



# **Dyslexia and Inclusive Practice: Professional Learning Resource**

**Improving Practice and Empowering Whole School  
Approaches to Support Learners**



**A reflective and evaluative professional learning approach to improve practice and empower whole school approaches to support learners.**

'The central message is simple: every learner matters and matters equally. The complexity arises, however, when we try to put this message into practice. Implementing this message will likely require changes in thinking and practice at every level of an education system, from classroom teachers and others who provide educational experiences directly, to those responsible for national policy'.

A Guide for ensuring inclusion and equity in education, Pg 12, UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000248254>

**This resource is not prescriptive and can be used by schools and local authorities with a range of improvement methodologies.**

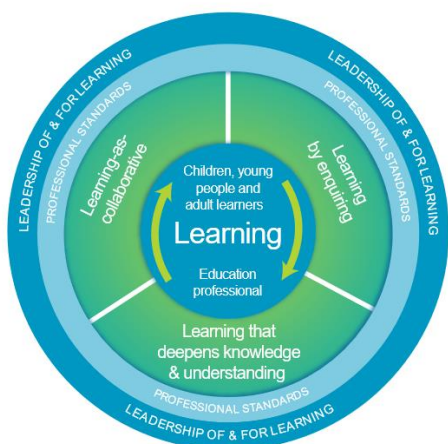


## Content

	Page
<b>The National Model of Professional Learning</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Developing an inclusive school community</b>	<b>10</b>
<b>Empowerment</b>	<b>13</b>
<b>Professional Learning</b>	<b>15</b>
• <b>The Scottish Context</b>	<b>16</b>
• <b>Inclusive practice</b>	<b>17</b>
• <b>Dyslexia</b>	<b>18</b>
<b>Learner Engagement and Participation</b>	<b>21</b>
<b>Family engagement and participation</b>	<b>26</b>
<b>Early identification, monitoring and support</b>	<b>28</b>
<b>Curriculum accessibility</b>	<b>30</b>
<b>Attainment</b>	<b>32</b>
<b>Supporting inclusive schools through improvement methodology</b>	<b>35</b>
<b>Improvement Methodology</b>	<b>36</b>
<b>Annex A – Professional Learning</b>	<b>42</b>
<b>Annex B – Learner Participation Resources</b>	<b>48</b>
<b>Annex C – Reflective Planning Tool</b>	<b>49</b>
<b>Annex D - Improvement Exemplar</b>	<b>50</b>
<b>Annex E - Springboard for reflective conversations to support improvement</b>	<b>51</b>



## The National Model of Professional Learning



As education professionals you engage in professional learning to stimulate your thinking and to ensure your practice is critically informed and up-to-date. The national model of professional learning identifies the key principles and features of effective learning that will build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning. It also outlines the kinds of learning that will empower and enable you to best meet the needs of learners.

Further information on the national model of professional learning can be found at <https://education.gov.scot/professionallearning>

A range of resources which support the sustainable development of an inclusive school community with the Scottish context will be highlighted.

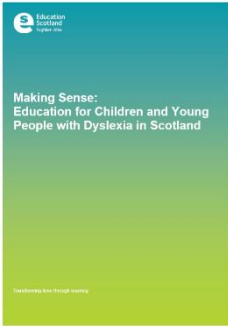
To support professional development and dialogue 'Reflections for Improvement' are included at the end of key focus area and are available collated together in Annex D.

The resources in Annexes C, D and E can be downloaded separately in a word file and adapted as required.

Within this resource the term 'family' includes parents and carers.

# Introduction

## Making Sense: Dyslexia and Inclusive Practice Programme



This professional learning resource is one of several free resources which have been developed in response to the 2014 Education Scotland report [Making Sense: Education for Children and Young People with Dyslexia in Scotland](#). The Making Sense: Dyslexia and Inclusive Practice Programme supported the implementation of the report’s five interlinking recommendations to improve the outcomes of learners with dyslexia which the Scottish Government’s [response](#) supported.

### Making Sense Report Recommendations:

1. Access to up-to-date practical advice for schools, learners and parents
2. High quality Career Long Professional Learning (CLPL) (school, local and national level) related to meeting the needs of learners with dyslexia
3. Initial Teacher Education (ITE)/Postgraduate course content to include dyslexia and additional support needs
4. Action to improve the quality of educational outcomes for learners with dyslexia, highlighting dyslexia friendly practice
5. Improved availability and use of reliable information on learners needs, development and achievements.

Supporting the implementation of the five interlinking recommendations and additional achievements within the programme was made possible through the positive collaborative partnerships within the [Making Sense Working Group](#) and with all the contributing stakeholders. The progress of the Making Sense: Dyslexia and Inclusive Practice Programme is detailed within the [Final Report](#).



## **Dyslexia and Inclusive Practice: Professional Learning Resource**

This professional learning resource has been developed by Education Scotland, the Making Sense Working Group and stakeholders to support practitioners, schools and local authorities to.

- improve the quality of educational outcomes for learners with dyslexia through collaborative enquiry and effective self-evaluation
- evidence the impact of the collaborative enquiry through evidenced based improvements
- fulfil statutory duties
- support professional learning on Inclusive practice
- further develop inclusive practice for all learners within the school community
- build on partnerships within the Regional Improvement Collaboratives (RICs), developing opportunities to share practice and reduce duplication of resource development.

The level of awareness and readiness for change will vary across schools and local authorities and this resource can be used to focus on specific areas for improvement to contribute to whole school inclusive practice.

The Dyslexia and Inclusive Practice: Professional Learning Resource has been developed to support all five recommendations from the Making Sense report. However, there is a focus on Recommendation 4 and in particular 4.4.

### **Recommendation 4.**

Schools, local authorities and national partners should take action to improve the quality of educational outcomes for children and young people with dyslexia.

**4.4** The Scottish Government should work with Dyslexia Scotland to consider national accreditation schemes for Dyslexia Friendly Schools and Dyslexia Friendly Authorities.

The Scottish Government, Education Scotland and Dyslexia Scotland supported several consultation and conversation events which focused on exploring the proposal of developing a Scottish accreditation award for dyslexia friendly schools. The following areas were explored.

- What are dyslexia friendly schools?
- Is an award accreditation scheme the most effective way to support and improve the outcomes for learners with dyslexia?
- Could other models or approaches be more effective?

### **What are Dyslexia Friendly schools?**

The Making Sense report highlighted the positive impact on the school community when they became Dyslexia Friendly. Key aims of Dyslexia Friendly schools are to enhance the impact of learning and teaching on the child in the classroom and to ensure that teaching was multi-sensory and benefited **all** children, not just those with dyslexia. The approach has developed over the years and is inclusive and holistic, reflecting current research on effective positive learning for children. A number of Kite marked Dyslexia Friendly School accreditation schemes have been developed which schools and local authorities can choose to participate in.

