

S C A L E	4	Environment strongly supports participation of learner(s) by providing exceptional opportunities, resources, requirements & structures
	3	Environment supports participation of learner(s) by providing appropriate opportunities, resources, requirements & structures
	2	Environment interferes with participation of learner(s) by providing limited opportunities, resources, requirements & structures
	1	Environment strongly interferes with participation of learner(s) by not providing opportunities, resources, requirements & structures
P R I M A R Y M A N U A L : P a g e s 1 9 a n d 3 6 : P R I M A R Y		

UNIVERSAL SUPPORT: CIRCLE Inclusive Classroom Scale (CICS)

Class:

Completed by:

Date (dd/mm/yyyy):



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Learning Environment: Physical

Item and descriptor	Criteria Statements - Please select the statement that best describes the physical environment					Rating
Accessibility of Space Barrier free Ease of access	Accessibility exemplary, exceptional placing of furniture, barrier free					4
	Good accessibility to spaces, barrier free					3
	Some barriers accessing spaces, some areas inaccessible					2
	Barriers including clutter, significant challenges accessing spaces					1
Adequacy of Space Availability of spaces Tailored to needs Set up of spaces including seating	Exemplary availability of different areas and seating for meeting needs					4
	Variety of areas and seating available when needed, available spaces match requirements					3
	Constraints of available space, some needs not met by spaces or seating					2
	Spaces not matching needs, overcrowded, required spaces or seating not available					1
Sensory Space Temperature/noise/lighting/odour Adjustability Self-calming	Excellent sensory conditions, temperature pleasant, lighting and/ or noise levels optimised for sensory preferences					4
	Comfortable sensory conditions e.g. temperature, light and/or noise levels adjustable					3
	Some challenges with sensory conditions, variable ability to adjust these e.g. unwanted noise					2
	Hot/stifling or too cold, noisy, poor lighting, distracting odours - sensory conditions not adjustable/adjusted					1
Visual supports Signs Labels Visual timetables Posters/displays	Excellent use of visual supports meeting individual needs, consistently used and applied					4
	Effective use of visual supports meeting needs, mostly consistent					3
	Challenges in the number and variety of visual supports, difficult to read/ understand, some needs not met, some inconsistency					2
	Visual supports are limited/ambiguous/inconsistent, learners cannot understand, needs not met					1
Availability of Objects Objects accessible Objects suitable Adaptive devices	Availability of objects exemplary, storage in close proximity, objects matched to characteristics/needs/cultures of learners, independently accessible, well maintained					4
	Ease of access to all needed objects when desired, storage adequate, matched to personal characteristics/needs of learners, well maintained					3
	Challenges accessing objects, variable storage, some objects not matched to personal characteristics/needs of learners					2
	Some objects not available, objects not accessible, objects not adequate for personal characteristics/needs of learners, poorly maintained					1
Item with most 1 or 2 ratings	Availability of Space	Adequacy of Space	Sensory Space	Visual Supports	Availability of Objects	

Learning Environment: Social

Item and descriptor	Criteria Statements - Please select the statement that best describes the physical environment	Rating
Attitudes Empathy Understanding Non-judgemental Respecting others	Staff and peers in environment display, reinforce and value exceptional attitudes, and are highly empathic and non-judgemental	4
	Staff and peers in environment are actively developing and modelling empathy and inclusiveness and are non-judgemental	3
	Some challenges with negative attitudes and how these are addressed	2
	Staff or peers are dismissive/judgemental/exclusionary/condescending/bullying	1
Support and Facilitation Verbal support Non-verbal support Physical support Appropriate communication	Expert support using variety of prompts/encouragement/demonstration, adapted to individual needs, and promotes independence over time	4
	Appropriate support using prompts/encouragement/demonstration, takes account of different needs, and builds confidence in learners	3
	Limited support and/or one form of support only/support not personalised to reflect needs/support leads to increased dependence	2
	Minimal or ineffective support and/or support does not reflect needs	1
Relationships Staff and peers Accepting atmosphere Sense of belonging Opportunities for relationship building	Exemplary, with diverse opportunities for positive social interaction and relationship building	4
	Good relationships and opportunities for social interaction, strong class identity	3
	Some challenges with relationship building and/or conflict	2
	Some learners are isolated, conflict, and/or opportunities for relationship building are poor	1
Information Accessible Clear Variety of formats Parents/carers and learners	Proactive provision of information, several formats, shared and easily accessible	4
	Information provided in a variety of formats	3
	Challenges with sharing information, information not always clear	2
	Minimal information and/or mixed messages, complexity or quantity inappropriate	1
Empowerment Support for autonomy Learner centred Responding to needs and views	Excellent promotion of appropriate self-direction, proactive seeking of learners views/choices	4
	Learners actively involved in class ethos/target setting/self-assessment, learners' desires/views sought	3
	Learners inconsistently asked for views, limited follow-through or trust in utility of learners views/choices	2
	Learners views/choices not sought or considered, over protectiveness, learners preference not considered	1

