Gateshead Inclusion Standard

A Self-evaluation Tool to Promote Inclusive Schools

Gateshead Inclusion
Standard Award

Gateshead
Council

educationGateshead

raising achievement for all

Contents

*Salamanca Statement and
Framework for Action,
UNESCO (1994)*

Foreword

The Council strongly supports the Equality Act 2010. The Gateshead Inclusion Standard has been designed to raise standards in schools for those pupils with additional needs. The Council, through its SEN and inclusion policies is committed to inclusive education and has endorsed the Salamanca Statement on SEN education*. Through these policies it supports the principles of entitlement for all pupils to a broad and balanced curriculum with high expectations for children and young people.

The purpose of the Gateshead Inclusion Standard is to encourage schools to develop the ethos for inclusion and develop good practice through self-evaluation and improvement.

For inclusion to be a reality in our schools we need to ensure that children's personal care and well being are integral to a child or young person's experience of school and their community. This standard should compliment Ofsted's requirements for personal Development and wellbeing. Therefore, the Gateshead Inclusion Standard should be seen as the first steps towards achieving this goal.

I fully support the engagement of schools in achieving this Standard.

Steve Horne
Service Director. Learning and Schools

SECTION 1 Context and Background

Principles

Ofsted is promoting and evaluating the impact of the culture of school improvement, safeguarding and a broad and balanced curriculum.

Support for many children with disabilities is provided by schools and the Local Authority (LA) through the Special Educational Needs (SEN) framework, guidance for which has been set out in the SEND Code of Practice 2015. The principles of the Code are that:

- a child with special educational needs should have their needs met

- a greater emphasis on Vulnerable pupils

- a greater emphasis on safeguarding

- the special educational needs of children will normally be met in mainstream schools or settings

- the views of the child should be sought and taken into account

- parents have a vital role to play in supporting their child's education

- children with special educational needs should be offered full access to a broad, balanced and relevant education, including

- an appropriate curriculum for the foundation stage and the National Curriculum

- these principles apply equally to children with disabilities.

Gateshead LA recognises the knowledge which parents have of their child's abilities and disabilities, and seeks to work collaboratively with them in overcoming the barriers to education and life chances which each child may experience as a result of their disability or special educational needs. The Special Educational Needs and Disability Information Service, SENDIAS has an important role in developing and improving communication between the services of the LA, voluntary agencies, parents and children.

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Gateshead Inclusion Statement

Inclusion: providing effective educational learning opportunities

Setting Suitable Learning Challenges

Schools should aim to give every pupil the opportunity to experience success in learning and support children to develop. The Curriculum sets out the knowledge skills and understanding in ways that suit their pupils' abilities. This may mean referring to earlier or later year groups so that individual pupils can make progress. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling and a greater degree of differentiation will be needed for example that which may be experienced by travellers, refugees, those in care or those with long-term medical conditions.

Responding to Pupils' Diverse Learning Needs

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve. Schools need to be aware that pupils have a wide range of interests, strengths and experiences which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part fully in lessons.

Overcoming Potential Barriers to Learning and Assessment for Individual and Groups of Pupils:

Pupils with Special Educational Needs (SEN)

Teachers will encounter a wide range of pupils with SEN, some of whom will also have disabilities. Curriculum planning and assessment must take account of the type and extent of the difficulty experienced by the pupil.

In many cases, curriculum access will be met through greater differentiation of tasks and materials although a small number of pupils may need access to specialist equipment and alternative activities.

Pupils with Disabilities

Not all pupils with disabilities will have special educational needs. Some pupils will learn alongside their peers without the need of additional resources beyond the aids they use as part of every-day life e.g. wheelchairs, hearing aids.

Curriculum planning must still take into account the needs of these pupils and ensure they are able to participate as fully as possible within the National Curriculum.

Pupils Who Are Learning English as an Additional Language (EAL)

Pupils who have EAL have diverse needs in terms of support necessary in the learning of English. Planning should take into account previous educational experience and language skills. Careful monitoring of pupils progress in the acquisition of language skills is essential and they should be supported to access the National Curriculum in full.

