

SEND &amp; INCLUSION · ALL GRADES

# Classroom Adjustments

Universal Design Checklist

## Why universal design

The best inclusion adjustments help the children who need them — and help everyone else too. A visual timetable supports the autistic child AND the new EAL arrival AND the anxious child AND the child with ADHD AND the child whose mum left this morning. Universal design is not about doing more; it's about doing what works, for everyone.

## Visual environment

Adjustment	Done?
Visual timetable visible to all children	_____
Day's date and key information posted clearly	_____
Display walls not over-busy (less is more)	_____
Important info displayed in same place every day	_____
Lighting not flickering / harsh	_____
Some areas with reduced visual stimulation	_____

## Sound environment

Adjustment	Done?
Background noise minimised when possible	_____
Some sound-dampening (rugs, soft furnishing)	_____



Adjustment	Done?
Children allowed to use ear defenders if needed	_____
Quiet signals (visual or chime, not shouting)	_____
A 'quiet zone' or low-stim area in the room	_____

## Routines and predictability

Adjustment	Done?
Same lesson structure most days	_____
Children warned about transitions in advance	_____
Visual reminders of routines (5 minutes left, etc.)	_____
Same place for resources (children can find them)	_____
Special days flagged in advance	_____

## Communication

Adjustment	Done?
Instructions given one at a time	_____
Key vocabulary displayed	_____
Use of visuals to support spoken instructions	_____
Children given thinking time after questions	_____
Multiple ways to share answers (write, draw, point, say)	_____

## Movement and breaks

Adjustment	Done?
Movement breaks built into longer lessons	_____
Children allowed to stand or move at their desk	_____
Fidget tools available for those who need them	_____



Adjustment	Done?
A 'movement errand' option for restless children	_____
Stretches integrated as transitions	_____

## Belonging and dignity

Adjustment	Done?
Adjustments not always made publicly visible	_____
Children with SEND not always sat with TA	_____
Strengths celebrated, not just challenges supported	_____
Other children educated to be kind, not pitying	_____
Quiet alternatives for children who don't like being singled out	_____

## Quick wins

Don't try to fix everything. Pick THREE items you ticked NO. Plan to address those by half-term. Three quick wins beat ten half-finished projects.

