**Best Practice Guidance for an Inclusive Classroom**

This guidance can be used in a variety of ways:

* A class teacher may wish to use it as a self-audit to focus on a specific area of teaching practice
* A SENDCo may wish to use it to support an Enquiry Walk, focusing on specific areas of development through the school
* A newly qualified teacher (recently qualified or apprentice teachers) may wish to refer to use it as a reference document

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| **What are we looking for?** | **Yes / No?** | **Thoughts and Reflections** |
| **Classroom layout meets the needs of all learners** | | |
| Supportive classroom ethos |  |  |
| Learners with SEND have clear view / sound of teacher / board |  |  |
| Tidy, well-organised classroom |  |  |
| Quiet and distraction-free for reading & writing |  |  |
| Easy access to working wall / displays - Appropriate font size & colour |  |  |
| Easy access to resources - labelled with words and pictures |  |  |
| Visual Timetable displayed vertically |  |  |
| Table- top resources & visual prompts available |  |  |
| Now / next visuals or task planners and checklists |  |  |
| Practical apparatus |  |  |
| Pre-prepared L.O.s and questions available to stick in books |  |  |
| Personal copies of worksheets & texts / iPad photographs etc. |  |  |
| Access to WAGOLLs |  |  |
| **Teaching and Learning (Approaches)** | | |
| Engagement and enjoyment |  |  |
| Routines, structures, boundaries & expectations are consistent |  |  |
| Simple timeline of the lesson structure |  |  |
| **Explicit instruction & effective modelling** |  |  |
| Independence encouraged |  |  |
| **Scaffolding** |  |  |
| Opportunities for movement breaks |  |  |
| Countdowns for ending of task |  |  |
| **What are we looking for?** | **Yes / No?** | **Thoughts and Reflections** |
| **Assessment for Learning** | | |
| Learning gaps identified through appropriate methods of assessment |  | (e.g. SAS Attainment Indicators) |
| Learning questions |  |  |
| Success criteria / Steps to success |  |  |
| All Effective peer and / or self-assessment |  |  |
| Quality above quantity |  |  |
| **Teaching and Learning (Memory)** | | |
| Growth mindset & Can-Do ethos |  |  |
| Pre/post teaching |  |  |
| Differentiation by task, time, instruction and outcome (‘stage not age’) |  |  |
| Explicit Teaching |  |  |
| Reduced cognitive load |  |  |
| Reasonable adjustments in place |  |  |
| Visual, Auditory & Kinaesthetic learning |  |  |
| **Metacognition** |  |  |
| Length of time being active / inactive |  |  |
| Develop range of memory aids |  |  |
| Flexible grouping |  |  |
| Alternative approaches to writing |  |  |
| Effective interventions |  |  |
| Opportunities to transfer skills learned in interventions |  |  |
| **Assistive Technology** | | |
| Commitment to pupil independence |  |  |
| **IT available –** laptops, iPads, tablets, etc… |  |  |
| Electronic readers such as scanning pens, Windows 365, audiobooks |  |  |
| Electronic scribes such as Dragon, Siri, Windows 365 Mic |  |  |
| Access to technology to support memory, e.g. talking tins / reminders |  |  |
| Alternative methods of communication |  |  |
|  |  |  |
| **What are we looking for?** | **Yes / No?** | **Thoughts and Reflections** |
| **People Support** | | |
| Trusting relationships |  |  |
| The use of peer buddies, shoulder partners |  |  |
| **Flexible grouping** |  |  |
| Differing group roles |  |  |
| Use of buddy / peer tutoring and collaborative learning |  |  |
| Adults used effectively |  |  |
| Additional adults with clear planning of their role within the  lesson and outcomes for the learners |  |  |
| Joint planning and review |  |  |
| Formal feedback opportunities |  |  |
| Other adults as partners |  |  |
| Live marking and immediate feedback |  |  |
| **Communication** | | |
| Language is positive and respectful |  |  |
| Clear instructions / positive language re: expectations of behaviour |  |  |
| Connection before correction |  |  |
| Descriptive and meaningful praise and rewards |  |  |
| Rules of good listening, displayed |  |  |
| Additional processing time |  |  |
| Learners have ways of showing teacher when they need help. |  |  |
| Instructions given in small steps/written down |  |  |
| Explanations carefully structured |  |  |
| **Ensure pupils understand instructions** |  |  |
| Effective questioning for all |  |  |
| Appropriate use of silence |  |  |
| Appropriate thinking time |  |  |
| Differentiated questions for individuals & groups |  |  |
| Alternative communications/ switches / symbols |  |  |

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| **Additional Thoughts, Comments and Ideas** | |
| **Classroom layout meets the needs of all learners** |  |
| **Teaching and Learning (Approaches)** |  |
| **Teaching and Learning (Assessment)** |  |
| **Teaching and Learning (Memory)** |  |
| **Assistive Technology** |  |
| **People Support** |  |
| **Communication** |  |