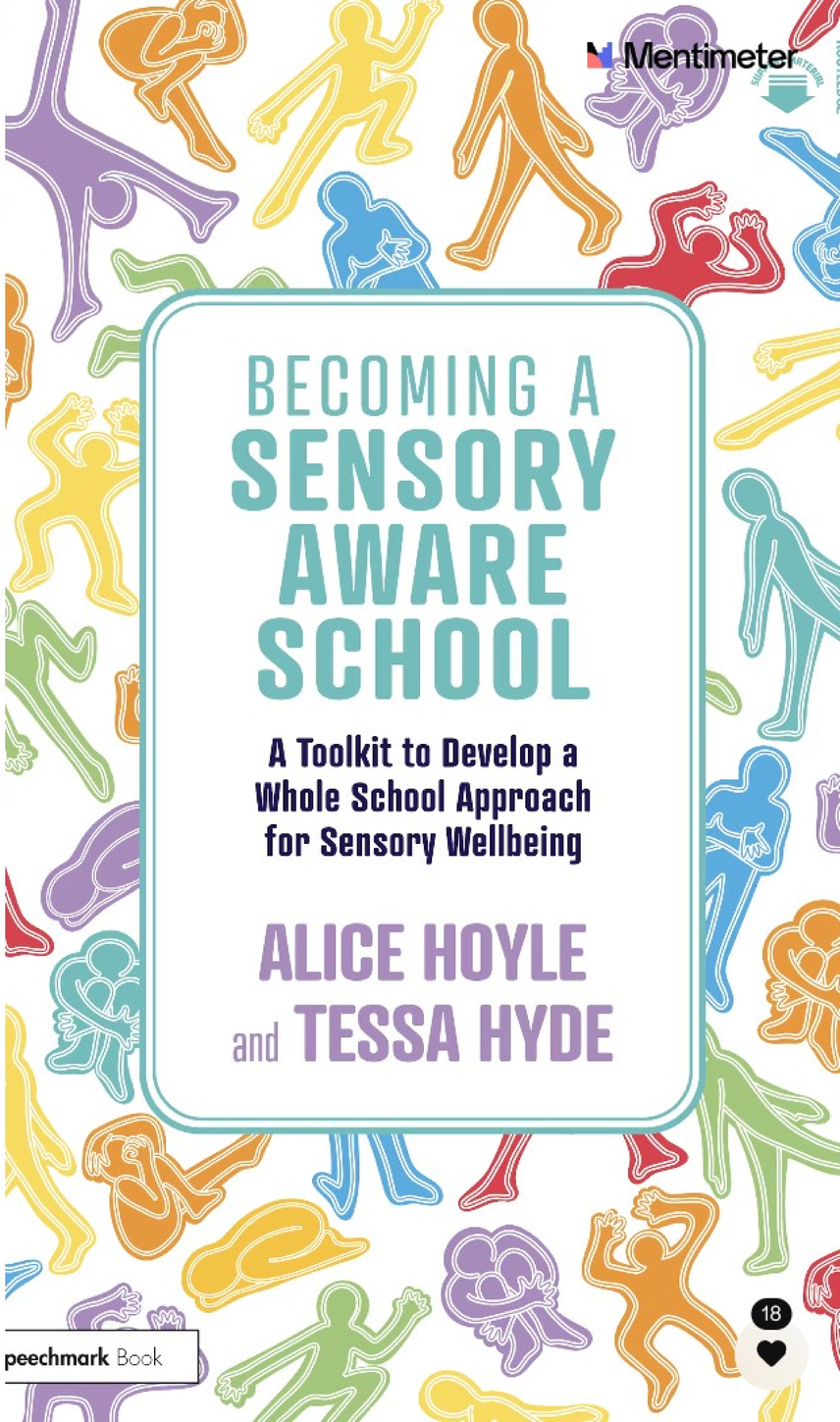
(c) Sense and Connect 2025

Alice Hoyle and Tessa Hyde

Becoming a Sensory Aware School.

