**INCLUSIVE EDUCATION AUDIT Part 1 - Education Settings Audit Tool**

*Inclusion is about everyone feeling welcomed, valued, respected and supported*

**Guidelines on using and completing the Inclusive Education Audit**

Please refer to the [Inclusive Education Audit section on the Southampton City Council website](https://www.southampton.gov.uk/schools-learning/send-local-offer/professionals/inclusive-education-audit/) ([https://www.southampton.gov.uk/inclusiveeducationaudit)](https://scc-staging.southampton.gov.uk/inclusiveeducationaudit/) for all relevant information including an introduction to the audit, guidance on using and completing it, and details of further support available.

**Part 1 – to be completed by the Senior Leadership Team and Governors**

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| **Name of setting** |  | | |
| **Completed by** |  | | |
| **Date** |  | | |
| **Setting profile** | % of pupils / students on SEN Support |  | Date:  Source: |
| % of pupils / students with an EHCP |  | Date:  Source: |
| % of pupils / students with EAL |  | Date:  Source: |
| % of pupils / students attracting Pupil Premium |  | Date:  Source: |
| % of pupils / students on FSM |  | Date:  Source: |
| % of pupils / students from ethnic minority groups |  | Date:  Source: |
| % of pupils / students who have identified as transgender |  | Date:  Source: |
| % of pupils / students with medical needs |  | Date:  Source: |
| % of pupils who are LAC |  | Date:  Source: |
| % of pupils previously LAC / post adoption |  | Date:  Source: |
| **Attendance** | % Pupil / student attendance |  | Date:  Source: |
| % Pupils / students on a part time timetable |  | Date:  Source: |
| **Exclusions** | Number of pupils / students excluded (specify timeframe) |  | Date:  Source: |
| Number of instances excluded |  | Date:  Source: |
| Number of days of exclusion |  | Date:  Source: |
| **Other contextual information** | Please add any other details relevant to Inclusion: | | |

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| 1. **Culture, leadership and management including Governance** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (highlight)** | |
| 1.1 The setting culture values all CYP equally and celebrates diversity |  | |  | Embedded  In progress  Not started | |
| 1.2 Leaders model an inclusive ethos |  | |  | Embedded  In progress  Not started | |
| 1.3 The setting has a clear and aspirational vision for the education of all CYP |  | |  | Embedded  In progress  Not started | |
| 1.4 The Governing Body fulfils its statutory duties in line with the SEN Code of Practice |  | |  | Embedded  In progress  Not started | |
| 1.5 The setting has appropriately qualified staff to lead provision for all CYP |  | |  | Embedded  In progress  Not started | |
| 1.6 The setting is adequately staffed and resourced to meet the needs of all CYP |  | |  | Embedded  In progress  Not started | |
| 1.7 Co-production and partnership working are embedded within the setting ethos |  | |  | Embedded  In progress  Not started | |
| **Overall effectiveness of culture, leadership and management including governance** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
| **2:** |  |  | | |  |
| **3:** |  |  | | |  |

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| 1. **Environment and resources** | | | |
| **Statement** | **Evidence** | **Areas for improvement** | **Position (highlight)** |
| 2.1 The setting makes best endeavours to be accessible to all CYP. This includes:  - buildings  - classrooms  - communal areas (toilets, dining halls, corridors)  - outdoor areas  - pick up and drop off areas |  |  | Embedded  In progress  Not started |
| 2.2 CYP are supported in moving around the setting |  |  | Embedded  In progress  Not started |
| 2.3 All CYP are enabled to participate in off-site activities |  |  | Embedded  In progress  Not started |
| 2.4 The setting environment is adapted to meet the needs of all CYP |  |  | Embedded  In progress  Not started |
| 2.5 The environment is adapted to meet the needs of the individual CYP |  |  | Embedded  In progress  Not started |
| 2.6 Everyone is made to feel welcome |  |  | Embedded  In progress  Not started |
| 2.7 Diversity is accepted and accommodated |  |  | Embedded  In progress  Not started |
| 2.8 The setting is aware of and effectively uses all available resources to continually improve inclusive practice and achievement |  |  | Embedded  In progress  Not started |

