



West Sussex Inclusion Framework

A co-produced self evaluation tool for early years,
schools and post 16 education settings



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 by proactively responding to their unique characteristics, strengths, needs, choices and aspirations.

In West Sussex, inclusive education is:

- ✓ Championing all children and young people so they achieve, thrive and fulfil their potential regardless of background, identity, ability or circumstance
- ✓ Actively removing barriers to children and young people's participation, to ensure a high-quality, meaningful learning experience and a sense of belonging 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 children, young people and their parent carers, so they can participate in decision making
- ✓ Responding to individual need and valuing the contribution of all

✓ Everyone's responsibility

Education is a human right and belongs 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. The agenda 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. For further information please see UNESCO, 2017: A guide for ensuring inclusion and equity in education.

This document is in line with the Ofsted Framework, SEND 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 / setting's development journey. For example, as part of leadership team meetings, the school / setting's 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 children, young people 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/setting'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 organised into 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 and their parent carers.

This document has been developed with stakeholders as part of the West Sussex SEND and Inclusion Strategy 2019-2024.

Terminology

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

- **'Children and young people'**, to describe students, pupils and learners across the 0 - 25 year age range.
- **'Parent carers'** to include all those who are considered to be the main care givers including 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 and settings'** as a generic term which includes mainstream and specialist schools as well as early years and post-16 education settings.
- **SENCO** (Special Educational Needs Co-ordinator) as a generic term for SENDCOs, Inclusion Managers or equivalent, to reflect the language used in the SEND Code of Practice, 2015.
- **Outcomes:** When we talk about positive outcomes, we are referring to a holistic view of a child or young person's development. This includes physical, emotional, social and educational aspects, as well as the development of independence skills.

- **'Protected characteristics'** The 2010 Equality Act protects children and young people from discrimination and harassment based on 'protected characteristics'. The duty provides a framework to help schools and settings to tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. The protected characteristics are:
 - Disability.
 - Gender reassignment.
 - Pregnancy and maternity.
 - Race.
 - Religion or belief.
 - Sex.
 - Sexual orientation.

If you have any suggestions or questions about the development of this guide, please contact ToolsforSchools@westsussex.gov.uk

Acknowledgements

With thanks to all the schools, settings, professionals and parent carers in West Sussex who have contributed their time, expertise and insights in writing this guide. With thanks also to Portsmouth City Council, Portsmouth Education Partnership and East Sussex County Council, for sharing their inclusion quality marks in the production of this framework.

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Aspect 1: The Environment, Culture and Ethos

Dimension 1.1

Inclusive vision, aims and values

Is there evidence that:

- › Clear inclusive aims and values are evident in the behaviour of staff, children and young people.
- › Inclusion is understood as an on-going process of increasing participation, achievement and nurture for all.
- › Aims and values reflect that leaders are ambitious about providing high-quality education to all children and young people.

Discussion prompts / evidence of impact

- › Children and young people, parent carers, staff and governors can confidently talk about the school or setting's aims and values. They can give examples of what they mean.
- › All adults model positive attitudes and behaviour, and develop positive relationships with children, young people, parent carers, staff, governors and members of the community in all circumstances.
- › All adults seek opportunities to really understand the views of the child or young person and what life is like for them. They are skilled at adapting communication styles to achieve this. The views of the child or young person are valued.
- › 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 children, young people and parent carers form part of this evaluation

process. Governors/trustees/leaders identify how the school's vision, aims and values support their inclusive strategic direction.

- › Leaders recognise how adverse childhood experiences (ACEs) can manifest in many ways, including behaviour. Leaders are skilled at balancing the needs of the child/young person and other stakeholders.
- › Effective training opportunities 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.
- › Parent carers who have English as an additional language (EAL) are supported to make meaningful contribution to the life and direction of the school or setting.
- › The views of parent carers from groups with protected characteristics including those from minority ethnic backgrounds and disadvantaged families are pro-actively sought.
- › The school / setting understands that parent carer views need to be sought sensitively and thoughtfully. Schools and settings should not assume that all parent carers have equal confidence and ability to access school via formal routes.

Dimension 1.2

A welcoming environment

Is there evidence that:

- › A welcoming school / setting where children and young people, parent carers and visitors are greeted and feel they belong.
- › Key information about the school / setting and its local community is readily available.

Discussion prompts / evidence of impact

- › Children, young people and parent carers 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, parent carers 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 setting's accessibility plan is available on the website.
- › Members of the leadership team regularly greet parent carers, children and young people 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 / setting proactively finds out which families need this information.
- › Parent carers understand the support that the school / setting is expected to provide for its children/young people and can signpost to support available beyond the school. For example, Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS) and other relevant agencies, Local Offer and Ordinarily Available Inclusive Practice guide.

Dimension 1.3

A reflective learning culture

Is there evidence that:

- › A reflective learning environment is provided for all staff, children and young people.
- › Staff, children and young people reflect, discuss and evaluate practice in relationship to outcomes and well-being.

Discussion prompts / evidence of impact

- › A range of strategies are used to promote positive and aspirational social, moral, spiritual and cultural development. This encourages children and young people to engage in all activities and opportunities with confidence. Leaders check that children and young people with special educational needs and disabilities (SEND), from groups with protected characteristics, including those from minority ethnic backgrounds and disadvantaged families are participating in these activities. Children and young people talk confidently about the views and attitudes of different groups and about the setting's ability to successfully address prejudice.
- › There is a variety of opportunities to participate in and reflect upon school life and a range of ways the voice of the child or young person can be captured, enabling them to contribute views and suggestions. Children and young people 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, or equivalent, is representative of its community, including those with additional needs.
- › Parent carers are supportive of one another and engage in their child's learning and the wider life of the school or setting, e.g. parent groups, curriculum and family learning workshops.

