Everway

formerly Texthelp

Inclusion Readiness Audit

How inclusion-ready is your school?

A five-minute self-assessment for school leaders

Discover how effectively your school supports every learner and where strengthening universal provision could make the biggest difference.

An Everway resource

Inclusion starts with everyday learning

Every school wants to create an environment where pupils feel included, supported and able to succeed.

But how confident are you that every pupil can access the support they need, in every classroom, every day?

Schools invest significant time and resources in supporting pupils with special educational needs and disabilities (SEND). Yet even with strong interventions in place, barriers can remain in everyday lessons.

Some pupils struggle to read instructions independently. Others need help expressing their ideas in writing. Some rely on teaching assistants to access learning materials, while others may not receive support until their needs have been formally identified.

What if more of that support was available to everyone, as part of everyday teaching?

This is the opportunity offered by strong universal provision.

What is universal provision?

Universal provision is the inclusive teaching, resources and support available to all pupils as part of their everyday learning experience.

When it works well, pupils can access learning in different ways, teachers can respond to different needs, and support is available without unnecessary barriers.

Inclusive technology can play an important role by making reading, writing and learning support more widely available.

At Everway, we believe inclusive technology is **necessary for some, useful for all**.

About this audit

This five-minute audit helps school leaders:

- Evaluate how consistently inclusive practice is embedded across the school.
- Identify barriers to pupil independence and participation.
- Consider the demands placed on teachers and support staff.
- Explore how accessible technology could strengthen universal provision.
- Identify practical priorities for school improvement.

Who should complete it?

Headteachers, senior leaders, SENCOs, inclusion leads, teaching and learning leads and trust leaders.

Your Inclusion Readiness Audit

How to score your school

For each statement, select the response that best describes what happens consistently across your school.

Score	Description
1	Not yet in place
2	In place in some classrooms
3	In place in most classrooms
4	Consistently embedded across the school

Be realistic. Think about the experience of pupils across different subjects, year groups and classrooms.

Section 1: Universal provision

Is inclusion embedded in everyday teaching?

Statement	1	2	3	4
1. All pupils can access appropriate reading and writing support, regardless of whether they have an identified SEND need.	☐	☐	☐	☐
2. Inclusive teaching approaches are consistently used across subjects and classrooms.	☐	☐	☐	☐
3. Teachers can provide different ways to access learning without having to create separate resources for individual pupils.	☐	☐	☐	☐

Section score: ____ / 12

Section 2: Pupil independence

Can pupils access learning without always relying on adults?

Statement	1	2	3	4
4. Pupils can access help with reading, writing and understanding instructions without always needing adult support.	☐	☐	☐	☐
5. Pupils can use support tools independently without feeling singled out.	☐	☐	☐	☐
6. Pupils can access appropriate learning support during independent study and homework.	☐	☐	☐	☐

Section score: ____ / 12

Section 3: Accessible learning materials

Can every pupil access the resources used in lessons?

Statement	1	2	3	4
7. Digital worksheets, PDFs and learning resources are accessible to pupils with different learning needs.	☐	☐	☐	☐
8. Pupils who struggle with reading can independently listen to appropriate learning materials.	☐	☐	☐	☐
9. Pupils have different ways to demonstrate their understanding, including typing or speaking their responses where appropriate.	☐	☐	☐	☐

Section score: ____ / 12

Section 4: Staff confidence and capacity

Does your approach to inclusion support teachers as well as pupils?

Statement	1	2	3	4
10. Teachers have practical tools to adapt learning without significantly increasing preparation time.	☐	☐	☐	☐
11. Staff feel confident using accessible technology to support different learning needs.	☐	☐	☐	☐
12. Our SEND team can focus on specialist support rather than repeatedly addressing barriers that could be reduced through universal provision.	☐	☐	☐	☐

Section score: ____ / 12

Section 5: Technology and inclusion

Is your school's technology helping pupils access learning, or simply giving them access to devices?

