

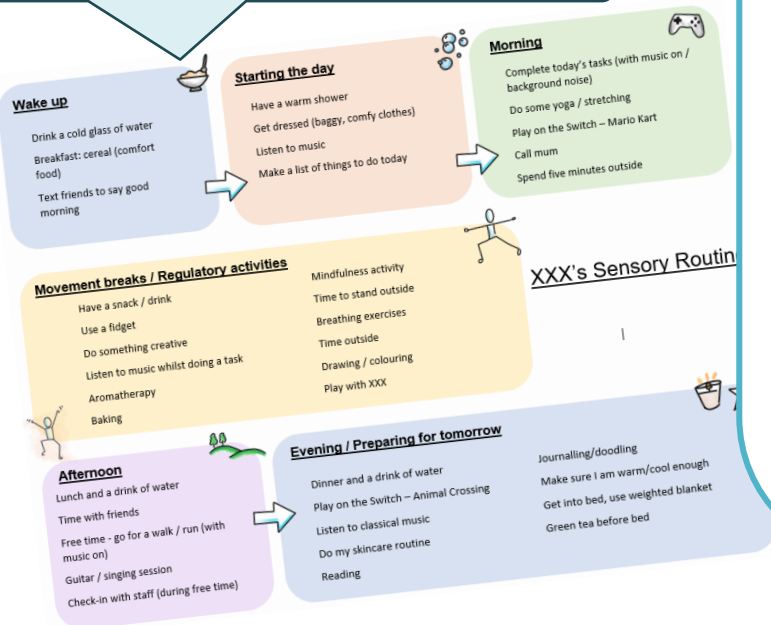
Sensory Support



What were we asked to do?

Support YP by completing a Sensory Profile as part of the EHCNA process.

“I hadn’t thought about this before”



What did we do?

- ✓ Gained the YP’s assent to complete a sensory questionnaire with them, supported by a trusted adult.
- ✓ Used the YP’s voice to complete a Sensory Profile, outlining their sensory needs and suggesting strategies for support that the YP could use themselves, and communicate with others.
- ✓ Met with the YP again to discuss their sensory experiences and use this information to create a one-page plan, strategies booklet, and a daily routine for the YP to use as they would like.
- ✓ Shared information with supporting adults, with the YP’s assent.

“I think this could be really helpful”

XXX's Sensory One Page Plan

Things that bug me...

- ✓ Crowded places
- ✓ Loud, unexpected noises (e.g., fireworks, hand dryers)
- ✓ Continuous, uncontrollable background noise (e.g., others talking or watching TV around me when I am trying to concentrate)
- ✓ People getting too close to me without asking if this okay

My environment needs to...

- Be calm and quiet when I am concentrating on a task – please respect this and try not to sit and talk outside of my room unless necessary to keep me safe
- Have light background noise chosen by me – I like to have music on a lot of the time
- Be organised and tidy

Ways to soothe and calm...

- ✓ Music – either listening to it, or playing guitar and singing
- ✓ Time to stand outside
- ✓ Playing with XXX, my rabbit
- ✓ Using a fidget – rings, playdoh, or brushing my hair
- ✓ Do something creative – drawing, colouring, or painting

Notice

These are the signs that I am feeling very stressed, anxious, or overwhelmed:

- Becoming very quiet
- My body language – I will sit very still
- I will zone out, and stare into space. When I feel this, it feels like I am somewhere else and not in the room
- I may not notice my name being called
- Short of breath
- Restless

Do

Please do not say to me ‘you are not the only person to feel like this’ as this makes me feel very small, and that my feelings are not valid which can make me feel worse sometimes.

Instead, please reassure me and be patient. You can ask me if I would like a hug, but please do not just assume as I like people to ask me first. Please offer me a lemon green tea, as I like to drink these to help me relax. Please also offer me to call my mum, as speaking to her helps me.

Impact

- YP was able to share their voice regarding their sensory experiences.
- YP was able to help shape a routine that works for them.
- Supporting adults can use the Sensory Profile report with YP’s voice to inform provision as part of the EHCNA process.