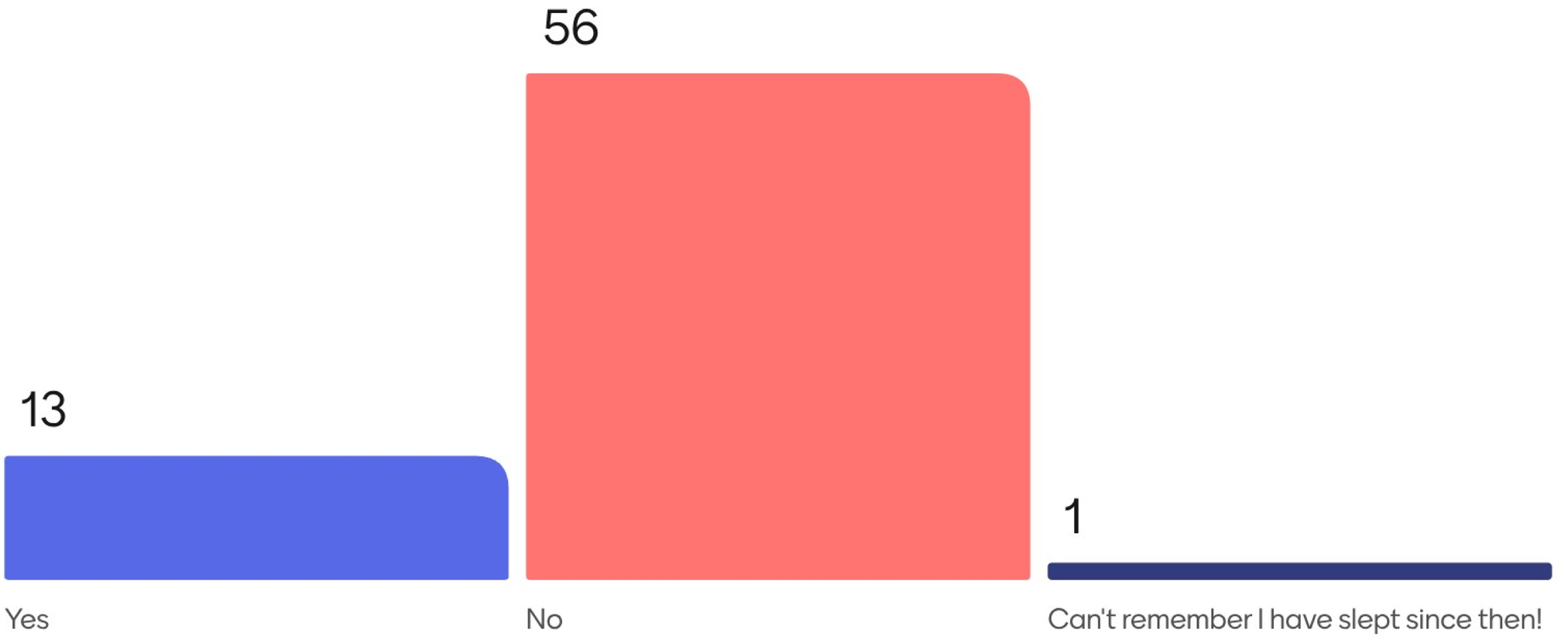
These are the slides for delegates at the Hounslow SEND Summit on 3rd July 2025. For more information about Sensory Aware Schools please contact Alice and Tessa on www.senseandconnect.co.uk