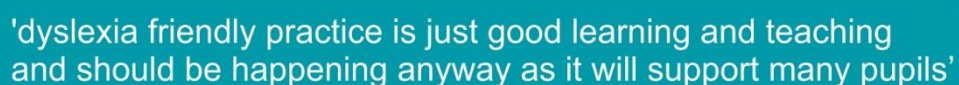
Key features of Dyslexia Friendly schools are:

- Effective leadership and management
- Multi-sensory teaching approaches
- Effective early identification
- Effective transition support
- Learner engagement
- Parental engagement
- Accessible Learning and teaching resources for dyslexia learners

## Consultation/conversation events outcomes

Stakeholder participation and feedback highlighted the following points:

- Improving inclusive practice should be the main focus and not the development of an award for dyslexia friendly schools.
- The features of Dyslexia friendly schools should already be evident in all schools and monitored through existing effective self-evaluation. For example, using '[How Good is Our School 4?](#)' (HGIOS 4) and '[How good is OUR School](#)'.
- Achieving recognition for inclusive practice should not incur unnecessary bureaucracy and neither should it be a 'tick box' process.
- Developing and embedding inclusive practice should be a process which reflects familiar language and current practice to achieve improvement – reflective practice, partnership, collaboration and self-improvement.

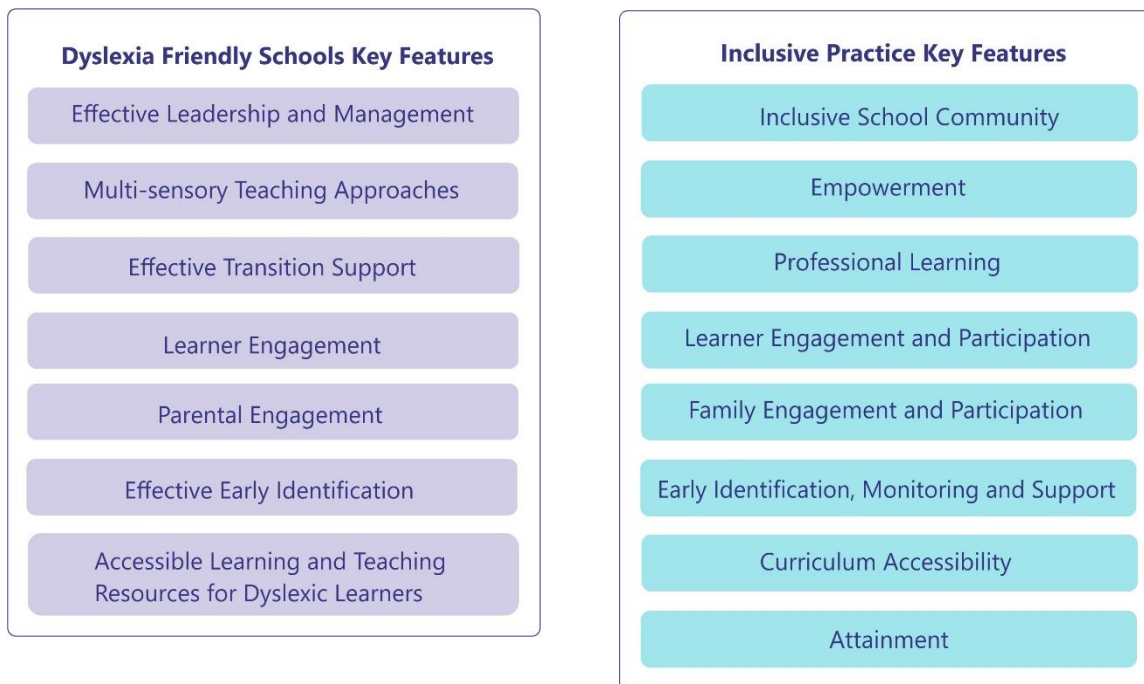


'dyslexia friendly practice is just good learning and teaching and should be happening anyway as it will support many pupils'

Frequently repeated stakeholder feedback from the consultation/conversation events.

Stakeholders highlighted eight key areas which would improve the outcomes for learners with dyslexia through effective inclusive practice. The selection of these key areas to support improvements in inclusive practice is also supported by a range of evidence from inspection, research and project work carried out by the European Agency for special Needs and Inclusive Education.





The images above highlight the close correlation of key features of Dyslexia Friendly Schools and Inclusive Practice.

A range of reflective questions have been developed to support conversations which focus on improvement through reflection and collaborative research and it is recognised that schools and local authorities may include appropriate additional questions and adapt this resource.

The level of awareness and readiness for change will vary across schools and local authorities. Therefore, one or two specific focus areas may be selected to take forward improvement or all focus areas are taken forward at the same time. What is important is that in all cases the focus areas for improvement are incorporated within the School Improvement Plan and impact of outcomes is evidenced within the Annual Standards Quality Reporting.

This professional learning resource explores the key features of Inclusive Practice through a reflective and evaluative approach and includes:

- guidance and information on each key feature
- reflective questions and suggestions to support this process
- examples of evaluative enquiries using improvement methodology.

## **Why focus on dyslexia to develop inclusive practice?**

A frequently asked question throughout the Making Sense Programme has been

'Why is the focus on dyslexia and not another additional support need?'

This is because the pedagogy and approaches which can effectively support dyslexic learners are more applicable to support inclusion. Due to the broad range of characteristics experienced by dyslexic learners which overlap with many characteristics of other neuro-developmental differences and additional support needs this approach is beneficial and supportive to a wide range of learners.

It is also helpful to be aware of the cooccurrence which learners experience. For example, it is not unusual for a learner to be dyslexic and dyspraxic, or an autistic learner to be ADHD and also dyslexic.



## Developing an inclusive school community

All the stakeholders within the school community need the opportunity to understand inclusive education and practice and the interconnection with neurodevelopmental differences such as dyslexia. This is critical to improving and supporting the key areas of inclusive practice and is recommended to be the initial starting point. Fundamental to supporting a whole school approach is knowing where to start from: to understand and establish the level of participation and current practice with regards to inclusion and dyslexia within the Scottish Educational context.

To improve the outcomes for all learners including those with dyslexia and help develop sustained inclusive practice across the whole school community it is important for schools and local authorities to develop their vision of what they wish to achieve, evaluate their current position, and plan how they will achieve this through collaborative practice and evaluation of the impact.

An inclusive school ethos includes the creation of supportive learning environments and adapting learning environments to specific needs. Creating a positive learning environment through positive relationships and behaviour is the responsibility of everyone in each community of learning.

School leaders have an important role in creating and delivering on their vision for inclusive education which values diversity among staff, encourages collegiality and supports innovation. School strategic plans should make clear the value of diversity, that all learners are entitled to be active participants in the life of the school community, the high expectations for attainment and achievement of all learners and mechanisms for shared leadership, teamwork and collaboration improvement work.

How Good Is Our School? 4<sup>th</sup> Edition is the key document for self-evaluation framework to support effective practice within inclusion. Inclusive practice is a core feature across the 3 themes and the 15 Quality Indicators (QIs) within HGIOS 4. The image on page 11 provides an

example of how the themed reflective questions can support school communities evaluate their inclusive practice and identify areas for improvement.



### Collaborative partnership working

Supporting the development of an inclusive school community is a collaborative process which involves effective collaborative partnership working. The image below highlights the range of stakeholders who may be involved in the process over a period of time and who work together collaboratively to support the needs of the learners.





