



Specialist Teaching Service  
Inclusive Enabling Environments



Snack  
Advice Sheet

A simple change to snack can make this a more inclusive environment:

This is a very busy background and for some children who find visual clutter overwhelming or who cannot easily see things against busy/patterned back grounds, this is challenging.



For children who benefit from reduced clutter and visually simpler environments you can make changes like this:



A plain placemat means the objects of focus are easier to find and to see and they stand out more easily from each other and from the background.

Having only two names to choose from, especially names that look quite different, also makes the names easier to see and differentiate between.

A simple change like this, can make the environment less visually busy, for example for children who are over stimulated by too much visual information (e.g. some autistic children) and for children who have difficulty seeing objects when they are presented on a busy background, or where the contrast is low (for example, some children with some visual impairments)



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If you can't make this change immediately, you may be able to modify your environment in the interim, for example, to make it more accessible to a specific child. You could do this by:

Adding a plain placement to the area where the child is having snack, can improve the immediate area for the individual child.

Having a separate set of names to choose from can also improve the accessibility for the individual child.

Although this is less effective, and overall less inclusive, it does mean a child can have access to snack in a way that better meets their needs



These changes improve the accessibility of the environment and make it more inclusive overall, and for some children it will not meet their needs as well as the other changes, but it is a way of making reasonable adjustments to meet a specific child's individual needs, where you may not be in a position to make more inclusive wholesale changes just yet.