SECTION 2   Aims and expectations for monitoring and self-evaluation

The Inclusion Standard should be used to support schools' self evaluation of provision. It aims, through effective monitoring and partnership with schools, to achieve the following for pupils with additional needs:

- to enable them to reach their full potential
- to maximise their educational outcomes
- to ensure that needs are met by the use of focused intervention
- to support and challenge schools to evaluate their provision for the personal care and well-being and pupils' outcomes
- to ensure the early identification of needs
- to ensure that they are fully involved in the life of the school
- to evaluate the effectiveness of the deployment of resources to support them
- to inform the strategic direction of support and provision at LA and school levels

Gateshead has the following expectations of schools:

- pupils' work will be used more effectively to monitor and promote the progress of pupils
- self-evaluation will be used to develop schools inclusive practice

What this means for pupils

There should be a focus on pupil outcomes. It considers pupil achievement, their participation in their education and gives them a voice. For pupils the Inclusion Standard should ensure that:

- They achieve positive outcomes where they are all valued equally
- The environment supports their learning

- The curriculum is accessible
- Staff and parents are supportive
- Pupils can achieve their potential with high expectations of learning
- All individuals show respect and work together.

What this means for schools

The Inclusion Standard should ensure that schools:

- See Inclusion as central to school improvement and staff development.
- Provide a tool which measures the ongoing process and development of Inclusion in Gateshead schools.
- See Inclusion as a whole-school ethos which engages with pupils, parents and the wider community as partners and celebrate good inclusive practice.
- Eat leadership which supports a positive culture for learning

It should lead to the following Key Outcomes:

- Standards rising for those pupils who are at risk of underachieving
- Good, positive relationships between pupils, staff and parents
- Increased pupil independence and confidence
- Reduced exclusion, increased attendance and better health.

SECTION 3 Using the Inclusion Standard

How can you use the Inclusion Standard?

The Standard is a self-evaluation tool to be used by senior leadership teams in schools. It requires evidence linked to four sections of the Standard:

- **Leadership and Management**

- **Pupils**

- **Teaching and Learning**

- **Partnership and Community**

Each section has an element for monitoring with detailed Indicators.

There are three levels of practice:

Silver Award   Satisfactory Standard

Gold Award   Inclusion Standard[1]

Platinum Award   Exemplary Standard

Silver Award
Level I standard

- All schools should be able to achieve the Silver Standard. This would be a satisfactory level for inclusion and be sustainable

- The evidence to support this level should clearly demonstrate inclusion across all four sections.

- Schools should secure all of this level before moving to Level 2 – Gold Standard

Gold Award
Level 2 Standard

- The Gold Inclusion Award will be awarded when schools can evidence development across the four elements for monitoring.

- This can be in the from of a specific project or inclusive focus that supports inclusion moving forward in the school.

- It is accepted that areas such as physical accessibility can be problematic for some scjools, however, a clear Accessibility Plan written to improve access over a realistic time will support this.

- A statement of approximately 100 words is required

Platinum Award
Level 3 Standard

- This part of the standard is examining exemplary practice. It does not require the four sections of monitoring to be the focus but that schools present evidence illustrating exemplary practice through a specific area or research project which supports how the school has further developed inclusion and inclusive practice. This may involve developing specialist practice area of need or a whole school approach to inclusive practice.

- This level is awarded following the Gold Standard.

- A 3000 word (or equivalent presentation is required.

Assessment of the Standard

A review of Inclusion should include a school's strengths and areas for improvement covering key judgements. This is one of the core functions of the LA and enables it to challenge schools about their performance and progress, and to co-ordinate the support which is to be given by the Service.

Key Judgements

- Effectiveness of Leadership and Management
- Quality of Teaching, Learning and Assessment
- Personal Development and Welfare
- Outcomes for Children and Learners

How to achieve the award?

