**Our West Sussex Inclusion Framework**

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*A Self-Evaluation Tool Co-produced by West Sussex Schools, Education Settings, Parent Carers and other Professionals*

2nd July 2020: Pilot Version Sept 2020 – March 2021

**Our West Sussex Inclusion Framework – Self-Evaluation Tool**

In West Sussex, we believe that:

Inclusive education actively promotes the nurture, participation and achievement of all children and young people (CYP) by pro-actively responding to their unique characteristics, strengths, needs, choices and aspirations.

In West Sussex, inclusive education is:

* Championing **all** CYP so they achieve, thrive and fulfil their potential regardless of background, identity, ability or circumstance;
* Actively removing barriers to CYP’s participation to ensure a high-quality, meaningful learning experience and a sense of belonging for **all** CYP that will prepare them well for their next stage in life or adulthood;
* Working together to promote high levels of equity, equality of access, opportunity and excellence whilst recognising and celebrating diversity;
* Working in co-production with CYP and their parent carers, so they can participate in decision making;
* Responding to individual need and valuing the contribution of **all**.
* Everyone’s responsibility

These are human rights and belong to everyone regardless of ability, disability, background, parental income or ethnicity. Inclusion seeks to promote diversity, tolerance, respect, individuality and to eliminate underachievement, discrimination and marginalisation from all sectors of society. The development of inclusive education is an ongoing process, which requires professional commitment and resource in order to progress.

Our West Sussex vision is supported by the UNESCO 2030 Education Agenda where “every learner matters and matters equally” which sees “individual differences not as problems to be fixed but as opportunities for democratising and enriching learning. Differences can act as a catalyst for innovation that can benefit all learners, whatever their personal characteristics and home circumstances.” UNESCO, 2017: A guide for ensuring inclusion and equity in education.

The document is also in line with the Ofsted Framework, SEN Code of Practice and Equality Act and Equality Duty.

**About Our West Sussex Inclusion Framework**

The aim of this Inclusion Framework is to facilitate useful and constructive discussions to inform whole school and education setting development. It is helpful to do this in partnership with other schools and settings, as facilitated peer to peer discussions, to review and share good practice. The Inclusion Framework should be used flexibly, in a way that supports and informs each school’s / setting’s development journey, e.g. as part of School Leadership Team meetings, School Improvement Plan processes, pastoral and professional development sessions and appraisals. Using the Inclusion Framework within a self-evaluation process should also include consideration of the views of CYP and their parent carers. As the accountable body with both strategic functions and statutory duties, school governors and trustees have a key role to play in the school’s self-evaluation process.

The Inclusion Framework is aligned with the Ofsted Education Inspection Framework. It can be used as a powerful development tool to support all schools and education settings at any stage in their inspection cycle.

For the purpose of this self-evaluation tool, inclusive practice has been defined as comprising of 4 areas or ‘aspects’. Within each ‘aspect’, areas of practice have been identified as ‘dimensions’. Each dimension includes a range of discussion prompts or good practice recommendations to support reflective conversations with staff, children and young people (CYP) and their parent carers.

Terminology: For consistency, the following terms have been used in this document:

* ‘Children and young people,’ abbreviated to CYP, to describe students, pupils and learners across the 0 - 25 year age range;
* ‘Parents’ for all parent carers, this include all those who are considered to be the main care givers and includes foster carers and those with informal care arrangements.
* ‘Staff’ for all adults that support the child or young person at the school or setting;
* ‘School’ as a generic term which includes Mainstream and Specialist Schools as well as Early Years and Post-16 education settings.
* SENCO as a generic term for SENDCOs, Inclusion Managers or equivalent, to reflect the language used in the SEN Code of Practice, 2015.
* Outcomes: When we talk about positive outcomes, we are referring to a holistic view of CYP’s development. This includes physical, emotional, social and educational aspects, as well as the development of independence skills.

If you have any suggestions or questions about the development of this guide, please contact [ToolsforSchools@westsussex.gov.uk](mailto:ToolsforSchools@westsussex.gov.uk).

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***This document is being developed with stakeholders as part of the WS SEND and Inclusion Strategy 2019-2024***

**Inclusion Framework Overview**

Aspect 1: The Environment, Culture and Ethos

Aspect 2: Leadership

2.1 School Improvement

2.2 Policies

2.3 Management of Provision

2.4 Partnership Working / Collaboration

Aspect 4: Quality of Education

4.1 Curriculum Design

4.2 Quality First Teaching

4.3 Improving Provision and Outcomes for All

4.4 Meeting Needs of Individuals

4.5 Parental Engagement

4.6 Extra Curricula Activities

* 1. Inclusive Vision, Aims and Values
  2. A Welcoming Environment
  3. A Reflective Learning Environment
  4. Communication
  5. Accessibility
  6. Transitions