(c) Sense and Connect 2025

Mentimeter

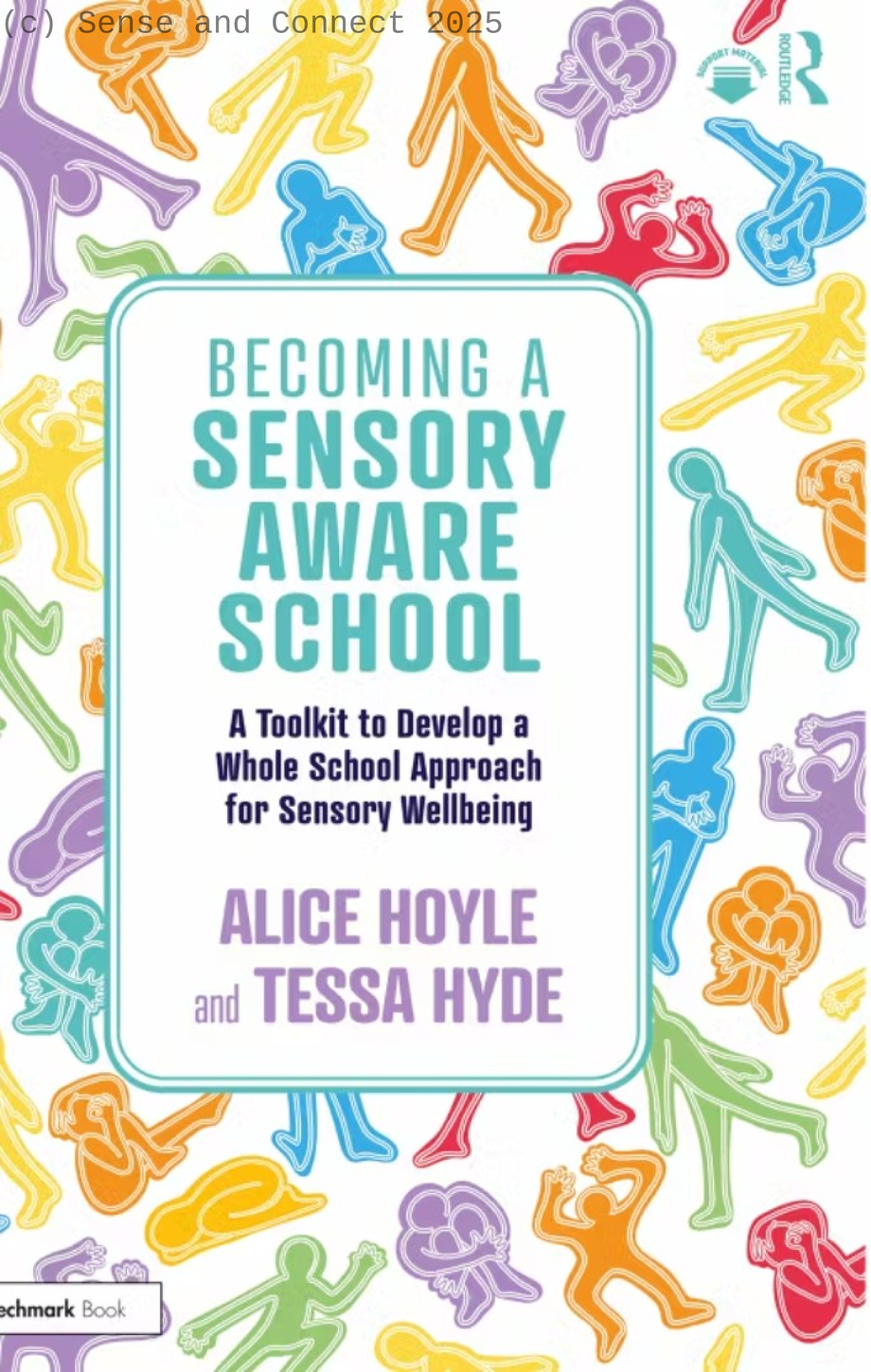
Have you heard Alice speak online for Hounslow schools in sessions from Hounslow PCF?