Assessment will be via the SEND and Inclusion Consultant for 'educationGateshead'

There are four steps to achieving the award:

Step 1   Use the Indicators in the Inclusion Standard to provide a baseline for what has currently been achieved by school. Indicators highlighted in red must be evidenced.

Step 2   Develop an Action Plan with timescales to achieve key actions for development. Then provide a copy to the Supporting Officer. Advice and feedback will be provided.

Step 3   Satisfactory standard is will be awarded when the Action Plan is complete and the school has submitted a portfolio of evidence. This will then be signed off.

Step 4   As soon as schools have completed Satisfactory level. Then a date is agreed for completion of the Gold Award. The timescale for this should be a minimum of two terms. The supporting statement of approximately 1000 words is submitted to the supporting officer.

Step 5   When the school has successfully achieved the 'Inclusion Standard' Gold award it may wish to consider applying for the Exemplary Standard, Platinum Award.

The timescale for submission of the supporting presentation for the Platinum award is a minimum of 1 year.

SECTION 4 The Inclusion Standard and Self-evaluation

School _____ Date started _____ Date completed _____

1. Leadership and management

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
1.1 Vision	The whole staff and governors have accessed Equality and Disability Awareness training The school has carried out an accessibility audit of buildings and curriculum. Classroom planning show actions for improvement linked to all pupils accessing the curriculum	All staff in their everyday practice share a vision of an inclusive curriculum. The School Improvement Plan has actions linked to self-evaluation which seek to remove barriers. Parents are updated and involved in training opportunities, which support inclusion.	School improvement plan Accessibility audit and action plan Subject plans Evidence of lifelong learning in the community Governor / Head teacher report School newsletter Established parent groups Training courses accessed and attendance	
1.2 School Ethos	The school has an awareness of pupils' individual needs and how they are met There are regular opportunities for staff to foster a climate which values all pupils. Pupils are involved in trying to make the school more inclusive. Pupil diversity is valued and is represented in how the school image is presented	The school when it evaluates teaching and learning monitors good inclusive practice Robust procedures are in place to identify and meet the needs of individual pupils Risk assessments All staff have positive attitudes and are supportive of inclusion across the school. The school community respect each other and have established a climate where everyone is valued. All pupil activity in and out of school is considered in the light of including all pupils.	Surveys of pupils/staff views Positive pupil attitudes in school and the community Staff meetings School website, Brochures,, displays, productions Surveys of pupils and staff views	

1. Leadership and management *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
1.3 School Environment	Signage is appropriate to all community groups. The school accessibility plan identifies areas for improvement which includes the range of disabilities. All learning environments are inclusive with appropriate seating, lighting and heating.	The school Accessibility Plan is improving the minimum standard for accessibility. The school community introduce themselves and have a system of identification for visitors. Inclusion is evident in all school policies and practice promotes inclusion throughout the school. School strives to admit children with a range of special educational needs and other vulnerable groups. Links with other specialist schools are in place and opportunities for collaboration between schools evident. Policy and practice is embedded and supports an ethos of '0' exclusion.	Signage Displays Accessibility Plan Inclusive learning environments **Accessibility plan**	
1.4 Meeting Statutory obligations	There are the following policies and they meet basic legal requirements including the Equality Act 2010 and SEN Code Of Practice 2014 SEN, Inclusion, Equal Opportunities, Behaviour, Attendance and Exclusions, Racial Equality. Risk Assessment procedures are followed for vulnerable groups Policies provide access to, and impact on, curriculum and are regularly reviewed and updated. Planning covers risk assessment and removing barriers to ensure pupil access.	The governors annual report provides information on policies for inclusion and spending/resources on SEN. There is evidence that the policies are evaluated and reviewed	Policies and documents: **SEN, Inclusion, Equal Opportunities, Behaviour,** Attendance and Exclusions, Racial Equality. Governor reports Low referral of racial incidents Low exclusion Good attendance Education of LAC Risk Assessment	

