**1.There are many *neurodiverse* children in the classrooms of the 21st century. In order to have both diverse and inclusive classrooms, research is showing that we need to create classrooms with less noise and clutter, which has been shown to support children’s attention skills and  create less sensory overload.**

* 1. **Even in KS2 classrooms, labelling supports vocabulary and literacy skills. It also aids independence – use of visuals as well as written word**

**1.3 Is the classroom set up because that’s the easiest way to fit the chairs and tables rather than for effective teaching and learning?**

* **We know that groups of 4 are a more effective way to promote co-operation and talk. It is much easier to take turns in groups of 4 and also keeps noise level down in class because children are sitting closer together in the group. Groups of 6 are effective if doing something more social like games.**
* **It is often children bumping into each other as they move around the classroom that can cause problems. This is particularly a problem in small classrooms.**
* **Do all children need to be sitting at desks or even sitting at the same time? Could some be working on the carpet with you?**
* *Children with autism can be extremely affected by others bumping into them and will need space around them*.

**1.4 Children with special and/or additional needs may need to be seated near the board or up the back on a chair or some other seating support e.g. if they have a TA who needs to sit near them or they find it difficult to sit on the carpet.**

**1.6 This is particularly important given the numbers of children with mental health issues. This can be a book corner with some soft cushions or a bean bag or if there is room in the class, some kind of small space behind a screen.**

* **This is not a time out space! In fact some children may need this and others may need time with an adult.**
* *Children with autism can be encouraged to self regulate and recognise when they are becoming over-stimulated and/ or anxious and request time in the low arousal area.*

1. **Visuals should be clear and consistent with a developmental approach so that the whole school is giving the same messages using visuals and consistent vocabulary.**

* **Helpful not to have lots of different types of listening visuals.**
* **No need to have everything up all the time except for listening and routines. E.g. question asking visuals might go up only when needed and at front of classroom so that teacher can refer to them**

**2.1 It is important to teach children how to speak in different context as this is a helpful life skill and children from diverse backgrounds may not get this from home.**

**2.2 The purpose of what the children are learning is on temporary display for the lesson, so that any adult or child walking into the classroom knows what is being taught/ learned in that lesson.**

**2.4 Vocabulary on display should be in context and referred to then put on tables for children to use.**

* **Not too many words need to be displayed.**
* **Choose words that are essential to the topic if possible.**
* **Research shows that children with language delay or disorder need to be taught vocabulary explicitly and don’t pick up words around them.**
  1. **Often schools have rainbow type systems for behaviour management where children move up or down depending on behaviour. However it is not always clear to the children or others why children are moving up or down the rainbow or receiving a sticker.**
* **In addition, particularly but not singularly due to COVID schools need to adapt a mental health and well- being policy that sees behaviour as a communication with an understanding that there is an impact on others.**