|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Met | Partly met | Not met | Notes |
|  | **VISUAL ENVIRONMENT** |  |  |  |  |
|  | Colours in the environment are mostly muted and not over-stimulating |  |  |  | * Emphasis on pastel shades and muted colours
* Limits use of stimulating colours such as red and orange in borders rather than background colours or to mount work
* Visual displays on the wall in the line of the children’s direct vision is at the minimum
 |
|  | Consider placement of displays that hang from the ceiling or a washing line and try to limit them to one area to avoid unnecessary distraction. |  |  |  | * Hanging displays are in one/ two area of the classroom
* No hanging displays near entry or exit points
* Displays do not hang too low to affect children/ adults in the environment e.g. brushing them on the head
 |
|  | Try to avoid busy pattern in fabrics and soft furnishings |  |  |  | * Limited busy patterns in fabrics/ soft furnishings
* Patterns when they occur are in muted colours and limited to one or two key areas of the classroom
 |
|  | A well-planned and organised environment, avoiding clutter where possible |  |  |  | * A de-cluttered classroom with labelled boxes/ drawers for storage and organisation
* Limited clutter on a teacher’s desk
* Limited clutter on pupil’s tables/ workstations e.g. pencil pots, storage basket in the middle of the table for stationery
 |
|  | Clearly defined walkways to allow flow and easy movement around the environment |  |  |  | * Spaces to be wide enough for teachers/ pupils to move around the classroom easily
* Chairs tucked in where possible
* Clear walkways to get easily to key areas e.g. to the carpet, from tables to the classroom door
 |
|  | Consider appropriate furniture for storage of equipment and personal belongings |  |  |  | * Trolleys, boxes, cupboards are labelled at an age appropriate level
* Clearly defined areas for personal belongings such as coat hooks, lunch box trolleys etc
 |
|  | Define areas of the classroom and their purpose through labelling.  |  |  |  | * Clear labels that are easy to read and visual
* Clear classroom areas e.g. for role play, reading corner, focussed writing tasks etc
 |
|  | The use of adjustable blinds or curtains to minimise glare |  |  |  | * Ideally rooms to have vertical blinds that can be used on sunny days
 |
|  | Consider the use of lighting – fluorescent lighting and similar can be a challenge. Use natural lighting where possible  |  |  |  | * Ideally rooms would have halogen lighting in warm white, not bright white
* Lights only switched on when absolutely necessary and not at all times
 |
|  | Consider where the sunlight will fall at different times of the day and plan accordingly e.g. For seating positions/ glare on the interactive board |  |  |  | * Placement of seating/ tables is not in direct sunlight, where possible
* Interactive whiteboard can be seen in all weathers
* A white background colour on the interactive board is avoided
 |
|  | Well-planned display areas. Consider having limited displays that would distract the eye around the main class teaching area. |  |  |  | * Clearly defined display areas
* No displays in direct teaching areas
 |
|  | Is there an opportunity to have/use individual workstations for children who need them? Consider how they are positioned for learning.  |  |  |  | * Workstation is evident in the classroom, positioned against a blank wall in a clutter free area
* Child can see the main teaching area from the workstation
 |
|  | Consider the use of adapted seating for children with sensory needs e.g. wobble stools |  |  |  | * Provision of adapted seating available as and when required
 |
|  | Consider felt pads under furniture legs to reduce dragging sounds |  |  |  | * Evidence of carpeted areas where chairs are located
* Felt pads on furniture as and if required
 |
|  | **SMELLS** |  |  |  |  |
|  | Consider if there are there any nearby sources of smells (obvious and more discreet) such as school canteens, or toilets and how this may be managed. |  |  |  | * Consider routes to and from school areas that may be past the canteen- can they be avoided e.g. visit areas at different times of day, ensure classroom doors are shut to reduce smells entering the classroom at these times.
 |
|  | **NOISE** |  |  |  |  |
|  | Consider are there sources of noise nearby? (such as busy corridors, the school hall etc) that may cause anxiety |  |  |  | * Make reasonable adjustments in line with the graduated response document
* Reduce volume of the school bell. Can it be adjusted to make a more subdued sound?