Aspect 3: Personal Development, Wellbeing and Welfare

3.1 Social and Emotional Wellbeing and Self Awareness

3.2 Respecting Each Other

3.3 A Safe Place To Be

3.4 Behaviour Policy and Procedures

3.5 Attendance

3.6 Promoting the Wellbeing Through Safeguarding Practice

Aspect 1: The Environment, Culture and Ethos

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| Dimension | Is there evidence of….? | Discussion prompts / Recommendations / Evidence of Impact |
| 1.1 Inclusive vision, aims, values and philosophies, and the implications for everyday practice. | Clear inclusive aims and values are evident in the behaviour of staff and CYP.  Inclusion is understood as an on-going process of increasing participation, achievement and nurture for all.  Aims and values reflect that leaders are ambitious for providing high-quality education to all CYP. | CYP, parents, staff and governors can confidently talk about the school’s aims and values and give examples of what they mean.  All adults model positive attitudes and behaviour and develop positive relationships with CYP, parents, staff, governors and other members of the community in all circumstances.  All adults actively seek opportunities to really understand what life is like for all CYP and are skilled at adapting communication styles to achieve that.  The Leadership Team regularly monitors and evaluates the impact of its inclusive vision, aims and values. The School Council, or equivalent, and the views of other CYP and parents form part of this evaluation process. Governors can identify how the school’s distinct vision, aims and values support the school’s inclusive strategic direction.  Leaders recognise how adverse childhood experiences (ACE) can manifest in many ways, including behaviour. Leaders are skilled at balancing the needs of the child and other stakeholders.  Effective training opportunities to ensure that inclusive aims and values are planned throughout the year. Stakeholders can describe how this training has helped to shape and implement school ethos, vision and aims.  The principles of co-production and collaboration are embedded within the life of the school. This results in extensive engagement and participation by the full range of stakeholders. The impact of this collaboration and co-production can be clearly identified within day to day practice.  Governors /trustees have ensured that inclusion is at the heart of the school’s vision, ethos and strategic direction.  Parents who have English as an Additional Language (EAL) are supported to have meaningful contribution to the life and direction of the school.  The views of parents from Black, Asian, Minority and Ethnic (BAME) and disadvantaged communities are pro-actively sought. The school understands that views need to be sought sensitively and thoughtfully. Schools should not assume that all parents have equal confidence and ability to access school via formal routes. |
| 1.2 A welcoming environment. | A welcoming school where CYP, parents and visitors are greeted and feel they belong.  Key information about the school and local community is readily available. | CYP and parents can describe how they are welcomed and what efforts are made to overcome any barriers to their involvement and participation, so that everyone feels that they belong. For example, parents are greeted and treated with an awareness of different cultural, disability or sensory considerations.  The welcome area(s) is physically accessible to all visitors. A copy of the school’s accessibility plan is available on the school website.  Members of the leadership team regularly greet parents and CYP at the start and end of the day.  Welcoming areas have:   * Positive images and messages welcoming people from different parts of the community * Images and names of key staff enabling visitors to know who they are talking to   Information is provided in different formats and languages –the school proactively finds out which families need this information.  Parents understand the support that the school is expected to provide for its CYP and can signpost to support available beyond the school. For example, SENDIAS and other relevant agencies, Local Offer, Ordinarily Available Inclusive Practice. |
| 1.3 A reflective learning culture. | A reflective learning environment is provided for all CYP and staff.  Staff and CYP reflect, discuss and evaluate practice in relationship to outcomes and well-being. | A range of strategies is used to promote positive and aspirational social, moral, spiritual and cultural development, which encourages CYP to engage in all activities and opportunities with confidence. Leaders check that CYP with SEND, additional needs and from other disadvantaged groups are participating in these activities. CYP talk confidently about the views and attitudes of different groups and about the school’s ability to successfully address prejudice.  The school does everything possible to remove barriers to ensure all can participate in school life; this includes working with CYP who are at risk of underachieving. There is a variety of opportunities to participate in school life and a range of ways the voice of CYP can be captured, enabling them to contribute views and suggestions. CYP are genuinely involved in a wide range of decision-making processes that affect their lives, with involvement increasing as they age and mature. The school council is representative of the school community, including those with additional needs.  Parents are supportive of one another and engage in their child’s learning and the wider life of the school, e.g. parent groups, curriculum and family learning workshops.  Parents from BAME communities are actively encouraged and supported to give their views as to what family learning workshops, parent groups and curriculum aspects would be important and interesting for them. This should be based on what they have suggested, and not be tokenistic or what the school thinks would be appropriate. For example, this is not confined to “Black History Month” but blended naturally into the rich life of the school.  Equalities training around all protected characteristics are part of the annual cycle of the staff CPD. Staff are encouraged to help each other grow by questioning practice and conversations they do not feel are in line with the essence of this training, and amplifying those that are truly inclusive. The training is not a 1-hour session repeated every year but an ongoing conversation between all members of the school community, and staff should be supported to question/challenge peers regardless of hierarchy.  School should have an Equalities policy that is regularly updated, and they could consider appointing a governor for Equalities.  The school supports parents to understand the range of needs of different children within their child’s peer group. They are aware that good behaviour might look different for individual children and they work together to minimise the development of ‘blame’ cultures.  Using an analysis of qualitative and quantitative data, school leaders effectively develop a CPD cycle that pinpoints the exact areas of development needed. This would include consideration of the collective needs of the whole school and identifying individual needs.  Professional learning and development in nurturing / attachment / trauma informed approaches is recognised to be a continuous process that involves initial training, collaborative enquiry, collegiate sessions, coaching and on-going discussion.  All staff, including support staff, take responsibility for their own professional development, with support from their line manager (through performance management processes), and are encouraged to update their skills and knowledge as part of the school CPD cycle. Governors attend relevant training.  Staff at all levels can identify clearly how they have benefitted from professional development opportunities in relation to individual CYP, including liaison with outside agencies, and can describe the impact that this has had on the CYP.  CYP and parents are involved in planning/attending/delivering staff professional development around the individual needs of their child. |
