****

**Specialist Provision**

**Complex Communication**

**& Interaction**

**Sensory Passport Planning Tool**

|  |  |
| --- | --- |
| Pupil Name: |  |

|  |  |
| --- | --- |
| **Mostly Over responding to visual input** | **Possible Solutions for Sensory Passport:** |
| Dislikes bright lights | * Visual breaks (in a Dark Den, plain space or outside) * Light-diffusing fabric over harsh lighting * Consider placement in class to reduce visual distractions * Privacy board for focused work * Differentiate worksheets to present only a small amount of work at a time * Tinted glasses for indoors (e.g. Happyeye glasses for visual stress) * Sunglasses or a peaked cap for outdoors |
| Dislikes fluorescent lights |
| Is frightened by flashes of light |
| 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 children) |
| Likes to have food presented in a certain way on the plate |
| **Mostly under responding to visual input** | **Possible Solutions for Sensory Passport:** |
| Is attracted to lights or reflections | * Keep workspace clear so there is less visual information to process * Use contrasting colours to gain visual attention * Use a ‘reading ruler’ to help keep place * Look for toys and activities which provide lots of visual feedback (e.g. glitter wands, marble run) |
| Is fascinated by shiny objects and bright colours |
| Moves fingers/objects in front of eyes |
| Looks intensely at objects |
| **Ocular Motor Skills / Visual Perception** | **Possible Solutions for Sensory Passport:** |
| Has difficulty controlling eye movements or tracking objects with eyes. | * Reduce requirements for copying where able * Practise ball skills with a slightly deflated beach ball or ‘success ball’ * Practise colour, size and shape differentiation using highly contrasting resources |
| Has difficulty copying from the board |
| Has difficulty catching balls |
| Has difficulty distinguishing between colour, size, shape etc. |
| **Mostly over responding to auditory input (hearing)** | **Possible Solutions for Sensory Passport:** |
| Shows distress at loud sounds (slamming door, fire alarm, hair dryer, toilet flushing) by running away, crying or holding hands over ears. | * Pre-warn re: sudden loud sounds when this is possible (e.g. fire alarm testing) * Reduce expectations for attending assembly, music lesson or dining hall if student unable to tolerate this * Use something to muffle sound (e.g. ear defenders; noise-filtering ear plugs; headphone or hat*).*   *NB: ensure that ear defenders are only used when absolutely needed and the student has time in the day without them*   * Have quiet time built into the day to avoid a build-up of stress * Consider placement in class away from possible stressors such as projectors, PC’s and outside corridor * Play classical or relaxation music during focused work to mask background noise such as papers shuffling, students moving around etc. |
| Shows distress at the sounds of singing or musical instruments by running away, crying or holding hands over ears. |
| Covers ears |
| Seeks out quiet spaces |
| Dislikes or avoids noisy and busy places |
| Distracted by sounds others may not notice (computer, fridge, traffic) or intolerant of everyday sounds |
| **Mostly under responding to auditory input** | **Possible Solutions for Sensory Passport:** |
| Does not respond to voices or name being called. | * Gain student’s attention before giving instructions * Offer opportunities for singing or music |
| Difficulties following verbal instructions |
| Likes making noises in the kitchen / bathroom / dining hall (these tend to echo so noises are amplified) |
| **Mostly over responding to tactile input** | **Possible Solutions for Sensory Passport:** |
| Shows distress when hands or face are dirty (with glue, paint, food, dirt etc.). | * Some students will feel able to engage with ‘messy’ tasks if offered tools, gloves or hand wipes * Consider placement in class (so not near a ‘high-traffic’ area where may be knocked or bumped) * Offer a carpet square or rug for younger children at carpet time * Place student at head or tail of a queue * Have a designated peg near the edge of the cloakroom * Consider a staggered start finish time to school (or between lessons for high school pupils) * Offer differentiated expectations for school uniform if unable to tolerate regulation clothing * Parents may wish to consider sensory ‘compression’ undergarments which can be helpful for some touch-sensitive children * Companies such as Jettproof and Sensory Smart Clothing sell specialist seam-free socks and undergarments |
| 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 |
| Prefers to sit at back or front of group or in a corner |
| Prefers to be naked and will strip |
| Becomes distressed with personal care activities (hair washing, teeth cleaning, nail cutting) |
| Becomes distressed by the feel of new clothing or restrictive clothing, seams and labels |
| **Mostly under responding to tactile input** | **Possible Solutions for Sensory Passport:** |
| Has an unusually high pain threshold, doesn’t react when hurt | * Ensure ALL staff in school are aware that student needs to be checked over after a fall or bump in school (NB: sensory children have been known to break bones and not react!) * Offer tactile fidgets during teacher input (if this supports listening and learning)   Work on touch discrimination skills. Ensure student does not use vision  Suitable activities include:   * Which finger did I touch? * What’s in the bag? (find one of 5 items in a drawstring bag) * Find small objects hidden in playdough / Plasticine   Commercially available activities include:   * Ruff’s House * Tough and Match Board * Teachable Touchable Texture Squares |
