



Specialist Teaching Service  
Inclusive Enabling Environments  
Large Mark Making



Advice Sheet

Simple changes to the resources and the layout can make this a more inclusive environment:

This is a compact and low contrast environment and for some children who have difficulties with their motor skills or children who have difficulty with low contrast this is challenging.

For children who benefit from more physical space and more physically accessible resources, and children who need more visual contrast



Removing some of the decoration around the large framed space means it is less visually stimulating and easier to rest against. Adding some backing paper to the area around the roll of paper, means that the mark making roll stands out more from the background against which it is set; it is easier to see. Similarly swapping the white rope for red rope on the white board means it stands out and is easier to see. Repositioning the whiteboard on the floor, means there is more space for children who may need a walker or sticks to support their mobility. Lowering the mark making roll means it is physically more accessible for children who may not yet be walking or standing confidently, similarly storing the mark making pen lower down the white board means it is more physically accessible. Each of these adjustments means children can more easily independently access the provision on offer.

Simple changes like these, can make the environment more physically accessible for children who might need more physical space, need resources in easy reach etc. (for example, some children with developmental delay, cerebral palsy etc.), It can also make the environment more accessible for children who have difficulties with low contrast (for example, some children with vision impairments etc.)