Everway
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Read&Write

Inclusion Strategy Template

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the Inclusive Mainstream Fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	[Insert date]
Date on which it will be reviewed	[Insert date]
Statement authorised by	[Headteacher / Chair of Governors]

Statement of intent

At [School Name], we believe every child deserves access to an ambitious curriculum, high-quality teaching and the opportunity to participate fully in school life, regardless of their individual needs, abilities or background.

Our vision is to create an inclusive learning environment where difference, disability or language are no longer barriers to communication and learning.

We recognise that pupils learn in different ways and may require different levels of support.

Our approach is built on the belief that inclusive teaching and accessible learning tools are necessary for some, useful for all.

Our inclusion strategy is informed by the seven principles of inclusion.

1. Ambitious leadership and governance that embeds inclusion in planning

Our leaders and governors will ensure inclusion is embedded across school improvement planning, curriculum development, staff training and resource allocation. We will develop a consistent approach to accessible teaching and learning, supported by appropriate technology.

2. Evidence-based support prioritising early intervention

We will identify barriers to learning early and provide timely support. Read&Write by Everway will form part of our universal literacy provision, enabling pupils to access reading, writing and vocabulary support without waiting for a formal diagnosis.

3. High-quality teaching with curriculum designed for all learners

We will maintain high expectations for every pupil while providing flexible ways to access learning and demonstrate understanding. Teachers will use adaptive teaching approaches, supported by digital scaffolds enabled by Read&Write . Our universal provision will be strengthened by providing a multi-modal dictionary, screen focus and tracking tools, text-to-speech, highlighting, study tools, simplification of text, prediction word banks for working memory, spelling and grammar checking for immediate feedback and speech input and voice notes to scaffold the writing and transcription process and enable independence in accessing the same ambitious curriculum as peers.

4. Accessible and enriching provision beyond the classroom

We will promote independent learning beyond the classroom by supporting pupils to use accessible technology for homework, research, revision and study, where suitable devices and access are available.

5. Safe and respectful culture fostering belonging and attendance

We will create a school culture where pupils feel valued, respected and confident asking for support. Making inclusive tools available to all learners will help normalise their use, reduce stigma and strengthen participation and belonging.

6. Strong partnerships with families and wider services

We will work with pupils, parents, carers and relevant professionals to understand individual needs and develop shared approaches to learning. Families will have opportunities to contribute to the development and evaluation of our inclusion strategy. Read&Write will support continuity of support across school and home, improving accessibility, independence and transition planning for learners with additional needs.

7. Inclusive environments with continued improvements to accessibility

We will regularly review the accessibility of our classrooms, resources and digital learning environments. Read&Write will support this work through tools including text-to-speech, screen masking, vocabulary support and alternative ways to record learning. Through this strategy, we aim to improve pupil independence, confidence, engagement, participation and attainment.

Read&Write will complement high-quality teaching, specialist interventions and individual SEND provision, rather than replace them.

Our approach will be reviewed using pupil outcomes, staff observations, family feedback and school performance information.

Barriers to learning and participation

This section details the key barriers to learning and participation identified amongst our pupils, necessitating inclusive universal approaches and targeted support.

The following barriers are proposed for validation against our school assessments, SEND information, classroom observations and pupil and family feedback.

No.	Detail of barrier to learning
1	Reading and literacy difficulties. Some pupils experience difficulties with decoding, reading fluency, comprehension and processing written information. These challenges can limit independent access to curriculum materials and affect confidence across subjects.

2	Writing and recording learning. Some pupils experience barriers relating to spelling, handwriting, working memory, sentence construction or organising ideas. This can prevent them from demonstrating their knowledge and understanding effectively.
3	Language and vocabulary development. Pupils with English as an additional language (EAL), communication needs or limited vocabulary may experience difficulties understanding instructions, subject-specific language and written learning materials.
4	Independence and reliance on adult support. Some pupils require frequent adult assistance to read instructions, complete tasks or record their learning. This can reduce opportunities to develop independence and confidence.
5	Inconsistent access to inclusive teaching approaches. Accessibility tools and adaptive teaching approaches may not be used consistently across classrooms or subjects. This can create unnecessary barriers to curriculum participation.
6	Access to learning beyond the classroom. Some pupils experience difficulties completing homework, revision or independent study because they lack suitable learning support, devices or accessible resources.
7	Confidence, engagement and belonging. Pupils who experience repeated difficulties with literacy or communication may become less confident, reluctant to participate or concerned about appearing different from their peers.
8	Accessibility of learning environments and resources. Some digital and printed learning materials may not offer suitable ways for pupils to access information, manage visual demands or demonstrate understanding.

