# **Outdoor Sensory Audit**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 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
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|  |  |  |  |  | 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
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|  |  |  |  |  | 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
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