

CLASSROOM STRATEGIES

Inclusive Learning environment

The following should all be considered when looking at strategies to enable the access and inclusion of children and young people with cognition and learning difficulties.

Classroom Organisation

- Accessibility within the classroom
- Positioning of furniture. Both the child or young person's chair etc. and general classroom furniture
- Positioning of child or young person in relation to their strengths and weaknesses. In order to maximise independence the following need to be considered, position of the whiteboard, equipment, exit from class room
- Reducing 'clutter' especially in cloakroom areas and floor space

Seating and Positioning

- General good seating principles for all. Table correct height for chair, feet flat on the floor (or stable raised surface), chair pulled up to the table, child's back to back of the chair
- Individualised seating considerations (advice from SATs)
- Specialist seating (advice from Occupational Therapist)

Sensory Issues

- Awareness of possible hypo and hyper sensitivity to various sensory stimuli

Developing Organisation and Independence Skills

- Use of visual timetables provide children and young people with a sense of order and ownership
- Individual pictorial sequence cards can aid the development of daily living skills e.g. dressing, washing hands, using the toilet appropriately
- Backward chaining methods may also help. Teach the last step in a sequence so the child or young person is successful in completing tasks e.g. pulling a jumper down after an adult has helped to pull it over their head and arms or pulling a sock up after an adult has placed the sock on their foot
- Providing a box or basket to put clothes in when undressing for PE. Thus keeping them in a place that is easily accessible rather than scattered over the floor
- Keep resources in easily accessible places