These barriers will be reviewed alongside school-level evidence to identify emerging needs, patterns over time and pupils requiring additional support.

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Activity in this academic year

We will prioritise the following activities to alleviate the identified barriers to learning and participation.

Our approach will focus on strengthening universal inclusive provision, alongside targeted support for pupils with additional needs and SEND.

Read&Write will form part of our wider approach to inclusive teaching and learning.

Description of activity (noting evidence and barrier numbers addressed)	Activity Type	Total budgeted cost
Whole-school introduction of Read&Write. Provide access to reading, writing and vocabulary support as part of ordinarily available provision. This will support early intervention and improve access to learning. Principles 1, 2, 3 and 7. Barriers 1, 2, 3, 4, 5 and 8.	Universal	£[Insert]
Staff professional development. Provide training for teaching and support staff on inclusive teaching, accessibility, text-to-speech, word prediction, dictation and vocabulary tools. Principles 1 and 3. Barriers 1, 2, 3 and 5.	Universal	£[Insert]
Embedding accessible curriculum resources. Support staff to provide accessible digital learning materials and model how pupils can use appropriate literacy tools during lessons. Principles 3 and 7. Barriers 1, 3, 5 and 8.	Universal	£[Insert]
Early literacy support. Identify pupils experiencing reading and writing barriers and provide guided opportunities to use Read&Write alongside existing teaching and interventions. Principle 2. Barriers 1, 2, 3 and 4.	Targeted	£[Insert]

Developing independent learners. Teach pupils how to select and use appropriate reading, writing and study tools with reduced reliance on adult prompting. Principles 3, 4 and 5. Barriers 1, 2, 4 and 7.	Universal and Targeted	£[Insert]
Supporting learning beyond the classroom. Provide guidance for pupils and families on accessible homework and independent study, subject to device availability and licensing arrangements. Principles 4 and 6. Barriers 4 and 6.	Universal and Targeted	£[Insert]
Pupil and family engagement. Gather feedback about barriers to learning, accessibility and confidence. Use this to inform adjustments and improve provision. Principles 5 and 6. Barriers 4, 6 and 7.	Universal	£[Insert]
Monitoring and evaluation. Review accessibility, pupil independence, engagement, literacy progress and staff confidence to assess the impact of our inclusion strategy. Principles 1–7. Barriers 1–8.	Universal	£[Insert]

Total budgeted cost: £[Insert total]

The school will confirm the allocation of expenditure between its core budget, notional SEN budget and IMF, where applicable. Funding decisions will be made in line with relevant requirements and the school's identified priorities.

Evidence informing our planned activity

Our inclusion strategy is informed by research from cognitive science, inclusive education and evidence relating to digital literacy support.

We recognise that high-quality teaching must be responsive to individual needs and that pupils may experience barriers relating to reading, writing, working memory, language and communication.

Our planned investment in Read&Write by Everway is informed by the following research approaches.

Cognitive Load Theory (Sweller)

Cognitive Load Theory highlights the importance of managing demands on working memory during learning.

Read&Write provides text-to-speech, screen masking and accessible reading tools that may help reduce unnecessary processing demands, allowing pupils to focus more attention on understanding curriculum content.

Dual Coding Theory (Paivio)

Dual Coding Theory highlights how verbal and visual representations can support learning.

Read&Write provides picture dictionaries, spoken text and visual highlighting, offering pupils different ways to access and understand vocabulary and written information.

Universal Design for Learning (CAST)

Universal Design for Learning encourages flexible approaches to accessing information, engaging with learning and demonstrating understanding.