- › A diverse range of families, including those with different protected characteristics, are actively encouraged and supported to give their views on which family learning workshops, parent carer 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.

- › Consideration is given to potential barriers that may deter parental engagement, including lower literacy levels, lack of IT access, English language as a barrier or wider concerns around trust and engaging with school.

- › Equalities training around all protected characteristics is part of the annual cycle of staff continuous professional development. 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 community, and staff should be supported to question/ challenge peers regardless of hierarchy.

- › The school / setting supports parent carers to understand the range of needs of different children within their child’s peer group. They are aware that behaviour is a form of communication which requires careful analysis. Schools / settings focus on teaching positive skills and will work together with parent carers to minimise the development of ‘blame’ cultures.

- › Using an analysis of qualitative and quantitative data, leaders effectively develop a continued professional development cycle that pinpoints the exact areas of development needed. This would include consideration of the collective needs of the whole school / setting and identification of individual needs.

- › Professional learning and development in relational practices, such as nurture, attachment, and 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 continuous professional development cycle. Governors and trustees attend relevant training.

- › Staff at all levels can identify clearly how they have benefitted from professional development opportunities in relation to individual children and young people, including liaison with outside agencies, and can describe the impact that this has had on them.

- › Children, young people and parent carers are involved in planning, attending and delivering staff professional development around the individual needs of their child.

Dimension 1.4

Communication

Is there evidence that:

- › A range of effective co-production and communication methods are used with children, young people, parent carers and the community to inform practice and foster positive relationships.

Discussion prompts / evidence of impact

- › The school / setting communicates with children, young people and their parent carers through a range of methods, such as virtual platforms, newsletters, text messages, websites or suggestion boxes. 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 children, young people and their parent carers 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 / setting is kept up to date and is easily available on its website. Hard copies are also available where required. The school / setting regularly checks with parent carers to ensure that the information that they need is easily accessible and understood, for example, a school's SEND Information Report, and more widely OFSTED reports, admission arrangements, Pupil Premium and pupil outcomes data.
- › The school's SEND Information Report and other appropriate policies, including Pupil Premium, accessibility plan, audit and equality information, are routinely co-produced with parent carers.
- › The school / setting routinely refers to the West Sussex 'Ordinarily Available Inclusive Practice' guide (OAIP) and the Local Offer when engaging with stakeholders. These resources are used proactively to ensure that children

and young people and their parent carers are aware of and have access to all appropriate available provision according to their needs.

- › The school / setting has a proactive approach to engage all families, e.g. additional sensitive and effective communication systems are in place, widely understood and used well. Parent carers are enabled to communicate in ways they are most comfortable with and these are respected, even if they are more time consuming for the setting to implement.
- › All staff can describe their work to engage children, young people and their parent carers, e.g. allocation of a key worker who ensures regular, timely and on-going two-way communication.
- › Children, young people, parent carers, staff and other stakeholders report that their views are effectively listened to and acted upon to inform school communication systems.

Dimension 1.5

Accessibility

Is there evidence that:

- › The school / setting is accessible to all children and young people.
-

Discussion prompts / evidence of impact

- › Children, young people, parent carers, governors/trustees and staff are involved in regular accessibility walks, which feed back into school policy and facility management.
 - › The school / setting has adapted the environment so that all children and young people and staff are able to manage their own movements around the site, e.g. use of adapted visual timetables, handrails, slopes for wheelchair access, braille signs/textured walls, sensory management adaptations.
 - › The setting conducts sensory audits (inside and outside) to identify potential sensory challenges and how these could be managed.
 - › Expectations for safe movement around the site are understood and consistently followed by children, young people and staff.
-

Dimension 1.6

Transitions

For transitions that take place within the school.

Is there evidence that:

- › Children and young people are supported to manage transitions that take place to, from and within the school / setting.
-

Discussion prompts / evidence of impact

- › Key staff members are identified to lead on transitions that happen within the day, including those between the home and learning environment. They include changes between activities, lessons, differences in environment and/or sensory input, and to and from break.
 - › Staff recognise that transitions have an impact on social, emotional and mental health development. They may affect children and young people during any transition period e.g. lesson to lesson, teacher to teacher, setting 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 children and young people who find transition difficult between home and the setting or at particular times of day. These are regularly reviewed with children, young people and their parent carers.
-

For transitions that take place between schools and settings.

Is there evidence that:

- › Children and young people are supported to manage transitions between schools and settings. This includes individual transitions that may take place during the academic year.

Discussion prompts / evidence of impact

- › Key staff members are identified to lead on successful transitions between schools and settings.
- › There are clear policies and procedures in place to support children and young people in their transition. These are regularly reviewed with the children and young people and parent carers who are due to or have recently transitioned.
- › The school/setting has knowledge of feeder and transitioning schools/settings for the previous and next key stage and knows the link staff, e.g. designated safeguarding lead, special educational needs co-ordinator (SENCO).
- › Appropriate paperwork is securely shared with feeder and transitioning school / setting prior to transition with a confirmation response expectation. This enables the receiving placement to report back that they have received all paperwork. The school / setting supports parent carers with any paperwork or transition documents if required and in line with statutory guidance. These transitions may occur at any time during the academic year.
- › All children and young people are supported through transition. Those who may struggle a little more are proactively identified. A bespoke transition package, with additional visits and activities, is planned according to their needs.
- › Transition arrangements are planned for and tailored to ensure 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, meeting/

relationship building with key workers, virtual tours and 'meet the staff' film clips.

