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| **Springboard for reflective conversations to support improvements:**  **Inclusive school community** | |
| **Focus areas** | **Reflective Questions** |
| Developing an inclusive school community | * Have we successfully established an inclusive school community? How do we know? * Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties? * How do we know we have effective family learning opportunities which focus on raising awareness of inclusive practice and education? * How do we consult with and involve all stakeholders in the self-evaluation of inclusive practice and support for dyslexia? * How well do we evidence that improvement has been supported and informed by stakeholder feedback? * How do we know that we effectively work collegiately with pupils, parents and partners to inform appropriate resourcing decisions and allocate resources to build capacity and sustain improvement in inclusive practice? * What strategies do we use to guide the direction and pace of change to embed inclusive approaches across learning and teaching and the school experiences? Is this carefully planned to ensure sufficient time for embedding improvements? |
| Empowerment | * How do I/we know that our school community stakeholders are aware of, and understand the Empowered system? * How do I/we know that our school community empowers all stakeholders? |
| **Professional Learning** | * How do we ensure that all staff and partners have up-to-date knowledge and understanding of additional support and inclusive practice? * How do we know staff are accessing effective levels of support and training to build their capacity to meet the needs of diverse learners? * How do I/we know that the Addressing Dyslexia Toolkit and accompanying resources have been accessed and are being used within the school community? * How can these resources be shared at the appropriate levels? * How do we ensure that all staff and partners have up-to-date knowledge and understanding of language development and literacy? * What is the impact of the professional learning? |
| **Learner Engagement** | * How are our learners actively encouraged to participate in the improvement of our inclusive learning environment? * How does our school currently seek the views of children and young people with additional support needs? * How do I/ we know how included our learners currently feel? * Based on the Young Ambassadors for Inclusion ideas, how could our school become more inclusive? * Is our school community ready to sign the inclusion pledge? * How well do our approaches on identifying, moderating and supporting learners enable them to develop an awareness of themselves as learners and support them to recognise their own skills for learning, life and work which they are developing? * How effectively do I/we involve learners in planning, participating, choosing and evaluating their learning? * What opportunities do learners currently have to share their views, not including Pupil councils? * How do I/we ensure that our transition processes are effective, accessible and appropriate for our learners with additional support needs/disabilities? * How do I/we know our processes and support are helping leaners access sustained positive destinations? |
| **Family Engagement** | * How do I/we know families have been provided with appropriate opportunities to access information on dyslexia and other neurodevelopmental differences? * How do I/we know families have been provided with appropriate opportunities to access information on Inclusive school communities? * How are parents/carers actively encouraged to participate in the improvement of the inclusive learning environment? * How do I/we know I/we work collegiately with parents? * How do I/we know I/we effectively support parents and carers to participate in, contribute to and understand their child’s learning? * How do I/we know I/we effectively share information on the development of language and numeracy skills is shared with partners and parents? * How do I/we know we have effective family learning opportunities which focus on raising awareness of how to support their children? |
| **Early Identification, monitoring and support** | * How well do I/we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? * How well do I/we ensure our transition processes are collaborative and involve partnership, learner and family engagement and participation? * How well do staff understand their role within the staged level of intervention and supporting all learning? * How effectively do all staff access the free online Addressing Dyslexia Toolkit – how do we know this and what is the impact? * How effectively do all staff access the national or local authority pathway for the identification of dyslexia and literacy difficulties? * How do we know if personalised support is having the desired impact of improving outcomes for learners? |
| **Curriculum Accessibility** | * How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination, how do we know this? * How do we know our curriculum is accessible and promotes equity and personalisation and raises attainment for **all** children and young people? * How do I/we understand what differentiation is and how to do it? * How do I/we know if staff and partners effectively evaluate their learning, teaching and assessment approaches meet the needs of diverse learners? * How do I/we know if staff and partners use a range of appropriate approaches that meet the needs of all learners? * How do we know our inclusive approaches are improving learning and curriculum accessibility? |
| **Attainment** | * How do I/we know that our attainment levels area true reflection of all our learners? * How do I/we know that the attainment of our learners with additional support needs and disability is effectively tracked to support early intervention? * How well do our staff understand the link between inclusion and raising attainment? * How do I/we know our improvement plans reflect the link between inclusion and raising attainment? * How do I/we demonstrate that our self-evaluation processes within the school focuses on inclusion and raising attainment? * How do I/we demonstrate effective use and monitoring of ASN data and attainment data? * How do I/we know the attainment levels in literacy and numeracy for learners with ASN, dyslexia have improved? * How do we ensure that all staff and partners have up-to-date knowledge and understanding of language development and literacy? * Does our literacy strategy include relevant and appropriate cognisance to neurodevelopmental differences e.g. Dyslexia? |