

Physical Environment

- All learners can see and hear what they need to.
- The space is well organised and uncluttered.
- Everyone can move around easily and access what they need to.
- The sensory environment, e.g., lighting, noise, temperature, smell etc. has been considered.

Resources

- Location of resources - All learners know where the resources are.
- Training in use of resources - The learners know how to use the resources that can help them.
- The range of resources are suitable to the needs of all learners, e.g., pencil grips, left-handed scissors, iPad, etc.
- There are resources available to support self-regulation for learning, and self-regulation for emotional and social skills.
- Impact of resources - The available resources help all learners to access the curriculum, e.g. literacy tools such as a laptop with accessibility tools enabled (e.g., Immersive reader, number lines/ numicon, wall displays etc.)

Relationships

- Learners feel valued and safe.
- Learners have at least one trusted adult.
- I know who in my class has ASN and how to support them.
- I am aware of influences which may affect my expectations of learners e.g. siblings, ability, background.
- I know which children can support or distract each other and seat them accordingly.
- Class activities /teaching approaches/ groupings support relationships, a sense of belonging and effective engagement.
- There is regular communication with parents/carers.

Routines/Structures

- Learners are helped to understand routines and any changes that may occur.
- There are up to date visual timetables that the learners understand and can follow independently.
- Consistent and predictable seating plans are in place and the learners know what these are.
- Lessons are planned to follow a predictable format where possible.
- Rules and boundaries are simple, fair, relevant to learning, and understood by all.

Relevance

- The curriculum links to the life experiences of the learners in a way that is meaningful.
- I am mindful of different personal circumstances that might affect learners in the class e.g., Father's Day cards, family trees.
- Learners' experiences are used to help include, motivate and inspire them.

The Dundee Standard of Inclusive Practice

Teaching Input

- Children are allowed time to process and develop their thinking before they are invited to share learning.
- Activities are focused on the learning intention and success criteria (rather than things like copying the date/ copying L.I.s from the board etc.).
- Activities provide appropriate pace, challenge and enjoyment for all.
- Verbal instructions are reinforced with gestures and visual prompts to support working memory.
- Routines are in place to ensure all learners are listening before instructions are given.
- Key learning is highlighted to help learners focus on what is important.
- Modes of teaching reflect where learners are in their understanding (e.g., demonstrating, instructing, inquiry or project-based learning, peer-to-peer collaboration).

Developing Independence

- There is a learning culture in the class where mistakes are seen as an opportunity for learning (e.g., The Learning Pit/Growth Mindset/Adults modelling helpful responses to mistakes).
- Learners are specifically taught strategies for planning and monitoring their learning.
- Support builds further independence rather than encourages over-reliance on adults.
- Feedback supports learners to identify what they have done well and what their next steps might be.

Demonstrating and Applying Learning

- Questioning and prompts are used to help learners recall and apply their learning.
- Learners are encouraged to share their learning in different ways, such as through speaking, drawing, and technology.

Supporting Long-term Learning

- There are regular opportunities for learners to revisit skills and knowledge to support their long-term understanding/ consolidation/retrieval.
- There are regular opportunities for learners to make connections between different knowledge and skills across the curriculum.