- › Where graduated transitions are used, there is evidence of a clear and timely pathway to full time attendance.
- › The views of children, young people, parent carers 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 children, young people and parent carers including those from groups with protected characteristics whose transition to secondary school maybe a particular challenge.
- › 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 children and young people, all new staff have an induction programme and named member of staff to support them with their transition into the school / setting.

Self Evaluation Template

Aspect 1: The Environment, Culture and Ethos

Step 1 Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your settings' strengths and areas for development. You may have other good practice examples at your setting which you also want to include.

Step 2 Consider where your school is for each dimension using the scale of **1 – 4** where:

- 1. Not Yet Developed:** Identifying needs for development
- 2. Developing:** Actively developing practice in this area
- 3. Established:** Practice is being embedded into whole school practice
- 4. Enhanced:** Clear cycle of review within whole school development cycle / Supporting other settings to develop practice

Step 3 Against each dimension, identify key next step(s) that would make the greatest improvement to practice.

Dimension	Strengths with examples of practice	Areas for Development	Scale	Actions
1.1. Inclusive vision, aims and values				
1.2 A welcoming environment				
1.3 A reflective learning culture				
1.4 Communication				
1.5 Accessibility				
1.6 Transitions				

Please see Tools for Schools on the West Sussex Local Offer for a downloadable template.

Aspect 2:

Leadership

Dimension 2.1

School improvement

Is there evidence that:

- › There is a clear and aspirational improvement/development plan which has been created with all stakeholders.

- › The development plan clearly prioritises inclusion of all children and young people, reflecting the needs of the whole setting community.

- › High expectations for children, young people and staff are modelled by senior leaders and, in turn, by all other stakeholders.

Discussion prompts / evidence of impact

- › Children, young people and parent carers understand the leadership and management structure.

- › The individual and collective voice of children, young people and parent carers is evident in the school / setting's development plan, e.g. through surveys and audits, school council or parent groups. Children, young people and parent carers 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 parent carers who may not typically respond.

- › The Leadership Team and governing body/trust not only receive reviews of how effectively the school / setting meets the needs of its children and young people but also responds

by providing constructive challenge and adapting strategic plans based on feedback. In schools, the head teacher's termly report to governors includes inclusion development.

- › Leaders analyse hard and soft data available to them to ensure that the underperformance of all groups of children and young people are both identified and addressed effectively with pace. The school / setting's development plan clearly identifies a range of initiatives to improve outcomes for all children and young people, 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 community, including those from groups with protected characteristics and disadvantaged families. It understands and is valued for its role in planning and decision making. Participation is enabled and supported so that it is meaningful for all.

- › The school / setting 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 / setting makes good use of peer to peer review in developing its next steps.

Dimension 2.2

Policies

Is there evidence that:

- › Policies are documents which are reflected in the observable practice of the school / setting and its routines.
-

Discussion prompts / evidence of impact

- › The school / setting's inclusive vision and aims are reflected in all policies. Policies are easily accessible and available in a range of appropriate formats that meet the needs of the community.
-
- › Key policies are developed and reviewed with children, young people and parent carers. They are consulted and included in planning, implementing and reviewing policies and processes for improvement around the school / setting and can actively contribute through ideas and initiatives. Particular efforts are made to consult with children, young people and parent carers from minority groups that may be less represented within the setting.
-
- › All children, young people, parent carers, 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. Where recommended templates are used, they are reviewed to ensure they are personal and appropriate to the school / setting.
-
- › The SEND governor has attended appropriate training so they are able to fulfil their role effectively.
-
- › A SEND development plan, with clear aims and objectives, is in place. As a result, key priorities are identified correctly.
-
- › There are systematic procedures for reviewing and evaluating policies with all stakeholders. Adjustments are made following feedback from this review process.
-
- › The school / setting should have an equalities policy that is regularly updated and could consider delegating a governor to lead on equalities.
-

Dimension 2.3

Management of provision

Is there evidence that:

- › The school / setting has a system in place to ensure that there is joint planning and provision for those who manage emotional well-being / inclusion / behaviour and Special Educational Need and/ or Disability (SEND) provision.
- › There is a clear provision map which identifies children and young people 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.
- › The senior leadership team (SLT) monitors the equality of access to resources.
- › 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 children and young people.

Discussion prompts / evidence of impact

- › The special educational needs co-ordinator (SENCO) is a valued member of the senior leadership team (SLT).
- › There is a system in place for whole school provision planning to meet the children/young people's pastoral, social and emotional needs that impact on learning, well-being and behaviour.
- › There is transparency of funding 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 children and young people. Governors oversee the expenditure and hold

school leaders to account for the impact of this.