| 1.4 Communication | A range of effective co-production and communication methods are used with CYP, parents and the community to inform practice and foster positive relationships. | The school communicates with CYP and parents through a range of methods, such as newsletters, text messages, website or suggestion box. These communication systems are accessible to all and regularly reviewed with stakeholders, including those from different groups, so all perspectives can be considered to drive improvement. Particular consideration is given to CYP and parents who are reluctant to enter school, those with limited literacy, limited digital access and those for whom English is an additional language.  Key information about the school is kept up to date and is easily available on its website. Hard copies are also available where required. The school regularly checks with parents to ensure that the information that they need is easily accessible and understood, for example, the school’s SEND Information Report, OFSTED, admission arrangements, Pupil Premium and pupil outcomes data.  The SEND Information Report and other appropriate policies, including Pupil Premium, accessibility plan and equality information, are routinely co-produced with parents.  The school routinely refers to the ‘Ordinarily Available Inclusive Practice’ guide (OAIP) and the Local Offer when engaging with stakeholders. These are used proactively to ensure that CYP and their parents are aware of and have access to all appropriate available provision according to their needs.  The school has a proactive approach to engage ‘harder to reach’ families, e.g. additional sensitive and effective communication systems are in place, widely understood and used well. Parents are enabled to communicate in ways they are most comfortable with and these are respected, even if they are more time consuming for the school to implement.  All staff can describe their work to engage CYP and parents, e.g. allocation of a key worker who ensures regular, timely and on-going two-way communication with parents.  CYP, parents, staff and other stakeholders report that their views are effectively listened to and acted upon to inform school communication systems. |
| 1.5 Accessibility | Access around the school site | CYP, parents, governors and staff are involved in regular accessibility walks in school, which feed back into school policy and facility management.  The school has adapted the environment so that all CYP and staff are able to  manage their own movements around the school site, e.g. use of adapted visual timetables, handrails, slopes for wheelchair access, braille signs/textured walls, sensory management adaptations.  The school conducts sensory audits of inside and outside of the school to identify potential sensory challenges and how these could be managed.  Expectations for safe movement around the site are understood and consistently followed by CYP and staff. |
| 1.6. Transitions | Transitions that take place within the school. | Key staff members are identified to lead on transitions that happen within the school day. This includes small transitions that take place during every school day and those between the home and school environment. They include changes between activities, lessons, differences in environment and/or sensory input, and to and from break.  Staff recognise that these factors have an impact on social, emotional and mental health development and may affect CYP during any transition period e.g. lesson to lesson, teacher to teacher, school to home. Staff work proactively and sensitively with children and their families to address needs in relation to this and promote resilience.  Effective support is provided for CYP who find transition between home and school or at particular times of day difficult. These are regularly reviewed with CYP and their parents. |
| Transitions between schools: including CYP who individually transition during the school year. | Key staff members are identified to lead on successful transitions between schools.  There are clear policies and procedures in place to support CYP in their transition. These are regularly reviewed with CYP and parents who are due to / have recently transitioned.  The school has knowledge of feeder and transitioning schools for the previous and next key stages and knows the link staff, e.g. safeguarding lead, SENCO.  Appropriate paperwork is securely shared with feeder and transitioning schools prior to transition with a confirmation response expectation, to enable schools to report back that they have received all paperwork. The school supports parents with any paperwork or transition documents if required and in line with statutory guidance. These transitions may occur at any time during the school year.  All CYP are supported through transition. Those who may struggle a little more are pro-actively identified and a bespoke transition package, with additional visits and activities, is planned according to their needs.  Transition arrangements are planned for and tailored to CYP to ensure their individual needs are met and reasonable adjustments are in place prior to starting. For example, use of home visits, social stories, additional environment visits and one-page profiles, virtual tours and Meet the Staff film clips.  Where graduated transitions are used, there is evidence of a clear and timely pathway/progression to full time attendance.  The views of these CYP, parents and relevant professionals are sought, considered and acted upon when planning for transition. For example, what information is appropriate to share as part of the transition process. Particular efforts are made to engage with students and parent carers from disadvantaged groups – including those from Gypsy, Roma or Traveller backgrounds.  Data and information gathered during the transition process is used to inform strategic planning for increased inclusion and accessibility.  To ensure consistency of experience for CYP, all new staff have an induction programme and named member of staff (Team around the Worker) to support them with their transition into the school. |