Statement	1	2	3	4
13. Accessible learning tools are available to all pupils who could benefit, not only those with identified needs.	☐	☐	☐	☐
14. Our existing technology supports reading, writing and comprehension, rather than simply providing access to digital devices.	☐	☐	☐	☐
15. We regularly evaluate whether our technology improves pupil independence, participation and access to learning.	☐	☐	☐	☐

Section score: ____ / 12

Calculate your inclusion readiness score

Area	Your score
Universal provision	____ / 12
Pupil independence	____ / 12
Accessible learning materials	____ / 12
Staff confidence and capacity	____ / 12
Technology and inclusion	____ / 12
TOTAL	**____ / 60**

A question worth considering

If a pupil needs support to read, write or understand learning tomorrow, can they access it independently in every classroom?

Or does their access depend on someone recognising their need and providing additional help?

Your answer could reveal an important opportunity to strengthen universal provision.

Understanding your results

What does your score tell you?

Your score provides a starting point for reviewing inclusion across your school. It is a reflective tool, not a formal inspection judgement or validated measure.

15–27: Priority for development

Your school has an opportunity to build stronger foundations for inclusive learning.

Your responses suggest that access to support may vary significantly between classrooms or depend heavily on individual staff and targeted interventions.

Your next step: Review which common barriers could be reduced through consistent teaching approaches, accessible learning materials and shared digital support tools.

28–41: Developing universal provision

Good practice exists, but consistency may be holding your school back.

Some pupils may already benefit from inclusive approaches, while others continue to rely on additional adult support.

Your next step: Identify opportunities to make reading, writing and accessibility tools available more consistently across subjects and year groups.

42–50: Building consistency

Your school has established positive foundations for inclusion.

Your next opportunity is to ensure that effective support is available to every pupil who needs it, wherever learning takes place.

Your next step: Review the accessibility tools already available, how confidently staff use them and whether pupils can access support independently.

51–60: Strong foundations

Your school reports a consistent approach to inclusive learning.

The focus now is on maintaining good practice, checking its impact and ensuring your provision continues to meet changing needs.

Your next step: Gather pupil feedback, review how your technology is being used and identify opportunities to strengthen independence further.

Three questions for your leadership team

1. **Consistency:** Does every pupil have access to the same quality of support, regardless of their teacher, classroom or subject?
2. **Independence:** Are we giving pupils the tools to overcome learning barriers themselves, or are they still dependent on adults?
3. **Capacity:** Could accessible technology help us provide more consistent support while reducing repeated demands on staff?

From inclusion ambition to everyday practice

Strengthening universal provision with technology

Strong universal provision is not about replacing teachers, teaching assistants or specialist SEND support.

It is about giving them a stronger foundation to build upon and freeing their capacity to work in more targeted, effective ways.

When accessible technology becomes part of everyday learning, schools can provide pupils with more ways to read, write, understand and demonstrate their knowledge independently.

This can help schools move:

From	Towards
Support dependent on individual adults	Greater pupil independence
Different approaches in different classrooms	More consistent universal provision
Support available mainly to identified pupils	Tools available to everyone who needs them. Dignity through not needing to ask.
Teachers repeatedly adapting individual resources	Accessible resources and shared support tools in the learners hands. Immediately.
Devices used mainly to access digital content	Technology that actively supports learning

How Everway can help

Everway helps schools remove barriers to learning through accessible technology.

Read&Write: Supporting literacy and independence

Give pupils practical support with reading, writing, vocabulary and comprehension, helping them access learning with greater confidence.

OrbitNote: Making digital learning materials more accessible

Help pupils engage with PDFs and digital worksheets through reading, highlighting and annotation tools.

Equatio: Making maths more accessible

Give pupils different ways to explore, express and communicate mathematical ideas.

Together, these tools can support a more consistent approach to inclusive digital learning.

Your next step: Book an Inclusion Strategy Review

You've identified where your school is today.

Now explore what stronger universal provision could look like tomorrow.

An Inclusion Strategy Review with Everway can help your leadership team:

- Explore the gaps highlighted by your audit.
- Review how existing technology supports inclusive teaching.
- Identify opportunities to improve pupil independence.
- Consider practical ways to strengthen universal provision.
- Develop priorities for a more consistent approach to accessibility.

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uksdr@everway.com

Inclusion should be part of everyday learning

Necessary for some, useful for all.

Everway | Helping everyone understand and be understood.

This audit is intended to support school self-evaluation and strategic discussion. Scores are indicative and should be considered alongside pupil voice, classroom observations, staff feedback and evidence of impact.