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| **Overall effectiveness of environment and resources to support CYP** | **Embedded**  **In Progress**  **Not Started** | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | **Timeframe** |
| **1:** |  |  |  |
| **2:** |  |  |  |
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| 1. **Staff skills** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 3.1 Staff have the knowledge, skills and expertise to remove barriers to learning and participation in all aspects of the setting |  | |  | Embedded  In progress  Not started | |
| 3.2 Staff have a positive attitude and are committed to meeting the needs of all CYP |  | |  | Embedded  In progress  Not started | |
| **Overall skills of staff to support CYP** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
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| 1. **Quality of teaching, learning and assessment** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 4.1 There are high expectations and aspirations of all CYP |  | |  | Embedded  In progress  Not started | |
| 4.2 The setting offers an inclusive environment that meets the needs of all CYP |  | |  | Embedded  In progress  Not started | |
| 4.3 Assessment contributes to the achievements of all CYP |  | |  | Embedded  In progress  Not started | |
| 4.4 The setting provides high quality, differentiated teaching for individuals and groups of CYP |  | |  | Embedded  In progress  Not started | |
| 4 .5 The setting has a graduated response to provision that ensures early identification and intervention |  | |  | Embedded  In progress  Not started | |
| 4.6 CYP are supported to become independent learners |  | |  | Embedded  In progress  Not started | |
| **Overall quality of teaching, learning and assessment** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
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| 1. **Personalisation, personal development, behaviour and welfare of CYP** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 5.1 CYP are treated as individuals with their needs understood and addressed flexibly |  | |  | Embedded  In progress  Not started | |
| 5.2 The importance of friends and a peer group is understood and addressed creatively |  | |  | Embedded  In progress  Not started | |
| 5.3 Professionals from all agencies and services work in partnership to understand and meet the needs of CYP |  | |  | Embedded  In progress  Not started | |
| 5.4 CYP are represented and have a voice, with diversity actively promoted |  | |  | Embedded  In progress  Not started | |
| 5.5 Co-production is embedded within the setting’s development and evaluation |  | |  | Embedded  In progress  Not started | |
| 5.6 The setting has a holistic approach in order to secure the wellbeing of CYP |  | |  | Embedded  In progress  Not started | |
| 5.7 The setting has a broad curriculum that supports the personal development of all CYP |  | |  | Embedded  In progress  Not started | |
| 5.8 The setting reinforces its core values and expectations of behaviour through a consistent approach |  | |  | Embedded  In progress  Not started | |
| 5.9 The setting has effective systems that support the integration and transition of all CYP |  | |  | Embedded  In progress  Not started | |
| 5.10 Barriers to attendance are explored and addressed |  | |  | Embedded  In progress  Not started | |
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| **Overall quality of personalisation, behaviour management and welfare of CYP** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
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| 1. **Outcomes for CYP** | | | | | |
| **Statement** | **Evidence** | | **Areas of improvement** | **Position (Highlight)** | |
| 6.1 Settings have high aspirations for all CYP |  | |  | Embedded  In progress  Not started | |
| 6.2 The setting has systems in place for measuring the progress made by all CYP |  | |  | Embedded  In progress  Not started | |
| 6.3 The setting identifies CYP who are not making expected progress, explores the reasons why and puts steps in place to remove barriers to learning |  | |  | Embedded  In progress  Not started | |
| 6.4 The setting has effective transition arrangements in place to ensure the progress of CYP is sustained |  | |  | Embedded  In progress  Not started | |
|  |  |  | | |  |
| **Overall achievement of outcomes for CYP with SEND** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
| **2:** |  |  | | |  |
| **3:** |  |  | | |  |