



SECTION 13

THE TRAFFORD INCLUSION AWARD FOR SCHOOLS



The Trafford Inclusion Award is based on the following **definition** of inclusion adopted by most of the LAs within the Regional Partnership NW and supported by the University of Manchester:

Inclusion is the continuous process of increasing the **presence, participation** and **achievement** of all children, young people and adults in schools.

- **Presence** is concerned with where learners are educated, and whether they attend regularly and arrive punctually. It is about admissions, attendance, exclusions, and exclusion from particular activities.
- **Participation** is concerned with the quality of learners' educational experiences, particularly being actively involved in decision making.
- **Achievement** is concerned with learner outcomes across the whole curriculum, taking into account work to improve academic progress and emotional and social skills. It also involves helping learners to develop into healthy, creative and effective citizens.

To achieve this award schools need to demonstrate their inclusive practice with an emphasis on the positive **outcomes for children** in addition to showing the processes that are in place. The pro forma for evidence is based on a range of possible evidence linked to Trafford's School Self-Evaluation File (or equivalent self-evaluation documents), the Personal, Social Development (PSD) Framework and the OFSTED Framework. Working towards the Award provides much evidence for the completion of the **SEF** and supports the School Improvement cycle whilst focusing





attention on actions to improve the presence, participation and achievement of all children and young people in order to achieve the Every Child Matters outcomes.

The Trafford Inclusion Award is to be awarded twice each year. Schools may take several terms to work through the self-evaluation process, set targets and review their position in order to reach the standards required for the Award. The Award lasts 4 years. Colleagues from across CYPS are consulted, as relevant, on each initial submission and may aid the setting of targets for future development in agreement with the school. Schools are encouraged to triangulate their own evidence having gathered the views of pupils, parents, staff and other users of the school in order to confirm the validity of data collected.





Trafford Inclusion Award for Schools

STRAND 1

Aspects	Evidence of promotion of Presence Participation and Achievement	Possible sources of evidence	Evidence Available Y/N
Inclusion of all children - Presence, Participation and Achievement -	<ul style="list-style-type: none"> • Evidence of the use of a self-evaluation tool for Inclusion and action planning from it. • This section must include evidence of the use of data to demonstrate achievement e.g. value added or CVA data • Data analysis and target setting for all, including action taken to promote the presence participation and achievement of those at risk of underachievement, marginalisation and exclusion. e.g., LAC, children with SEN, children with disabilities, black and ethnic minority groups, travellers, gifted and talented 	<ul style="list-style-type: none"> • SIS Self-Evaluation Framework- Inclusion section • Index for Inclusion • PANDA, PAT (or RAISE), SID • Primary or Secondary National Strategy Self Evaluation Tools for EAL and SEN • 'Leading on Inclusion' (PNS) materials 	





Aspects	Evidence of promotion of Presence Participation and Achievement	Possible sources of evidence	Evidence Available Y/N
	<ul style="list-style-type: none"> • Targets set are met and if not questioned • Additional Provision is mapped and reviewed each year based on changing needs and budgets • Examples of extended services or working with community e.g. Family Learning 		
Attendance - Presence	<ul style="list-style-type: none"> • Data showing 94%/or evidence of work to improve general levels of attendance. • Analysis of the attendance of specific groups, cross referenced with achievement data. • Analysis of the attendance of specific groups at extra curricular activities/clubs. • Analysis of the use of part time timetables with an aim of reducing this. 	<ul style="list-style-type: none"> • Data • SIS School Self-Evaluation file • Attendance section Other analysis/evaluation • EWO 	
Further details of evidence for Strand 1			





<i>Aspects</i>	<i>Evidence of promotion of Presence Participation and Achievement</i>	<i>Possible sources of evidence</i>	<i>Evidence Available Y/N</i>

STRAND 2

<i>Aspects</i>	<i>Evidence of promotion of Presence Participation and Achievement</i>	<i>Sources of evidence</i>	<i>Evidence Available Y/N</i>
Pupil Voice- Presence Participation and Achievement	<ul style="list-style-type: none"> • Evidence of action taken as a result of listening to pupils this may be through the School Council or other focus groups. • Evidence of changes in policies & practices due to listening to learners • Processes in place for feeding back to pupils of how their views were used. • Links with other initiatives e.g. Eco schools or Anti-bullying. • Evidence of the routine ways pupils are involved in decision making e.g. 	<ul style="list-style-type: none"> • School council agenda/ minutes & links with SIP • Pupil questionnaires • Specific project work • OFSTED comments on pupil attitudes and involvement • Lancashire Pupil Attitude Survey • Manchester Inclusion Standard Pupil Voice Toolkit activities • Staff meeting minutes 	





