



Cap sur l'école inclusive
en Europe



Best Practice

Positioning and orientation in space

Section of the module /R

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1. Context

The context envisioned may be a primary school or a junior high school

2. Goals

This fact sheet aims at describing practices that help to install the pupil with Special Needs Education (SEN) at a pupil's place. Basically, this installation takes into account the size of the space.

3. « Best practice » conduct

The pupil can be considered here in a problem of multiple specific needs, combined or taken separately, including sensory impairments and / or behavioral disorders. The aim is therefore for him/her **to see well, to hear well, to be heard** and **to be understood**, to enjoy a safe environment. We are in an "ordinary" class.

Case 1: The class is in a classical learning situation, with a teacher using the board as a teaching aid. One must then take care of the SEN pupil's position in the classroom space:

- Is he/she at a good distance from the chalkboard? Is he/she not bothered by reflections on the chalkboard? Or by unsuitable brightness (dazzling sun or low lighting)? Or hampered by specific colors?
- Is he/she at a good distance from the teacher?
 - o If he/she has a **hearing impairment**, perhaps he/she can still make the most of his/her "**residual hearing**". Avoid placing him/her near noisy or agitated children.
 - o If he has **visual impairments**, check with the orthoptist, among others, on the typology of the deficiency in question. In some cases, the child does not see the adult when he is too close or facing him but perceives him better from a side view. Also take into account the effects of backlighting.

- Similarly, if the child has speech difficulties, position him or her in a place within the classroom space where he/she can best be understood by the teacher and by the pupils. Especially those who communicate with him/her fluently and understand him/her easily.

Case 2: The class is in activity or in workshop by small groups.

- Ensure that the child has suitable equipment. For example, a table wide enough compared to others and at a good distance (without isolating him/her, of course) of them to take into account the clumsiness that he/she can show.
- Vary the composition of small groups around the child, especially if he/she presents attention or behavior disorders. Avoid immutable groups.
- Check that in the group he/she is not in the presence of too turbulent and agitated children.
- Think of a layout of the tables in blocks, it is more promising, it presents a more collective and supporting effect for the individual in difficulty compared to a bus layout.

Case 3: Development of a resource space for the child with SEN.

- Favour a space where the child is not under the gaze of the group. Preferably a space outside the classroom.
- Provide a reference person to accompany him/her to this space in order to stabilize and remobilize the pupil.
- Develop a separate space: move them away from the learning space, so provide objects related to games, books, in this space. Once in this space, the adult acts as an outsider and remobilises the child on his posture as a pupil. This modality of space makes it possible to avoid the stigmatizing sanction of strict exclusion.
- If necessary, the space can be made available for several pupils at the same time. At this location, the adult can put the group to work and make them talk about their common and shared situation. Telling "why I put myself in this state", why "*I'm freaking out*", talking in group with his/her peers. Mobilizing a mirror effect, the elements of response are encouraged by the adult and voiced by the child.

4. Activity evaluation

- Check the child's well-being in the collective and in learning situation. Does he/she manage to participate in class time and in other activities? Is he/she not introverted? Does he/she feel well in the exchange with the group of children or with some in particular? Does he/she feel well in the exchange with the adults around him? Is the number of overflows or "crises" down?
- Provide expression spaces with the group of children, teachers, accompanying persons and possibly the family to collect what the child feels, what he/she can say about the place that one tries to make for him/her in the school. Does he/she feel well installed at the place one is trying to make for him/her?

5. Limitations

Managing this can be cumbersome in terms of organization and of provision of resources and time. Evaluation of inputs can be time-consuming and requires the intervention of specialist professionals. The challenge here will be to take into account each child's singularity and needs.

6. Prospects

The implementation of this space organisation opens up new possibilities for the accompanied child from an educational and pedagogical point of view. This dimension of accompaniment to positioning and orientation in space can be completed by a work of accompaniment to the location in time (cf fact sheet).