

Environmental Checklist for Optimum Learning

A contributing factor to concentration, memory and processing difficulties is from sensory issues in the classroom. This then has a knock-on effect, contributing to difficulties with reading, listening, comprehension and spelling. This check list is for your information only and is an aid to help you see through the eyes of your pupils as to what may be contributing to concentration, memory and processing difficulties.

Target	Sight					
	No		Somewhat		yes	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
My classroom is neat and tidy with no clutter left lying about.						
Drawers and cupboards are clearly labelled with visuals and words						
Wall displays are functional and organised neatly in a way that is easy to access and not over powering.						
Children with concentration problems sit at the front to block out unnecessary visual distractions						
Lighting is neither too bright or too dark for eye comfort						
Light coming in from outside does not create distracting patterns or disturbance for pupils						
Children who are light sensitive have access to shaded glasses						
All children can easily see whiteboards and wall mounted learning aids						
The teacher can see all of the children, all of the time						
There is no unnecessary visually distracting movement in the classroom						
Visual timetables are clearly seen by the children and are at child height						
Comments and action required						

Target	Sound					
	No		Somewhat		yes	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Noise levels are monitored and controlled as appropriate to each activity						
Children know how to attract the teacher's attention without shouting out						
Children who are noise sensitive have ready access to ear defenders according to agreed strategies						
Noise from the movement of chairs or other furniture is kept to a minimum						
Volume of teacher's voice is at an appropriate level						
Adult conversations are kept to a minimum during times of activities which require concentration						
Televisions, videos, audio systems, lights and computers are switched off when not in use to avoid a mains hum						
Comments and action required						

Target	Smell					
	No		Somewhat		yes	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Food is stored in such a way that it does not produce a smell in the room						
Room is ventilated appropriately especially after class has been involved in strenuous activity						
Adults are aware that the strong smell of perfume or deodorants can be distressing for some pupils						
Room is ventilated when using materials with a strong odour e.g. paint, varnish, clay etc						
Ongoing education surrounding personal hygiene according to age and stage						
Comments and action required						

Target	Touch					
	No		Somewhat		yes	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
The classroom is kept at a reasonable temperature and is adjusted as necessary						
Chairs are comfortable in design and are correct height for learners						
Jumpers etc may be removed to allow for children's sensory needs i.e. uniform may be adapted according to individual sensory needs						
Appropriate and agreed sensory activities are available for those who find them a tool for self-regulating and concentrating						
Comments and action required						