

### Priorities for development - summary sheet

Please tick the group(s) below indicating your involvement with the school:

- Teacher                       Teaching assistant                       Other member of staff  
 Student                       Parent/Carer                       Governor  
 Other (specify): .....

*Please write down one or two priorities about the areas where you think change is most important in the school. You may phrase this as one or more indicators or one or more questions or as an additional thought not mentioned in the index materials. Also consider the importance of a suggestion in one dimension for change in other dimensions.*

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Dimension A

Creating inclusive CULTURES

Build community

Anchor inclusive values

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Dimension B

Producing inclusive POLICIES

Developing the school for all

Organize support for diversity

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Dimension C

Evolving inclusive PRACTICES

Organize learning arrangements

Mobilize resources

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Please tick the group(s) below indicating your involvement with the school: <input type="checkbox"/> Teacher <input type="checkbox"/> Teaching assistant <input type="checkbox"/> Other member of staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Governor <input type="checkbox"/> Other (specify): .....		Definitely agree	Agree to some extent	Disagree	Need more information
Please check the box that best expresses your opinion!					
<b>Dimension A: Creating inclusive <u>cultures</u></b>					
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.				
<b>Dimension A: Creating inclusive <u>cultures</u></b>					
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 all forms of discrimination.				
<b>Dimension B: Producing inclusive <u>policies</u></b>					
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.2.1	All forms of support are coordinated.				
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 coordinated 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.				
<b>Dimension C: Evolving inclusive practices</b>					
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	Teaching assistants support the learning and participation of all students.				
C.1.10	Homework contributes to the learning of all.				
C.1.11	All students take part in activities outside the classroom.				
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.				

**Priorities for development**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_