

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Design for all from the outset](#)

Suggestion: [Consider sensory needs and flexible options to minimise anxiety and support attention, concentration, and communication](#)

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Link

www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/consider-sensory-needs-and-flexible-options-to-minimise-anxiety-and-support-attention-concentration-and-communication

Plan lighting to create comfortable spaces

Use natural and artificial light effectively to create physically and emotionally comfortable spaces.

When selecting lighting and organising its placement, consider the specific needs of your students.

- ▲ The location of interior and exterior windows can be distracting for students with ASD, ADHD and Down syndrome.
- ▲ Shadows and glare on whiteboards and screens can be visually distracting for all students, particularly those who are Deaf, hard of hearing, or have low vision.
- ▲ High levels of illumination can be over stimulating. Dimming switches or blinds help to reduce discomfort.
- ▲ Some fluorescent lighting systems emit a constant noise ([up to 60dB](#)), causing difficulty for students who are hard of hearing. Housing the lighting system above the acoustical-tile ceiling reduces the amount of noise.
- ▲ Place window shades, lighting, and seating to optimise visual communication.

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