15

70

(c) Sense and Connect 2025

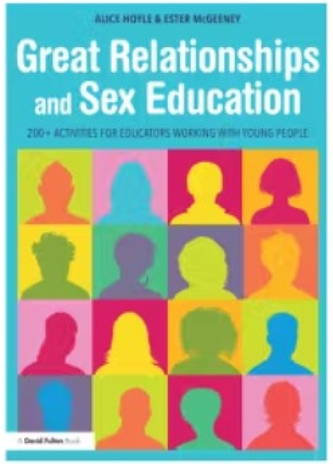


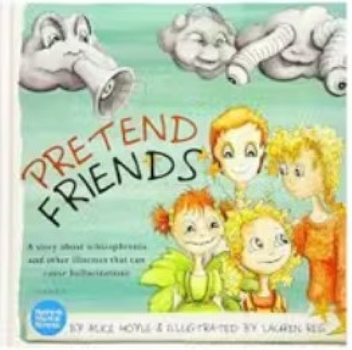
Alice Hoyle

(BSc(Hons), PGCE (Cantab), MSc Sexual Health Education.)

Sensory Inclusion (Sense) & Relationships, Sex and Health Education (Connect) for schools, families and workplaces.

Mum of 3 (Neurodivergent family) with lived expertise of sensory needs.





SENSE & CONNECT

Mentimeter

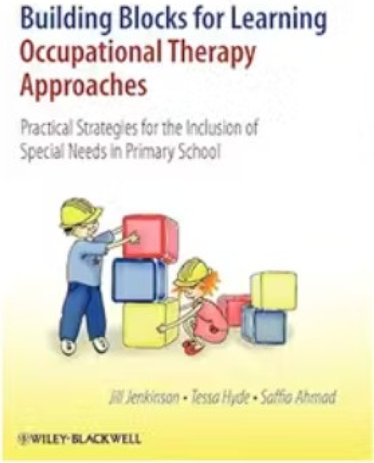
Tessa Hyde

(Dip COT)

OT with almost 40 years of experience in both NHS and private sector. Author of 3 books for teachers.

