The Parkside School
learn grow thrive

Creating Enabling Environments and Display Policy

Approved by:	Mrs. C Ellis-Gage Head Teacher	**Date:** July 2026
Signed:		
Next review :	July 2027 Mrs. Webster-Lee Assistant Head	

The Parkside School recognises that the physical environment impacts directly on the quality of practice and learning for pupils. Therefore the physical environment of the classrooms, outside areas, specialist learning spaces such as the Hall, Gym, Hair and Beauty Suite and Library must consider the following principles when being planned, organised and used.

The environment must enable pupils to:

● Be as independent as possible

● Support pupils in building skills needed for their self regulation

● Develop communication

● Value, celebrate and reflect learning at all levels, by all pupils

The above principles are supported by the following strategies being consistent in all environments around Parkside:

● Classrooms will be personalised to meet the needs of the pupils

● The overall effect of the environment should be that of organisation and space

● Classrooms will be organised so resources are accessible to all, taking into consideration height, motor skills and the opportunity for collaborative learning

● Resources clearly labelled with symbols and words (use the dyslexia friendly font Century Gothic for all labels/display writing etc for consistency across the school)

● Drawing pins are not to be used as these are a health and safety hazard as is storing boxes above head height.

● Neutral colours used to support neuro-divergent pupils with fewer distractions

● Visual timetables clearly evident and being used

● Zones of regulation clearly visible and accessible to all pupils

● EHCP outcome targets clearly displayed or accessible to the team

● Out of class display boards are to be changed termly and will reflect the previous half terms learning

● Teachers desks will be clear of any pupils' personal details and will be a model of good organisational behaviour

● Clutter/piles of books will be avoided as this can be distracting for pupils being mindful of cognitive load and how this impacts on working memory

● The emotional environment will be warm, welcoming, nurturing and will facilitate a sense of belonging for the pupils

● Classrooms may be zoned to support pupil independence

● Routines will be embedded to give pupils clear expectations and boundaries