Supplementary Table S1. Complete wording of the 36-item CEI-UGR-PY Inclusive Education Questionnaire

Item	Dimension	Original item wording
1–12	Inclusive cultures	Exact wording of each item
13–24	Inclusive policies	Exact wording of each item
25–36	Inclusive practices	Exact wording of each item

Item	Not at all	A little	Sufficiently	Quite a lot	A great deal
INCLUSIVE CULTURES	1	2	3	4	5
1. Are welcoming activities organized at the beginning of the school year?					
2. Do teachers, students, and families foster a sense of belonging to the educational community?					
3. Are the rules of conduct clearly documented and developed through broad consultation and agreement with students, parents/guardians, and teachers?					
4. Do teachers maintain good relationships with one another?					
5. Do all teachers feel valued and supported by the school leadership team?					
6. Are difficulties in collaboration among teachers generally discussed and resolved constructively?					
7. Are mutually supportive friendships actively encouraged?					
8. Do all teachers promote positive relationships among students in the classroom, during breaks, and when arriving at and leaving school?					
9. Do students ask one another for help?					
10. Are students welcoming and supportive toward peers who come from other parts of the world or belong to different ethnic and cultural backgrounds?					
11. Does the school promote acceptance and appreciation of individual differences?					

12. Is it recognized that a school culture that respects diversity helps prevent and reduce discrimination?					

Ítem	Not at all	A little	Sufficiently	Quite a lot	A great deal
INCLUSIVE POLICIES	1	2	3	4	5
13. Are the school's educational practices clearly based on principles of inclusion and equity?					
14. Does the educational institution effectively comply with legislation on inclusive education?					
15. Do teachers receive adequate training to address student diversity?					
16. Are professional development activities on diversity and inclusion provided?					
17. Is the use of inclusive technologies encouraged to meet students' needs?					
18. Are effective systems in place to collect data on inclusion to support decision-making?					
19. Do school principals actively promote inclusive practices?					
20. Is there a school improvement plan that is known to and agreed upon by the entire educational community?					
21. Is there an active exchange of experiences with special education schools?					
22. Are all areas of the school physically accessible?					
23. Is there effective coordination among educational, healthcare, and social services?					
24. Are measures taken to remove barriers used as opportunities to benefit all students?					

Item	Not at all	A little	Sufficiently	Quite a lot	A great deal

INCLUSIVE PRACTICES	1	2	3	4	5
25. Do I plan lessons explicitly considering student diversity?					
26. Do I use a variety of teaching strategies to address individual differences?					
27. Do I adapt my communication methods to ensure the inclusion of all students?					
28. Do the proposed activities take into account students' diverse interests?					
29. Do I provide multiple formats for students to present their work?					
30. Do I use technology to support students with specific difficulties (reading, writing, etc.)?					
31. Are curricular and extracurricular activities accessible to all students?					
32. Do I consider the presence of students with specific needs in my classroom to be enriching?					
33. Do I have the skills to adapt teaching materials to individual needs?					
34. Are accessible curricular materials available (large print, audio, Braille)?					
35. Do I plan activities jointly with support teachers (specialists)?					
36. Do I adapt my assessment methods according to students' individual needs?					

Note. The items presented in English are translations of the original Spanish-language questionnaire administered in the study. The English wording is provided for reference purposes and has not been independently validated.