

SEND and Inclusion Quality Mark Framework (Secondary)

Action	Suggested Timescale	Guidance/ Evidence
School decides to apply for IQMA School Lead and Departmental Leads identified		Invite STS/ EPS to attend meeting
Stage 1 Departments complete SEND and Inclusion Toolkit in collaboration with external specialists	Term 1	Time should be given to ensure this is completed effectively so that it reflects the views of all stakeholders (e.g. staff, pupils, parents/ carers, Governors, outside agencies)
Stage 2 School Lead and Departmental Leads meet with STS/ EPS to develop Action Plan (LA time funded 2 hours)	Term 1	Individual departmental Toolkits should be shared prior to the meeting. Each school lead should come to the meeting with a clear idea of what needs to be achieved
Stage 3 Complete Actions	Terms 1-3	Maximise opportunities for school: school support and joint training. Leads should meet at least termly to review progress. Updated Action Plan to be shared with STS/ EPS link.
Stage 4 Visit from STS/ EPS to monitor progress/ provide support (LA time funded 2 hours)	Term 2	Leads to agree focus for visit (e.g. meeting with Lead group or individual school focus)
Stage 5 Departments revisit SEND and Inclusion Audit and provide evidence required on IQMA Checklist (attendance, exclusions data, use of reduced timetables, attainment data, school provision map, attainment data, referrals to Panels) in collaboration with external specialists	Term 3	Outcomes evidenced through Toolkits, QMA Checklist, pupil attendance data, SEMH assessment data, pupil attainment data, case studies, stakeholder feedback

<u>Stage 6</u> STS/ EPS evaluate evidence and complete evaluation visits as required (LA time funded 3 hours)	Term 4	
<u>Stage 7</u> Evidence assessed by LA Panel	Term 4	
<u>Stage 8</u> Outcome communicated to School	Term 4	
<u>Stage 9</u> Assistant Director of Education presents award	Term 4	
<u>Stage 10</u> Reaccreditation	To be completed every 3 years	See Stages 5-9

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