- › The school / setting can demonstrate how delegated SEND funding is improving outcomes for children and young people with SEND and how pupil premium funding is improving outcomes. This includes service families, adopted and care experienced children and young people.
- › Data for referrals to advisory services, exclusions and requests for an Education, Health Care Needs Assessment (EHCNA) is collected and analysed. This data is used to ensure that the needs of all groups of children and young people are correctly identified and that they have equality of access to support and resources.
- › The designated leader with responsibility for targeted funding, e.g. Pupil Premium, Early Years Pupil Premium, Inclusion Funding or Disability Access Fund, plans appropriately for the spending of the funding and regularly evaluates the impact of these strategies. Governing Bodies or equivalent are aware of and hold leaders to account for the impact of the spend, and demonstrate how spending decisions are informed by research evidence. Funding is used to address identified barriers.
- › Leaders including governors can explain the rationale for the allocation of resources – this includes professional development and resources used to support children, young people 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 school / setting's provision 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 / setting reviews the impact of its provision maps in order to evaluate the effectiveness of provision and to identify further areas for improvement. For example, by

proactively seeking and acting on the views of children/young people, reviewing the curriculum, conducting learning walks, scrutinising children/young people's work, reviewing progress data, talking to disadvantaged groups and parent carers of identified children/young people and / or following them through a day ('a day in the life of')

- The school / setting has an identified member/s of staff for different groups. They are clear about their role, e.g. care experienced or children who qualify for the Pupil Premium, 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, designated safeguarding lead, INCO networks.

- Staff working with children and young people 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 them, e.g. Pupil Premium.

Dimension 2.4

Partnership working and collaboration

Is there evidence that:

- › The school / setting enhances its provision and practice for all children and young people through building relationships and partnership working and can evidence improved outcomes as a result.

- › Corporate responsibility for all children and young people in the locality is evident in practice.

- › The school / setting collaborates with a range of agencies and other settings to develop its capacity to improve outcomes for each child or young person.

Discussion prompts / evidence of impact

- › A culture of collaboration is created within the school / setting, 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, settings and organisations.

This could include:

- sharing and developing good practice with local schools and beyond.
 - providing support and advice to other schools and settings in meeting the individual needs of children/young people
 - key pastoral and SEND staff supporting less experienced staff in other schools and settings.
-

- › Leaders work with multi-agency teams to review and develop plans for different groups within the school / setting. Actions are recorded, reviewed after a suitable timescale and the impact evaluated. Appropriate and relevant information and resources are shared and used across the setting to support the child or young person.
-

- » The school/settings fosters productive and positive relationships with a wide range of other agencies in the local community to improve outcomes for children and young people, including where appropriate:
 - » Local schools/settings
 - » Forums and network meetings, eg Behaviour Forum, SENCO Hubs and INCO Networks
 - » School Effectiveness Team
 - » Specialist Advisory Teaching Services, eg Sensory Support, Autism and Social Communication team, Learning and Behaviour Advisory team and other support services, including Safeguarding in Education and Pupil Entitlement, Early Years and Childcare Advisory team
 - » SEND and Inclusion Link Advisors
 - » Teaching Schools
 - » Hubs e.g. Maths Hub, English Hub, Science Partnership
 - » Research schools
 - » Area Inclusion and Improvement Boards (AIIBs)
 - » Educational Psychology Service (EPS)
 - » The Special Needs and Assessment Team (SENAT)
 - » SEND Information, Advice and Support (SENDIAS)
 - » Ethnic Minority and Travellers Achievement Service (EMTAS)
 - » Portage
 - » Early Help and Children's Social Care
 - » Health services including speech and language and other therapeutic teams
 - » West Sussex Parent Carer Forum (WSPCF)
 - » Pupil Entitlement including Young Carers, Children Missing in Education, Elective Home Education, Investigations and Fair Access
 - » Alternative provision providers
 - » Holiday, weekend and after school activity providers e.g. scouting organisations, Duke of Edinburgh Scheme, National Citizenship Service (NCS)
 - » National and local support groups and organisations
 - » Short break providers
 - » Church dioceses and other relevant faith or organisations
 - » Community groups with a minority ethnic focus
-
- » The school/setting has audited the resources available within the local and wider community. It has links within the local community, and these are used to enhance the provision, including careers education/preparation for adulthood planning within the setting.
-
- » The school / setting maintains a record of current local services and how to access them e.g. Local Offer to identify services and resources with SEND.
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Self Evaluation Template

Aspect 2: Leadership

Step 1 Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your settings' strengths and areas for development. You may have other good practice examples at your setting which you also want to include.

Step 2 Consider where your school is for each dimension using the scale of **1 – 4** where:

- 1. Not Yet Developed:** Identifying needs for development
- 2. Developing:** Actively developing practice in this area
- 3. Established:** Practice is being embedded into whole school practice
- 4. Enhanced:** Clear cycle of review within whole school development cycle / Supporting other settings to develop practice

Step 3 Against each dimension, identify next step(s) that would make the greatest improvement to practice.

Dimension	Strengths with examples of practice	Areas for Development	Scale	Actions
2.1 School Improvement				
2.2 Policies				
2.3 Management of provision				
2.4 Partnership working / collaboration				

Please see Tools for Schools on the West Sussex Local Offer for a downloadable template.

Aspect 3: Personal Development, Well-being and Welfare

Dimension 3.1

Social and emotional well-being and self-awareness

Is there evidence that:

- › There is an open and supportive atmosphere that promotes self-awareness and allows children, young people and staff to reflect on their own emotional needs and triggers.
- › The well-being of staff, children and young people is promoted and supported, allowing them to flourish.
- › Children and young people are given opportunities to share their feelings and emotions and these are acted upon by the adults within school.
- › The curriculum is reflective of children and young people's needs and provides a universal curriculum for them to develop all areas of social and emotional well-being and self-awareness.

