# **Outdoor Sensory Audit**

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|  |  | Met | Partly met | Not met | Notes |
|  |  |  |  |  | Suggestions |
|  | A well organised planned and structured physical environment |  |  |  | * Consider distinct areas – clearly labelled   + Quiet areas   + An area for physical excursion where pupils can dispel high energy levels   + A resolution area - for pupils to be supported to understand and resolve conflict / social situations (staffed if possible)   + A friendship bench which is actively used and regularly promoted   + Adult led activity area, for example modelling structured games with/without equipment * Sensory areas   + Garden – sensory/ raised bed /visually stimulating, textures, colours, noise, scents/aromas * Consider equipment   + Wheelbarrows/ digging area / etc   + Logs, planks   + Heavy lifting equipment   + Whiteboard to support communication |
|  |  |  |  |  | Suggestions |
|  | Routine and structure |  |  |  | * Visual plan / layout of the playground/ outdoor area   + Explicit playground rules – supported with visuals * Staff   + Consistent expectations and messages of **ALL** staff and supply   + Awareness of one-page profiles and reasonable adjustments for individuals * Clear playground cues   + For example: reminders of time left; then stop on the bell * Designated places for transitions   + Clearly defined routes in and out to support transition between environments   + Alternative exit and entry points for named pupil(s)   + Earlier timed returns to classroom   + Placement in line |
|  |  |  |  |  | Suggestions |
|  | Individual adaptions |  |  |  | * One page profile and use of reasonable adjustment for specific pupils with special interests   + E.g., a book corner for pupils who like reading |