Aspect 2: Leadership

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| Dimension | Is there evidence of….? | Discussion prompts / Recommendations / Evidence of Impact |
| 2.1 School Improvement | The school has a clear and aspirational improvement /development plan which has been created with all stakeholders.  The development plan clearly prioritises inclusion of all CYP, reflecting the needs of the whole school community.  High expectations for CYP and staff are modelled by senior leaders and, in turn, by all other stakeholders. | CYP and parents understand the leadership and management structure and school ethos.  Individual and collective CYP and parent voice is evident in the school plan, e.g. through surveys and audits, school council or parent groups. CYP and parents are aware of how they have contributed to plans and decisions and understand why their views have or have not been acted upon, for example you said / we did. This includes gathering and responding to the views of parents who may not typically respond.  The Leadership Team and governing body/trust not only receive reviews of how effectively the school meets the needs of its CYP but also responds, e.g. by appropriately adapting strategic plans based on feedback. The head teacher’s termly report to governors includes inclusion development.  School leaders analyse hard and soft data available to them to ensure that the underperformance of all groups of CYP are both identified and addressed effectively with pace.  The school improvement plan clearly identifies a range of initiatives to improve outcomes for all CYP, including those with attachment/trauma difficulties, or who have or have had support from a social worker.  The School Council, or equivalent, includes representation from all sectors of the school community, including disadvantaged groups, and understands and is valued for its role in school planning and decision making. Participation is enabled and supported so that it is meaningful for all.  The school has a regular cycle for quality assurance and self-evaluation of inclusive culture and practice. This includes working with partners such as the local authority’s Education and Skills teams.  The school makes good use of peer to peer review in developing its next steps. |
| 2.2 Policies | Policies are documents which are reflected in observable practice of the school and its routines. | The school’s inclusive vision and aims are reflected in all policies. Policies are easily accessible and available in a range of appropriate formats.  Key policies are developed and reviewed with CYP and parents. CYP and parents are consulted and included in planning, implementing and reviewing policies and processes for improvement around the school and can actively contribute through ideas and initiatives. Where recommended templates are used, they are reviewed to ensure they are personal and appropriate to the school. Particular efforts are made to consult with CYP and parents from minority groups that may be less represented within the teaching staff, the SLT and/or the governing body.  All CYP, parents, staff and governors have access to relevant policies and can describe their effective implementation – they find them supportive and can provide examples where the policies have had a positive impact.  The governing body ensures all policies are reviewed to ensure they accurately reflect current legislation/guidance, and are up to date, relevant, responsive and linked to whole school and individual provision maps. Where model policies are used, these are made bespoke to the school’s context.  Governors receive regular reports that allow them to effectively monitor equality and diversity. They act on the information that they receive and can articulate the impact of their work.  There are systematic procedures for reviewing and evaluating policies with all stakeholders. Adjustments are made following feedback from this review process. |
| 2.3 Management of Provision | The school has a system in place to ensure that there is joint planning and provision for those who manage pastoral / inclusion / behaviour and SEND provision.  There is a clear provision map which identifies CYP with additional needs along with the provision that has been put into place, the cost of the provision and how the support is monitored and reviewed for impact.  There is effective use of resources and key staff to ensure early identification of needs and that appropriate support is put in place for individual CYP. | The SENCO is a member of the school’s Senior Leadership Team (SLT). The SLT ‘champions’ inclusion within the school and ensures there is a system in place for whole school provision planning to meet the CYP’s pastoral, social and emotional needs that impact on learning, well-being and behaviour.  Leaders, at all levels, champion inclusion.  There is transparency of funding in schools and staff understand how the funding is used.  The SENCO is aware of the notional budget and can evidence how they manage resources and the impact of SEND expenditure. There are designated leads who are aware of and have responsibility for the SEN budget, and for making sure it improves outcomes for CYP. Governors oversee the expenditure and hold school leaders to account for the impact of this.  The school can demonstrate how delegated SEND funding is improving outcomes for CYP with SEND since joining the school and how pupil premium funding is improving outcomes for these CYP. This includes service families, Children Looked After, adopted children and previously looked after CYP.  The designated leader with responsibility for Pupil Premium plans appropriately for the spending of the funding and regularly evaluates the impact of these strategies. Governors are aware of and hold school leaders to account for the impact of the spend. Funding is used to address identified barriers.  School leaders including governors can explain the rationale for the allocation of resources – this includes professional development and resources used to support CYP and staff’s emotional well-being and mental health.  All teachers are inclusive teachers; the role of the SENCO is focused on the leadership of inclusive practice and SEND across the school and has the remit and capacity within the school to affect change as needed.  The curriculum is effectively planned and adapted to meet the needs of all CYP and is therefore contextualised for their school community.  The school intervention map provides an overview of interventions, personalised provision and associated costings term by term. It shows that resources are used flexibly and are constantly under review based on impact.  The school reviews the impact of its provision maps, for example by proactively seeking and acting on the views of CYP, reviewing the curriculum, conducting learning walks, scrutinising CYP work, reviewing progress data, talking to disadvantaged groups and parents of identified CYP and / or following CYP through a school day, in order to evaluate the effectiveness of provision and to identify further areas for improvement.  The school has an identified member/s of staff for different groups. They are clear about their role, e.g. Looked After or Pupil Premium CYP, transition, pastoral and well-being leads. The identified member of staff receives regular training and attends relevant network meetings to ensure they keep up to date with national and local initiatives. For example, SENCO forums, ELSA Networks, Locality Groups, DSL networks.  Staff working with CYP with complex / high level of needs receive regular supervision to provide opportunity for reflection and problem solving and to make best use of staff expertise and experience.  The SLT consistently evaluates the progress of individuals to actively address specific needs (academic/social etc.) and there is evidence of targeting resources to support the CYP, e.g. Pupil Premium. |
| 2.4 Partnership working and collaboration | The school enhances its provision and practice for all CYP through building relationships and partnership working and can evidence improved outcomes as a result.  Corporate responsibility for all CYP in the locality is evident in practice.  The school collaborates with a range of agencies and other schools to develop its capacity to improve outcomes for each CYP. | A culture of collaboration is created within the school, e.g. leaders and governors check whether systems enable staff to plan, teach and review together. Staff have the opportunity to develop shared resources and plan to overcome barriers together.  A culture of collaboration is created with other schools and organisations. This could include sharing and developing good practice with local schools and beyond, including providing advice and support. This could also include providing support to other schools in meeting the needs of more vulnerable / disadvantaged CYP and providing key pastoral and SEND staff to support less experienced staff in other schools.  School leaders work with external agencies, including the Local Authority’s Educational Psychology Service and Advisory Teams to review and develop plans for different groups within the school. For example, school (both SENCO and DSL) attends a termly consultation with Early Help to discuss CYP that they are concerned about and identify appropriate support and next steps. Actions are recorded, reviewed after a suitable timescale and impact evaluated. Appropriate and relevant information and resources are shared and used across the school to support the child or young person.  The school fosters productive and positive relationships with a wide range of other agencies in the local community to improve outcomes for CYP including, where appropriate:   * Local schools * Forums and Network Meetings (Behaviour Forum, SENCO Hubs and Networks) * School Effectiveness Team * Advisory Services and other support services, including Safeguarding in Education and Pupil Entitlement, Autism and Social Communication team / Learning and Behaviour Advisory team * Teaching Schools * Hubs e.g. Maths Hub, English Hub, Science Partnership * Research School * Area Inclusion and Improvement Boards (AIIBs) * Educational Psychology Service * The SENAT Team * SENDIAS Parent Partnership * EMTAS * Portage * Early Help and Children’s Social Care * NHS and Therapeutic Teams * West Sussex Parent Carer Forum * Alternative Provision Providers * Holiday, Weekend and After school activity providers e.g. scouting organisations, Duke of Edinburgh Scheme, NCS * National and Local Support Groups and Organisations * Short Break Providers * Church Dioceses and other relevant faith or organisations * BAME community groups   The school actively seeks to learn how other schools, both locally and nationally successfully include CYP with individual needs. Staff and CYP share ideas with and visit other schools to support the development of provision.  The school has audited the resources available within the local and wider community. The school has links within the local community, and these are used to enhance the provision, including careers education/preparation for adulthood planning within the school.  The school maintains a record of current local services and how to access them e.g. Local Offer to identify services and resources with SEND. |

Aspect 3: Personal Development, Wellbeing and Welfare of Children, Young People and Staff

