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.  |  |