Sensory Profile: Post-16 Transition



What were we asked to do?

Provide a report that captured the young person's needs to support a transition from one college provision to another.

What did we do?

A Sensory Profile that:

- Gained the YP's voice through a sensory questionnaire, with a trusted adult.
- Provided a sensory report along with a One Page Profile to share YP's voice and help the new setting put relevant sensory strategies in place.
- Met with the YP to go through sensory report outcomes/strategies and agreed what could be shared on a One Page Profile.

"This is the first time he has been able to share with a professional his hopes and dreams for the future and agree to having a One Page Profile"

Impact

The young person felt happier about attending a new provision now that information and strategies had been shared prior to their start date.

The young person had choice and control over the plan and was at the centre of decision making.

The young person and family felt heard and supported.

"It was nice to speak to a professional that I could relate to and that had similar interests as me. I felt like they really understood me"

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One Page Profile

My Interests

- Cars and Driving
- Listening to Music
- Gaming on my Play Station

My Hopes and Dreams for the Future

- HGV Mechanic.
- Study Level 2 & 3 in Mechanics at College and then complete an apprenticeship.
- Get a Category C driving licence.
- Live near a large Eddie Stobart hub or in Dover near the channel crossing and work as a HGV mechanic.

My environment needs to be

- A calm learning environment (getting used to a busier environment due to work, however, struggles to be close to others).
- White noise or repetitive sounds kept to a minimum.
- No touching.

Ways I soothe and calm –

- Headphones – listening to music.
- Playing football with friends.
- Getting support from Key Adults at college.
- Driving around on my own.

My triggers

- Loud unexpected noises.
- Noisy, busy environments.
- Being touched by someone not in trust circle.
- Being expected to go to unfamiliar places on my own.
- Theory – lessons where I am expected to write a lot or sit in silence in a 'typical academic provision' e.g. a classroom.
- People standing too close.

How best to support me

- Have a sense of humour.
- Be relaxed.
- Have mutual respect and talk to me like an adult however still offer me guidance and support.

It's OK...

...tailored to meet every individual's needs, just get in touch: IF@suffolk.gov.uk...



Transition to Specialist Provision from Mainstream Year 2 Sensory Profile

What were we asked to do?

Provide a Sensory Profile report, to help better understand CYP's sensory needs, to support with their transition into a specialist provision.



Teacher: "Accurate portrait of his sensory needs. It will be a useful tool for developing additional support for him".

What did we do?

- ✓ We took into consideration the views of parents, and mainstream and specialist Educational provision, to develop an informative Sensory profile of CYP's needs.
- ✓ Met with the young person at their school, exploring activities together, so their sensory preferences and views were captured and used throughout the report.
- ✓ The Specialist provision received guidance, strategies and a full report of the CYP's sensory needs.

Impact

- Supporting adults, at both home and school have been able to make changes, which have supported the CYP's emotional regulation and behaviour.
- The CYP can now spend longer periods of time in the classroom, engaging in learning and is attending school more regularly.

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Sensory Profile – Year 4 Child in Care

What were we asked to do?

To complete a Sensory Profile for the child, enabling the school and foster carer to gain a clearer understanding of the child's sensory needs and the most effective ways to support them.



What did we do?

- ❖ Met with the child to learn about some of their interests and observe them in their school environment.
- ❖ Used a card sorting activity to support the child to share their voice regarding their sensory preferences.
- ❖ Completed questionnaires with key adults to gain further information and better understand how the child presents in different environments.
- ❖ Provided a full Sensory Profile Report incorporating the child's voice, along with a One Page Sensory Plan suggesting strategies.

Impact

- The child shared their sensory likes and dislikes using a range of resources.
- This ensured their voice was reflected within the Sensory Report and that strategies were personalised to their interests where possible.
- School and home were able to implement some of the suggested strategies to support the child.

SENDCo stated that the report was helpful and had provided useful ideas to use at school.