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| Dimension | Is there evidence of….? | Discussion prompts / Recommendations / Evidence of Impact |
| 3.1 Social and emotional well-being and self-awareness. | There is an open and supportive atmosphere that promotes self-awareness and allows CYP and staff to reflect on their own emotional needs and triggers.  Staff and CYP well-being are promoted and supported allowing them to flourish.  CYP are given opportunities to share their feelings and emotions and these are acted upon by the adults within school.  The school curriculum is reflective of CYP needs and provides a universal curriculum for all CYP to develop all areas of social and emotional well-being and self-awareness. | The school has a Social and Emotional Wellbeing Policy in place that impacts positively across the school. This policy includes supporting the wellbeing of staff and consideration of their workload.  Staff at all levels understand CYP’s behaviour in context, in terms of communicating or attempting to address unmet needs. Staff understand their role in co-regulating and developing CYP’s capacity to become independent, regulate their emotions and manage their behaviours effectively.  Staff audit the learning environment on a regular basis, ideally with parents and CYP, to explore how it meets the needs. The planning of the environment takes account of the triggers for CYP. Adjustments are made to the interior and exterior environment to make it accessible e.g. sensory garden/ low arousal spaces. Staff try to see the world through the CYP’s eyes and really listen to their experience, even though they may not truly understand exactly how this feels.  The setting has activities that are well organised, structured and planned for. Where possible, advanced warning is given, to both CYP and parent, of any changes to familiar routines in a meaningful and helpful way, particularly to those with neuro diverse needs.  Strategies to support CYP’s social and emotional needs, including those derived from a therapeutic thinking approach, are embedded within the classroom and used consistently across the school. CYP see these tools and structures as useful and purposeful tools. CYP’s needs are met such that they can remain in the classroom and learn effectively.  Staff do not assume CYP understand the language of emotions so use scaffolds to support their understanding and use language that supports co-regulation.  Staff understand the link between emotional regulation and readiness to learn and refer to the SENCO when concerns arise.  Staff are aware of the risk factors for CYP in response to life events and at times of crisis that might contribute to social, emotional and mental health difficulties, e.g. trauma, Adverse Childhood Experiences, sensory dysregulation and attachment issues.  A range of holistic assessment tools are used effectively to support CYP. These highlight strengths, progress and areas for development and action plans outline activities and ideas to develop skills. See SEND Toolkit for examples.  Social and emotional health and well-being of all CYP is monitored, and interventions are put into place to support CYP to develop their social and emotional needs. Outcomes are shared with parents.  A whole school approach to Education for Safeguarding (supported by the E4S within West Sussex) is clearly evident and facilitation of learning is effective in meeting the needs of the school community.  The school works with parents to support the child's emotional well-being, this is reflected within the school’s Relationship and Health or Relationship, Sex and Health Education (RSHE) and wider Education for Safeguarding curriculum (please refer to WSCC E4S) in line with statutory guidance. |
| 3.2 Respecting each other | Positive relationships support all members of the school community and shared values are understood by all.  All CYP feel individually valued and known.  Personal strengths are recognised within day to day school life.  The school counters all forms of discrimination.  The school curriculum is reflective of CYP needs and provides a universal curriculum for all CYP to develop all areas of relationship education.  Staff need to be challenged and reflective to teach a diverse curriculum, such as teaching history from different perspectives.  To teach a diverse curriculum, staff need to be challenged and reflective. | The school has developed an understanding of the culture of its local community and can demonstrate how it uses this knowledge to meet the needs of its CYP and their families. E.g. facilitating cultural events and festivals to celebrate different customs, food, dress, dance etc. The views of parents from all community groups are sought to improve accessibility and equality of opportunity.  A whole school approach to Education for Safeguarding (E4S) is clearly evident and facilitation of learning is effective in meeting the needs of the school community.  CYP show they have a real understanding of different viewpoints and feel able to positively challenge others’ language or behaviour and understand why they need to do this. They show respect for the different protected characteristics defined in law and no forms of discrimination are tolerated.  Staff are supported to challenge each other when stereotypical views are perpetuated. Acknowledging that even if the offence caused may not have been intentional, actions are still taken to redress the situation and allow the staff member to grow.  The staff room as well as the classroom is part of the school community therefore the same expectations apply, there is no room for “banter” that causes offence to anyone in the school community, whether they are present or not.  Systems and procedures for celebrating success are highlighted within the positive behaviour policy or equivalent, which is informed by a therapeutic approach and consistently used across the school. Quantitative evidence shows that success and positive incidents are being recorded and reported more frequently than negative indicators.  Success, both in and out of school, is acknowledged and celebrated in a way that is supportive to CYP. CYP have trusted relationships with staff which enables them to have confidence to demonstrate and develop their skills within different contexts.  Parents are routinely contacted regarding their child’s success including effort, progress, academic and wider achievements. Parents form part of the celebration of success.  There are well known and clear school wide procedures for dealing with, and reporting, issues and incidents of discrimination and harassment, including homophobia, racism, sexism, disability, religion. These are also reflected in the curriculum. CYP have trust in staff and have positive supportive conversations with them.  The curriculum is a vehicle to promote the CYP’s understanding of cultural diversity. Schools that are predominantly monocultural make an even greater proactive effort to ensure their CYP have a greater understanding of the world, in order that they leave school with balanced, well-informed and non-stereotypical views. CYP are supported to be empathic, thoughtful and curious about experiences and perspectives that are different to those they are more familiar with.  The school can provide evidence that incidents of bullying, harassment or hate crime have been used as opportunities to develop understanding and to promote better relationships within the school community.  There are opportunities for CYP from diverse backgrounds, contexts and needs to learn from each other and together. |
| 3.3 A safe place to be | The school works proactively with all CYP and their parents, to explore their experiences around school, their learning and to positively address sensitive areas. | All safeguarding procedures are clearly reflected in school policies and are fully compliant with KCSIE. The needs of disadvantaged children and those with SEND are specifically considered and effectively included in safeguarding policies and procedures. All staff are aware of the local services available to assist CYP and their families.  A whole school approach to Education for Safeguarding (E4S) is clearly evident and facilitation of learning is effective in meeting the needs of the school community.  All staff can confidently describe their roles and responsibilities in relation to behaviour, attendance, exclusions and anti-bullying, and how it impacts on CYP’s outcomes.  CYP from all groups report that their experience of school is positive, supportive and safe. There are opportunities for peer support such as playground buddies, peer mediators and peer mentors. Staff are insightful and can spot power imbalances in friendships, that may be based on subtle differences that the more vulnerable CYP isn’t aware of. These instances are used to allow the more “powerful” CYP a chance to reflect and learn other ways of interacting.  The school can provide a range of examples where creative and imaginative learning opportunities have assisted the CYP with SEND, additional needs or from disadvantaged groups to feel safe and achieve well. These CYP are routinely asked what vehicles they find useful in furthering their learning and engagement.  There are designated calm, safe spaces within the school and school grounds. These have been identified with and can be used by the CYP to self-regulate when needed.  Safe places and routines are identified within individual support plans for those who need support to maintain their emotional regulation.  CYP are encouraged to know how to access support mechanisms that exist outside of school, such as national helplines.  CYP can describe how they have helped to shape systems to report bullying (including when it occurs online), and how they play an active role in combating bullying and supporting those who have been targets of bullying.  There is a system for CYP and staff to report incidents of bullying, including confidential listening opportunities. CYP know who to speak to when they do not feel safe and report that action is taken: observations of CYP around school and discussions with CYP confirm this. The school consistently counters all forms of discrimination.  Interventions and support ensure that all CYP involved in alleged incidents remain safe throughout all stages of investigation through to resolution. Support is provided for both the victims and perpetrators of bullying behaviours with a clear plan on how this is managed across the school to avoid future incidents. |