### **Reflections for improvement**

- 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

### What is an empowered system?

Scotland has started a joint effort to build an empowered, connected, self-improving education system. This is to help achieve excellence and equity for all children and young people as set out in the [National Improvement Framework](#). A recent agreement was made between the Scottish Government and the local government organisation COSLA. This recognises that establishing an empowered system, which includes schools, school staff, pupils and parents, is crucial in improving the life chances of our children and young people. The agreement is based on the key principle that schools are empowered to make the decisions that most affect outcomes for their children and young people.

The jigsaw reflects eight key partners who work together collaboratively in an empowered system to improve outcomes for children and young people. An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system. Developing a sustainable inclusive school community for all learners requires an empowered system.



Further information and guidance on the [Empowered System](#) is available on the national Improvement Hub



### **Reflections for improvement**

- 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

- **The Scottish Context**
- **Inclusive practice**
- **Dyslexia**

**The Making Sense Report highlighted that young people with dyslexia attain significantly less well than their peers who do not have additional support needs. However, dyslexia is not linked to lower cognitive ability.**

Stakeholders agreed that all staff in the school community need to have access to high quality professional learning on dyslexia and inclusion to support the sustainable development of an inclusive school community. The depth of this learning will vary from awareness raising to specialist knowledge and understanding. The Dyslexia Making Sense programme has developed a number of free resources which can support professional learning on dyslexia and inclusive practice alongside the range of additional resources which are also available on the Education Scotland National Improvement Hub. Examples can be found in Annex A.



### **Reflections for improvement**

- How do I/we know our school communities' understanding of inclusion and dyslexia is current and is reflected in practice?
- How do I/we know that practitioners, learners and families are aware of the Scottish inclusive context?



## The Scottish Context



Scotland's 'needs led' and rights based educational system is designed to be an inclusive one for all children and young people in Scottish schools, with or without additional support needs. It is not dependent upon a formal label such as dyslexia, autism, physical disability or mental health. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.

Children's rights and entitlements are fundamental to Scotland's approach to inclusive education supported by the legislative framework and key policy drivers. These include Curriculum for Excellence, the Getting it right for every child approach and the Framework for Professional Standards for teachers. These are underpinned by a set of values aligned to social justice and commitment to inclusive education. The image above provides an overview of this Scottish context. Annex A provides further details.

Our legislation ensures rights and entitlements for children and young people to education, support and wellbeing. There is a range of legislation and educational policies that places duties and expectations on schools and local authorities to ensure that they:

- deliver an inclusive education
- support learners to achieve to the best of their ability
- do not discriminate against those with protected characteristics
- provide assessments when requested.

## Inclusive practice



### Reflection

**How do I/we know if our school community understands what inclusion is?**

#### **What does inclusion mean?**

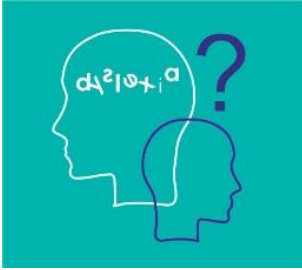
What is meant by the term 'inclusion'? A range of definitions have been developed and these contribute to an understanding of inclusive education. Consider how they reflect the education establishment you support or work in.

#### **The Scottish Government vision for inclusive education states that:**

'Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people'.

The Scottish Government, Excellence and Equity for All: Presumption to provide education in a mainstream setting: Guidance (2019), p. 4

## Dyslexia



The human population is highly diverse. Neurodiversity is a term that describes this normal variation across all people. Dyslexia is a lifelong neuro-developmental difference. At all stages, dyslexia is on a continuum varying from mild to severe, with a range of strengths and difficulties and, according to the nature of the activity undertaken, the learning environment and any coping strategies and support in place. As a result, every individual with dyslexia will differ in the range of factors that are affected and in the level of severity experienced. There is however a common set of signs that can be observed, and these are referred to as characteristics and are in the Scottish working definition.

Scotland's 'needs led' approach does not require a 'label' of dyslexia to be in place before support is provided but it is important to recognise that for individuals and their families the term 'dyslexia' can support their understanding of what dyslexia means for them. Identifying dyslexia as early as possible will support future learning, teaching and wellbeing.

A Scottish working definition of dyslexia was developed in 2009 by the Scottish Government, Dyslexia Scotland, the Cross-Party Group on Dyslexia in the Scottish Parliament and a wide range of stakeholders. It is one of many definitions available and is recommended as helpful guidance by Education Scotland for local authorities, educational practitioners, children, parents/carers and others to provide a description of the range of indicators and characteristics of dyslexia.

- Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds.
- Dyslexia is a hereditary, life-long, neurodevelopmental condition.
- Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

### **Scottish Working Definition of Dyslexia**

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

This short video on the Scottish Working Definition of Dyslexia gives some real-life examples from children and young people about what it means for them:

<https://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/what-is-dyslexia>

Here is a young person talking about their dyslexia identification on video:

<http://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/beth-youth-day-2018>

Further information on understanding dyslexia, learning and teaching approaches and the holistic identification pathway can be accessed and the [Addressing Dyslexia Toolkit](#). Annex A provides a range of professional learning resources, for example the free online modules and resources within the Addressing Dyslexia Toolkit. These resources can support a range of sessions, for example, individual learning, staff development sessions – twilights, ½ day /full day/ individual.



## **Reflections for improvement**

- 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 and Participation



### Reflection

**How do I/we know that our learners are provided the opportunity for meaningful and inclusive engagement and participation?**

#### **Participation can be defined as**

'an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them. It requires information-sharing and dialogue between children and adults based on mutual respect and requires that full consideration of their views be given, taking into account the child's age and maturity'.

Right to be Heard: Save the Children and UNICEF. 2011

Participation is transparent and involves power sharing. Learner participation amounts to more than adults merely listening to young people – some form of intergenerational dialogue is required. Intergenerational dialogue requires adults, children, and young people to engage in communications which are two-way, voluntary, sustained, deal with real concerns, and be based on mutual respect and children's rights. Through participation, staff, learners, and other community members will plan and act together. Participatory dialogues can involve individuals or groups. To develop a sustainable inclusive school community meaningful and non-tokenistic learner engagement and participation is required.

Curriculum for Excellence supports children and young people so that they can gain the knowledge, skills, attributes and capabilities which underpin the four capacities required for life in the 21st century. Children's rights, embedded in the United Nations Convention on the Rights of the Child (UNCRC), are at the heart of Curriculum for Excellence. The principles (UNCRC) will be implemented into Scots law in 2020. These rights include, amongst others, the right to participate through dialogues with adults based on mutual respect, and the right to an education. In education settings, children and young people need to be recognised more clearly

as participants with rights alongside professionals and community members. Better Relationships, Better Learning, Better Behaviour 2013 highlights that 'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.'

Learner participation in schools and early years and childcare settings includes all of the ways in which children and young people engage in practices and dialogue with educational staff, parents, carers, and community members to create positive outcomes and changes. When developing a sustainable inclusive school community **all** learners should be supported and provided opportunities which enable them to be actively engaged in the journey.

### **Young Ambassadors for Inclusion**

Young people who require additional support have a wealth of information, ideas and priorities to share. It is therefore vital that we work in partnership. A national example of learner engagement and participation is The Young Ambassadors for Inclusion a group of young people who require additional support in secondary schools who have been nominated by their local authority to join a network which provides an opportunity for them to share their views and experiences of Scottish education. Twenty-six local authorities have been represented since the network began in 2015.