1. Leadership and management *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
1.5 Monitoring and accountability of inclusion	The governing body has agreed an SEN policy and have some awareness of the school's arrangements for inclusion. The governors annual report provides information on policies for inclusion. There are some examples of solutions to identified barriers. The SEN governor is actively involved in school monitoring.	The whole staff are involved in the delivery of the school's SEN procedures through a clearly understood system under regular review.	Reports to the governing body.	
1.6 Management of SEN Procedures	There are clearly understood procedures for the early identification of pupils with SEN. The progress of pupils with different needs is carefully monitored. Newly inducted staff have received training on the school's procedures. There is a Provision map and register in place detailing provision for wave 3 pupils All the staff have had training on Code of Practice. Additional provision is clearly identified for those pupils at School SEN Support and those with an Education Health Care Plan (EHCP- Single plan)	Individual Pupil Learning Plans are current, relevant and appropriate to pupil needs thereby supporting pupil progress. Barriers to learning are appropriately identified Wave 2 and Wav 3 interventions are successful and are monitored monitored regularly.	Guidance to staff on SEN and inclusion. Staff meeting minutes Training records minutes. Documents related to SEN procedures Learning plans Annual Review information Provision Register Provision Map Induction procedures **National SENCo Award Certificate** Child profiles Portfolio of evidence	

1. Leadership and management *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
1.7 Roles and Responsibilities to support inclusion	There is a commitment to training to support the ongoing development of staff skills to support inclusion. The school provides clear roles and responsibilities to support the needs of vulnerable pupils. Job descriptions are regularly reviewed. Job descriptions reflect the diversity of needs of the pupils and their care, the curriculum, and the skills and experience to support these needs. The SENCo holds the National Award for SENCos and is a member of the SLT The SENCo has a detailed job description and carries out management responsibilities	The school can evidence the 44 SENCo standards	**National SENCo Award and Portfolio** Staff job descriptions (including support staff) Curriculum coordinators ensure that planning includes evidence of differentiation for all pupils with SEND Governor reports Training files Performance management records	
1.8 Leadership and Behaviour	SLT recognises the need for strategic action in co-operation with other services. The member of staff responsible for improving behaviour and attendance is a member of SLT. The governors have knowledge of the school behaviour and attendance policies. Staff feel supported in dealing with behavioural problems. Staff are positive about pupil behaviour in school	SLT fully recognise the need for strategic planning of support. Governors are fully and actively involved in evaluating systems and structures and make informed recommendations. Staff are consulted thoroughly and have optimal involvement in decisions affecting pupil behaviour and attendance. Staff absence is low and/or reducing	School Improvement Partner Behaviour and attendance polices Reports to governors Parent correspondence School handbook Exclusion and attendance data.	

1. Leadership and management *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
1.9 Provision to support Behaviour and Attendance	There is assessment and data. Some interventions are matched to identified needs. CPD is accessed for whole school development. SLT have a sound knowledge of behaviour management. CPD is linked to identified need	There is a continuum of provision available to pupils to support them with the development of the social, emotional aspects of learning. Resources address need well and build capacity. Baseline data is closely monitored and linked to action. CPD is fully matched to identified priorities and the needs of individual staff. SLT have good skills and are able to lead and model effective strategies.		

2. Pupils

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
2.1 Monitoring pupil performance	Progress of specific groups is monitored including: • learning difficulties, • behaviour, • girls/boys • ethnic groups • LAC All staff are aware of pupils' Barriers to learning Numbers of pupils accessing additional curriculum enrichment is available. Outcomes are recorded on impact of interventions in terms of pupil progress. Monitoring and data meet Ofsted requirements	Pupils have individual targets based on assessment information which are shared with pupils and discussed with parents. Reporting of pupil progress is formative and teachers of high expectation of pupil achievement. There are strategies in place to raise the achievement of different groups. Fewer pupils are on the SEN register.	RAIS data is accessed and reported. Assessment data is available. School SEN register Pupils are achieving higher in KS1 and 2. P Scales and PIVATs Attendance and Exclusions Achievement of LAC is reported annually to Governors LAC Personal Education Plans (PEPs)	
2.2 Celebrating Achievement	Displays shows examples of pupil achievement and celebration of work for those pupils with learning difficulties. Teachers have strategies to show and praise achievement. All adults show and celebrate pupil achievements.	Pupils area aware of how their work is valued. Individual pupil achievements are recognised and celebrated through assemblies and awards systems. A diverse range of accreditation and rewards are used and in context to the curriculum.	Displays Awards given Number of pupils gaining awards	

