



Monitoring Sensory Needs: A School Staff Summary

Introduction

Sensory needs refer to how students process sensory information—touch, sound, sight, movement, and more. Some children may be over- or under-responsive, which can impact their learning, behaviour, and wellbeing. Monitoring these needs helps create inclusive environments that support every learner.

Purpose of Intervention

To identify and respond to sensory processing differences in students, reducing barriers to engagement and promoting emotional regulation, focus, and comfort in the school setting.

Target Audience

Students with diagnosed or suspected sensory processing challenges, including those with autism, ADHD, developmental delays, or trauma-related needs.

Who Can Deliver the Intervention

- Teachers
- Teaching Assistants
- SENCOs
- Occupational Therapists (for specialist input)
- Support staff trained in sensory awareness

Session Structure

Sessions may include:

- Observation of sensory responses in different environments (e.g., [ABCD Model](#))
- Use of sensory checklists or profiles (Follow [this link](#) for examples)
- Student-led discussions or visual tools (e.g. emotion thermometers)
- Implementation of [sensory strategies](#) (e.g. movement breaks, noise-cancelling headphones)

Frequency and Duration

- Initial monitoring: 2–4 weeks of daily observation
- Ongoing support: Weekly reviews and adjustments
- Sessions: 10–30 minutes depending on student needs

Key Principles

- Individualized: No one-size-fits-all approach
- Listen and observe: Student voice and behaviour are key indicators
- Proactive: Prevent sensory overload before it escalates
- Collaborative: Involve families and specialists where possible



Training and Implementation

Staff should receive basic training in sensory processing and inclusive practices. Implementation should be embedded in daily routines, with clear documentation and communication across the team.

Evidence and Outcomes

Research shows that sensory-informed environments improve attention, reduce anxiety, and support self-regulation. Outcomes may include:

- Improved classroom participation
- Reduced behavioural incidents
- Enhanced emotional wellbeing

Feedback

Regular feedback should be gathered from:

- Students (where possible)
- Staff involved in delivery
- Parents/carers

Use this to refine strategies and ensure effectiveness.

Further Information and Resources

- The Sensory Integration Network
- National Autistic Society: Sensory Resources [Sensory differences - a guide for all audiences](#)
- Local authority SEND support services [Special educational needs and disabilities \(SEND\) and the Local Offer - Suffolk County Council](#))
- Use [Target Ladders: Sensory Processing](#) as a framework to monitor and support sensory needs.
- Books for practical strategies:
 - [“The Out-of-Sync Child”](#) by Carol Kranowitz
 - [Sensory Processing Explained: A Handbook for Parents and Educators](#) by Sharla Kostelyk and Heather Greutman
 - [No Longer A Secret, 2nd edition: Unique Common Sense Strategies for Children with Sensory and Regulation Challenges](#) by Lucy Jane Miller