Discussion prompts / evidence of impact

- › The school / setting has a social and emotional well-being policy in place that impacts positively across the school / setting. This policy includes supporting the well-being of staff and consideration of their workload.
- › Staff at all levels understand children and young people's behaviour in context, in terms of communicating or attempting to address unmet

needs. Staff understand their role in co-regulating and helping children and young people to become independent, regulate their emotions and manage their behaviours effectively.

- › Staff audit the learning environment on a regular basis, ideally with parent carers, children and young people, to explore how it meets needs. The planning of the environment takes account of triggers. 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 children and young people's eyes. They carefully listen to their experience, even though they may not truly understand exactly how this feels.
- › The school / setting has activities that are well organised, structured and planned for. Where possible, advanced warning is given of any changes to familiar routines in a meaningful and helpful way, particularly to those with neuro diverse needs.
- › Strategies to support children and young people's social and emotional needs, including those derived from a therapeutic thinking approach, are embedded within the classroom and used consistently across the school. Children and young people see these tools and structures as useful and purposeful tools. Their needs are met such that they can remain in the classroom / learning environment and learn effectively.
- › Staff do not assume that a child or young person understands the language of emotions, so use scaffolds to support their understanding and language that supports co-regulation.

- › Staff understand the link between emotional regulation and readiness to learn and refer to the special educational needs co-ordinator (SENCO), or equivalent, when concerns arise.

- › Staff are aware of the risk factors for the child or young person 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 is used effectively to support children and young people. These highlight strengths, progress and areas for development and action plans outline activities and ideas to develop skills. See Tools for Schools for examples.

- › Social and emotional well-being of all children and young people is monitored, and interventions are put into place to support them to develop their social and emotional skills. Outcomes are shared with parent carers.

- › The school / setting works with parents to support the child's emotional well-being. This is reflected within the Relationship and Health or Relationship, Sex and Health Education (RSHE) and wider Education for Safeguarding curriculum in line with statutory guidance.

Dimension 3.2

Respecting each other

Is there evidence that:

- › Positive relationships support all members of the school / setting community and shared values are understood by all.

- › All children and young people feel individually valued and known.

- › Personal strengths are recognised within day to day school / setting life.

- › The school / setting promotes anti-discrimination practice and counters all forms of discrimination.

- › Staff need to be challenged and reflective to teach a diverse curriculum, such as teaching history from different perspectives.

Discussion prompts / evidence of impact

- › The school / setting 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 children, young people and their families. For example: facilitating cultural events and festivals to celebrate different customs, food, dress, dance etc. The school invests in learning about and celebrating the diversity of cultures in the UK.

- › Children and young people show they have a real understanding of different viewpoints. They 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. It is acknowledged 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 learning environment is part of the school / setting community and therefore the same expectations apply. There is no room for “banter” that causes offence to anyone, 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 relational approach and consistently used across the school / setting. Quantitative evidence shows that success and positive incidents are being recorded and reported more frequently than negative indicators.

- › Success, both in and out of formal education, is acknowledged and celebrated in a way that is supportive to children and young people. Children and young people have trusted relationships with staff which enables them to have confidence to demonstrate and develop their skills within different contexts.

- › Parent carers are routinely contacted regarding their child’s success including effort, progress, academic and wider achievements. Parent carers form part of the celebration of success.

- › There are well known and clear school / setting 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. Children and young people have trust in staff and have positive supportive conversations with them.

- › The curriculum is a vehicle to promote the child or young person’s understanding of cultural diversity. School / settings that are predominantly monocultural make an even greater proactive effort to ensure their children and young people have a greater understanding of the world, in order that they leave school with balanced, well-informed and non-stereotypical views. Children and young people are supported to be empathic, thoughtful and curious about experiences and perspectives that are different to those they are more familiar with.

- › The school / setting 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 children and young people from diverse backgrounds, contexts and needs to learn from each other and together.

Dimension 3.3

A safe place to be

Is there evidence that:

- › The school / setting works proactively with all children and young people and their parent carers, to explore their experiences around school, their learning and to positively address sensitive areas.
- › The school / setting consistently counters all forms of discrimination.

Discussion prompts / evidence of impact

- › All safeguarding procedures are clearly reflected in school policies and are fully compliant with 'Keeping Children Safe In Education (KCSIE)'. The needs of disadvantaged children and those with special educational needs and disabilities (SEND) are specifically considered and effectively included in safeguarding policies and procedures. All staff are aware of the local services available to assist children, young people and their families.
- › A whole school approach to Education for Safeguarding is clearly evident and facilitation of learning is effective in meeting the needs of the community.
- › All staff can confidently describe their roles and responsibilities in relation to behaviour, attendance, exclusions and anti-bullying, and how it impacts on the child or young person's outcomes.
- › Children and young people from all groups report that their experience of school / setting 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 children and young people aren't aware of. These instances are used to allow the more "powerful" children and young people a chance to reflect and learn other ways of interacting.
- › The school / setting can provide a range of examples where creative and imaginative learning opportunities have assisted a child or young person with SEND, additional needs or from disadvantaged groups to feel safe and achieve well. These children and young people are routinely asked what vehicles they find useful in furthering their learning and engagement.
- › There are designated calm, low arousal spaces within the school / setting and its grounds. These have been identified with and can be used by the child or young person to self-regulate when needed.
- › Calm places and routines are identified within individual support plans for those who need support to maintain their emotional regulation.
- › Children and young people are encouraged to know how to access support mechanisms that exist outside of school / setting, such as national helplines.
- › Children and young people 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 children, young people and staff to report incidents of bullying, including confidential listening opportunities. Children and young people know who to speak to when they do not feel safe and report that action is taken. Observations and discussions with children and young people around the school or setting confirm this.
- › Interventions and support ensure that all children and young people 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 setting to avoid future incidents.