2. Pupils *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
2.3 Pupils working together	There are planned opportunities for supported learning of others. Pupils appreciate the achievements of others whose starting points are not the same as their own. Pupils are beginning to assess each other's learning. Peer tutoring and collaborative work is in lesson planning	Peer tutoring and collaborative work are used regularly in classrooms to support each other's learning. Pupils assess and comment on their learning. Pupils help each other to set goals and share ideas.	Lesson observations Pupil questionnaires Reviews	
2.4 Empowering pupils	The views of all pupils are sort including those pupils with communication difficulties. Pupils with SEN have input into their learning plans, annual reviews and transition arrangements. There are some of the following in place: • a school council • circle time • class representatives. The views of LAC are sought and contribute to their PEP meeting There is evidence that the school has implemented some of the pupils' views. Pupils are given responsibilities and are encouraged to share knowledge and skills. Pupils are empowered to respond to bullying and have been shown how to mediate.	Pupils voice is well embedded. All pupils including those with communication and behavioural difficulties can describe how they are heard in school and the difference it has made to them. Pupils are advocates to their peers. Pupils act as mentors to different year groups. The school has a well-established school council.	Pupil Views One page pupil profilesPupil profile School Council minutes PEP pupil views	

2. Pupils *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
2.5 Care and well being - Health and safety	Health and safety policies are in place. Health and safety is a management issue. Pupils have input to Health and Safety. Policies are regularly reviewed and updated. All pupils are enabled to communicate any concerns they have as regard to their emotional health and well being, child protection and safety issues. Health, including emotional and mental health and Safety of all pupils is considered in the context of making special arrangements for the child.	Pupils feel safe and secure and want to attend school. They are aware of the systems in place. All pupils are confident that any concerns they communicate with regards to health, emotional , mental health and well being and safety will be acted on. Information on the following is available in a variety forms: • Healthy eating • Healthy weight • Emotional health • Mental health • Personal well being • Safety All aspects of Health and Safety are embedded in accessibility plans. The 2010 Equality act principles are embedded in school culture. The school engages with a Healthy a Schools programme	Policies Planning **A Healthy Schools Award (or engagement in a programme)** Risk assessments CPD Records of incidents, accidents, harassment, bullying Comparative data, exclusions, attendance and SEN **Equality act training for staff and governors**	
2.6 Behaviour	The school has a behaviour policy with a system of rewards and sanctions which it applies with consistency across classrooms or subjects. In the light of changing patterns in pupil behaviour the school policy is regularly visited Evidence of a shared ethos and values amongst staff and pupils. The school helps pupils to understand the rewards and sanctions system.	All pupils play an active role in promoting positive values within the school community All pupils are meaningfully engaged and achieving their potential in the classroom. Rewards and sanctions are clearly understood and used fairly and consistently. All classrooms/subjects provide an emotional climate conducive to positive learning and pupil participation.	**Behaviour Policy Bullying Policy** Racial Incidents Evidence of positive reward systems Buddy systems Clearly displayed school rules	