children unlimited

To bring out the best in your chil

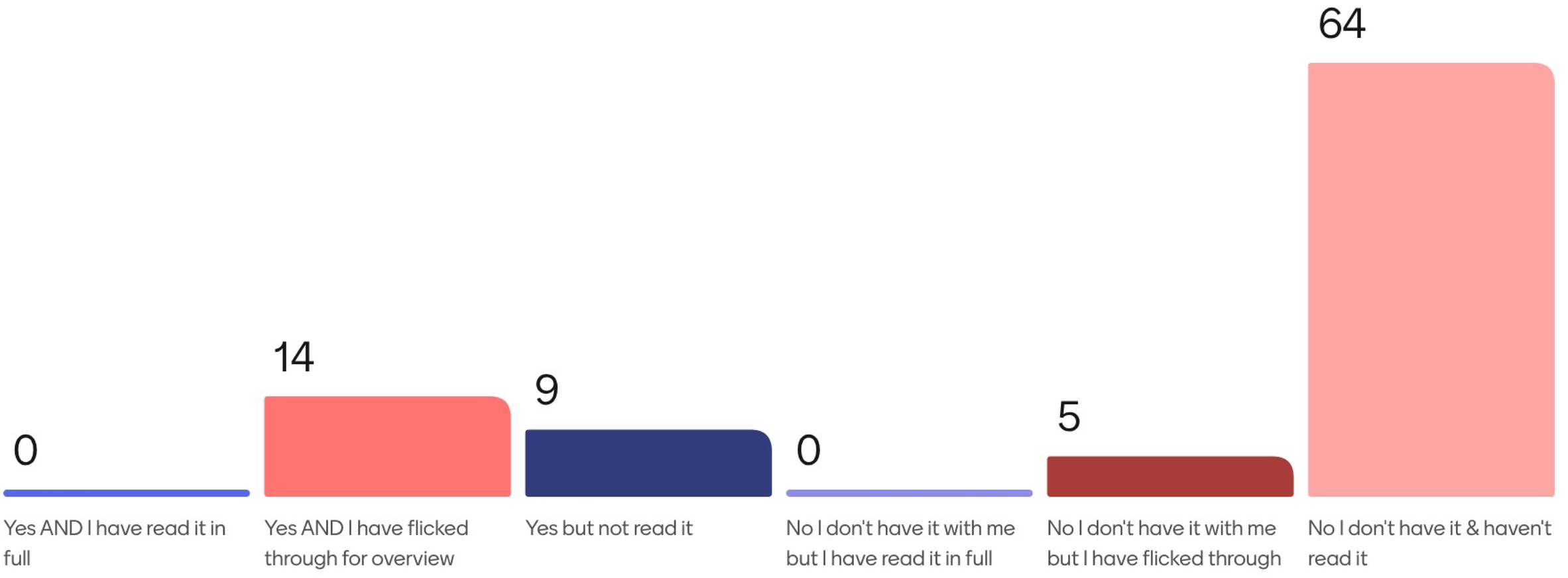


33

(c) Sense and Connect 2025

Mentimeter

Do you have your copy of Becoming a Sensory Aware School with you and have you read it!?



7

92

(c) Sense and Connect 2025

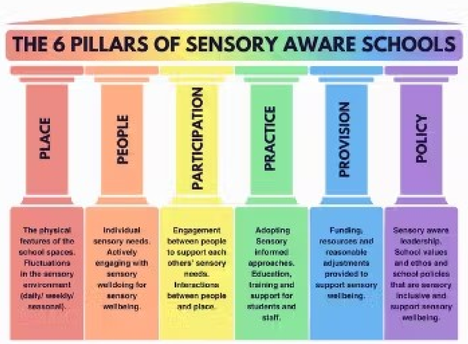
What's in the book?

Mentimeter

Chapter 1

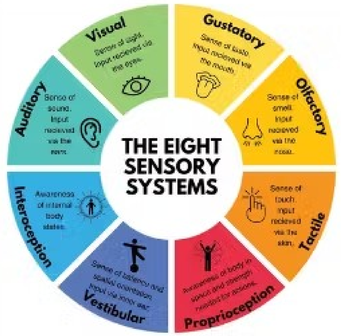
Introduction

Chapter 2



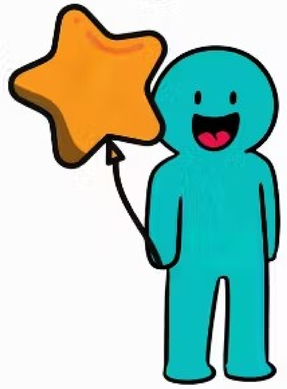
What is a Sensory Aware School?

Chapter 3



Understanding our Sensory World

Chapter 4

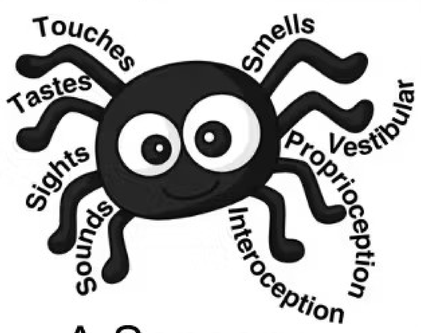


You are a Sensory Individual.

Chapter 5

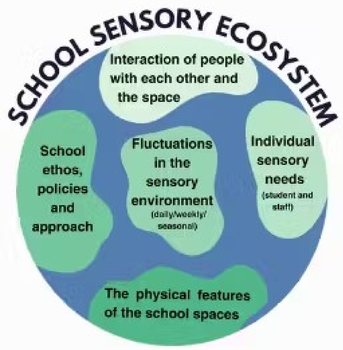
Recognising and Responding to Sensory Needs

