

Activity 1: Inclusion of Students with SEN: A Checklist

This list should help you identify barriers to inclusion that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of inclusive practices in your school.

Section 1: Creating Inclusive Cultures

	Question	Agree	Disagree	Unsure
1.	Everyone is made to feel welcome.			
2.	Students help each other.			
3.	Staff and students treat one another with respect.			
4.	There is partnership between staff and parents.			
5.	There are high expectations for all students.			
6.	Staff, BOM, students and parents share a philosophy of inclusion.			
7.	Students are equally valued.			
8.	Staff seeks to remove barriers to learning and participation in all aspects of the school.			
9.	The school strives to minimise all forms of discrimination.			
10.	Difference amongst the school community is celebrated.			

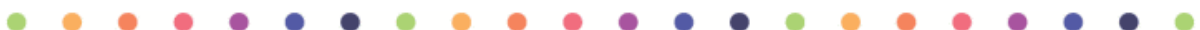
Section 2: Producing Inclusive Policies

	Question	Agree	Disagree	Unsure
11.	The school seeks to admit all students from the locality/ feeder schools.			
12.	The school makes its buildings physically accessible to all people.			
13.	All new students are helped to settle into the school.			
14.	The school arranges teaching groups so that all students are valued.			
15.	Support for students with SEN is co-ordinated.			
16.	Staff are given opportunities to participate in professional development that will support teaching of students with SEN.			
17.	All school policies are inclusive policies.			
18.	Staff are aware of their responsibilities under current legislation in relation to the education of students with SEN.			
19.	Barriers to attendance are minimised.			
20.	Bullying is minimised.			

Section 3: Evolving Inclusive Practices

	Question	Agree	Disagree	Unsure
21.	Teaching is planned with the learning of all students in mind.			
22.	Students with SEN are actively encouraged to participate in lessons.			
23.	Students are actively involved in their own learning.			
24.	Students learn collaboratively.			
25.	Teachers use a variety of teaching styles- scaffolding, modelling, peer tutoring, active learning, co-operative group work.			
26.	Teachers use a variety of alternatives for recording- writing, tape, drama, use of ICT, discussion and feedback			
27.	Teachers plan, teach and review in partnership.			
28.	The role of the SNA in the classroom is clearly defined and known to all.			
29.	All students, including those with SEN are encouraged to participate in extra-curricular activities and activities outside the classroom.			
30.	Staff expertise in the area of SEN is fully utilised.			

Adapted from Booth, T. & Ainscow, M (2002): Index for Inclusion





Section 4: Priorities for Development

Objectives	Action Required	By Whom	By When	Resources Needed	Success Criteria

