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| **Developing Inclusive school Community Improvement Exemplar** | | | | |
| 1. **What are we trying to accomplish? (Aim)** | | | | |
| 1. **How will we know that a change is an improvement? (outcome)** | | | | |
| 1. **What change can we make that will result in an improvement?** | | | | |
| **What is the area we want to explore?** | | | | |
| **Are our school policies and plans equitable and inclusive?** | | | | |
| **Aim** | **Ensure that our school policies and plans are inclusive and reflect the needs of our learners with neurodevelopmental differences, ASN and protected characteristics.** | | | |
| **Projected Outcome** | **Inclusive school policies and planning developed through empowerment, engagement and participation** | | | |
| **Who is leading this activity?** | | **Impact /improvement measures** | | **Time Scale** |
| For example   * School management Team * Staff group * Learners’ Dyslexia group * Dyslexia working group * Equalities working group | |  | |  |
| **Chosen reflective questions** | | | **Evidence of change** | **Outcome** |
| Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties? | | |  |  |
| **Next Steps** | | | | |
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