

Index for Inclusion: Booth and Ainscow (2002/2011)

Sample indicators

<http://www.csie.org.uk/resources/inclusion-index-explained.shtml#intro>

Indicators for DIMENSION A: Creating inclusive *cultures*

A.1 Building community

- A.1.1 Everyone is made to feel welcome.
- A.1.2 Students help each other.
- A.1.3 Staff collaborate with each other.
- A.1.4 Staff and students treat one another with respect.
- A.1.5 There is a partnership between staff and parents/carers.
- A.1.6 Staff and governors work well together.
- A.1.7 All local communities are involved in the school.

A.2 Establishing inclusive values

- A.2.1 There are high expectations for all students.
- A.2.2 Staff, governors, students and parents/carers share a philosophy of inclusion.
- A.2.3 Students are equally valued.
- A.2.4 Staff and students treat one another as human beings as well as occupants of a 'role'.
- A.2.5 Staff seek to remove barriers to learning and participation in all aspects of the school.
- A.2.6 The school strives to minimise discriminatory practice

Sample questions for indicator A.1.3 Staff collaborate with each other

- i. Do staff treat each other with respect irrespective of their roles in the school?
- ii. Do staff treat each other with respect irrespective of their gender?
- iii. Do staff treat each other with respect irrespective of their class or ethnic background?
- iv. Are all staff invited to staff meetings?
- v. Do all staff attend meetings?
- vi. Is there wide participation in meetings?
- vii. Are all teachers and classroom assistants involved in curriculum planning and review?
- viii. Is teamwork between staff a model for the collaboration of students?
- ix. Do staff know who to turn to with a problem?
- x. Do staff feel comfortable about discussing problems in their work?
- xi. Are regular supply staff encouraged to be actively involved in the life of the school?
- xii. Are all staff involved in drawing up priorities for school development?
- xiii. Do all staff feel ownership of the school development plan?

Indicators for DIMENSION B: Producing inclusive *policies*

B.1 Developing the school for all

- B.1.1 Staff appointments and promotions are fair.
- B.1.2 All new staff are helped to settle into the school.
- B.1.3 The school seeks to admit all students from its locality.
- B.1.4 The school makes its buildings physically accessible to all people.
- B.1.5 All new students are helped to settle into the school.
- B.1.6 The school arranges teaching groups so that all students are valued.

B.2 Organising support for diversity

- B.2.1 All forms of support are co-ordinated.
- B.2.2 Staff development activities help staff to respond to student diversity.
- B.2.3 'Special educational needs' policies are inclusion policies.
- B.2.4 The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students.
- B.2.5 Support for those learning English as an additional language is co-ordinated with learning support.
- B.2.6 Pastoral and behaviour support policies are linked to curriculum development and learning support policies
- B.2.7 Pressures for disciplinary exclusion are decreased.
- B.2.8 Barriers to attendance are reduced.
- B.2.9 Bullying is minimised.

Sample questions for indicator B.2 Organising support for diversity

- i. Do all curriculum development activities address the participation of students differing in background, experience, attainment or impairment?
- ii. Do all curriculum development activities address the reduction of barriers to learning and participation?
- iii. Do staff development activities support staff in working effectively together in classrooms?
- iv. Is partnership teaching, followed by shared review, used to support teachers to respond to student diversity?
- v. Do staff observe each other's lessons in order to reflect on the perspectives of students?
- vi. Do staff receive training in devising and managing collaborative learning activities?
- vii. Are there shared opportunities for teachers and classroom assistants to develop more effective collaboration?
- viii. Are there opportunities for staff and students to learn about peer tutoring?
- ix. Do teaching and support staff learn about using technology to support learning (such as cameras, television, video, overhead projector, tape-recorders, computers/internet)?
- x. Do staff explore ways of reducing disaffection by increasing the engagement of students in curricula?
- xi. Is disability equality education provided for all staff?
- xii. Do all staff learn how to counter bullying, including racism, sexism and homophobia?
- xiii. Do staff and governors take responsibility for assessing their own learning needs?

Indicators for DIMENSION C: Evolving inclusive *practices*

C.1 Orchestrating learning

- C.1.1 Teaching is planned with the learning of all students in mind.
- C.1.2 Lessons encourage the participation of all students.
- C.1.3 Lessons develop an understanding of difference.
- C.1.4 Students are actively involved in their own learning.
- C.1.5 Students learn collaboratively.
- C.1.6 Assessment contributes to the achievements of all students.
- C.1.7 Classroom discipline is based on mutual respect.
- C.1.8 Teachers plan, teach and review in partnership.
- C.1.9 Teachers are concerned to support the learning and participation of all students.
- C.1.10 Teaching assistants support the learning and participation of all students.
- C.1.11 Homework contributes to the learning of all.
- C.1.12 All students take part in activities outside the classroom.

C.2 Mobilising resources

- C.2.1 Student difference is used as a resource for teaching and learning.
- C.2.2 Staff expertise is fully utilised.
- C.2.3 Staff develop resources to support learning and participation.
- C.2.4 Community resources are known and drawn upon.
- C.2.5 School resources are distributed fairly so that they support inclusion.

Sample questions for indicator C.1 Orchestrating learning

- i. Are students encouraged to take responsibility for their own learning?
- ii. Do teachers explain the purpose of a lesson or group of lessons?
- iii. Do the classroom environment, displays and other resources help independent learning?
- iv. Does the support given to students help them to move on in their learning while drawing on the knowledge and skills they already possess?
- v. Are curriculum plans shared with students so that they can choose to study at a faster pace or in greater depth?
- vi. Are students taught how to research and write up a topic?
- vii. Are students able to use the library and information technology resources independently?
- viii. Are students taught how to take notes from lectures and books and organise their work?
- ix. Are mechanical copying activities avoided?
- x. Are students taught how to present their work in spoken, written and other forms, individually and in groups?
- xi. Are students encouraged to summarise what they have learnt verbally and in writing?
- xii. Are students taught how to revise for tests and examinations?
- xiii. Are students consulted about the support they need?
- xiv. Are students consulted about the quality of lessons?
- xv. Are students involved in finding ways to overcome their own and each other's difficulties in learning?
- xvi. Are students given a choice over activities?
- xvii. Are the interests, knowledge and skills acquired independently by students valued and drawn upon in lessons?