Through discussion and activities, the Young Ambassadors have identified the ways they feel schools are doing well in their provision of inclusive education and also where improvements could be made. Despite the membership of the group changing over the years five themes were consistently highlighted by the young people. They have shared their ideas with the Deputy First Minister during a visit to Parliament.



As well as consulting with groups of young people, it is also vital to work in partnership with them to identify their individual needs, the support they require and to review whether these needs have been met.

The professional learning materials and a film on the Young Ambassador can be found on the [National Improvement Hub page](#). This page provides ideas on ways that you might consult with groups of young people in your own setting to support the development of an inclusive school community. Watch '**Ask us, hear us, include us**' (Education Scotland, 2018) to hear the views of the Young Ambassadors for Inclusion in a short film which they created for teachers.

<https://www.youtube.com/watch?v=dkGecrJC2ME>

They have also developed a pledge for schools and local authorities to use when working towards developing inclusive school communities.



**Inclusion Pledge**  
 Our school community aims to be inclusive.  
 We respect and welcome all those within it ensuring they feel safe and are treated with dignity and equality.



There is now considerable evidence from research that supports the view that addressing learner participation makes for effective policy making, enhances school life, and improves a range of



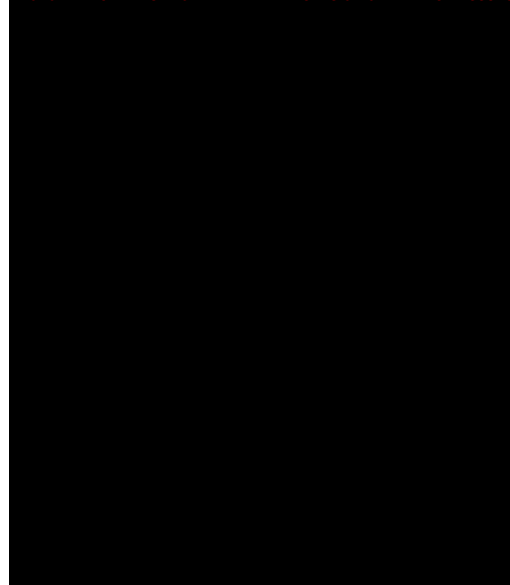
outcomes for learners. A recent Scottish study has shown that schools achieving better than expected exam results, given their catchments in areas of deprivation, were all making comprehensive efforts to address learner participation across school life.

Creating learner-centred classrooms and school communities which value and respect diversity, involves promoting participation and gaining learners' input about their school life in general and the learning process in particular. Effective self-evaluation and school improvement planning is fundamental to ensuring children's rights within the school context.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



- 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 learners access sustained positive destinations?

## Family engagement and participation

### Reflection

#### **How do I/we know that our families are provided the opportunity for meaningful and inclusive engagement and participation with our school community?**

Each learner and their family are unique and supporting the development of positive relationships between school staff and the family is critically important to supporting and encouraging family engagement and participation and to provide effective support.

Effective family engagement and participation can:

- Support whole school awareness projects – Inclusive school communities
- Enhance learning and emotional well-being
- Help to progress individual targets
- Transfer learning when families are partners in learning and the learning is shared with them
- Help prepare for changes and transitions
- Provide alternative ideas, strategies and information
- Plan for homework (adapted where appropriate)
- Support pupil involvement in school events or outings (arrangements for what is possible or alternatives)
- Support independence and preparation for adult life.

The [Scottish Schools \(Parental Involvement\) Act 2006](#) places a responsibility on local authorities to improve parental involvement in three ways –

- learning at home,
- home/school partnerships and
- parental representation.



## Reflections for improvement

- 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



### Reflection

**How do I/we know our assessment, moderation and support processes are effectively meeting the needs of all our learners?**

The Making Sense report highlighted the importance of early identification to ensure learners progress and achieve to their maximum potential. Effective assessment monitoring and support mechanisms are essential to identify the support needs of learners at an early stage.

Assessment, moderation and the provision of appropriate support are symbiotic processes. For example, the assessment of dyslexia in children and young people in schools in Scotland:

- Is a process rather than an end-product. The information provided in the assessment should support the learner's next steps for learning.
- Should be a holistic and collaborative process which takes place over a period of time, drawing on a range of observational and assessment methods. This approach reflects the development of the [Dyslexia Identification Pathway](#) within the Addressing Dyslexia Toolkit.

It is important to recognise the progress and achievements of all young people, including those with additional support needs, by planning for and recognising 'short steps' in learning. More in-depth assessment will be required to help determine success in these short steps.

Staff can ensure that assessment meets all learners' needs by providing each child and young person with the most appropriate support. In doing so, they will ensure that every learner has the best chance of success. Curriculum for Excellence provides a framework for assessment which is designed to support learners and their learning journey from the age of 3. Through a range of approaches, and a quality body of evidence, practitioners are encouraged to work together with wider partners to make professional judgements around progress, and next steps and to identify any support requirements



## Reflections for improvement

- 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



### **Reflection.**

**How do I/we know our curriculum is accessible and has been developed to ensure all our learners can effectively and meaningfully participate?**

The curriculum includes all of the experiences which are planned for children and young people through their education. It is not specific to subject areas but applies to activities that take place across the school. An accessible curriculum is an inclusive curriculum.

Curriculum for Excellence (CfE) provides an inclusive, flexible framework that can be used to provide a range of progression pathways which are personalised and appropriate to learners' needs and local circumstances. An inclusive and differentiated curriculum involves adopting teaching methodologies and activities to facilitate learner engagement and to move the learner towards higher levels of achievement. An inclusive and flexible curriculum provides more equitable opportunities for children and young people to develop and use the skills and abilities necessary to become an active part in the workforce.

A curriculum which is inclusive and accessible to all learners enables schools and education authorities to:

- fulfil statutory and professional duties
- ensure effective differentiation
- meet the SQA requirements for assessment arrangements

### **Use of Information and Communications Technology to support an inclusive curriculum**

Technology can help schools and learners in a number of ways. For example, learners can:

- read more effectively by increasing font size, changing colours or by using text-to-speech or audio books
- write and spell more successfully using a keyboard or tablet with spellchecker or speech recognition

- organise school and home life and work using digital calendars, to-do lists and notes
- develop their literacy, numeracy and cognitive skills with apps and programs.

Technology can support schools to:

- meet all learners' needs through appropriately planned and developed resources. For example, it is cost-effective
  - to effectively develop accessible digital resources which enable swift adaptation for different learners.
  - to support learners to make use of IT in place of human reader scribes when appropriate.
- Support learners who experience interrupted learning with access to online learning and teaching resources.

The continuing development in the availability of technology in schools and society as a whole also has the potential to facilitate and promote inclusive practice (European Agency, 2013b). UNESCO (2011) notes that the use of technology in education facilitates personalised learning, as it enables flexible curriculum development and assists learners with different needs to participate as equals in the learning experience.

Furthermore, UNESCO IITE (2012) suggests ways through which digital technology can be used in schools to promote personalised learning. These include using IT:

- for assessment of learning;
- for personalised instruction, by selectively delivering digital content;
- to personalise the curriculum, by designing and presenting learning material that each learner needs in the classroom;
- to change classroom organisation, which reflects the shift of attention from the teacher to learners;
- to access digital learning content and to interact with other learners, parents and experts beyond the classroom.





