



# A Sensory Profile – Yr 6 pupil

What were we asked to do?

To understand the needs of the CYP.

## What did we do?

- Completed Winnie Dunn’s questionnaire for understanding sensory processing with a member of staff that knows the CYP best and then another with the CYP’s parent. We then spent time with the CYP to gather their views on their understanding of their own body and their likes/dislikes.
- We compiled all the information together and completed a sensory profile report and One Page Sensory Plan which included strategies for home and school to implement to support the CYP’s needs.

**Sensory One Page Plan**

**Environment needs to be clear and organised:**

- needs visual stimuli to be reduced e.g. wall displays
- Pathways should be obvious with plenty of space and kept clear of obstacles

**Have opportunities for increased sensory input, for example:**

- providing time in spaces with lots to look at
- utilise outdoor learning environments

**Sensory Snacks**

These should be built into daily routine to provide regular regulatory resets

- Movement breaks – eg, being a book/chair monitor where he can get up and move around the classroom regularly
- A regular time outside of the classroom with a key adult to explore how his body is feeling
- Finger gym or hand exercise

**Ways to soothe and calm...**

...when is dysregulated or overwhelmed by sensory input.

- Have time with a trusted adult to share how he is feeling
- Have time in a quiet, dark space.

**Notice:**

When appears to be distracted by movement around the room...

When appears fidgety...

When appear to be off task, looking around the or has not followed a instruction...

**Do:**

... prompt to find key information on a display to regulate his need to seek of visual input.

... create an opportunity for to have a movement break, for example ask him to move a pile of books to a different place in the classroom.

...break down instruction into smaller chunks, trying draw simple icons to illustrate the task or repeat the instruction verbally. It may be beneficial to ask to repeat the instruction back to you to confirm he not missed the input.

**Next Steps:**

- would benefit from ELSA interventions planned around understanding emotions, resilience and noticing his strengths.
- Try using a task board to break down instructions, this will reduce input being missed and support his identified literacy difficulties

**EXPLAIN, MODEL, NOTICE AND NAME** – So that can start to self-notice and learn to self-regulate

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## Impact

- It became apparent after speaking to the key adults and CYP that they needed support communicating and understanding their emotions. Therefore, an IF completed 6 weeks of ELSA support which resulted in the young person being able to use a 5-point scale.
- The sensory profile also helped the school to understand the CYP’s needs and meant that they were no longer considering applying for a specialist provision.

*“Really helped to identity the CYP’s areas of need”*

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