| 3.4 Behaviour policy and procedures. | The school balances the need for consistent implementation of behaviour policies with the need to make reasonable adjustments to meet the needs of individuals and the Equalities Act 2010. | The behaviour policy/ies is personal to the school and reflects its uniqueness and provision. It encourages pro-social behaviours and allows for a range of approaches tailored to specific CYP needs and circumstances.  Staff, parents and CYP evaluate the impact of the behaviour policy at a developmental age appropriate level. They can discuss positive and negative outcomes and can describe adaptations that have been made as a result.  Consideration should be made to discuss behaviour policy and any behaviour incidents or sanctions with parents who use English as an additional language, to ensure thorough understanding of procedures.  Staff are trained in appropriate de-escalation approaches. When de-escalation techniques are implemented, behaviour incidences are effectively recorded and analysed, and individual plans are updated.  All staff remain professional, are trained in and use restorative techniques in the face of all behaviours. Staff strive to identify the need communicated by the CYP’s behaviour and endeavour to meet that need.  There are opportunities to explore recent developments in neuroscience, see SEND Toolkit, and its links to brain development, the stress system and trauma. Staff can link this to practice and policies that support emotional regulation and de-escalation.  All staff use creative restorative approaches to resolve conflict or re-engage those returning to school. CYP facilitate restorative approaches with their peers.  Fixed-term and internal exclusions are only used when appropriate. Excluded CYP are effectively supported to make a timely reintegration back into school. Permanent exclusion is only used as a last resort.  Records of exclusions are regularly analysed to ensure that no group of CYP is represented more than others. Staff acknowledge that their own unconscious bias will play a part in how behaviour is addressed and sanctioned. The school provides systems to allow all staff to reflect on their attitudes and assumptions in a non-judgemental way.  Physical intervention is rarely used. Staff know that this can be particularly difficult for CYP with needs such as autism, and staff understand the legal framework of positive handling intervention to respond in a safe and appropriate way when managing behaviours that challenge. If physical restraint is used, staff are well trained, competent and supported. All incidents are accurately recorded, reported to parents and scrutinised by a senior member of staff not involved in the intervention. |
| 3.5 Attendance | The school celebrates good attendance and can demonstrate that it analyses attendance data to identify patterns and trends and impact of interventions, this includes that of disadvantaged groups. | There is a consistent approach, with clear accountability across the workforce, in relation to attendance. At a practice level, this may mean getting the approach right for the individual CYP.  The school clearly acknowledges the partnership element in promoting good attendance, creating a welcoming, positive environment that encourages attendance for all CYP.  Attendance and punctuality are regularly monitored, and when attendance starts to fall, meetings with parents are held to foster strong relationships and understand the reasons for non-attendance. Effective plans are put in place and monitored to ensure attendance improves. This is particularly crucial in the case of families from different cultural backgrounds as they might have different views on attendance.  There is proactive tracking of disadvantaged groups and data identifies the main types of attendance behaviours and the groups more at risk. The school has bespoke initiatives to successfully improve the attendance of these individuals.  Schools know where every child on their roll is. Action plans are in place for all CYP who have persistent absence or are at risk of persistent absence. Leaders can demonstrate that where CYP attendance is low, effective strategies are in place and attendance is improving. Leaders can demonstrate that the views of CYP play a central part in improving attendance. Leaders should take individualised steps to allow the CYP to share why they are not attending school.  School contacts Child Missing in Education (CMIE) when there are concerns that a child is not on roll at any school or being home schooled.  Leaders ensure that the school maintains responsibility for any CYP attending off-site alternative provision. Leaders ensure that alternative provision is a suitable and safe environment that is meeting CYP needs effectively. The school works in partnership with the alternative provision provider to include planning for appropriate re-integration. The opportunities given to CYP to attend off-site provision are based on true interests.  Support is put into place for CYP experiencing, or who are at risk of, emotional based school avoidance.  The school considers, in conjunction with a wide group of professionals, the risks associated with a reduced timetable prior to implementation. Where reduced timetables are used, there is a clear rationale and timebound plan for reintegration. There is a clear understanding that all CYP are entitled to full time education.  Parents and CYP are fully involved in the development of personalised provision following return from exclusion or illness or other reasons for prolonged absence.  There is no ‘off-rolling / gaming’ or unrecorded exclusions at the school. |
| 3.6 Promoting well-being through safeguarding practice. | Safeguarding policy is well understood and implemented by the whole school community.  There is a strong culture of safeguarding in the school.  CYP understand, in an age appropriate way, the safeguarding procedures in place and have trust in these procedures to work in their best interests.  All staff have a working knowledge of key policies (e.g. behaviour safeguarding KCSIE) and understand that it is good practice to question procedures. | There is a clear culture among adults that safeguarding is everyone’s responsibility and all staff understand exactly what role they play in keeping CYP safe. All staff can clearly articulate what they would do if they were worried about a CYP.  The names of the school's Designated Safeguard Lead (DSL) and any deputy DSL are on display across the school and are known by all staff and CYP. The pastoral team is well known and accessible to all CYP.  All staff are attuned to subtle differences in presentation that may signal a pastoral or safeguarding concern. Staff feel equipped to listen actively and with empathy to the CYP and provide appropriate updates to the DSL when necessary.  The DSL leads whole school safeguarding training, at least once a year, which is tailored to reflect the needs of the CYP whilst remaining in line with KCSIE.  The child protection and safeguarding policies reflect the school’s uniqueness and provision. The policies are understood thoroughly by CYP and parents.  Safeguarding audits or recommended self-evaluation tools are completed annually and any actions from previous years are addressed in a timely fashion.  The nominated governor(s) regularly monitors child protection, safeguarding and health and well-being across the school. The senior leaders for behaviour, attendance and safeguarding can demonstrate that the school makes effective provision for all CYP and can describe how their role contributes to CYP’s positive outcomes.  There are systems in place to ensure CYP feel safe. CYP report in surveys they feel safe and know what to do if they wanted to share their worries or concerns. A whole school approach to developing CYP’s’ knowledge, skill, attitudes and values related to and education for safeguarding is clearly evident. The school acknowledges the demographic within the CYP population and takes steps to ensure those in minority groups can honestly contribute their voice, in an easy and safe way.  Members of disadvantaged groups and from the BAME community are pro-actively supported to contribute meaningfully to surveys and CYP voice using different methodology if appropriate. It is acknowledged that their contribution, if negative or difficult for staff to read, could lead to reprisals that other CYP wouldn’t experience. This is sensitively handled by the staff collecting the data.  A whole school approach to safeguarding is evident throughout the school ‘curriculum’. Please see West Sussex Education for Safeguarding Curriculum.  CYP who may need early help, or who are at risk of harm, or have been harmed are identified swiftly and get the help they need.  Parents have high confidence in school safe-guarding provision. Key messages regarding safety of CYP are shared with parents.  The views of CYP with SEND, additional needs and those from disadvantaged groups are sought by trusted professionals and these CYP also state that they feel safe. The school uses data to understand the links between attendance and attainment for all CYP.  CYP are supported to lead risk assessment processes and take responsibility for ensuring that they are implemented safely.  For relevant settings, there is an effective Intimate Care Policy in use for those that need support in maintaining dignity.    Depending on setting, there is an additional touch policy outlining appropriate use of touch which is informed by the school sensory provision and is based on neuroscience evidence. |

