

## Access in the Classroom

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> <li>• Child experiencing difficulty moving safely when walking around the classroom.</li> <li>• Child has difficulty accessing areas of classroom when moving around using wheelchair or walking aids.</li> <li>• Child becomes less safe as fatigue increases.</li> <li>• Child has difficulty finding objects in classroom, on desk, on affected side.</li> <li>• Child bumps into objects, children in room on affected side.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical impairment and weakness.</li> <li>• Impaired balance particularly in crowds or tight spaces.</li> <li>• Difficulty changing direction, negotiating obstacles.</li> <li>• Poor motor planning.</li> <li>• Fatigue related to ABI.</li> <li>• Reduced awareness of affected side of body and in environment.</li> <li>• Perceptual difficulties</li> <li>• May be due to a visual acuity problem, visual field loss or visual neglect.</li> <li>• May also result from problems with attention. Is unable to maintain focus or is misled by distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Remove obstacles from floor.</li> <li>• Create clear access way for child walking or using wheelchair in classroom.</li> <li>• Locate the child's desk near to front of class or near door to reduce need for moving in crowded areas.</li> <li>• Review timetable, class location in relation to time to move between classes.</li> <li>• Allow child to enter and exit classroom first.</li> <li>• Avoid distractions.</li> <li>• Consider partial return to school – shorten days initially.</li> <li>• Provide rest breaks for postural and cognitive fatigue.</li> <li>• Monitor safety as fatigue increases.</li> <li>• Clear desk of clutter. Define place for objects. Train in use of this.</li> <li>• Keep equipment/ books etc in same place in classroom, on desk, in plastic tub or locker.</li> <li>• Organise classroom to ensure safe access.</li> <li>• Implement attention strategies. Recognise the child may need plans set in place prior to moving around in the classroom.</li> <li>• Ensure the child is aware of the obstacles that exist in the classroom; Teach specific strategies to problem solve safest route to intended destination; Use such phrases as "Look first" etc.</li> </ul>