## Reflections for improvement.

- 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?
- How do I/we know we understand what differentiation is?
- 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

Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life and work.



### **Reflection.**

**How do I/we know the schools focus on raising attainment includes all our learners?**

The aims of the Making Sense report's five recommendations are consistent with the aims of key national policies: The National Improvement Framework, Scotland's Delivery Plan and the Attainment Challenge Programme.

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

To achieve the core aims of the National Improvement Framework and Scotland's Delivery plan an understanding of and a focus on additional support needs must be incorporated within schools and local authority planning and practice at the earliest stage and not perceived to be an area which can be included if needed. This approach will support timely and cost-effective planning which focus on the national agenda and aims. The Scottish Government's ambition is for Scotland to be the best place to grow up. To achieve that we need to raise attainment and reduce educational inequity for all of Scotland's children and young people.

Inclusive practice will support learner's attainment because it focuses on all learners within the school and this could include 25% of the school population who may have additional support needs. It is important to recognise that many neurodevelopmental differences, including dyslexia and other reasons for a learner to have additional support needs are not linked to their cognitive ability.

Supporting learners' to become independent, reflective and involved in their own learning is an important strategy in raising attainment (Hattie, 2009)



### **Reflections for improvement**

- How do I/we know that our attainment levels are a 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 including 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?

## Supporting inclusive schools through improvement methodology

Effective self-evaluation is the first important stage in a process of achieving self-improvement. All information provided in response to the reflective questions should be supported by a clear rationale and evidence of inclusive practice. Whichever improvement methodology is chosen and used by schools and local authorities; the 3 main reflective questions are applicable for all are highlight in the table below.

The process of fully, honestly and transparently engaging in reflective questions will support stakeholders to evaluate where they are currently with regards to inclusive practice and challenge any existing perceptions. If this can be achieved, the school community is on its way to becoming inclusive, supporting their learners' entitlements and improving outcomes.

<b>Focus</b>	<b>Improvement Questions/Reflections</b>
<b>Reflective</b>	<b>What do we do well?</b>
<b>Challenge</b>	<b>How do we know this?</b> <b>What is the impact?</b>
<b>Reflective</b>	<b>What do we need to do better?</b>
<b>Challenge</b>	<b>How will we measure and evaluate this?</b>
<b>Reflective</b>	<b>Next Steps?</b>
<b>Challenge</b>	<b>How will we plan this?</b>

## Improvement Methodology

This section provides an overview of improvement methods and some examples which can support the development of inclusive school communities. Achieving the vision of ensuring a school community is inclusive and that this practice is embedded requires a sustained focus.

When using any form of improvement methodology, it is important to understand the factors highlighted below and consider them all in the process.

- Understand what high quality, excellent practice looks like.
- The process can only hope to improve what it measures. There must be robust, relevant and timely information transparently available on the quality of practice
- Good practice should be acknowledged and celebrated.
- Ensure the process is transparent
- Ensuring stakeholders are involved in the process is essential. For example, the involvement of learners in quality improvement can take many forms:
  - Learner representation on the scoping and development of whole school inclusive approaches and policies
  - Shadowing the learner journey to identify quality shortfalls
  - Completion of parental and learner satisfaction surveys
  - Review of information materials on inclusive practice and additional support
  - Analysis of complaints and concerns
  - Parental and learner involvement in quality improvement focus groups.

Examples of quality improvement methods follow, each distinct in their own specific purpose and the directory at the top of page 38 sets out when each method might be used. Those highlighted are useful for schools and local authorities to consider and which will complement their self-evaluation process which they use with HGIOS? 4. This list is not exhaustive.

### **Defining Good Outcomes**

This pack of [resources](#) are available on the National Improvement Hub and provides guidance and a methodology for helping establish the rationale behind improvement actions, the expected impact of those actions and the measurable indicators that will inform whether they are having a positive impact.

### **Self-evaluation approach**

To improve what you do, you need the right information - information which tells you to what extent an activity is having a positive impact. Well-defined outcomes are the foundation for that information. It's their job to tell us: who will change, what will change, and how it will change. They also need to be achievable, measurable and specific. If they have these features, they'll help you get the right information in place which can help steer continuous improvement. The template provided is aimed at reducing the bureaucracy often associated with improvement planning and evaluating and captures the process outlined above.

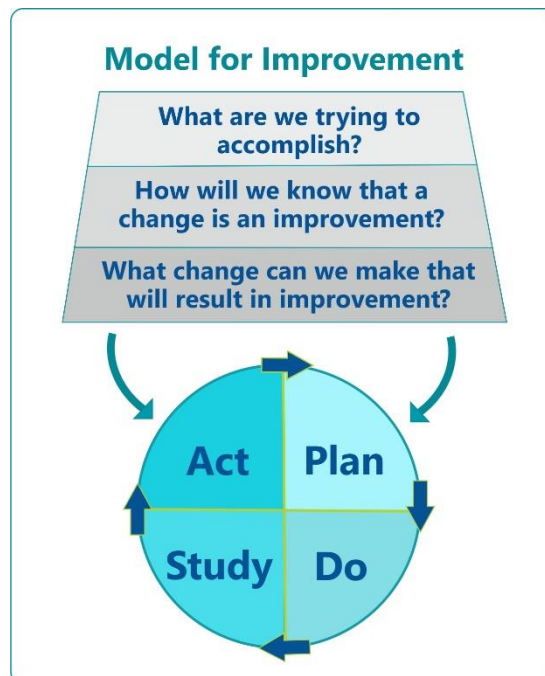
The two accompanying PowerPoint presentations explain firstly the methodology in building Outcome statements and the importance of key ingredients that must be present in these statements.

Whilst **Defining Good Outcomes** is aimed towards the Pupil Equity Fund it can be tailored to fit any other improvement process and will support the planning focused on the 8 key areas highlighted throughout this professional learning resource to develop an inclusive school community.

Action research and process of collaborative inquiry directory	
Name	Process
<b>Collaborative Action Research (CAR)</b> This is used in the School Improvement Partnership Programme SIPP <a href="https://education.gov.scot/improvement/research/the-school-improvement-partnership-programme/">https://education.gov.scot/improvement/research/the-school-improvement-partnership-programme/</a>	Action research and solution-focused approach to Scotland's attainment issues with a focus on innovating to tackle educational inequality.
<b>Plan Do Study Act</b>	Introduce and test potential quality improvements on a small scale
<b>Model for improvement</b>	Decide upon, test and refine quality improvements using
<b>Process mapping</b>	Map the learner journey for quality improvement opportunities

Collaborative Action Research (CAR) and School Improvement Partnership Programme SIPP	
<b>Use to:</b>	To encourage staff to learn from each other, experiment with their practice and monitor and evaluate change to bring about systemic improvement of education provision
<b>Most effective:</b>	Partnership working across schools and local authorities with a focus on exploring specific issues relating to educational inequity.
<b>Prerequisites:</b>	A procedure, process or system which needs changing, or a new procedure, process or system to be introduced and a small cohort of associated stakeholders.
<b>Overview:</b>	This programme draws on the wealth of international educational research and practice demonstrating that the most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals. The best examples tend to align this so called "bottom up" approach with national co-ordination. Where there is a shared commitment to improving outcomes for all children and young people, well supported partnerships can lead to significant and sustained improvement and raised attainment.

