**Inclusion Audit**

*For a specific group/subject or lesson, think about how you meet the key drivers of the inclusion index. As you do this think about how you do this and what this looks like in practice and within your classroom.*

Lesson/Subject/Group:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Inclusion Index | Always | Often | Sometimes/Occasionally | Rarely | Never |
| Value all students (and staff) equally |  |  |  |  |  |
| Increase the participation of students in, and reduce their exclusion from, the cultures, curricula, and community of the classroom. |  |  |  |  |  |
| Restructure the cultures, rituals, routines, and practices in my classroom to respond to the diversity of my students. |  |  |  |  |  |
| Reduce barriers to learning and participation for all students, not only those with impairments or those who are categorised as `having special educational needs’. |  |  |  |  |  |
| Learn from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely |  |  |  |  |  |
| View the difference between students as resources to support learning, rather than as problems to be overcome. |  |  |  |  |  |
| Acknowledge the right of students to an education in my classroom. |  |  |  |  |  |
| See your role as to build a community and develop values, as well as increase achievement. |  |  |  |  |  |
| Foster mutually sustaining relationships with your students |  |  |  |  |  |