



# 5. Included, Respected and Valued

<b>Key Focus from Jersey Review Framework</b>  Pillars of the Curriculum: Development of the child; Entitlement; Equity; Quality	<b>Key Objective</b> (Specific aspects that require some improvement, taken from End of Year Statement)	<b>How key objectives will be addressed, and improvements implemented?</b>	<b>Who will be leading (L) and who will be monitoring (M)?</b>	<b>Any cost implications / CPD?</b>	<b>What success will look like</b> (i.e. Curriculum Teaching and Learning; Behaviour, Attitudes and Attendance; Personal Development; Leadership and Management)
<p><b>Pillar 1: Development of the Child</b></p> <p><b>Pillar 2: Entitlement</b></p> <p><b>Pillar 3: Equity</b></p> <p><b>Pillar 4: Quality</b></p>	<p>To use the 'Inclusion Quality Mark' as a mechanism to evaluate and improve our inclusivity.</p> <p>To inspire our School community by demonstrating that we are a school that is genuinely committed to positive outcomes for vulnerable and marginalised</p>	<p><b>1. Develop Leadership Commitment and Understanding</b></p> <p>Ensure school leadership fully understands the IQM framework and is committed to inclusion as a core value, by following this structure:</p> <ol style="list-style-type: none"> <li>1) Inclusion values (April 25)</li> <li>2) Leadership, Management and Accountability (Apr 25)</li> <li>3) Curriculum – Structure, Pupil Engagement and Adaptation (May 25)</li> <li>4) T&amp;L – Learning Environment, Planning resources and Pedagogy (June 25)</li> <li>5) Assessment (June 25)</li> <li>6) Behaviour, Attitudes to Learning and Personal Development (July 25)</li> <li>7) Parents, Carers and Guardians (Sept 25)</li> <li>8) Links with Local, Wider and Global Community. (Sept 25)</li> </ol> <p>This includes a clear understanding of the criteria for IQM, such as promoting equality, diversity, and access to learning.</p>	<p>SLK (L) RSC (M)</p>	<p>£2,000</p> <p>SLT Monday Meetings (see schedule)</p>	<p><b>Learning</b></p> <p>Learning environments are suitably adapted to meet the needs of all learners. Consequently, all groups of pupils are typically enthused, motivated and engaged in their learning.</p> <p><b>Leadership and Management</b></p> <p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. Leaders advocate strongly for all groups of pupils whose circumstances may disadvantage them or make them more vulnerable ensuring that meeting their needs is embedded into teaching, learning and the social aspects of school life.</p> <p><b>Personal Development</b></p> <p>The school's inclusive ethos and systems for pastoral care ensure suitable provision for all groups of pupils, (particularly any who may be vulnerable or have additional needs). As a result, it is effective in promoting their personal</p>

	<p>pupils, including those with SEN and/or D.</p>	<p>Organise meetings or workshops with key stakeholders (e.g. senior leadership, inclusion team, teachers, learning mentors and key workers) to align on objectives and allocate necessary resources for achieving the IQM.</p> <p><b>Monitoring Comments:</b></p> <p><b>2. Conduct an Initial Self-Evaluation</b></p> <p>Begin with a comprehensive self-evaluation of the school's current inclusion practices. Use the IQM criteria as a guide to assess strengths, areas for development, and existing gaps.</p> <p>Gather input from staff, students, and parents through surveys, interviews, or focus groups to understand how inclusion is perceived and practiced across the school.</p> <p>Analyse the data to identify specific areas where the school needs to improve to meet IQM standards.</p> <p><b>Monitoring Comments:</b></p> <p><b>3. Create 'Future Plans' responding to each of the IQM Elements</b></p> <p>Based on the self-evaluation, develop a detailed Inclusion Action Plan that outlines specific goals, actions, responsibilities, timelines, and success criteria for meeting IQM requirements.</p> <p>Include a clear strategy for addressing the needs of various groups, such as students with special educational needs and disabilities (SEN and/or D), Multi-Lingual</p>	<p>Stage 1 Registration: January 2025</p>	<p>development, physical and mental health and emotional wellbeing.</p>
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