Dimension 3.4

Behaviour policy and procedures

Is there evidence that:

- › The school / setting 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.

Discussion prompts / evidence of impact

- › Behaviour policies are personal to the school / setting and reflect its uniqueness and provision. They are founded on relational principles and encourage positive behaviours, allowing for a range of approaches tailored to specific children and young people's needs and circumstances.
- › Staff, parents, children and young people evaluate the impact of behaviour policies at a developmentally 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. This includes parent carers 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 child or young person's behaviour and endeavour to meet that need.
- › There are opportunities to explore recent developments in neuroscience 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. Children and young people facilitate restorative approaches with their peers.
- › There is a clear focus on inclusivity. Exclusions of all types are only used when appropriate. Excluded children and young people 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 children and young people 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 / setting 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 children and young people with needs such as autism. 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 parent carers and scrutinised by a senior member of staff not involved in the intervention.

Dimension 3.5

Attendance

Is there evidence that:

- › The school / setting celebrates good attendance. It can demonstrate that it analyses attendance data to identify patterns and trends and impact of interventions.
- › Consideration is given to how effectively this works for children and young people from different ethnic backgrounds, including those from Gypsy, Roma or other Traveller backgrounds.

Discussion prompts / evidence of impact

- › 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 children and young people.
 - › The school / setting clearly acknowledges the partnership element in promoting good attendance, creating a welcoming, positive environment that encourages attendance for all children and young people.
 - › When attendance starts to fall, meetings with parent carers 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 / setting has bespoke initiatives to successfully improve the attendance of these individuals.
 - › Schools / settings know where every child on their roll is. Action plans are in place for all children and young people who are persistently absent or are at risk of persistent absence.
- › Leaders can demonstrate that the views of children and young people play a central part in improving attendance. Leaders should take individualised steps to allow the children and young people to share why they are not attending school.
 - › The school / setting 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/setting maintains responsibility for any children and young people attending off-site alternative provision. Leaders ensure that alternative provision is a suitable and safe environment that is effectively meeting the needs of children and young people. The school / setting works in partnership with the alternative provision provider to include planning for appropriate re-integration. The opportunities given to children and young people to attend off-site provision are based on true interests.
 - › The school / setting 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 time-bound plan for reintegration. There is a clear understanding that all children and young people are entitled to full time education.
 - › Parents, children and young people 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' or unrecorded exclusions at the school.
 - › The experiences of children and young people with medical needs/poor health are considered to ensure that their attendance is celebrated too. They may never manage to achieve 100% attendance due to hospital appointments but do attend for all the time they can.

Dimension 3.6

Promoting well-being through safeguarding practice

Is there evidence that:

- › Safeguarding policy is well understood and implemented by the whole school community.
- › There is a strong culture of safeguarding in the school / setting.
- › Children and young people 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, Keeping Children Safe in Education (KCSIE) and understand that it is good practice to question procedures.

Discussion prompts / evidence of impact

- › There is a clear culture among adults that safeguarding is everyone's responsibility and all staff understand exactly what role they play in keeping children and young people safe. All staff can clearly articulate what they would do if they were worried about a child or young person.
- › The names of the school / setting's Designated Safeguarding Lead (DSL) and any deputy DSL are on display across the school / setting and are known by all staff, children and young people. The pastoral team is well known and accessible to all children and young people.
- › 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 children and young people 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 children and young people whilst remaining in line with KCSIE.
- › The child protection and safeguarding policies reflect the school / setting's uniqueness and provision. The policies are understood thoroughly by children/young people and parent carers.
- › 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. They can describe how their role contributes to positive outcomes for children and young people.
- › There are systems in place to ensure children and young people feel safe. Children and young people report in surveys they feel safe and know what to do if they wanted to share their worries or concerns. There is a clearly evident, whole school / setting approach to developing the knowledge, skill, attitudes and values of children and young people in relation to safeguarding. The school / setting acknowledges and takes account of the demographic within their community. It takes steps to ensure those in minority groups can honestly contribute their voice, in an easy and safe way.
- › Schools/settings proactively support all children and young people to contribute meaningfully to surveys 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 children and young people wouldn't experience. This is taken into account and sensitively handled by staff collecting the data.
- › Children and young people 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.

- › All staff should be aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation.

- › Parent carers have high confidence in safeguarding provision. Key messages regarding safety of children and young people are shared with parent carers.

- › Children and young people 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 the 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.

Self Evaluation Template

Aspect 3: Personal Development, Well-being and Welfare

Step 1 Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your settings' strengths and areas for development. You may have other good practice examples at your setting which you also want to include.

Step 2 Consider where your school is for each dimension using the scale of **1 – 4** where:

- 1. Not Yet Developed:** Identifying needs for development
- 2. Developing:** Actively developing practice in this area
- 3. Established:** Practice is being embedded into whole school practice
- 4. Enhanced:** Clear cycle of review within whole school development cycle / Supporting other settings to develop practice

Step 3 Against each dimension, identify next step(s) that would make the greatest improvement to practice.

