

CHECKLIST

Low-arousal classroom checklist

A practical checklist for reducing avoidable sensory, language and transition demands while keeping expectations clear.

Walk the lesson from a pupil's point of view

Low-arousal does not mean low expectation or an empty room. It means reducing avoidable demand so that attention can be used for learning, relationships and participation. Review one routine at a time and involve pupils in checking whether a proposed change is actually helpful.

Checklist

- ☐ The first task step is visible before pupils are expected to begin.
- ☐ Important spoken instructions are also represented visually or in writing.
- ☐ Wall and board displays make the current focus easy to find.
- ☐ Pupils can access a quieter position or brief reset without public negotiation.
- ☐ Transitions include warning, clear sequence and enough physical space.
- ☐ Adults use calm, concise language and avoid several people prompting at once.
- ☐ A pupil can show understanding in more than one appropriate way.

Choose one testable change

Record the barrier you are trying to reduce, the change you will make and what you expect to notice. Try it consistently across an agreed period, then review with the pupil and relevant adults. Keep changes that improve access; adapt or stop those that do not.