

### Inclusive teaching and learning checklist

Some learners with ALN may not need additional support, if the learning environment is inclusive.

These strategies can benefit all learners not just those with ALN.

Name:	Date:	Class:
<b>Inclusive Checklist</b>	Progress towards	Evidence
<b>Planning</b>		
Lecturers plan differentiated activities and outcomes.		
Lecturers plan the role and expectation of the learning assistants.		
Individual learner targets are used to inform teaching strategies.		
<b>In lesson</b>		
Greet all learners and settle group effectively.		
Introduce the lesson giving the big picture and link to previous and future lessons. The lesson content aligns with the objectives and assessments.		
Lesson objectives displayed and explained. Check learners are clear on objectives. Refer to objectives during and at end of lesson.		
Teach study skills and emphasise when they are being used. Support learners when applying study skills, progressing to independent use.		
Pair and group work used effectively for support and activities.		
Speak clearly, rephrase and give specific examples (real life).		
Differentiated learning resources are readily available.		
Scaffolding used to support learning.		
Regularly reflect, recap and consolidate during lesson to maintain pace and assess learning.		
Plan questioning to challenge all learners. Allow processing time before responding to questions.		

Activities are explained clearly (step-by-step) or modelled (show a good one).		
Transitions between activities are clearly explained and managed.		
Use alternatives to written tasks.		
Effective use of IT.		
Present and assess in different ways to engage and motivate learners.		
Provide positive feedback that is specific and constructive.		
<b>Environment</b>		
The classroom areas are well organised and free from clutter.		
Clear classroom rules and routines are established. Behaviour management is consistent.		
Classroom seating and layout planned in advance.		
Key vocabulary displayed and used.		
“Resource boxes” should be available for numeracy, literacy and topic.		
<b>Teaching materials</b>		
Provide electronic copies of presentations and handouts (prior to lesson).		
Limit the amount of text on resources, use bullets.		
Use suitable font, spacing, colours.		
Use visual displays – images, charts, diagrams.		
<b>Learning assistant/ peer-to-peer</b>		
Helping, explaining, and simplifying information.		
Help learner focus.		
Provide encouragement.		
Support organisational and study skills.		