<b>Plan Do Study Act</b>	
<b>Use to:</b>	Introduce and test potential quality improvements and refine them on a small scale, prior to wholesale implementation.
<b>Most effective:</b>	When a procedure, process or system needs changing, or a new procedure, process or system is to be introduced.
<b>Prerequisites:</b>	A procedure, process or system which needs changing, or a new procedure, process or system to be introduced and a small cohort of associated stakeholders.
<b>Overview:</b>	Plan, do, study, act (PDSA) cycles test changes to assess their impact, ensuring new ideas improve quality before implementation on a wider scale. Making changes to processes can give unexpected results, so it is safer and more efficient to test quality improvements on a small scale before wholesale implementation, allowing a sample of stakeholders involved to assess the proposed changes in action. Such small-scale change introduction also enables interactions with other systems to be tested without causing large scale disruption to the quality of school procedures and systems.





<b>The Model for Improvement</b>	
<b>Use to:</b>	Decide upon measurable quality improvements required and test and refine them on a small scale, prior to wholesale implementation
<b>Most effective:</b>	When a procedure, process or system needs changing, or a new procedure, process or system is to be introduced, for measurable quality improvement
<b>Prerequisites:</b>	A procedure, process or system which needs changing, or a new procedure, process or system to be introduced for measurable quality improvement and a small cohort of associated stakeholders.
<b>Overview:</b>	<p>The model for improvement accelerates improvements in the quality of processes and outcomes, via two phases:</p> <ol style="list-style-type: none"> <li>1. Three fundamental questions, asked and addressed in any order, to define required changes and measures of improvement</li> <li>2. The Plan, Do, Study, Act (PDSA) cycle (see previous table) to test changes in live settings and determine improvements</li> </ol> <p>This is a tool which supports practitioners attempting to drive improvements by encouraging the testing of new and creative approaches when attempting to deliver “what” we need to deliver in practice. The Model for Improvement:</p> <ul style="list-style-type: none"> <li>• Provides a framework for developing, testing and implementing changes leading to improvements, which, when used consistently by those delivering public services, has been proven to achieve long term positive change that significantly impacts on outcomes.</li> <li>• Supports practitioners by encouraging the testing of new and creative approaches to implementing ‘what’ needs to be delivered in practice. It creates the conditions to discover ‘how’ to implement change in the local context that meets the needs of the environment and the people involved.</li> </ul>

<b>Process Mapping</b>	
<b>Use to:</b>	Map the learner journey to identify quality improvement opportunities.
<b>Most effective:</b>	When the learner journey is complex with associated inefficiencies.
<b>Prerequisites:</b>	A learner journey and stakeholders.
<b>Overview:</b>	Reviewing and mapping the whole learner journey with all parties involved enables the identification of inefficiencies and opportunities for improvement. It illustrates the extent of learner and family opportunities for involvement, discrepancies, unnecessary steps, duplication, and variation. This process stimulates ideas for quality improvement to help create effective inclusive school communities.

## Annex A - Professional Learning Resources

- **The Scottish Context**
- **Inclusive practice**
- **Dyslexia**

### Professional learning

Scotland's inclusive education system and flexible curriculum framework highly values teacher professionalism. We have been investing in building teachers' skills and capabilities and since 2012, have a suite of Professional Standards accredited by the General Teaching Council for Scotland.

The standards for initial teacher education and registration, career-long professional learning and leadership are all underpinned by a set of values aligned to social justice and commitment to inclusive education. For example, expectations related to the inclusive values and attitudes include that teachers can:

- demonstrate an understanding of principles of equality of opportunity and social justice and of the need for anti-discriminatory practices.
- demonstrate respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child 1991, the Children (Scotland) Act 1995, the Standards in Scotland's Schools Act 2000 and the Additional Support for Learning Act 2004 as amended.
- demonstrate that they value and promote fairness and justice and adopt anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, culture and socio-economic background. (TE4I pp4-5)

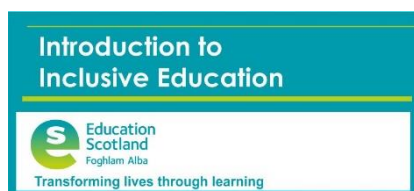
The [GTCS standards](#) for registration of states that all teachers have to:

Commit to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. These standards are clear and set in the context of equity and social justice.

It is important that on-going professional learning supports staff to meet the diverse needs of learners. This will include developing staff competence and expertise to develop individual plans, implement learner centred approaches and support learners in personalising learning.

## The Scottish Context and Inclusive Practice

### Free online professional learning modules



#### [Introduction to Inclusive Education](#)

To provide practitioners with:

- an understanding of the education context in Scotland of inclusion and equality
- awareness of additional support needs and inclusion
- awareness of how to deliver child centred approaches within the Scottish legislative framework
- awareness of universal and targeted support
- awareness of information and approaches which support inclusive education



#### [Inclusion in Practice: The CIRCLE Framework - Secondary](#)

To provide practitioners with:

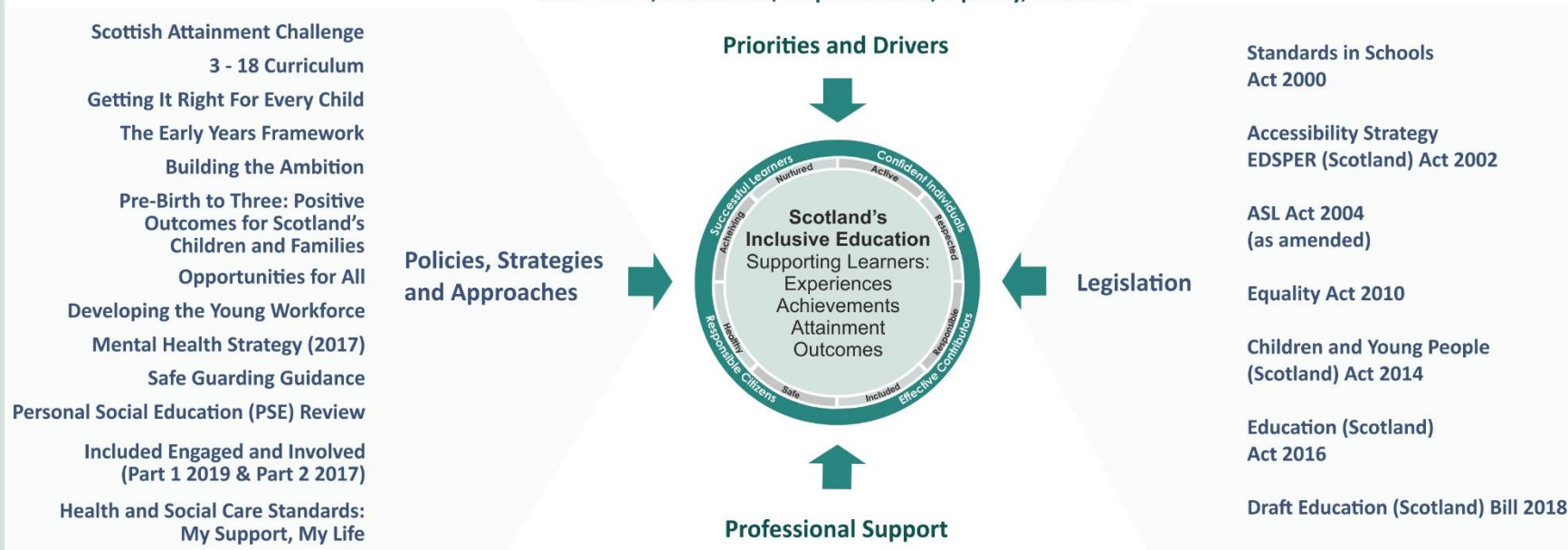
- an awareness/understanding of how to promote effective inclusive practice using the 'CIRCLE framework of inclusion'
- awareness of how to promote a learner centred approach where learners are listened to and involved in the management of their own learning
- awareness of tools to support the documentation of evidence of assessment and input.