 |
|  | Consider all of the smaller ambient noises such as clocks ticking, humming from lights, interactive whiteboards, OHPS |  |  |  | * Switches off noisy equipment where possible
* Have ear defenders available for individuals
 |
|  | Where possible use carpeted areas to reduce sounds, during focussed activities |  |  |  | * Carpeted areas are present
* Felted disks are used on chair legs where possible
 |
|  | Consider different noise demands throughout the day and the school week, their impact and ways to minimise this e.g. transition times, maintenance of school grounds, school bell |  |  |  | * Make reasonable adjustments in line with the graduated response document
* Close windows or doors as needed.
 |
|  | Do children have access to a quiet low arousal space when it is needed |  |  |  | * Consider quiet areas for each classroom
* Possible use of dark dens or an alternative
* Designated low arousal spaces that all staff are aware of and can use outside of the classroom where children can be monitored
 |
|  | Consider a sensory toolkit with age appropriate equipment to meet individual need |  |  |  | * Complete individual sensory audits where needed or follow occupational therapy advice
* Consideration of sensory toolkits to address individual need and how they will be stored. Are they portable?
 |
|  | **PROPRIOCEPTION and VESTBULAR** |  |  |  |  |
|  | Is the environment free of unnecessary obstructions? |  |  |  | * Clear floor policy where possible
* Storage is organised
* No obvious trip hazards
 |
|  | Are the rooms easy to navigate? |  |  |  | * Consider room layout and accessibility- can you move round easily. Is there sufficient space around furniture and equipment?
 |
|  | Are accessibility arrangements resolved such as stairs and steps? |  |  |  | * Consider accessibility arrangements and what is needed to meet individual needs e.g. provision of ramps/ lift
 |
|  | Have adjustments been made for those with fine and gross motor difficulties? |  |  |  | * In addition to the above consider how drawers/doors/ cupboards are opened and closed. Do any adaptions need to be made? E.g soft close fittings.
* Individualised seats/ tables etc in line with occupational therapy advice as deemed appropriate to meet need
 |
|  | Are there opportunities and space to complete sensory activities for those who seek movement and sensory breaks? |  |  |  | * Designated space, if possible, for those who need breaks with equipment within close proximity to use.
* Consider impact on other classrooms/surrounding environment/ staffing
* Possible risk assessment may be needed
 |
|  | **COMMUNICATION** |  |  |  |  |
|  | Are areas and rooms clearly signed in a manner that is appropriate and understood by users? |  |  |  | * Visual signage to make navigation of the environment easier and that is age and stage appropriate
 |
|  | A communication friendly environment that makes use of symbols, photos, and objects as appropriate to label resources and equipment  |  |  |  | * Refer to the graduated response document
* Signs need to be clear, understood and uniform throughout the school/ classroom environment where possible
* Clear evidence of a communication friendly environment- symbols, objects, photographs.
 |
|  | Photographs of staff and key adults for children to use |  |  |  | * Consider the use of signing in boards to indicate who is in/ out each day
* Evidence of photographs of adults and children in classroom
 |
|  | Visual timetables/ now and next boards/objects of reference that are age appropriate and used to aid organisation and transition |  |  |  | * Visual timetables/ now and next boards present
* Visual resources are age and stage appropriate
 |
|  | **SAFE SPACE** |  |  |  |  |
|  | Is there a safe space available for children to be directed to and use both inside and outside of the classroom? |  |  |  | * Consider location, staffing and procedure
 |
|  | Measures in place for children to access a safe space as needed including pupil-initiated systems if they are able |  |  |  | * Evidence of pupil-initiated systems such as time out cards
* Provision of staffing/ supervision in ‘time out’ areas to support de-escalation and co-regulation of emotional responses
 |
|  | Is there an alternative to this safe space if more than one child needs to access it? |  |  |  | * Evidence of a written plan of designated time out areas/ staffing- who can use them and when
* Named alterative spaces
* Clear procedures in place if more than one child needs to access a given space
 |
|  | **TOUCH** |  |  |  |  |
|  | Are there a variety of appropriate graded (developmentally and age-wise) sensory activities that children can access both with and without support? |  |  |  | * Provision of a sensory toolkit
* Access to sensory activity at all times of day even if this is in one given area
 |
|  | Do you have facilities to meet specific individual sensory needs such as a need for tight spaces to calm? |  |  |  | * Consider advice received from the Autism/CCN Team or occupational therapy service and adjust accordingly.
 |
|  | Seating is comfortable and padded to meet both comfort and sensory needs |  |  |  | * Provision of soft furnishings as required
* Provision of specialist seating e.g. wedge/ wobble cushions.
 |