

## Sensory Passport Planning Tool

Pupil Name:	
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Having completed the Student Sensory Audit, use this planning tool to select appropriate strategies to put into their Sensory Passport.

Signs of <u>over</u> responding to visual input	
Dislikes bright lights	<ul style="list-style-type: none"> <li>Visual breaks (in a Dark Den, or low stimulus space)</li> <li>Use dimmer switches / turn off rows of lighting if able to in class</li> <li>Consider window blinds or film</li> <li>Check fluorescent bulbs and replace if beginning to flicker</li> <li>Sunglasses, cap or clothing with large hood for outdoor play**</li> <li>Tinted glasses (e.g. Happy Eye)**</li> <li>Create a shaded area in the playground / over preferred play equipment</li> <li>Keep environment uncluttered and resources not in use away from sight</li> <li>Limit how much visual info is presented at once (e.g. resources on table, food on plate, IWB slides etc.)</li> <li>Avoid fast-paced, visually stimulating videos on IWB or settings in Sensory Pod</li> <li>Complete proprioceptive activities to offset sensory sensitivity</li> </ul>
Dislikes fluorescent lighting / turns classroom lights off	
Puts hands over eyes or closes eyes in bright light	
Shows distress at the sight of moving objects	
Becomes distracted by nearby visual stimuli (pictures, items on walls, windows, other students)	
Likes to have food presented in a certain way on the plate	
** If student able to tolerate tactile sensation	
Signs of <u>under</u> responding to visual input	
Is attracted to lights or reflections	<ul style="list-style-type: none"> <li>Offer opportunities to gain enhanced visual feedback (visual sensory toys, bubbles, kaleidoscope, mirrors, ribbons. sprinkle activities, sensory pod etc.)</li> </ul>
Is fascinated by shiny objects and bright colours	
Moves fingers/objects in front of eyes	

Stares very intensely at objects	<ul style="list-style-type: none"><li>• Use (Early Years) magnifying glass or colour paddles to explore surroundings</li><li>• Remember – these students take longer to process visual information so will become overwhelmed if given too much visual information at once.</li><li>• Use a contrasting colour tablecloth or mat to encourage visual attention on task, snack etc.</li><li>• A tinted ‘reading ruler’ can help keep place and focus on worksheets etc.</li><li>• Complete proprioceptive activities to increase sensory awareness</li></ul>
Likes to watch things that move or spin	
Becomes distressed in the dark	
Ocular Motor Skills / Visual Perception	
Has difficulty controlling eye movements or tracking objects with eyes.	<ul style="list-style-type: none"><li>• Use balloons and bubbles to work on visual tracking skills</li><li>• Older students could play ‘Torch Tag’</li><li>• Practise ball skills with a slightly deflated beach ball or ‘success ball’</li><li>• Practise matching colour, size and shapes using highly contrasting resources</li></ul>
Has difficulty catching balls	
Has difficulty distinguishing between colour, size, shape etc.	
Has difficulty with matching tasks	
Signs of <u>over</u> responding to auditory input (hearing)	
Shows distress at loud sounds (e.g. raised voices, fire alarm, hand dryer, toilet flushing)	<ul style="list-style-type: none"><li>• Pre-warn re: sudden loud sounds when this is possible (e.g. fire alarm test)</li><li>• Use something to muffle sound (e.g. ear defenders; noise-filtering ear plugs; noise cancelling headphone or hat). <i>NB: ensure that ear defenders are only used when absolutely needed and the student has time in the day without them</i></li><li>• Have quiet time built into the day to avoid a build-up of stress.</li></ul>
Shows distress at the sounds of singing or musical instruments (e.g. running away, crying or holding hands over ears).	
Covers ears	
Seeks out quiet spaces (or seems calmer when in a quiet space)	

