

Inclusion Checklist

A practical guide for creating welcoming, supportive and accessible spaces

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Inclusive Classroom Environment

- Are desks, tables, and seating arranged flexibly to suit diverse needs and preferences?
- Is there enough space for mobility aids and easy movement throughout the room?
- Are quiet zones or calm down corners available to support self-regulation?
- Are visual schedules and routines clearly displayed to guide students?
- Are sensory tools and supports readily accessible for those who need them?

Teaching and Learning Practices

- Do lesson plans include multiple ways for students to engage and express themselves (visual, auditory, tactile)?
- Are learning materials adapted or differentiated to meet diverse needs?
- Are classroom instructions clear, supported by visuals, and repeated as needed?
- Is student voice encouraged and respected in activities and routines?
- Is positive behaviour support applied consistently and fairly for all students?

Classroom Culture and Belonging

- Do classroom displays celebrate a variety of cultures, identities, and abilities?
- Are books, posters, and resources inclusive of all students' backgrounds?
- Are students encouraged to share their culture, language, and personal stories?
- Are groupings and classroom roles regularly rotated to foster inclusion and teamwork?

Collaboration and Family Engagement

- Are IEPs, behaviour plans, and learning support plans regularly followed and updated?
- Is there consistent, two-way communication with families about student progress and needs?
- Are Education Assistants and support staff actively involved in planning and feedback?
- Are families welcomed and encouraged to share their knowledge and insights about their child?

School Wide Inclusion Culture

- Does the school have a clear inclusion policy and shared language around inclusive education?
- Are staff supported with ongoing professional learning on inclusion and disability awareness?
- Are there whole school supports for behaviour, emotional regulation, and mental health?
- Is student leadership inclusive, representing students with disabilities and diverse backgrounds?
- Is there a clear, accessible process for raising and addressing inclusion related concerns?