



## Learning Environment

**Expectation:** The physical environment is adapted to meet the needs of all children and young people in order to maximise learning and development for all pupils.

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**Expectation:** Learning environments are accessible, inclusive and create a sense of belonging and safety.

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Our provision:

- Thought is given to how spaces can be creatively adapted, particularly within classrooms, to meet pupil's needs, for example breakout, interventions, regulation spaces: individual learning / regulation spaces, reading areas, interactive 5-point scale display, whole class carpet areas.
- Outdoor space is used to promote outdoor learning where possible: EYFS outdoor area (including climbing resources, water play, sandpit, astroturf), OPAL scheme followed for all children, Forest School Area, Digging Pit, Grass Mound, Sandpit, Dressing Up facilities, Climbing Areas, Outdoor Classroom, Grass Maze
- Classroom environments are regularly reviewed and updated: task ladders, available and accessible resources, tabletop resources, colour semantics, widget symbols for all labels, consistent phonics resources, sensory resources available for identified children (resistance bands on chairs, wobble boards, chunky pencils, ear defenders, fidget toys etc.)
- Displays provide an appropriate level of stimulation, without being distracting or overwhelming: Celebration Boards (Lapford Legend, Star of The Week, House Points), Working Walls, Key vocabulary, Interactive 5 Point scales, Golden Rules, Doodle Board, British Values Displays, OPAL displays, 'Our Year at LPS' to showcase the enrichment opportunities that children have experienced across the year.
- Consideration is given for children with physical disability – all areas are accessible, toileting and changing facilities are available
- Cream / pastel backgrounds on teaching slides & pasted images
- Breakout spaces (library, Lightbulb Room, Wooden Spoon Sensory Room, IT suite, intervention space)



- Classes are resourced to break down barriers to learning so that they are accessible to all learners: organisational support such as task boards, check list and action plans, use of graphic organisers, scaffolds, modelling, worked examples and physical resources.
- Classrooms enable children to communicate in different ways such as giving sentence starters or visual supports and providing modelling and thinking time.
- Teachers consider the groupings and positions of all to ensure they feel safe and comfortable, for example, working alongside a trusted peer.