

TRANSCRIPT: Room management: the learning environment

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The majority of children in my class have visual impairment. We want them to access equipment and toys themselves, so we have to ensure that they're always put away in the same place so the children are able to find them independently. We also need to think about the lighting and the acoustics within the room, to ensure that the children get the best opportunity to learn using the vision or the hearing that they have.

We use blinds to remove glare. We try and look at the colours that we use so that we're not having a pale thing on a pale thing. We use special mats to put objects on so that they stand out better for the children to see.

We use blinds and curtains to keep the noise down. We've also got tiles that are more soundproofing on the ceilings to try and deaden the echoing effect that some rooms create. We ask people not to keep coming in and out of the rooms and we can move children that are screaming and shouting out.

Many children have special seating that helps them with their posture management, or with their sensory integration. So, for example, children that rock to get sensory integration have chairs that rock with them to enable them to get the feedback that they need and help them concentrate more on what they're trying to learn.