Aspects	Evidence of promotion of Presence Participation and Achievement	Sources of evidence	Evidence Available Y/N
	circle time. • Staff awareness of the UN Convention on the rights of the child		
Parental Views and Involvement Views of Staff & Partners/users of school -Participation	<ul style="list-style-type: none"> • Evidence of the use of parental views in planning for change/development • Parental/community involvement in school life e.g. family learning opportunities. • Governors have an inclusive ethos • Other service/partners working within the school agree there is an inclusive ethos 	<ul style="list-style-type: none"> • Analysis of parental/ community/service providers questioning/comments-how used in SIP, • OFSTED reports. • Specific project work 	
Further details of evidence for Strand 2			





STRAND 3

Aspects	Evidence of promotion of Presence Participation and Achievement	Sources of evidence	Evidence Available Y/N
Safeguarding	<ul style="list-style-type: none"> Evidence of adhering to the guidance 'Safeguarding children in education' (DfES September 2004). Evidence that children feel safe in school 	<ul style="list-style-type: none"> Trafford PSD Framework section 'Safeguarding children in Education' Pupil questionnaires Focus groups Specific project outcomes e.g. Anti-bullying or Race equality work 	
Race Equality- Presence Participation and Achievement	<ul style="list-style-type: none"> Silver Award or equivalent level of work in this area 	<ul style="list-style-type: none"> Trafford PSD Framework 	
Disability Equality - Presence Participation and Achievement	<ul style="list-style-type: none"> Planning for increased access (physical and curricular) for disabled children and young people. Promotion of disability equality (DED – General duty). Evidence of staff training on or 	<ul style="list-style-type: none"> School's Accessibility Plan Disability Equalities Scheme (DES) – Specific duty - Secondary from Dec 06, Primary, Special and PRUs from Dec 07. Staff meeting minutes or CPD 	





Aspects	Evidence of promotion of Presence Participation and Achievement	Sources of evidence	Evidence Available Y/N
	awareness raising of DDA duties <ul style="list-style-type: none"> • Evidence of criteria covered and progress made on action points raised through SEN monitoring visits. 	record <ul style="list-style-type: none"> • SIS Self-Evaluation File/SEN visit report 	

Further details of evidence for Strand 3





STRAND 4

Aspects	Evidence of promotion of Presence Participation and Achievement	Sources of evidence	Evidence Available Y/N
Citizenship- Presence Participation and Achievement OR	<ul style="list-style-type: none"> • Bronze Award or equivalent level of work in this area 	<ul style="list-style-type: none"> • Trafford PSD Framework or equivalent 	
Healthy Schools- Presence Participation and Achievement	<ul style="list-style-type: none"> • Bronze Award or equivalent level of work in this area 	<ul style="list-style-type: none"> • Trafford PSD Framework • Healthy schools awards/documentation 	
Behaviour- Presence Participation and Achievement	<ul style="list-style-type: none"> • Evidence of an up to date Behaviour policy with appropriate links to the SEN policy. • Exclusions are low / reducing. • Part-time timetables are used with a time limit and a plan for re-integration • Proof of actions taken from self evaluation and listening to pupils. • Lunchtime exclusions are time limited • Evidence of a structured system for 	<ul style="list-style-type: none"> • Behaviour policy. • SIS SSE framework Behaviour section, other audits with • SEAL materials 	





Aspects	Evidence of promotion of Presence Participation and Achievement	Sources of evidence	Evidence Available Y/N
	target setting and review through PSPs/IBPs behaviour books/logs.		
Anti-bullying- Presence Participation and Achievement OR	<ul style="list-style-type: none"> • Bronze Award or equivalent level of work in this area 	<ul style="list-style-type: none"> • Trafford PSD Framework • SEAL materials 	
Social and Emotional Well Being in the School Community - Presence Participation and Achievement	<ul style="list-style-type: none"> • Bronze Award or equivalent level of work in this area 	<ul style="list-style-type: none"> • Trafford PSD Framework • SEAL materials 	
Additional Evidence e.g. Other Awards or Extended services provided that can demonstrate positive outcomes for Presence Participation and	PQM status has been awarded Challenge Award is being worked towards for Gifted and Talented	<ul style="list-style-type: none"> • Primary Quality Mark (Basic Skills) • Challenge Award for gifted and Talented 	

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Aspects	<i>Evidence of promotion of Presence Participation and Achievement</i>	<i>Sources of evidence</i>	<i>Evidence Available Y/N</i>
Achievement of pupils			





Further details of evidence for Strand 4

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TARGETS

1. Presence

2. Participation

3. Achievements

4. Other

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