




















Inclusion Charter














The Inclusion Charter is our agreed principles to provide an inclusive education for all.


Adaptive teaching and Scaffolding

 In  most  lessons  we  expect to  see  sentence stems and  sentence starters.

 In  most  lessons  with a  writing  focus,  we  expect to  see  colourful semantics  sentence prompts.



Visuals

 In  every  classroom  we  expect to  see  visual timetables  (including  now and   next)  where a  need






is identified.

 All  adults  have  Zones of Regulation  prompts.

Relationships




 In  every  classroom  we  expect to  see  the behaviour  ladder.

 In  every  lesson  we  expect to  see  targeted  questioning  (no  hands up)  which  allows  processing

 time  (pose,  pause,  pounce).

Manipulatives and Resources

 In  most  maths lessons  manipulatives  should  be  accessible  and  modelled  within  a  lesson  sequence.

 In  most  lessons  with  a  writing  focus,  we  expect  to  see  vocabulary  aids  -  word

 banks,  key  words.