



## Seating

### Rows

- For independent work
- For increased focus during teaching time

### Groups

- To encourage discussion and questioning
- For group projects and shared learning

### Learning and moving

Research from embodied cognition – the study of the body's role in thinking – shows that the body must first be interacting with the world to activate and open up the mind for learning.

## Seating Plans and Grouping

Good seating plans and grouping can help children and young people (CYP) to:

- Stay on task and maintain focus for longer
- Display more positive learning behaviours
- Form better peer relationships

Individual needs should be taken into consideration for example:

Some learners may benefit from being seated closer to front e.g., CYP with a visual impairment or hearing impairment.

Some learners may benefit from being seated near to an exit or with an ability to see the whole room e.g., if they experience anxiety or have experienced trauma.

Ensure CYP with physical needs have accessible seating and easy access to equipment.

Seating arrangements should be flexible and adaptable to accommodate different learning styles, physical abilities and task types.

Arrangements should be comfortable for all learners and should be fluid and changeable

### Resources:

[The power of seating plans - Twinkl Digest Education News](#)

[Seating Arrangement in Inclusive Education - Prep With Harshita](#)

[Flexible seating at Mayflower Primary school \(nasen.org.uk\)](#)

## Grouping

Mixed ability seating can be beneficial for group work and for building peer support and relationships.

For targeted support ability grouping may be useful.