Aspect 4: Quality of Education

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| Dimension | Is there evidence of….? | Discussion prompts / Recommendations / Evidence of Impact |
| 4.1 Curriculum design | The curriculum is geared towards ambitious outcomes for all and designed to give all CYP, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.  The curriculum is designed to enable all CYP to develop a range of skills and abilities to prepare them for their life now and in the future, in their community and beyond. It is also designed with the needs of all CYP at its centre.  The curriculum is designed to incorporate a variety of ways that engage all CYP, including those operating at a younger developmental age. | The link between emotional regulation and readiness to learn is understood by all staff.  Social and emotional learning is viewed as pervading all aspects of the curriculum with CYP being given opportunities to learn about the language of emotion and to practise it in a range of opportunities.  The curriculum is aspirational. CYP study a full range of subjects for as long as possible.  The curriculum is specifically adapted, designed and developed to be ambitious and meet the needs of all CYP. The curriculum is carefully planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.  Curriculum design is created in response to the needs of the CYP in the school and is fully reflective of the wider community. These needs and characteristics are reflected throughout all aspects of the curriculum. Members of the wider community are regularly asked to contribute to planning that adds to the richness and diversity of the curriculum and counters stereotypes.  The school has a long-term map showing the learning topics, knowledge and progress of skills.  Disadvantaged CYP develop the knowledge and ‘cultural capital’ they need to succeed in life. Cultural capital refers to the essential knowledge and skills that a CYP will need to prepare them for their future success.  Reading and communication are at the heart of the school’s curriculum because leaders recognise the importance of these skills for wider curriculum access.  A whole school approach to developing a needs-based curriculum for RSHE (WSCC E4S) is clearly evidenced and CYP voice reflects this. Cross curricular links are made so that social and emotional learning is fully reflected across the wider ‘Curriculum’.  The organisation of the curriculum ensures CYP are ready to learn. There is a balance of opportunities that combines active learning with more traditional receptive learning, co-operative and individual learning and multi-sensory learning.  Preparation for adulthood starts at the earliest opportunity taking a coherently sequenced approach. Planning is personalised and includes travel training, preparation for employment, participation in society, keeping healthy and independent/supported living. Leaders are ambitious for CYP to have the skills and knowledge to lead a good adult life. CYP and parents are fully engaged in this process. For CYP with an EHCP, preparation for adulthood planning is evidenced in the Annual Review process.  The school can demonstrate how it works strategically and takes active steps to support those who may have missed opportunities in early life or need additional challenge to propel their progress. CYP are given opportunities to recap and practise previously learnt or missing skills.  Individual provision maps or individual learning plans detail adjustments to quality first teaching, or aspects of the curriculum to be followed, which enable CYP to participate fully and achieve alongside their peers.  The SENCO supports class teachers to ensure that ‘Ordinarily Available Inclusive Practice’ is provided in line with the needs of the child.  CYP are involved in the choosing, planning and organisation of visits/events/extracurricular activities, linked to their interests and needs.  There are opportunities for aspects of the universal curriculum to be co-produced with CYP, community groups, businesses, specialist and other external visitors. This is to improve social skills, self-belief and promote independent learning to ensure that all CYP are ready for the next stage of education, employment or training. |
| 4.2 Quality First Teaching | Quality first teaching meets the needs of all CYP with appropriate reasonable adjustments being made for those that need it. e.g. More able, Special Educational Needs, Pupil Premium, etc | Schools have a bespoke CPD programme that supports quality first teaching, this includes the use of the ‘Ordinarily Available Inclusive Practice’ document.  Teachers plan and deliver lessons informed by accurate formative assessment that meets the needs of all children. Teaching is skilfully designed to help all CYP know more and remember more over time. Teaching enables CYP to link new knowledge into larger ideas.  The effective deployment of staff is planned and evaluated to enhance the learning of all CYP. Staff providing individual support and challenge can describe how this fosters independent learning.  There is a flexible approach, informed by on-going assessment, to the organisation of the teaching and learning environment that promotes co-operative learning.  All CYP know and can discuss their next steps in learning. Targets are co-produced and shared with parents.  As part of its inclusive culture, the school can demonstrate how universal classroom provision enables CYP with these needs to access learning independently. For example, Dyslexia Friendly, Autism Aware practices. |
| 4.3 Improving provision and outcomes. | Data is effectively used to inform future planning and improving outcomes for all CYP.  Assessments are used to identify needs and appropriate intervention groups and the effectiveness of these interventions is reviewed and adjusted according to outcomes. The school is mindful about the time spent out of the classroom and promotes inclusion within class as much as possible.  CYP who are not making expected rates of progress or engaging in the full range of provision are targeted so that they make accelerated progress. | Systems are in place for regularly assessing progress of CYP in key aspects of learning and engagement and personal development. The school identifies CYP who are at risk of underachieving and implements plans to rapidly and effectively address this. CYP assessment includes reflection of teaching and leads to modification of learning activities.  There is a clear system and up to date record of attainment and progress for all groups within the school. There is evidence of data being analysed in relation to key groups and actions being identified and taken. Data, alongside other monitoring, is used to identify the areas for improvement and to set targets and milestones to evaluate the impact of the actions within the School Improvement Plan. Leaders’ analysis of assessment is used proficiently to inform curriculum design and delivery.  There is evidence of teacher assessments being used to contribute to target setting for all disadvantaged groups e.g. PLPs, PEPs. The impact of these plans is routinely evaluated, informed by the outcomes of other monitoring activities.  The school collects additional assessment data that measures progress holistically. This could include the Boxall Profile Assessment, Social Use of Language Programme, Thrive, social communication and interaction checklists or resilience frameworks. Information from these assessments is used to inform curriculum design and teaching.  Evidence of detailed analysis of groups across the school population is undertaken, including overlapping groups such as SEND, those with additional needs and at risk of disadvantage – this leads to tailored actions to effectively support all CYP.  