Read&Write supports these approaches through text-to-speech, word prediction, dictation and vocabulary tools.

Making these tools available as part of our universal provision will help reduce barriers for pupils with SEND, literacy difficulties and EAL needs, while offering additional support to other learners.

Feedback and independent learning (Hattie)

Research on feedback and self-efficacy highlights the importance of helping pupils understand their progress and develop confidence in their learning.

Read&Write provides opportunities for pupils to review spelling, grammar and written work, supporting self-checking and greater independence.

Scaffolding and responsive teaching (Vygotsky and Wiliam)

Research on scaffolding and formative assessment highlights the importance of providing appropriate support and adapting teaching in response to pupil understanding.

Read&Write can provide digital scaffolds that help pupils access reading and writing tasks with reduced reliance on adult support.

Teachers will use these tools alongside ongoing assessment, direct instruction and targeted intervention where appropriate.

Everway Read&Write Impact Studies:

- 66% Improved reading age Of Read&Write users in the evaluation study, compared with 27% without access and +3.5% Writing scores Improvement among Read&Write users, compared with a 1.5% decline in the comparison group.
- 57% Daily use by SEND pupils Reported in Midlothian's 2026 independent review and 87% Pupil familiarity Of children in the Midlothian review reported familiarity with the tools.

References:

- Playfoot, J. and Clarke, L. (n.d.) *The Impact of Read&Write on Learner Achievement: An Evaluation Study*. White Loop Ltd. Prepared for Texthelp Ltd.
- Aubrey-Smith, F. (2023) *Changing Learning, Changing Lives: What Happens When EdTech Becomes PedTech?* An independent impact study for LEO Academy Trust.
- Aubrey-Smith, F. (2026) *Equipped for Learning: Connected. Protected. Included*. Midlothian Council.

Evaluating impact

We recognise that research-informed approaches must be implemented effectively and evaluated in our own school context.

We will monitor the impact of our inclusive provision through reading and writing assessments, classroom observations, pupil feedback, measures of independence and staff evaluations.

Our aim is to ensure that accessibility tools strengthen high-quality teaching and improve opportunities for pupils to participate, learn and succeed.

Implementation and monitoring

Autumn term 2026: Establish and prepare

- Review existing SEND, literacy and accessibility information.
- Gather baseline pupil and staff feedback.
- Identify priority pupil groups and curriculum areas.
- Introduce Read&Write and provide initial staff training.
- Establish measures of participation, independence and confidence.

Spring term 2027: Embed inclusive practice

- Extend the use of Read&Write across relevant classrooms and subjects.
- Support staff to model inclusive literacy tools during everyday teaching.
- Provide additional guidance for pupils who require targeted support.
- Gather pupil and family feedback.
- Review progress against baseline measures.

Summer term 2027: Evaluate and improve

- Assess progress against intended outcomes.
- Review reading, writing, participation and independence measures.
- Evaluate staff confidence and consistency of inclusive practice.
- Identify effective approaches and areas requiring improvement.
- Use findings to inform the following year's inclusion strategy.

Intended outcomes

This section explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of our inclusion strategy, and how we will measure whether they have been achieved.

The numerical targets below are proposed and will be confirmed following baseline assessment.