Dislikes or avoids noisy and busy places	<ul style="list-style-type: none"><li>• May need staggered time in the classroom or playground when other students are elsewhere</li><li>• May need quiet time at the START of the day if exposed to loud peers on transport (or young siblings at home)</li><li>• Sit student away from louder peers where possible</li><li>• Play relaxation music or white noise to mask background noise</li><li>• Reduce volume on IWB; avoid using loud music / sound clips in lesson PowerPoints</li><li>• Reduce expectations for attending assembly or dinner hall</li><li>• Complete proprioceptive activities to offset sensory sensitivity</li></ul>
Distracted by sounds others may not notice (computer, projector fan, clock ticking) or intolerant of everyday sounds	
Signs of <u>under</u> responding to auditory input	
Does not respond to voices or name being called.	<ul style="list-style-type: none"><li>• Ensure you have student's attention before communicating</li><li>• Use key words only</li><li>• Offer opportunities for singing or music</li><li>• Look for cause and effect noisy toys</li><li>• Look for ways to add noise to the student's learning (NB: be mindful of other student's possible sensitivity)</li><li>• Use proprioception to increase sensory awareness</li></ul>
Difficulties following verbal instructions	
Likes making noises with objects or by vocalising	
Drawn to noisy toys or loud music	
Signs of <u>over</u> responding to tactile input	
Shows distress when hands or face are dirty (with glue, paint, food, dirt etc.).	<ul style="list-style-type: none"><li>• Some students will feel able to engage with 'messy' tasks if offered tools, gloves or hand wipes. 'Hands-off' crafts (e.g. mixing paints sealed within a zip-lock bag) and 'dry' messy play are recommended.</li><li>• Use <i>firm</i> rather than light pressure when supporting with self-care task (this is less likely to trigger a negative reaction)</li></ul>
Shows distress when touching certain textures.	
Is distressed by accidental touch of peers (may lash out or withdraw)	
Finds crowded areas very difficult	

Reacts strongly when hurt	<ul style="list-style-type: none"><li>Place student at head or tail of queue to avoid accidental social touch</li><li>Have designated peg at the end of the line (or stagger students depositing / collecting coats and bags)</li><li>Consider staggering access to playground, in and out of school dining hall to avoid accidental social touch</li><li>Differentiated school uniform</li><li>Children who like tight clothing may benefit from sensory 'compression' undergarments or sports 'skins' *</li><li>Jettproof and Sensory Smart Clothing sell specialist seam-free socks and undergarments*</li><li>Barefoot shoes, crocs and trekking or surfing sock-shoes (e.g. Skinners) are often better tolerated.*</li><li>Complete proprioceptive activities to offset sensory sensitivity</li></ul> <p>NB * Liaise with parents regarding purchase of these items</p>
Prefers to sit away from the group (or in a corner)	
Prefers to be naked (may strip)	
Becomes distressed with personal care activities (pad changing, hand washing)	
Becomes distressed by the feel of clothing, shoes, seams or labels	
<b>Signs of <u>under</u> responding to tactile input (touch/textures)</b>	
Has an unusually high pain threshold, doesn't react when hurt	<ul style="list-style-type: none"><li>Offer opportunities to gain enhanced tactile feedback (fidgets, manipulatives etc.)</li><li>Student may need something to hold in order to focus on lesson content</li><li>Offer opportunities to work on tactile discrimination skills (e.g. feelie bag; hot / cold; locate items hidden in ball pool/sensory tray/playdough)</li><li>Think of ways to add extra tactile/ touch input to the students learning</li><li>Use proprioception to increase sensory awareness</li></ul>
Does not react when tapped or touched	
Seeks out hot or cold temperatures (e.g. touching windows or radiators)	
Seeks out deep pressure hugs	
Enjoys feeling certain materials	
Likes to hold something in their hand	
Runs hand along wall when walking	
<b>Signs <u>over</u> responding to vestibular (movement) input</b>	

Prefers to have feet firmly on the ground (e.g. avoids climbing equipment, deep end of swimming pool)	<ul style="list-style-type: none"> <li>• Respect students have a genuine fear of movement</li> <li>• Work at the student's pace and do not make them do activities they find scary</li> <li>• Complete balance activities at ground level and climb <i>along</i> rather than up equipment</li> <li>• Solid climbing equipment is much easier to tolerate than equipment which moves unpredictably (e.g. a rope climbing frame)</li> <li>• Ask OT team for ideas around using grading or backwards chaining to increase tolerance</li> <li>• Avoid using the stairs at busy times. Practice when it is quiet. Students may also need to work on single-leg balance skills (ask OT team)</li> <li>• Complete proprioceptive activities to offset sensory sensitivity and increase body awareness</li> </ul>
Prefers to sit on the floor or stay low to the ground	
Becomes anxious if walking on an uneven or unstable surface	
Avoids movement	
Becomes upset with movement sensation on transport or the minibus	
Fearful of equipment in the playground (e.g. swings, climbing frame, trampoline)	
Difficulties climbing or descending stairs	