2. Pupils *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
2.7 Exclusions	School has reduced exclusions and should meet its target. There are whole-school strategies in place to prevent exclusion. Pupils respond positively to intervention strategies. There is evidence that data is used to inform.	Exclusions are reduced because of sustainable action and school has met or exceeded its target Data management is good and allows patterns and trends to be identified. Staff and pupils feel confident that exclusions can be avoided. Reintegration procedures are effective and sustainable as judged by the number of repeat exclusions. Provision for excluded pupils ensures that they stay safe and are able to make a positive contribution	Exclusion data Detentions Evidence of prevention strategies Parent comments Pupil comments Referrals for support/assessment	
2.8 Bullying	Some pupils bully and there has been some success in addressing the incidents Pupils report incidents and staff respond positively and follow school guidance.	Systems to tackle incidents are effective and recorded. Incidents/pupil questioning demonstrate a low level of bullying or harassment Pupils, staff and parents/carers report confidence in the reporting mechanisms The effectiveness of anti-bullying work is regularly measured and reviewed.	Bullying policy Reported incidents Pupil comments Parent comments	

2. Pupils *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
2.9 Transition	Transition visits are planned usually at whole class level. Planned liaison takes place between settings. Pupil records are efficiently transferred within a set timescale. Pupils attend their new settings as part of planned curriculum programmes or events SENCos and appropriate staff (pastoral staff, designated teachers etc) at both settings attend transition reviews.	Effective liaison/collaboration between settings (maintained and non maintained) through the year providing information on pupil progress to inform planning and provide curriculum access. Flexible, detailed arrangements are made for vulnerable pupils within a timescale that allows for effective planning. Transition plans are an integral part of school organisation. They involve the pupils, services and other relevant agencies. The school identifies key workers who are offered training to support the transition of vulnerable pupils.	Meeting notes Transition information and plans for pupils Annual Reviews Named mentor Liaison teachers involved	

3. Teaching and Learning

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
3.1 Positive images in the curriculum	As part of school self-evaluation the school ensures that the curriculum and resources have positive images of all groups. Staff increasingly are developing their own resources to meet local need and share with colleagues. Negative stereotypes are challenged throughout the school.	The curriculum provides positive images of all groups. Learning materials are carefully chosen and developed to promote engagement and interest from all pupils. Resources reflect the whole school community and are valued and shared by all staff.	PSHE and RE policy and curriculum Positive images in and around the school.	
3.2 Planning an inclusive curriculum	The school demonstrates commitment to inclusion in curriculum documents and schemes of work. **Individual Learning plans are based on pupils' Barriers to Learning** All curriculum materials and schemes of work provide guidance on differentiation. All staff are aware of Curriculum guidance on inclusion. **Planning, teaching and learning is individualized and meets the needs of pupils with learning difficulties.**	All pupils access broad range of curriculum appropriate to their stage of learning and development Expectations for all pupils are firmly embedded in schemes of work. Specific pupil plans and interventions are integral to support pupil needs. Access to the curriculum is addressed for all pupil disabilities in school including the use of alternative communication systems. School can demonstrate individual pupil progress including those pupils working below age related expectations e.g PIVATS and P scales. GAP, PAT	Schemes of work Class / individual provision maps Review records **Individual Pupil Learning plans PEPs** Lesson plans Intervention plan SEND pupil tracker	

3. Teaching and Learning *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
3.3. Learning Styles	Some evidence of teaching approaches that meet individual needs. There is evidence of teaching approaches that meet individual needs. Teachers are demonstrating a range of teaching approaches to meet individual learning styles Differentiation is used effectively	Teaching supports a wide range of learning styles to meet individual pupil needs. Pupils are consulted on how best they learn. There are high expectations of achievement for all pupils. Support staff are part of a team and share knowledge of how to support pupils. The teaching and learning of pupils on the SEND register is monitored regularly.	Lesson plans Teaching and learning observations Pupils' work Intervention plans TA teaching plans and records	
3.4 The Inclusive Environment	Pupils' seating is planned purposefully Pupils with SEND are not always grouped together Classrooms are uncluttered and tables and chairs are of the correct height. There is a visual timetable and other visual support displayed in every classroom. Heating and lighting is appropriate	The school has an inclusive ethos and makes all reasonable adjustments necessary to the environment. All learning areas are fully accessible. The visual environment supports all learning. Effective use of Teaching assistants is evident.	Example of Visual timetables in all classrooms Teachers planning Photographic evidence	