Item with most 1 or 2 ratings	Attitudes	Support and Facilitation	Relationships	Information	Empowerment
Manual References	Pages 31 and 32: PRIMARY - CIRCLE Manual			Page 48 and 49: SECONDARY - CIRCLE Manual	

Structures and Routines

Item and descriptor	<i>Criteria Statements - Please select the statement that best describes the physical environment</i>	Rating
Activity Demands Too easy/too hard Enjoyment/satisfaction Just right challenge Matched to ability	Activities promote exceptionally appropriate and creative challenge and enjoyment with excellent engagement	4
	Activities appropriate to allow for “just right challenge”, almost all learners engaged most of the time	3
	Activity demands are somewhat high/low, some boredom/stress	2
	Activity demands too high/too low, causing boredom/stress	1
Expectations Clarity Consistency Effect on learners	Exceptionally clear expectations, communicated consistently by all adults in the school, and shared verbally, visually and through modelling	4
	Clear expectations, usually communicated consistently by adults in the school, and shared verbally, visually and through modelling	3
	Expectations, sometimes communicated consistently by adults in the school, some learner disengagement or anxiety	2
	Unclear and/or inconsistent expectations, learners disengaged or anxious	1
Appeal of Activities Value Attraction Interest	Very positive perception and understanding of the value of activities offered to learners, variety evident, tailored to interests/cultures	4
	Attraction to the type of task offered, variety, some tasks tailored to learners’ interests/cultures	3
	Challenge in how activities are structured which limits their appeal, learners’ interests/cultures not reflected	2
	Activities are not appealing, learners disinterested, little or no understanding of purpose	1
Routines Structure Preferences Consistency	Structured routines all exemplary, accommodates for individual preferences, high levels of consistency, promote sense of belonging	4
	Appropriate structured routine, offers consistency, good preparation for change	3
	Challenges with how routine is structured, variable consistency, some unpredictability	2
	Little or no routine or structure provided throughout the class/day/week, unpredictability	1
Decision-making Participation in decision-making Encouragement for collaborative decision making	Exemplary encouragement for learners to meaningfully participate in decisions	4
	Encouragement for learners to meaningfully participate in decisions	3
	Inconsistency of opportunities being afforded to learners to participate in decisions, participation not always meaningful	2
	No involvement in decision-making, institutional decision-making/inflexible policies	1

Item with most 1 or 2 ratings	Activity Demands	Expectations	Appeal of Activities	Routines	Decision Making
Manual References	Page 33 and 34: PRIMARY - CIRCLE Manual		Page 50 and 51: SECONDARY - CIRCLE Manual		

UNIVERSAL SUPPORT: SUMMARY			
Date:			
ASPECT (select)	ITEM (select based on rating)		R A T I N G (1 - 4)
PHYSICAL ENVIRONME NT	A	Acces sibility of Space	
	B	Adequ acy of Space	
	C	Senso ry Space	
	D	Visual Suppo rts	

	E	Availa bility of Object s	
SOCIAL ENVIRONME NT	F	Attitud es	
	G	Suppo rt and Facilit ation	
	H	Relatio nships	
	I	Inform ation	
	J	Empo werme nt	
STRUCTURE S AND ROUTINES	K	Activit y Dema nds	
	L	Expect ations	
	M	Appeal of	

		Activities	
	N	Routines	
	O	Decision Making	
UNIVERSAL SUPPORT: PLANNING		Date:	
Focus ASPECT:	Physical Environment	Social Environment	Structures & Routines
Focus ITEM (A - O):			
(Refer to manual and own ideas Planned Adaptations :)			

UNIVERSAL SUPPORT: LONG TERM – EVALUATING IMPACT																		
C I C S P L A N N I N G C Y C L E	Anticipated Impact: (Select item(s) with greatest anticipated impact) Item (A - O):	Date:																
		Physical Environment	Social Environment	Structures & Routines	Physical Environment	Social Environment	Structures & Routines	Physical Environment	Social Environment	Structures & Routines	Physical Environment	Social Environment	Structures & Routines					
	Observed Impact	Planned Adaptations:																
	Rating (1-4)		Then			Now												
	Anticipated Impact:																	
	Observed Impact																	

	Rating (1-4)	Then	Now	Then	Now	Then	Now	Then	Now