



ADAPTED SEATING IN THE CLASSROOM

SUPPORTING SENSORY NEEDS, ATTENTION & REGULATION

WHY ADAPTED SEATING?

Some pupils need movement or grounding to help their bodies feel regulated and ready to learn.

Adapted seating:

- ✓ Supports attention
- ✓ Improves regulation
- ✓ Reduces disruptive movement
- ✓ Enables participation

Stillness is not the goal — regulation is.



IF A PUPIL STRUGGLES SITTING ON THE CARPET

Options instead of sitting cross-legged:

- Bean bag or cushion
- Low stool
- Standing at the back
- Sitting against a wall

Full participation does not require sitting on the carpet



IF A PUPIL NEEDS MORE MOVEMENT

- Standing at desk or table
- Wobble cushion
- Move-and-sit cushion

Helps with alertness, focus and body awareness

IF A PUPIL NEEDS MORE GROUNDING/DEEP PRESSURE

- Bean bag
- Soft seating
- Floor seating with support

Helps the body feel safe, calm and organised

SIGNS A PUPIL MAY NEED ADAPTED SEATING

- Standing up or leaving their seat
- Rocking, tipping or fidgeting
- Leaning on furniture or peers
- Difficulty sitting on the carpet
- Reduced focus or increased dysregulation

These are often sensory needs, not behaviour.

HOW DO WE KNOW IT'S WORKING?

Look for:

- ✓ Increased time on task
- ✓ Improved engagement
- ✓ Reduced dysregulation
- ✓ Smoother transitions

If it's helping → keep it

If not → try something different

KEY MESSAGE FOR STAFF

- Adapted seating is a learning support, not a reward
- Movement supports attention
- Different bodies need different ways to sit
- Seating should not be removed as a consequence
- Normalise choice across the classroom

Adapted seating is an evidence-based reasonable adjustment that supports sensory regulation, postural control and attention, enabling pupils to access learning effectively.