



MoreInclusive – Terms of Use

1. Overview

These Terms govern participation in a MoreInclusive partnership programme, including access to training, materials, online platforms, and professional support.

By creating an account, enrolling in training, or otherwise engaging with a MoreInclusive partnership programme, you confirm that you have read and agree to:

- these Terms of Use; and below,
- the MoreInclusive Core Expectations.

Together, these form the agreement between you and Gard'ner Memorial Ltd (trading as More House School).

2. Purpose of the programme

A MoreInclusive partnership programme supports schools to strengthen inclusive teaching and learning through a structured, evidence-informed approach grounded in shared principles and professional dialogue.

The Core Expectations set out the essential features of this programme.

3. Role of the Core Expectations

The Core Expectations:

- define the principles and intended use of a MoreInclusive partnership programme;
- support fidelity and integrity of implementation;
- apply to all participation in the programme.

By agreeing to these Terms, you agree to:

- engage with the Core Expectations in full;
- avoid use of the programme that would misrepresent its purpose;
- use them to guide implementation within your context.

4. Access and permitted use

We grant a limited, non-exclusive, non-transferable licence to access training, materials and platforms for internal educational and professional use only.

Users must not:

- share materials outside their setting;
- reproduce or distribute materials commercially;
- adapt any aspect of the programme, except to the extent permitted by the Core Expectations;
- rebrand or present any aspect of the programme as their own.

5. Participation and partnership expectations

Participants are expected to:

- engage with programme activity;
- approach implementation with professional openness.

The Core Expectations provide further guidance on how this is understood in practice.

6. Acceptable use

You must not:

- misuse materials or platforms;
- share login credentials;
- use the programme in a way that is unlawful or disruptive.

7. Delivery of services

We may update training, materials or delivery and amend the programme structure where reasonably required.

Where necessary, we will provide alternatives or updates to reflect current practice.

8. Intellectual property

All MoreInclusive materials, frameworks and branding remain the intellectual property of More House School.

Use of materials must be consistent with:

- these Terms; and
- the Core Expectations.

9. Data protection

Your use of a MoreInclusive partnership programme is subject to our Privacy Policy.

10. Suspension or termination

We may suspend or end participation where:

- these Terms are breached;
- the Core Expectations are significantly not upheld;
- the programme is misrepresented;
- there is sustained lack of engagement.

11. Liability

We take reasonable care in delivering all aspects of the programme but do not guarantee outcomes in all contexts.

Nothing in these Terms excludes liability where this is not permitted by law.

12. Governing law

These Terms are governed by the laws of England and Wales.

MoreInclusive – Core Expectations

Definitions

MoreInclusive: an umbrella term for the ‘Beyond the Label’ evidence-informed, cognitive-led understanding of, and approach to, inclusive teaching as articulated by the full range of training, tools and resources authored and developed by More House School, Frensham.

A MoreInclusive partnership programme: a planned schedule of specific training, tools and resources designed by More House, presented to, and adopted by, organisations wishing to implement MoreInclusive in their own setting.

Purpose

These Core Expectations set out the core principles and practices of MoreInclusive.

MoreInclusive integrates the following elements:

- the Beyond the Label principle
- the LAMP framework of cognitive domains (Language, Attention, Memory, Processing)
- the Class Mapping Tool
- training and resources developed by More House School

The aim of these Core Expectations is to:

- protect the integrity of the approach
- clarify what must remain consistent across contexts
- support schools in developing inclusive practice that is sustainable and meaningful

Beyond the Label

All practice is rooted in a commitment to:

- engage with research and an evidence-led rationale
- understand pupils through their learning needs, not diagnostic labels
- interpret pupil behaviours through the lens of cognitive development
- maintain high expectations for all learners

The LAMP Framework

Teachers use the LAMP framework to:

- analyse learning through the domains of Language, Attention, Memory and Processing
- inform adaptive and inclusive planning, teaching and responses

The Class Mapping Tool

The Class Mapping Tool enables teachers to:

- develop a holistic understanding of the strengths and needs of the class as an inter-related learning community, promoting inclusion
- select approaches, strategies and practices which have a positive benefit for everyone in the class
- avoid work practices which highlight the needs of a pupil, or which isolate them through individualised approaches
- identify patterns of need across groups of pupils
- plan responsively at whole-class, group and individual level
- interpret behaviours using solution-finding language rather than assuming non-compliant attitudes

Use of the tool:

- is not standardised and is reflective of a practitioner's own pupil understanding, empowering them to consider and apply strategic solutions in their own practice;
- highlights the cognitive aptitudes of pupils as understood by a practitioner;
- may result in different profiles for the same individual or group when completed by other practitioners, since cognitive domains may come under unique patterns of pressure in different subjects;
- informs planning and reflection, not compliance processes;
- should not be used to track pupil development, since some cognitive difficulties will remain over time;
- presents an assessment of need in a holistic and relative context and should not be used to generate a separate individual list of strategies for teachers to adhere to;

- supports a shift in language used by practitioners to describe the behaviours, successes and difficulties faced by a whole class, a group within the class or an individual;
- supports needs-led and solution-finding conversations with colleagues, parents, inspectors and external professionals; and
- should not be shared with AI systems (e.g., ChatGPT) beyond the internal systems and servers of your organisation, to avoid distortion and misuse.

Fidelity and Adaptation

The following must remain consistent:

- the Beyond the Label principle
- use of LAMP as a thinking framework
- application of the Class Mapping Tool
- a commitment to high expectations for all pupils through the application of inclusive, high-quality teaching

Schools and organisations may adapt:

- how training is delivered
- how tools are introduced
- how the approach is communicated
- the number of rows on the Class Mapping Tool

Schools and organisations should not:

- remove the logos and copyright information on MoreInclusive tools, training materials and resources
- adapt elements of the Class Mapping Tool beyond changing the number of rows or entering analytical information into the spreadsheet

Any changes made could lead to copyright infringement proceedings.

Adaptation should always preserve the core purpose and spirit of these Core Expectations and should adhere to the Terms of Use.

Adopting individual elements such as the Class Mapping Tool without a deeper understanding of Beyond the Label and LAMP risks dilution of impact. Schools are therefore encouraged to engage with elements of MoreInclusive as a coherent whole, while introducing it thoughtfully over time.

MoreInclusive – Complaints Policy

1. Our approach

We aim to provide high-quality professional learning and partnership support grounded in the Core Expectations of MoreInclusive partnership programmes.

We welcome feedback and take concerns seriously.

Complaints related to MoreInclusive can only be addressed through this policy and not under the provisions of the More House School Complaints Procedure.

2. Raising a concern

Concerns can be raised:

- with a named programme lead; or
- via email to coo@morehouseschool.co.uk

3. What will happen

We will:

- acknowledge receipt within five working days;
- review the concern fairly and proportionately;
- consider matters relating to delivery and alignment with the Core Expectations;
- respond with an outcome or next steps.

4. Escalation

If unresolved, concerns may be escalated to senior leadership within More House School.

5. Confidentiality and data

Complaints will be handled sensitively and in line with data protection responsibilities.