

Section A: Inclusive Practice Framework

The Physical and Sensory Learning Environment

Expectations of All Settings	Whole Setting Approaches	How well implemented?			When and how?
		Always	Sometimes	Not yet	
The environment is adapted to meet the needs of CYP.	'Reasonable adjustments' are made according to individual needs e.g. access to adapted PE equipment, computer keyboards or software.				
	An annual review is carried out to ensure all adjustments are safe and further alternations made, if relevant/ possible.				
	The accessibility plan is available on the school/setting website.				
	The views of CYP are captured and used to inform person-centred accessibility and environmental provision for all.				
	Classrooms and corridors have good quality lighting.				
	Classrooms are equipped with blinds.				
	Environmental labelling in clear, large print.				
	All areas of the school should be assessed for acoustic treatments to improve the listening environments.				
Staff are aware of sensory needs and issues that CYP need support for.	Quiet areas of the classroom and/or distraction reduced areas for work or breaks are provided (e.g. workstation, quiet zone, safe space etc).				
	Displays are meaningful and visually accessible to reduce sensory overload.				
	Left and right-handed CYP are able to use equipment comfortably and seated so that they don't knock each other as they write/draw.				
	CYP sensory needs are known by all relevant staff (e.g. included in one-page profiles) and used effectively e.g. to plan seating arrangements and movement breaks.				

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<p>Staff are aware of sensory needs and issues that CYP need support for.</p> <p><i>Cont'd...</i></p>	Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where you stand in relation to the light.				
	Staff are aware of acoustics in the room e.g. background noise, outside noise, scrapping of chairs / tables, use of sound damping strategies.				
	Visually accessible backgrounds (pale backgrounds) and font styles are used on the whiteboard.				
	Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these. e.g. room next to the canteen or music room.				
	CYP views are routinely sought and are used to inform adjustments they require.				
<p>CYP are supported to access the extra-curricular activities and school trips.</p>	Risk assessments are carried out to ensure CYP are safe in the school/ setting and when on trips.				
	Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities.				