	Intended outcome	Success criteria
1.	Improved access to reading and curriculum content. Pupils experiencing literacy barriers can access written information more independently.	At least 80% of participating pupils with identified reading barriers report increased confidence accessing curriculum texts. Reading assessments, observations and pupil feedback demonstrate progress against baseline measures.
2.	Greater independence in writing. Pupils can record ideas and demonstrate understanding using appropriate support.	At least 75% of participating pupils demonstrate increased independence when completing written tasks. Teacher assessments and work samples provide evidence of progress.
3.	Consistent inclusive teaching across the school. Staff confidently embed accessible literacy approaches into everyday lessons.	100% of relevant teaching staff complete initial Read&Write training. Curriculum reviews and lesson observations identify regular opportunities for pupils to access appropriate support.
4.	Earlier identification and support. Pupils experiencing literacy and communication barriers receive timely support.	Identified needs are recorded and appropriate support is planned and reviewed. The SENDCo and teachers monitor progress through the school's existing assessment and review processes.
5.	Increased pupil confidence, participation and belonging. Pupils feel more confident participating in lessons and accessing support.	Pupil voice, classroom observations and engagement information show improvement against baseline measures, particularly for pupils with additional needs and SEND.
6.	Greater independence beyond the classroom. Pupils develop strategies for accessing homework, revision and independent study.	Pupil and family feedback indicates improved confidence using appropriate learning tools beyond lessons. The school monitors any continuing barriers relating to access or devices.
7.	Improved accessibility of learning materials. Staff provide learning resources that reduce unnecessary barriers to participation.	All relevant curriculum teams or year groups complete an accessibility review and identify improvements. Progress is monitored through curriculum and inclusion reviews.

8.	Stronger partnerships with families. Families understand the school's approach to inclusive learning and have opportunities to contribute.	Families receive accessible information about available support. Feedback is gathered and used to inform future provision and strategy reviews.

Review of the previous academic year

[Complete this section using the school's previous academic year data. The wording below is suitable where 2026/27 is the first year of this particular strategy.]

This is the first year of our inclusion strategy focused on strengthening universal inclusive provision through accessible teaching approaches and the planned introduction of Read&Write.

During 2026/27, we will establish baseline information and evaluate progress towards our intended outcomes.

Our evaluation will consider:

- Pupil engagement and participation in learning.
- Reading and writing progress, including relevant national and school assessments.
- Independence in accessing curriculum materials and completing tasks.
- Pupil confidence and sense of belonging.
- Attendance and any identified links with barriers to participation.
- The effectiveness of early identification and support.
- Staff confidence in using inclusive teaching approaches.
- Feedback from pupils, parents and carers.

We will pay particular attention to the experiences and outcomes of pupils with additional needs and SEND.

At the end of the academic year, school leaders and governors will review which activities have worked well, which have not achieved their intended impact and what improvements are required.

The findings will inform the development of our inclusion strategy for 2027/28.

Where a previous inclusion strategy or relevant provision was already in place, the school will add a retrospective review of its impact using available evidence before publication.

Further information (optional)

Our approach to inclusive technology

At [School Name], we recognise that technology can play an important role in reducing barriers to learning when used alongside high-quality teaching.

Read&Write by Everway will support our inclusive provision through accessible reading, writing and vocabulary tools.

Its use will be guided by individual pupil needs, curriculum expectations and professional judgement.

Our approach will focus on three priorities:

Access: Ensuring pupils can engage with curriculum content through appropriate reading, language and accessibility support.

Independence: Helping pupils develop the skills and confidence to select and use learning tools with less reliance on adult support.

Participation: Creating opportunities for pupils to demonstrate their understanding and participate fully alongside their peers.

We will continue to provide individualised support, reasonable adjustments and specialist interventions where required.

Leadership and accountability

The Headteacher and governing body will oversee the implementation and evaluation of this strategy.

The SENDCo or Inclusion Lead will coordinate the identification of barriers, staff support and review of inclusive provision.

Teachers will remain responsible for high-quality teaching and adapting learning to meet pupils' needs.

Pupil and family feedback will help shape ongoing improvements.

Evidence and supporting guidance

This strategy has been informed by:

- Department for Education (2026), *Developing an inclusion strategy using the Inclusive Mainstream Fund: Guidance*, as referenced in the Everway planning guide.
- Everway, *Inclusion Strategy using Technology and how Inclusive Mainstream Funding can support*.
- School assessment information, SEND records and inclusion reviews [to be completed].
- Pupil, parent and staff feedback [to be completed].
- Relevant evidence on inclusive teaching, accessibility and literacy support [to be added and reviewed by the school].

Our commitment

We will continue to review and improve our inclusive provision to ensure that all pupils can access high-quality education, participate fully in school life and develop the confidence and independence they need for the future.

Our ambition is to create a school where inclusion is part of everyday practice and every learner has the opportunity to succeed.