Dimension	Strengths with examples of practice	Areas for Development	Scale	Actions
3.1 Social and emotional well-being 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 well-being through safeguarding practice				

Please see Tools for Schools on the West Sussex Local Offer for a downloadable template.

Aspect 4: Quality of Education

Dimension 4.1

Curriculum design

Is there evidence that:

- › The curriculum is geared towards ambitious outcomes for all and designed to give all children and young people, including the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- › The curriculum is designed to enable all children and young people 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 children and young people at its centre.
- › The curriculum is designed to incorporate a variety of ways that engage all children and young people, including those operating at a younger developmental age.
- › The curriculum is reflective of the needs of children and young people and provides a universal curriculum for them to develop all areas of relationship education.

Discussion prompts / evidence of impact

- › The curriculum is aspirational. Children and young people study a full range of subjects for as long as possible.
- › The link between emotional regulation and readiness to learn is understood by all staff. This is reflected in curriculum design.

- › Social and emotional learning is viewed as pervading all aspects of the curriculum. Children and young people are being given opportunities to learn about the language of emotion and to practise their skills.
- › The curriculum is specifically adapted, designed and developed to be ambitious and meet the needs of all children and young people. The curriculum is carefully planned and sequenced towards accumulating sufficient knowledge and skills for future learning and employment.
- › Curriculum design is created in response to the needs of the children and young people in the school / setting 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 / setting has a long-term map showing the learning topics, knowledge and progress of skills.
- › All children and young people develop the knowledge and 'cultural capital' they need to succeed in life. Cultural capital refers to the essential knowledge and skills that children and young people will need to prepare them for their future success.
- › Reading and communication are at the heart of the curriculum because leaders recognise the importance of these skills for wider curriculum access.

- A whole school / setting approach to developing a needs-based curriculum for Relationships Health and Sex Education (RHSE) (such as WSCC Education for Safeguarding) is clearly evidenced and children/young people's 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 that children and young people 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 children and young people to have the skills and knowledge to lead a good adult life. Children, young people and parent carers are fully engaged in this process. For children and young people with an Education, Health and Care Plan (EHCP), preparation for adulthood planning is evidenced in the Annual Review process.

- The school / setting 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. Children and young people 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. This enables children and young people to participate fully and achieve alongside their peers.

- The special educational needs co-ordinator (SENCO) supports teachers to ensure that 'Ordinarily Available Inclusive Practice' is provided in line with the needs of the child.

- Children and young people are involved in the choosing, planning and organisation of visits/ events/extra-curricular activities, linked to their interests and needs. There are opportunities for aspects of the universal curriculum to be co-produced with children and young people, community groups, businesses, specialist and other external visitors. This is to improve social skills, self-belief and promote independent learning to ensure that all children and young people are ready for the next stage of education, employment or training.

Dimension 4.2

Quality First Teaching

Is there evidence that:

- › Quality first teaching meets the needs of all children and young people with appropriate reasonable adjustments being made for those that need it. For example, more able, special educational needs and disabilities (SEND), Pupil Premium.

Discussion prompts / evidence of impact

- › School / settings have a bespoke continued professional development (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/young people. Teaching is skilfully designed to help all children and young people know more and remember more over time. Teaching enables children and young people to link new knowledge into larger ideas.
- › The effective deployment of staff is planned and evaluated to enhance the learning of all children and young people. 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 children and young people know and can discuss their next steps in learning. Targets are co-produced and shared with parent carers.
- › As part of its inclusive culture, the school / setting can demonstrate how universal provision enables children and young people with additional needs to access learning independently.

Dimension 4.3

Improving provision and outcomes

Is there evidence that:

- › Data is effectively used to inform future planning and improving outcomes for all children and young.
- › Assessments are used to identify needs and appropriate support for learning and the effectiveness of these interventions is reviewed and adjusted according to outcomes. The school / setting is mindful about the time spent out of the classroom and promotes inclusion within class as much as possible.
- › Children and young people who are not making expected rates of progress or engaging in the full range of provision are targeted so that they make accelerated progress.

Discussion prompts / evidence of impact

- › Systems are in place for regularly assessing progress of children and young people in key aspects of learning, engagement and personal development. The school / setting identifies children and young people who are at risk of underachieving and implements plans to rapidly and effectively address this. The assessment of children and young people 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 / setting. There is evidence of data being analysed in relation to key groups at risk of disadvantage 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. Personal Learning Plan (PLP), Pastoral Support Plan (PSP), Personal Education Plans (PEP). The impact of these plans is routinely evaluated, informed by the outcomes of other monitoring activities.

- › The school / setting collects additional assessment data that measures progress holistically. This could include assessments such as The Boxall Profile Assessment, Social Use of Language Programme, Leuven Scales, Communication Tools, Thrive, speech and language tools, social communication and interaction checklists and tools or resilience frameworks. Information from these assessments is used to inform curriculum design and teaching.

- › Evidence of detailed analysis of groups across the school / setting 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 children and young people.

- › The school / setting has systems for monitoring teaching and learning and the impact of the curriculum, including teachers' planning, children and young people's work and attitudes to learning within certain classes, environments and experiences. This monitoring includes regular focus on the progress being made by children and young people. The systems are transparent and are understood by staff who value the feedback this provides.

- › The school / setting has developed systems to enable children and young people to provide feedback on their learning and help them to identify how their lessons help them to learn.