### Signs of under responding to vestibular (movement) input

Spins and whirls body regularly	<ul style="list-style-type: none"> <li>• Plan regular movement breaks</li> <li>• Consider some dynamic seating options (air cushion, Zuma chair, office chair etc.)</li> <li>• Movement-seekers can often become dysregulated by their movement. Look for move breaks with added deep pressure or proprioception. This might be heavy work, climbing/ green gym equipment, weight-bearing activity (e.g. crawling activities, lying over peanut ball and taking weight through arms)</li> <li>• Work on core stability (crawling activities work well)</li> <li>• Work on crossing midline (macarena, sit back-to-back and pass large ball)</li> </ul>
Seeks out large amounts of movement, (e.g. bouncing, spinning, running, jumping)	
Needs to lean on staff or against the wall, table etc. when sitting or standing	
Has poor gross motor skills	
Has poor balance	
Fidgets and changes position frequently when seated	
Appears in constant motion	
Resistant to sitting down	

Unable to ride a bike	
Finds it hard to use two hands together for tasks.	
Signs of differences processing proprioception (joints and muscles)	
Falls out of chair when seated at table	<p>Children with reduced proprioception need to complete regular activities which fire up their muscles and joints. This could be:</p> <ul style="list-style-type: none"><li>• Crawling activities (e.g., play tunnel, parachute games)</li><li>• A sensory circuit or walkway</li><li>• Playdough (pound heavily and use an extruder) or therapy putty</li><li>• Squeeze water from sponges in water tray</li><li>• Climbing frame</li><li>• Gardening tasks (watering can, digging, weeding, pushing a wheelbarrow etc.)</li><li>• Tasks which involve carrying or resistance (e.g. sweeping, digging, move equipment using a trolley).</li><li>• Chew products, crunchy / chewy snacks</li><li>• Wear a heavy backpack** when walking around school</li></ul> <p>** Backpack should be 5-10% of student's body weight. Wear for a max of 20 minutes then remove for 60 minutes. Fill with books, weighted toys or water bottles.</p>
Runs, hops, skips or bounces instead of walking	
Driven to seek out activities such as pushing, pulling, lifting and jumping.	
Grasp objects so tightly that it is difficult to use (e.g. pencil)	
Grasp objects so loosely that it is difficult to use (e.g. pencil)	
Walks on toes, heavy footed or stamps	
Seeks pressure by crawling under heavy objects or into tight spaces	
Hugs very tightly	
Bites down hard on objects	
Bumps into objects and people when navigating school environment	
Does not seem to know where body is in space	
Signs of differences processing taste and smell	
Smells and licks objects and people	<ul style="list-style-type: none"><li>• Children with limited diets only have a few foods which feel 'safe' to them</li><li>• They need lots of opportunities to interact with new food without any pressure to taste it.</li><li>• Use the other senses to explore new foods, (starting with food</li></ul>
Shows distress at smells that other children do not notice	
Limited or unusual diet	
Prefers very strong tastes	

Eats materials which are not edible	<p>similar to items they already eat).</p> <ul style="list-style-type: none"><li>• <a href="#">Sensory Play Toolkit.pdf (locala.org.uk)</a></li></ul>
<b>Signs of differences processing internal sensation</b>	
Does not seem to register when full after eating (e.g. always hungry)	<ul style="list-style-type: none"><li>• Offer a consistent portion size</li><li>• Some children do not feel thirsty so need either visual or verbal prompts to drink</li><li>• Have set times for using the toilet scheduled into the students day</li><li>• Proprioceptive activities can help children become more aware of their body (and internal sensations)</li></ul>
Does not appear to feel hungry or thirsty	
Does not seem to register when needs to pass urine or open bowels	
Does not appear to notice when unwell	
<b>Planning and Ideas</b>	
Difficulties sequencing tasks (e.g. getting dressed in the right order)	<ul style="list-style-type: none"><li>• Use a visual prompt for multi-step tasks such as washing hands</li><li>• Some students may need to be ‘physically moved’ through a new movement in order to understand what to do.</li><li>• Complete a proprioceptive ‘warm-up’ activity</li><li>• Ask OT team for ideas around using grading or backwards chaining to learn a new skill</li><li>• Try modelling different ways of playing with toys to help expand your child’s play skills. Copy pretend play videos on YouTube</li></ul>
Difficulties completing tasks with multiple steps	
Will repeat same play activity over and over again without adult prompting or modelling	