# The Scottish Education and Legislative Framework

National Improvement Framework (NIF)  
(2016)

Delivering Excellence and Equity in Scottish Education.  
A Delivery Plan for Scotland (2016)

Attainment, Curriculum, Empowerment, Equality, Outcomes



- Scottish Attainment Challenge
- 3 - 18 Curriculum
- Getting It Right For Every Child
- The Early Years Framework
- Building the Ambition
- Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
- Opportunities for All
- Developing the Young Workforce
- Mental Health Strategy (2017)
- Safe Guarding Guidance
- Personal Social Education (PSE) Review
- Included Engaged and Involved (Part 1 2019 & Part 2 2017)
- Health and Social Care Standards: My Support, My Life

Policies, Strategies and Approaches

Legislation

- Standards in Schools Act 2000
- Accessibility Strategy
- EDSPER (Scotland) Act 2002
- ASL Act 2004 (as amended)
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Draft Education (Scotland) Bill 2018

**Scottish Social Services Council Supporting:**  
Professional standards for the social services workforce through:  
National Occupation Standards  
Registration  
Leadership and Management  
Post Registration Training and Learning

**Education Scotland Supporting;**  
Information and Support to improve practice and outcomes through:  
National Improvement Hub  
Self Evaluation - How Good is Our School?4 (HGIOS 4)  
- How good is OUR School Part 1 & 2  
Professional Learning  
Reflective Practice  
Good practice  
Research  
Resources

**General Teaching Council for Scotland Supporting:**  
Professional Standards for:  
Registration  
Leadership and Management  
Career Long Professional Learning  
Professional Update  
Professional Recognition



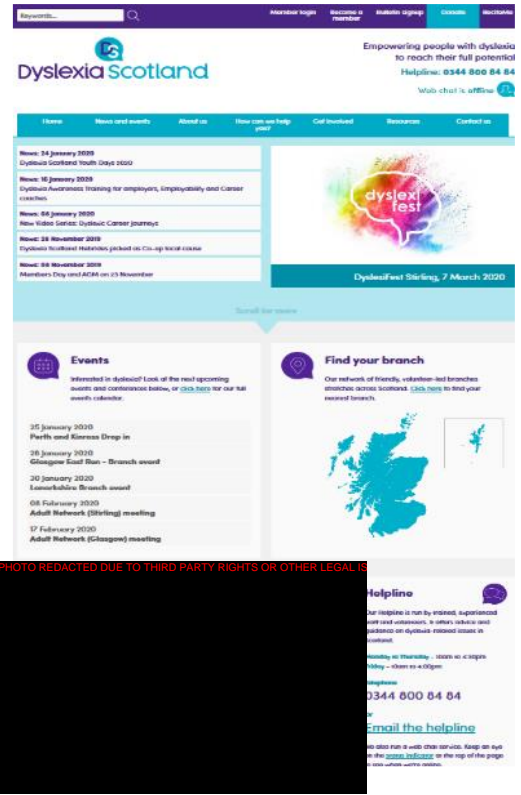
Scottish Universities Inclusion Group (SUIG) - Scottish Framework for Inclusion

# Dyslexia and Inclusive Practice

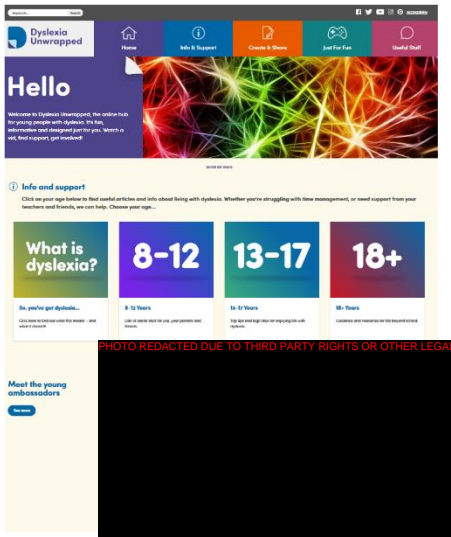
The [Dyslexia Identification Pathway](#) is available on the Addressing Dyslexia Toolkit.



[www.addressingdyslexia.org](http://www.addressingdyslexia.org)



[www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk)



[www.unwrapped.dyslexiascotland.org.uk](http://www.unwrapped.dyslexiascotland.org.uk)



A film which can be used with learners and adults.

This is available on the highlighted websites.

## Free online Professional learning modules

### Dyslexia and Inclusive Practice

Three free online learning modules, which support GTC Scotland Professional Standards, Professional Update and Professional Recognition, have been developed in response to Recommendations 1 and 2 of the 2014 Making Sense Review. The modules have been collaboratively developed with Education Scotland, Dyslexia Scotland and stakeholders and are primarily for teachers, school management and GTCS registered local authority education officers. However, anyone can register and participate in them.



The modules must be completed in order:

- Module 1: 'Introduction to Dyslexia and Inclusive Practice'
- Module 2: 'Supporting Dyslexia, Inclusive Practice and Literacy'
- Module 3: 'Dyslexia: Identification and Support'

The modules will support the evidence required for an individual application for GTCS Professional Recognition Award.

The [Reading](#) and [Writing](#) Circles – (literacy circles) were developed to help teachers gain an understanding of how the literacy skills have developed for the child or young person with whom they are working. The circles can be used in primary and secondary sectors and may also be beneficial for children and young people for whom English is not their first language, as well as for adults. The circles provide:

- Descriptions of the key areas involved in the acquisition of reading skills
- A tool to identify areas of difficulty
- Approaches and strategies for each key area





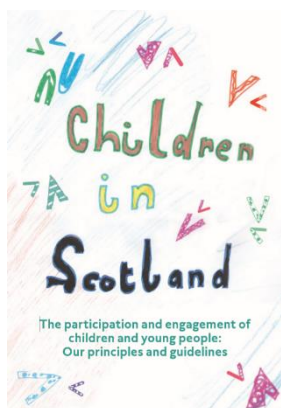
## Annex B - Learner participation

### Resources/considerations

#### Learner Participation Education Settings (3-18)



Guidance and support materials to help schools and early years settings develop an understanding of learner participation and plan for implementation within their setting.



Children in Scotland have created a useful set of principles and guidelines for practitioners undertaking participation work with children and young people.

