff member who has inclusion high on their agenda, who is able to champion an inclusive ethos across school and provide support and challenge to staff to achieve a fully inclusive school. This could for example be the Senco, Designated Teacher, Designated Safeguarding Lead or a member of the Senior Management Team.
Inclusive Quality First Teaching	<p>Quality First Teaching (QFT) which is inclusive of strategies and resources to support learners with special educational needs to which all learners have access, regardless of need.</p> <p>Inclusive QFT ensures that learners with SEN do not feel different, for example, by being the only person with an overlay or a visual timetable.</p>

Internal exclusion	The practice of isolating learners from the rest of the school community.
Off-rolling	The practice by which schools remove learners from their roll without ensuring that the learner has a place at another school.
Participation	Actively seeking out the opinions and thoughts of stakeholders ; actively encouraging stakeholders to contribute to decision making in school.
Permanent exclusion	The expectation for the Bury IQM is that schools will not permanently exclude learners, rather that they will find ways, with the help of the other schools within their Inclusion Partnership and from the Local Authority, to include all learners in learning.
Person centred planning	The process by which learners are included at the centre of decisions made about their education to ensure that their voices are heard. Decisions are made at person centred meetings which have been planned by learners. Learners are present and central to the discussion at these meetings.
Progress	In the context of the IQM standards, progress refers to any area of focus for learners e.g. progress towards achieving outcomes for SEMH, and not only academic progress.

Recent	Within the last two years
Stakeholders	Any person or group of people who have an interest in school inclusion. This includes learners, staff, governors, parents and carers, prospective parents and carers, community groups, providers of service and visitors to school.
Whole school community	Refers to all staff and learners within a school but excludes external partners i.e. where school is unable to influence their actions.