

## Grading inclusion

Needs attention	Expected standard	Strong standard
<p><b>Inclusion is likely to be graded 'needs attention' when the expected standard has not been met.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>■ Leaders and those responsible for overseeing the ITE provision recognise the importance of supporting trainees who may face barriers to their learning and/or well-being, but they do not have enough understanding of trainees' needs (where disclosed) to provide effective support.</li> <li>■ Teacher educators and mentors understand the needs trainees have, but too many trainees receive support that does not typically meet their needs or help to reduce barriers to their learning and/or well-being.</li> <li>■ Leaders understand the needs of trainees, but they do not share (when there is trainee consent to do so) the information they have and/or check the effectiveness of the support at the partner organisations/employers where trainees are completing their teaching practice.</li> </ul>	<p><b>Inclusion meets the 'expected standard' when all the following apply:</b></p> <p>Leaders and those responsible for overseeing the ITE provision promote inclusive practices and champion equality and diversity.</p> <p>Trainees typically feel welcomed and valued, regardless of their backgrounds or prior experiences. Leaders act on feedback to improve trainees' experiences.</p> <p>The provider's inclusive policies and practices foster a safe environment for trainees to disclose any needs, knowing support will be made available.</p> <p>Leaders and staff understand their trainees' needs and typically take action to help trainees reduce any barriers to their learning and/or well-being, including trainees with identified SEND.</p> <p>Leaders make any reasonable adjustments or adaptations required that are appropriate to the teaching profession and meet trainees' needs.</p> <p>Trainees generally receive helpful information about a variety of appropriate internal and external guidance that is available to help them support their own learning and/or well-being.</p>	<p><b>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <p>Leaders and those responsible for overseeing the ITE provision take deliberate steps to ensure that the importance of inclusion is universally embedded and understood across the ITE provision.</p> <p>Leaders systematically promote diversity, which increases the diversity of backgrounds that trainees come from.</p> <p>Leaders' and staff's actions consistently make an effective and demonstrable difference to the opportunities and experiences of trainees, no matter their needs or circumstances.</p> <p>Leaders and those responsible for overseeing the ITE provision systematically review and enhance how effectively they support trainees to meet their individual needs. Trainees consistently engage with the bespoke, timely support and guidance.</p>

## Urgent improvement

**Inclusion is likely to be graded 'urgent improvement' when any of the following apply:**

- Leaders' work to prioritise inclusion is weak because they do not identify on the barriers to learning and/or well-being trainees may face.
- Trainees with identified SEND and those who may face other barriers to their learning and/or well-being do not receive adequate support to access the ITE programme. Leaders do not act on the barrier to learning and/or well-being they have identified.

## Exceptional

**Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:**

- Leaders and those responsible for overseeing the ITE provision have a transformational impact on trainees' individual experiences due to their meticulous approach to promoting inclusion.
- Trainees receive commendable levels of individualised support and guidance, irrespective of the barriers that they may face. They are unanimously positive about the unwavering support that they receive from the provider.
- There are no significant areas for improvement that leaders have not already prioritised. If this

grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own ITE provision
- share their learning and best practice externally to support system-wide improvement, for example with other ITE providers, professionals, their community and stakeholders, including local and/or national networks