Considering the effects of climate

Physical climate

- Are noise, temperature, crowding and the physical organisation of the classroom space possible factors?
- Does the pupil have freedom of movement?
- Is the learning environment structured with specific areas for specific activities that the pupil can do?

Occupational or learning climate

- Is there a variety of interesting things for the pupil to do? Does the pupil have any choice about what to do? Is the equipment easily accessible by the pupil?
- Does the pupil have access to a range of environments during a week? Is teaching mainly confined to one environment? Is the environment relatively unchanging?
- Are activities suitably challenging? Are activities appropriate to the pupil's level of ability and interests?
- Does the pupil like most activities? Which ones does he or she not like?
- Are the activities the right length of time for giving opportunities to learn, but not so long that they become tedious or tiring?

Social climate

- Does the pupil have the opportunity to make choices? Does the pupil have opportunities to participate in decisions about the choice of activities and how long they last?
- Does the pupil have opportunities for appropriate positive physical contact? Again, does the pupil have a choice about this?
- Do all staff interact with the pupil in an age-appropriate social manner? How often do they do so? Are the interactions usually positive? Do interactions occur only when staff are giving instructions or maintaining control?
- How many different staff does the pupil have contact with during a school day? Do they have a consistent approach to dealing with the pupil?
- Does the pupil have regular opportunities to interact with peers who may be models for appropriate behaviour?
- How is the pupil informed of the day's activities? How is the pupil prepared for changes of activity or routine?
- How often does the pupil receive unconditional reward and attention? Do all pupils in the class receive their fare share?
- Do all staff use appropriate teaching techniques?   Is the language used by staff appropriate to the child's level of understanding? Is there sufficient modelling and demonstration? Is there sufficient use of visual language?
- Is the purpose of each activity made clear to the pupil? Are there clear indications when each activity will begin and when it has finished?