

Questions for schools to consider

Is our universal provision good enough?

- ✓ What strategic decisions should we be making about our provision both short and long-term for those with literacy difficulties, specific learning difficulties and dyslexia?
- ✓ Do we have high aspirations for and ensure all pupils make progress?
- ✓ Do we provide good teaching for all pupils?
- ✓ Is our provision for pupils based on a careful analysis of needs and a monitoring of their progress in relation to opportunities and outcomes?
- ✓ Do we evaluate the effectiveness of all our provision to meet a wide range of pupil needs?
- ✓ How does our school leadership team consider how to make the best provision for those with literacy difficulties, specific learning difficulties and dyslexia?
- ✓ Do we make timely changes to provision for pupils where evaluation indicates this is required?

For all staff

- ✓ How can we ensure that all our staff have the skills and confidence to meet the needs of those with literacy difficulties, specific learning difficulties and dyslexia?
- ✓ What steps do we take as a whole school to ensure that we are developing independent learners?
- ✓ How do we know that this is happening across the school?
- ✓ What is our data telling us about the progress that our SEND pupils are making? Is this good enough?
- ✓ How does this compare to similar groups nationally?
- ✓ Are we getting value for money from our resources?

For some staff

- ✓ How do we know that the interventions that we have chosen are the best ones and are making the difference that we can expect to see?
- ✓ Why can the school not meet the needs of the pupil with literacy difficulties, dyslexia or SpLDs requiring Element 3 funding?
- ✓ Is there something more that we need to be doing to develop our capacity?