



# Inclusive Classroom Quick Checklist



## 1. Inclusive Classroom Quick Checklist (Teacher Use)

Use this as a daily or weekly check-in

### Access to Learning

- Are instructions clear, simple, and supported with visuals?
- Have I broken tasks into manageable steps?
- Can all students access the content without additional explanation?
- Have I reduced cognitive overload (too much information at once)?
- Am I modelling what success looks like?

### Participation

- Are there multiple ways for students to contribute (spoken, written, visual)?
- Am I giving thinking time before expecting answers?
- Are quieter students included without pressure?
- Am I avoiding putting students on the spot unexpectedly?
- Are all students actively engaged, not just compliant?

### Environment

- Is the classroom predictable and structured?
- Have I reduced unnecessary distractions (noise, clutter, movement)?
- Do students know what to expect next?
- Is there a calm or low-stimulation space available if needed?
- Are transitions clear and supported?

### Language & Interaction

- Am I using clear, inclusive, and respectful language?
- Do students feel safe to make mistakes?
- Am I recognising effort, not just outcomes?
- Am I checking for understanding, not just asking “Does everyone get it?”
- Is my tone supportive rather than corrective?

## Support & Differentiation

- Have I adapted the task for different levels of support and challenge?
- Am I providing scaffolding (prompts, checklists, examples)?
- Are students able to work independently with the support provided?
- Have I considered sensory, communication, or processing needs?
- Am I using tools (visuals, tech, resources) to remove barriers?

## Relationships & Wellbeing

- Do students feel seen, heard, and valued?
- Have I built in opportunities for connection and collaboration?
- Am I aware of any students who may be overwhelmed or anxious?
- Have I created a sense of belonging for all learners?

## Reflection

- Who is thriving in this lesson, and why?
- Who might be struggling silently?
- What barriers might still be present?
- What worked well that I can repeat?
- What small change could I make next time?

## Quick Reminder

*If a student cannot access the learning, they cannot engage with it.  
Small adjustments can make a significant difference.*