[‘The participation and engagement of children and young people: Our principles and guidelines’](#)



**The 7 Golden Rules for Participation** are a set of principles that anyone working with children and young people can use. They help children and young people tell adults about things that are important to them.

<https://www.cypcs.org.uk/education/golden-rules>

Further information about planning and participation can be accessed on the National Improvement Hub - <https://education.gov.scot/improvement/>

## Annex C – Reflective Planning Tool

### Dyslexia and Inclusive Practice Professional Reflection and Planning Tool:



#### Inclusive Practice - The Scottish Context and Inclusion within the School Community

This professional reflection and planning tool support opportunities to reflect on your knowledge and understanding of dyslexia and Inclusive practice and help you plan the next steps in your professional learning.



<b>Name</b>		<b>Establishment</b>		<b>Date</b>	
<b>Inclusive School Focus Areas</b>	<b>Developing an Inclusive School Community</b>				
<b>Reflective questions</b>	<b>Response</b>	<b>Evidence</b>			
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?					
<b>Next steps for improvement</b>					
<b>Personal Reflective Prompts</b>			<b>Next Steps and Priorities for my Professional Learning.</b>		
<b>How inclusive do I feel my practice is and how do I know?</b>					

## Annex D – Improvement Exemplar

Developing Inclusive school Community		
1. What are we trying to accomplish? (Aim)		
2. How will we know that a change is an improvement? (outcome)		
3. 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?		
<b>Aim</b>	<b>Ensure that our school policies and plans are inclusive and reflect the needs of our learners with neurodevelopmental differences, ASN and protected characteristics.</b>	
<b>Projected Outcome</b>	<b>Inclusive school policies and planning developed through empowerment, engagement and participation</b>	
<b>Who is leading this activity?</b>	<b>Impact /improvement measures</b>	<b>Time Scale</b>
For example <ul style="list-style-type: none"> <li>▪ School management Team</li> <li>▪ Staff group</li> <li>▪ Learners' Dyslexia group</li> <li>▪ Dyslexia working group</li> <li>▪ Equalities working group</li> </ul>		
<b>Chosen reflective questions</b>	<b>Evidence of change</b>	<b>Outcome</b>
Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties?		
Next Steps		

## Annex E - Springboard for reflective conversations to support improvement

Focus areas	Reflective Questions
<b>Developing an inclusive school community</b>	<ul style="list-style-type: none"> <li>• Have we successfully established an inclusive school community? How do we know?</li> <li>• Are all our school policies and planning methods inclusive – do they fulfil the statutory and professional duties?</li> <li>• How do we know we have effective family learning opportunities which focus on raising awareness of inclusive practice and education?</li> <li>• How do we consult with and involve all stakeholders in the self-evaluation of inclusive practice and support for dyslexia?</li> <li>• How well do we evidence that improvement has been supported and informed by stakeholder feedback?</li> <li>• 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?</li> <li>• 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?</li> </ul>
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>• How do I/we know that our school community stakeholders are aware of, and understand the Empowered system?</li> <li>• How do I/we know that our school community empowers all stakeholders?</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• How do we ensure that all staff and partners have up-to-date knowledge and understanding of additional support and inclusive practice?</li> <li>• How do we know staff are accessing effective levels of support and training to build their capacity to meet the needs of diverse learners?</li> <li>• How do I/we know that the Addressing Dyslexia Toolkit and accompanying resources have been accessed and are being used within the school community?</li> <li>• How can these resources be shared at the appropriate levels?</li> <li>• How do we ensure that all staff and partners have up-to-date knowledge and understanding of language development and literacy?</li> <li>• What is the impact of the professional learning?</li> </ul>

<p><b>Learner Engagement</b></p>	<ul style="list-style-type: none"> <li>• How are our learners actively encouraged to participate in the improvement of our inclusive learning environment?</li> <li>• How does our school currently seek the views of children and young people with additional support needs?</li> <li>• How do I/ we know how included our learners currently feel?</li> <li>• Based on the Young Ambassadors for Inclusion ideas, how could our school become more inclusive?</li> <li>• Is our school community ready to sign the inclusion pledge?</li> <li>• 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?</li> <li>• How effectively do I/we involve learners in planning, participating, choosing and evaluating their learning?</li> <li>• What opportunities do learners currently have to share their views, not including Pupil councils?</li> <li>• How do I/we ensure that our transition processes are effective, accessible and appropriate for our learners with additional support needs/disabilities?</li> <li>• How do I/we know our processes and support are helping learners access sustained positive destinations?</li> </ul>
<p><b>Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• How do I/we know families have been provided with appropriate opportunities to access information on dyslexia and other neurodevelopmental differences?</li> <li>• How do I/we know families have been provided with appropriate opportunities to access information on Inclusive school communities?</li> <li>• How are parents/carers actively encouraged to participate in the improvement of the inclusive learning environment?</li> <li>• How do I/we know I/we work collegiately with parents?</li> <li>• How do I/we know I/we effectively support parents and carers to participate in, contribute to and understand their child's learning?</li> <li>• How do I/we know I/we effectively share information on the development of language and numeracy skills is shared with partners and parents?</li> <li>• How do I/we know we have effective family learning opportunities which focus on raising awareness of how to support their children?</li> </ul>

<p><b>Early Identification, monitoring and support</b></p>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• How well do I/we ensure our transition processes are collaborative and involve partnership, learner and family engagement and participation?</li> <li>• How well do staff understand their role within the staged level of intervention and supporting all learning?</li> <li>• How effectively do all staff access the free online Addressing Dyslexia Toolkit – how do we know this and what is the impact?</li> <li>• How effectively do all staff access the national or local authority pathway for the identification of dyslexia and literacy difficulties?</li> <li>• How do we know if personalised support is having the desired impact of improving outcomes for learners?</li> </ul>
<p><b>Curriculum Accessibility</b></p>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• How do we know our curriculum is accessible and promotes equity and personalisation and raises attainment for <b>all</b> children and young people?</li> <li>• How do I/we understand what differentiation is and how to do it?</li> <li>• How do I/we know if staff and partners effectively evaluate their learning, teaching and assessment approaches meet the needs of diverse learners?</li> <li>• How do I/we know if staff and partners use a range of appropriate approaches that meet the needs of all learners?</li> <li>• How do we know our inclusive approaches are improving learning and curriculum accessibility?</li> </ul>
<p><b>Attainment</b></p>	<ul style="list-style-type: none"> <li>• How do I/we know that our attainment levels are a true reflection of all our learners?</li> <li>• How do I/we know that the attainment of our learners with additional support needs and disability is effectively tracked to support early intervention?</li> <li>• How well do our staff understand the link between inclusion and raising attainment?</li> <li>• How do I/we know our improvement plans reflect the link between inclusion and raising attainment?</li> <li>• How do I/we demonstrate that our self-evaluation processes within the school focuses on inclusion and raising attainment?</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• How do I/we demonstrate effective use and monitoring of ASN data and attainment data?</li><li>• How do I/we know the attainment levels in literacy and numeracy for learners with ASN, dyslexia have improved?</li><li>• How do we ensure that all staff and partners have up-to-date knowledge and understanding of language development and literacy?</li><li>• Does our literacy strategy include relevant and appropriate cognisance to neurodevelopmental differences e.g. Dyslexia?</li></ul> |
|--|---|