| Seems to lack awareness of being touched. |
| Seeks out hot or cold temperatures (e.g. touching windows or radiators) |
| Enjoys feeling certain materials |
| Difficulties with fine motor skills |
| **Mostly over responding to vestibular (movement) input** | **Possible Solutions for Sensory Passport:** |
| Has a fear of heights, lifts, escalators | * Respect that student’s fear is real and set realistic expectations for them * Practise movement skills at floor level (e.g. practise balancing on a painted line on the playground not a balance beam) * Students may need to practise a basic movement again and again in order to feel comfortable with it * Students will find equipment which moves unpredictable most challenging. They may be able to access the Trim trail if no-one else is on it (so they can control the movement) |
| Prefers to sit on the floor |
| Becomes anxious if walking on an uneven or unstable surface |
| Avoids movement |
| Keeps head upright or shows distress when head is tilted away from upright |
| Fearful of playground equipment (e.g. swings, slides, trampoline) |
| Difficulties climbing stairs |
| **Mostly under responding to vestibular (movement) input** | **Possible Solutions for Sensory Passport:** |
| Spins and whirls body or objects more than peers | * Ensure frequent movement breaks (running errands, handing out resources) * Power-up Corner (see Locala sensory OT website) * Offer in-seat movement opportunities such as a ‘Move ‘n sit’ cushion or a resistance band placed on chair (or table) legs to push against * Ensure class table and chair are the correct height for the student. Hips, ankles and knees should be at approximately 90-degree angles and the table at elbow height (see image)   A person sitting at a desk  Description automatically generated   * Students who lean heavily often have weak core muscles. Activities such as crawling (animal walks, obstacle course) or a scooter board can help develop these. Complete activities ‘little and often’. * Proprioceptive exercises will also be helpful (see below) |
| Runs hand along wall when walking |
| Seeks out large amounts of movement, (e.g. bouncing, spinning, running) |
| Leans on walls, furniture, or other people for support when standing |
| Slumps and leans on desk |
| Has poor gross motor skills |
| Has poor balance |
| Fidgets when seated at desk or table |
| Appears in constant motion |
| Difficulties remaining seated |
| Finds it hard to ride a bike |
| Finds it hard to use two hands together for tasks. |
| **Differences processing proprioception (joints and muscles)** | **Possible Solutions for Sensory Passport:** |
| Falls out of chair when seated at desk or table | Students with reduced proprioception need to complete regular exercises which fire up their muscles and joints. This could be:   * Yoga poses * Isometric and body-weight exercises (e.g. plank, bridging) * Power-up corner * Playdough (pound heavily and use an extruder) * Squeeze water from sponges in water tray * Ride-on toys in EYFS * Grip / hand-strength exercise resources   Shape  Description automatically generated   * Climbing elements of Trim-trail * ‘Hang tough’ from wall bars * Push-up (and hold) between 2 class tables * Position heavy mats for PE * Fitness suite in High School * Gardening tasks (watering can, digging, weeding etc.) * Chores which involve carrying or resistance (e.g. sweeping up, helping to move chairs, tables etc.) * Hardwearing chew products   *NB: chose activities suitable for student’s age and fitness level* |
| 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 |
| Hugs very tightly |
| Chews objects |
| Clumsy and bumps into objects and people |
| Does not seem to know where body is in space |
| **Differences processing taste and smell** | **Possible Solutions for Sensory Passport:** |
| Smells and licks objects and people | * Offer scented putty, pencils, rubbers etc. (many scented items available at Smiggle) * Give the student a safe item with a smell they like to help mask poorly tolerate smells * Students with limited diets only have a few foods which feel ‘safe’ to them * They need lots of opportunities to interact with new food without any pressure to taste it. * Use the other senses to explore new foods, (starting with food similar to items they already eat). |
| Shows distress at smells that other children do not notice |
| Limited or unusual diet |
| Eats materials which are not edible |
| **Differences processing internal sensation** | **Possible Solutions for Sensory Passport:** |
| Does not seem to register when full | * Ensure lunchtime staff offer a sensible portion of food * Some students do not feel thirsty so need either visual or verbal prompts to drink * Have set times for using the toilet incorporated into the student’s timetable |
| Does not seem to register when needs to pass urine or open bowels |
| **Planning and Ideas** | **Possible Solutions for Sensory Passport:** |
| Difficulties sequencing tasks (e.g. dressing) | * Use a task slicer or visual prompt for multi-step tasks such as washing hands or dressing * Try introducing play scripts to further develop play skills (ask EYSEN or CCI if involved) * Student may need to be ‘physically moved’ through a new movement sequence in order to understand task requirements |
| Difficulties completing tasks with multiple steps |
| Difficulties coming up with ideas for play and activities. |