- › Children and young people 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 learning environments and experiences is used flexibly and is focused on facilitating independent learning.

- › All children and young people know their learning targets/personal development targets.

- › Children, young people and parent carers have regular opportunities to meet with and provide feedback to the governing body and leadership team on aspects of the school / setting's policy and provision, for example through a parent forum, or children and young people representatives.

Dimension 4.4

Meeting needs of individual children and young people

Is there evidence that:

- › The school / setting shows evidence of preparing for the inclusion of a wide range of individual children and young people.
- › Children and young people who are experiencing barriers to learning and participation are viewed as individuals with different interests, knowledge and skills.
- › The school / setting outlines the arrangements for and identifies and assesses children and young people in order to provide additional and different provision to meet individual needs.

Discussion prompts / evidence of impact

- › Staff can describe how policies are adapted to meet the different needs of children and young people. For example, how reasonable adjustments are made.
- › The school / setting tracks the language acquisition of children and young people, including English proficiency of English as an additional language (EAL) in order to effectively support their further acquisition of English.
- › The school / setting 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. It seeks additional support from appropriate specialist services as required.
- › Children, young people 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 children and young people with an

Education, Health and Care Plan (EHCP), this is also captured as part of the Annual Review cycle.

- › Regular reviews with children and young people with special education needs and disabilities (SEND), additional needs and those at risk of disadvantage show they are being listened to and acted upon, their needs are being met and significant progress is being made. The school / setting obtains information to support this directly from the parent carer and children/young people on their strengths, interests, needs and emotional well-being.
- › Where children and young people 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 children and young people and parent carers 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 children and young people (those working above national expectations) and considers any factors which may place them at a disadvantage.
- › Communications regularly signpost parent carers to the Local Offer for relevant information, support and advice and use it to access additional support and services.
- › The special educational needs co-ordinator (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 parent carers to discuss a child or young person's SEND or possible SEND.
- › The school / setting proactively identifies cohorts or individual children and young people who could benefit from a programme of alternative provision which takes place in and / or out of school / setting. The provision is designed to ensure clear outcomes are planned and evaluated for impact with seamless reintegration.

Dimension 4.5

Parental engagement in their child/young person's learning

Is there evidence that:

- › Parent carers of children under 16 (and older if appropriate) understand how their child is doing, what their child or young person needs to do and what they can do to provide support.
-

Discussion prompts / evidence of impact

- › Parent carers are invited to attend events. For example, parent carer evening, performances, curriculum and social occasions such as quiz nights. Parent carers from all backgrounds are asked what events would be comfortable and engaging for them.
 - › The school / setting offers workshops to develop parent carers' understanding of different concepts and elements of school / setting life and advises them how they can further support their children and young people at home.
 - › Annual reports are provided to parent carers to share key data and information about their children and young people. Staff check that parent carers understand the information that is presented in the reports and are given the opportunity to discuss it with their child/young person's teacher.
-

- › Parent carers' evenings and meetings are effectively scaffolded so that parent carers 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, those 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 carer 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 children and young people. Parent carers and children and young people are engaged with homework, see its benefits and the impact it has on learning. The school / setting supports children and young people to complete home learning.
 - › Where there is evidence that parent carer engagement is low, the school / setting proactively addresses the barriers and seeks to build positive relationships.
-

Dimension 4.6

Extra-curricular activities

Is there evidence that:

- › High quality extra-curricular activities are used to enhance learning opportunities for all.
-

Discussion prompts / evidence of impact

- › Most extra-curricular opportunities are free at source.
-
- › The views of children, young people and parent carers are actively sought and acted upon when planning extra-curricular activities. Particular effort is made to engage with families whose voice is seldom heard or represented.
-
- › Clubs and activities reflect the diversity of children and young people in the school / setting including those with additional needs
-
- › A well-planned range of rich extra-curricular experiences effectively contributes to the personal development of all children and young people
-
- › Some clubs and activities are designed around the interests of an individual child or young person to support the development. Children and young people 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. Children and young people appreciate the offer and make good use of these opportunities.
-
- › Engagement data in extra-curricular activity of children and young people with SEND, additional needs and those at risk of disadvantage is known and shows increasing participation rates.
-

Self Evaluation Template

Aspect 4: Quality of Education

Step 1 Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your settings' strengths and areas for development. You may have other good practice examples at your setting which you also want to include.

Step 2 Consider where your school is for each dimension using the scale of **1 – 4** where:

- 1. Not Yet Developed:** Identifying needs for development
- 2. Developing:** Actively developing practice in this area
- 3. Established:** Practice is being embedded into whole school practice
- 4. Enhanced:** Clear cycle of review within whole school development cycle / Supporting other settings to develop practice

Step 3 Against each dimension, identify next step(s) that would make the greatest improvement to inclusive practice.

Dimension	Strengths with examples of practice	Areas for Development	Scale	Actions
4.1 Curriculum design				
4.2 Quality first teaching				
4.3 Improving provision and outcomes				
4.4. Meeting the needs of individual children and young people				
4.5 Parental engagement				
4.6 Extra-curricular activities				

Please see Tools for Schools on the West Sussex Local Offer for a downloadable template.

Notes

A series of horizontal dotted lines for taking notes.



West Sussex Inclusion Framework

If you require this document in another format such as large print, braille, audio or in another language, please email us at ToolsforSchools@westsussex.gov.uk