# 02 Early Years Classroom Sensory Audit

The diagnostic criteria from the DSM V identifies “Hyper- or hypo- reactivity to sensory input or unusual interest in sensory aspects of the environment.” This means a pupil may seek or avoid particular sensory stimuli. Understanding this profile can help us make reasonable adjustments for the child.

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| VISUAL | REASONABLE ADJUSTMENTS TO CONSIDER |
| Consider:   * Colours in the environment – are they calm and muted, or varied and bright? * Placement of displays hanging from the ceiling. Can this be limited to an area or zone to reduce visual distraction? * Is the environment well planned and ordered, and as clutter free as practicable? * Are there blinds/adjustable lighting? * Is there a space for a low arousal workstation of needed? | Consider:   * Using neutral, pastel or natural materials on display boards * Allow the pupil to keep sunglasses for bright days * Choosing a carpet/learning space that is less likely to be in direct sunlight. * Classroom lighting. If it has fluorescent tube lighting, can this be turned off when not needed.   Other: |
| AUDITORY | REASONABLE ADJUSTMENTS TO CONSIDER |
| Consider:   * Nearby sources of noise, such as hand driers in the toilet. How can this be managed? * Ambient noises such as projector fans. * Structure of timetable with noisy, busy sessions bookended by quieter time. * School bell? Fire alarm? * Is there a quiet zone within the playground/classroom? | Consider:   * Providing pupil with ear defenders. * Turning off equipment not in use. * Sensory / quiet tent or den * Individual warning of planned fire alarm tests   Other: |
| TACTILE (Touch) | REASONABLE ADJUSTMENTS TO CONSIDER |
| Consider:   * Flow of movement during the day: Where does the pupil sit for carpet time? Where do they stand in the line? * Age appropriate tactile activities to meet sensory needs. * School uniform, including changing for PE. | Consider:   * Seating pupil on the end of a row on the carpet, or at the start/end of the line to avoid unwanted physical contact. * Playground zones where calmer interactions are encouraged. * Sensory kit with tactile resources to meet pupil preferences * Uniform adaptations   Other: |

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| VESTIBULAR (BALANCE) AND PROPRIOCEPTION (AWARENESS OF BODY POSITION AND MOVEMENT) | REASONABLE ADJUSTMENTS TO CONSIDER |
| Consider:   * Is there support for sitting on the carpet? * Does the curriculum incorporate gross and fine motor skills development at an appropriate level? * Is the environment free of unnecessary obstacles, with clearly identified walkways? * Are sensory and movement breaks incorporated into the timetable? | Consider:   * a space that has something to lean against, a bean bag or use of a chair for carpet sessions. * Proactive opportunities for movement throughout the day. * Provision of materials to increase proprioceptive input, for example wobble cushion or weighted lap pad.   Other: |
| GUSTATORY AND OLFACTORY (TASTE AND SMELL) | REASONABLE ADJUSTMENTS TO CONSIDER |
| Consider:   * Nearby sources of smell, such as canteen or toilets. * Provision of food at snack and lunchtime that is tolerable to the pupil. | Consider:   * Routes around school that avoid aversive stimuli, particularly at key points in the day (i.e. lunchtime or when food is cooking). * Providing pupil with a scented item to keep in their pocket to sniff when they encounter something aversive. * Closing doors to key areas if there is a smell. * Allowing the pupil to have food that is tolerable to them.   Other: |
| OTHER | REASONABLE ADJUSTMENTS TO CONSIDER |
| Please add any additional information that may be sensory in nature or relevant to the pupil’s presentation, e.g., the pupil is short sighted and wears glasses, or they wear a hearing aid. |  |