3. Teaching and Learning *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
3.5 Celebrating Difference and diversity	The school makes all reasonable adjustments to environment and curriculum to meet the needs of every individual. School places equal value on all members of the community. **Whole school training has been delivered on The Equality Act 2010, racial equality and diversity and is linked to school development plan.**	All pupils and staff have knowledge of, and respect for, a range of cultures, individual differences and gender issues. There is an ethos amongst all members of the school community to challenge examples of prejudice and stereotyping. Diversity is openly celebrated in whole school and individual activities. Equality and diversity training programme is evaluated regularly. **School has a welcoming ethos that places equal value on all members of the community.**	Cultural events Accessibility Plan Disability awareness projects Welcoming entrance, and waiting area	

4. Partnership and Community

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
4.1 Parents and Carers	Parents/carers have a group/s which has a clearly defined but limited role within the school. Hard to reach parents are actively targeted to widen inclusion. All written information is in an accessible form and in community languages, if appropriate. School promotes the achievement of looked after children and works in partnership with parents and carers and the local authority.	All parents/carers are actively encouraged to be part of the processes and ethos of the school. Parents and parent groups contribute to decision making and school developments. The school seeks to make all forms of communication accessible to parents/carers. **School actively fulfills its role as corporate parent in partnership with the local authority.** School has a designated member of staff to promote effective communication.	Parent meetings Parent training Home/school records and procedures Accessible written information School signage Child protection and LAC procedures PEPs TAF minutes	
4.2 Working with other services and schools	Parents/carers have a group/s which has a clearly defined but limited role within the school. Hard to reach parents are actively targeted to widen inclusion. All written information is in an accessible form and in community languages, if appropriate. School promotes the achievement of looked after children and works in partnership with parents and carers and the local authority.	Partnership opportunities are embedded to meet the needs of vulnerable children. Services and agencies support the delivery of the school development plan and it's ethos for the promotion of inclusion. There are opportunities for co-location and/or supporting other schools in the community.	Documentation on Partnership arrangements Records from central services **Transition records** School visits	

4. Partnership and Community *continued*

Elements for Monitoring	Silver Award Satisfactory Standard	Gold Award Inclusion Standard	Evidence Examples	School Evidence
4.3 Communications	The governing body, parents and the LA are aware of school performance. The school has identified a partner school and has established some shared practice. Rewards and sanctions are in place in school and some information is shared with parents and governors	There are a range of effective strategies to communicate pupil performance to the partners. Schools work together on key messages regarding exclusion and good practice. Schools use newsletters, celebration assemblies, notes home and governors letters to promote improved and maintained good behaviour and attendance. Parens, carers and pupils are confident that they are kept informed and they understand developments	Newsletters Correspondence Parent views Pupil views **Local Offer** **Schools website**	

Gateshead Inclusion Standard

Level 1 completed

Signed _____

Date _____

Comments _____

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Level 2 completed

Signed _____

Date _____

Comments _____

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Appendix 1 Inclusion Standard Action Plan

School: _____

Date commenced: _____   Award to be achieved: _____   Date to be completed: _____

Elements for monitoring	Indicator to be achieved	Responsibilty	Timescale	Action	Evidence
1.3 Vision	The whole staff and governors have accessed Equality and Disability Awareness training	SENCo	Jan 2017	Equality Act training for staff and governors	Training log Powerpoint
2.4 Empowering pupils	There is evidence that school has implemented pupils' views	DH	March 2017	Questionnaire to pupils on key issues for them School Council will be asked their views on the pupil questionnaire and taking it forward	Pupil questionnaire School Council minutes
3.4 The Inclusive environment	There is a visual timetable and other visual support displayed in every classroom.	All teachers	Oct 2017	A standardized visual timetable to be designed and displayed in all classrooms	Visually inclusive classrooms

Appendix 1 Inclusion Standard Action Plan

School: _____

Date commenced: _____ **Award to be achieved:** _____ **Date to be completed:** _____

Elements for monitoring	Indicator to be achieved	Responsibilty	Timescale	Action	Evidence