The school has systems for monitoring teaching and learning and the impact of the curriculum, including teachers’ planning, CYP’s work and attitudes to learning within certain classes/lessons. This monitoring includes regular focus on the progress being made by CYP. The systems are transparent and are understood by staff who value the feedback this provides.  The school has developed systems to enable CYP to provide feedback on their learning and the extent to which their lessons help them to learn.  CYP have an age / developmentally appropriate understanding of the process of assessment and ultimately of their needs. They feel that they are being supported to overcome barriers to learning / achievement.  Additional support within classrooms is used flexibly and is focused on facilitating independent learning.  Regular and frequent (at least termly) CYP progress meetings enable the school to quickly provide additional support for those who are in danger of underachieving.  All CYP know their learning targets/personal development targets.  CYP and parents have regular opportunities to meet with and provide feedback to the governing body and senior leadership team on aspects of the school’s policy and provision, for example through a parent forum, or CYP representatives. |
| 4.4 Meeting needs of individual CYP. | The school shows evidence of preparing for the inclusion of a wide range of individual CYP.  CYP who are experiencing barriers to learning and participation are viewed as individuals with different interests, knowledge and skills.  The school outlines the arrangements for and identifies and assesses CYP in order to provide additional and different provision to meet individual needs. | Staff can describe how policies are adapted to meet the different needs of CYP. For example, reasonable adjustments are made for applying sanctions or different lunchtime arrangements for some CYP.  The school tracks the language acquisition of CYP, including English proficiency of EAL students in order to effectively support their further acquisition of English.  The school makes excellent use of the graduated approach and there is a clear audit trail for the use of the ‘assess, plan, do, review’ cycle to secure progress.  CYP and their families are consistently and effectively involved in every stage of the ‘assess ‘plan, do, review’ cycle (graduated approach) and understand why an intervention is being used, how the curriculum has been adapted, and the impact this has made. For CYP with an EHCP, this is also captured as part of the Annual Review cycle.  Regular reviews with CYP with SEND, additional needs and those at risk of disadvantage show they are really being listened to and acted upon, their needs are being met and significant progress is being made. The setting obtains information to support this directly from the parent and CYP on their strengths, interests, needs and emotional well-being.  Where CYP are at risk of permanent exclusion there is evidence that their voice and views are listened to and acted upon – e.g. case studies.  Individual provision maps, or similar alternatives, have been developed in consultation with CYP and parents and clearly identify a wide range of strategies to support independent learning. These plans have a sharp focus on evaluating the impact of provision and support.  Provision and planning are in place to promote the progress of more able students (those working above national expectations) and considers any factors which may place them at a disadvantage.  Appropriate additional support is targeted at certain CYP within lessons from well-trained, confident staff, taking account of any advice from other agencies, e.g. EMTAS, EP, LBAT, ASCT, Early Help. School involves outside agencies to further support CYP and parents and know what is implemented and where appropriate, are part of the review.  Communications regularly signpost parents to the Local Offer for relevant information, support and advice and use it to access additional support and services.  The SENCO meets with all relevant staff each term to review their provision for SEND children. The SENCO is available by appointment to meet with staff and parents to discuss a CYP's SEND or possible SEND.  The school proactively identifies cohorts or individual CYP who could benefit from a programme of alternative provision which takes place in and / or out of school. The provision is designed to ensure clear outcomes are planned and evaluated for impact with seamless reintegration. |
| 4.5 Parental engagement in their CYP’s learning. | Parents understand how their CYP is doing, what their CYP needs to do and what they can do to provide support. | Parents are invited to attend school events. For example, parents evening, performances, curriculum and social occasions such as quiz nights. Parents from all backgrounds are asked what events would be comfortable and engaging for them.  The school offers workshops to develop parents’ understanding of different concepts and elements of school life and advises them of how they can further support their CYP at home.  Annual reports are provided to parents to share key data and information about their CYP. Staff check that parents understand the information that is presented in the reports and are given the opportunity to discuss it with their CYP's teacher.  Parents’ evenings and meetings are effectively scaffolded so that parents understand their role and the type of questions that would be helpful to raise. Additional support is considered for parent carers who might be apprehensive about attending (e.g. those with anxiety, from Gypsy Roma and Traveller (GRT) backgrounds, those who may have had a poor school experience themselves) or for whom English is an Additional Language (EAL).  Online and digital methods for parent engagement is effective and well supported, with due consideration given to those with limited literacy or limited digital access.  Homework/home learning is linked to the different curriculum/topic areas in each year group and clearly differentiated so that it is accessible to all CYP. Parents and CYP are engaged with homework, see its benefits and the impact it has on learning. The school supports CYP to complete home learning.  Where there is evidence that parental engagement is low, the school proactively addresses the barriers and seeks to build positive relationships. |
| 4.6 Extra-curricular activities | High quality extra-curricular activities are used to enhance learning opportunities for all. | Most extra-curricular opportunities are free at source.  There is additional support provided which caters for CYP with SEND, additional needs and those from disadvantaged group, such as those with social communication difficulties. E.g. structured lunch clubs.  Clubs and activities reflect the diversity of CYP in the school including those with additional needs.  A well-planned range of rich extra-curricular experiences effectively contributes to all CYP’s personal development.  Some clubs and activities are designed around the interests of an individual CYP to support the development of their peer group with shared interests. CYP are encouraged to develop their own talents and interests and are encouraged to share these with their peers so they become the experts, thus boosting their self-esteem. CYP appreciate the offer and make good use of these opportunities.  Engagement data in extra-curricular activity of CYP with SEND, additional needs and those at risk of disadvantage is known and shows increasing participation rates. |