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Final Version

The inclusive Classroom Checklist

The Inclusive Classroom - Daniel Sobel and Sarah Alston, Bloomsbury, 2021

The Inclusive Classroom Checklist – The 8 R’s

		/10	Actions I will take
ROOM The learning space needs to reflect needs and promote engagement. Classrooms need to hold space for physical, sensory needs of all inhabitants.	Can all children see whatever they need to see (board, teacher, learning material, etc.)		
	Can they all hear?		
	Is the light too bright/too low?		
	Does the seating plan take into account different children’s needs?		
RELATIONSHIPS Relationship are key to successful inclusive teaching. The adults in the room need to know their children and the different ways of relating to them.	Does every vulnerable child have a go-to trusted adult they can turn to? Do they know who that is?		
	Do you know who has attachment and SEMH issues in your classroom?		
	Do they know how to respond to the attachment and SEMH needs of the children in your classroom?		
	Do you know which children can support of distract the others?		
RESOURCES It’s easy to ‘buy’ a lot of materials and we don’t suggest this. Resources imply minimal, simple and effective materials that support personalised access to learning rather than make up for it. Poor resources could be ready-made worksheets. A good resource might be a cushion for a child with dyspraxia.	Are these resources needed for children to support their access to reading and writing?		
	Can you utilise resources to support other needs, such as sensory, physical and emotional needs?		
	Are visual prompts readily available and used effectively?		
	Have you discussed the resources with the children? Are they interested in actually using the ones you suggest? Are their confident to choose their own?		
	Are children encouraged to use resources to further their independence? Are they able to organise themselves?		
RELEVANCE How well do you adapt the curriculum to your children? Does your teaching inspire and draw in your children because they feel it is related to them or is useful? Does the curriculum engage their enthusiasm and participation?	How far does the learning and curriculum relate to children’s own experience?		
	Are children supported to make links between their experiences outside the classroom and their learning?		
	How far is the curriculum adapted to reflect local needs and issues?		
	Does the curriculum include an awareness of anxiety triggers for individual children (e.g. talk of family tress for looked-after children)?		

The Inclusive Classroom Checklist – The 8 R’s

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RESPONSE Are your instructions and guidance differentiated for different children? Are the questions and answers between adult and child adapted to meet the needs of the children? Does the adult demonstrate understanding of the child through their language?	Are all children supported to contribute to their own and the class's learning?		
	Do adult responses support children to engage with learning and develop perseverance and resilience?		
	Are children allowed time to process and develop their thinking before they are expected to share learning?		
RECALL You may have taught an amazing lesson but what have the children retained? How do you know? Do you support children with working memory issues?	Do you use questioning and a variety of prompts to support children in recalling and applying their learning?		
	Are children able to share the recall of their learning in different ways (e.g. not always expecting them to write it down)?		
	Are you able to support the children to understand which bits of the learning and exercises are relevant to remember?		
RETENTION Do you know what your children recall a couple of weeks after the lesson? What are the students retaining to be able to apply later?	Are there regular opportunities for children to revisit learning to support their long-term understanding?		
	How far are children supported to see how different pieces of learning relate to each other and fit together?		
	Are children enabled to practise and develop a range of skills across the curriculum?		
RESILIENCE Are the children supported to feel OK to try and fail and then feel confident enough to try again? Does the support you provide for children in your classroom build further independence or does it simply sort out a temporary problem by creating dependence on an adult such as a TA or LSA?	How far are children, especially those with SEN, supported and given opportunities for independent working?		
	Are they promoted for independence rather than encouraged to become dependent on adult prompts?		
	Is there a culture within the classroom where it is acceptable to make mistake, and are these seen as learning opportunities?		
	How far does teacher feedback enable children to identify and celebrate success, rather than just identify areas for development?		

Art

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