Chapter 6



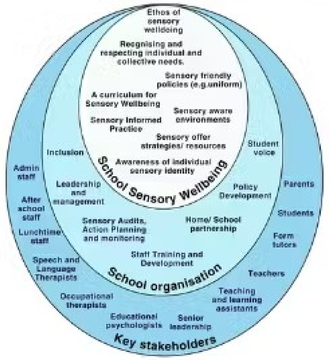
A Sensory Curriculum

Chapter 7



The Sensory Aware School Environment

Chapter 8



Whole School Approach

Chapter 9

Conclusion and Next Steps

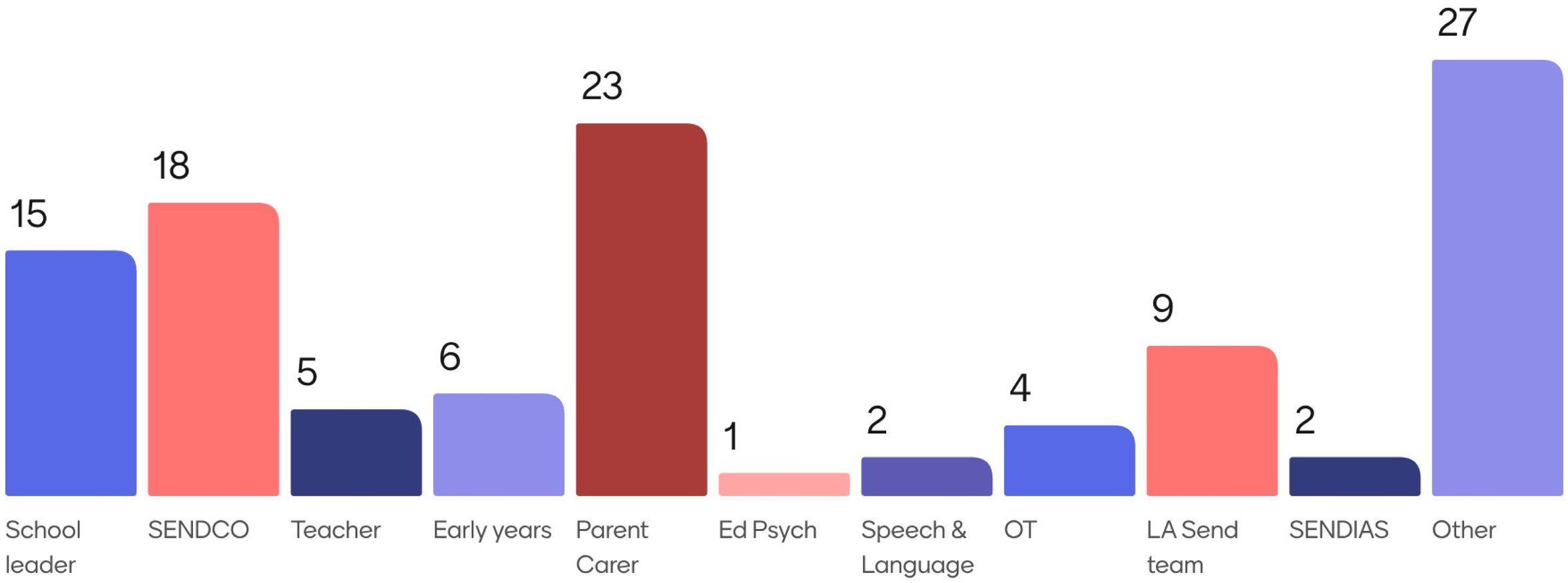
Further Reading and Resources

30

(c) Sense and Connect 2025

Mentimeter

What's your role here today?



20

98

(c) Sense and Connect 2025

Mentimeter

Principles for Safer Spaces

We all deserve to feel:

SAFE IN OUR BODIES

SAFE IN OUR ENVIRONMENT

SAFE IN OUR RELATIONSHIPS

YOUR GUIDE TO ETHICAL RELATIONSHIPS

- Taking care of **me**
- Taking care of **you**
- Having an **equal** say
- **Learning** as we go

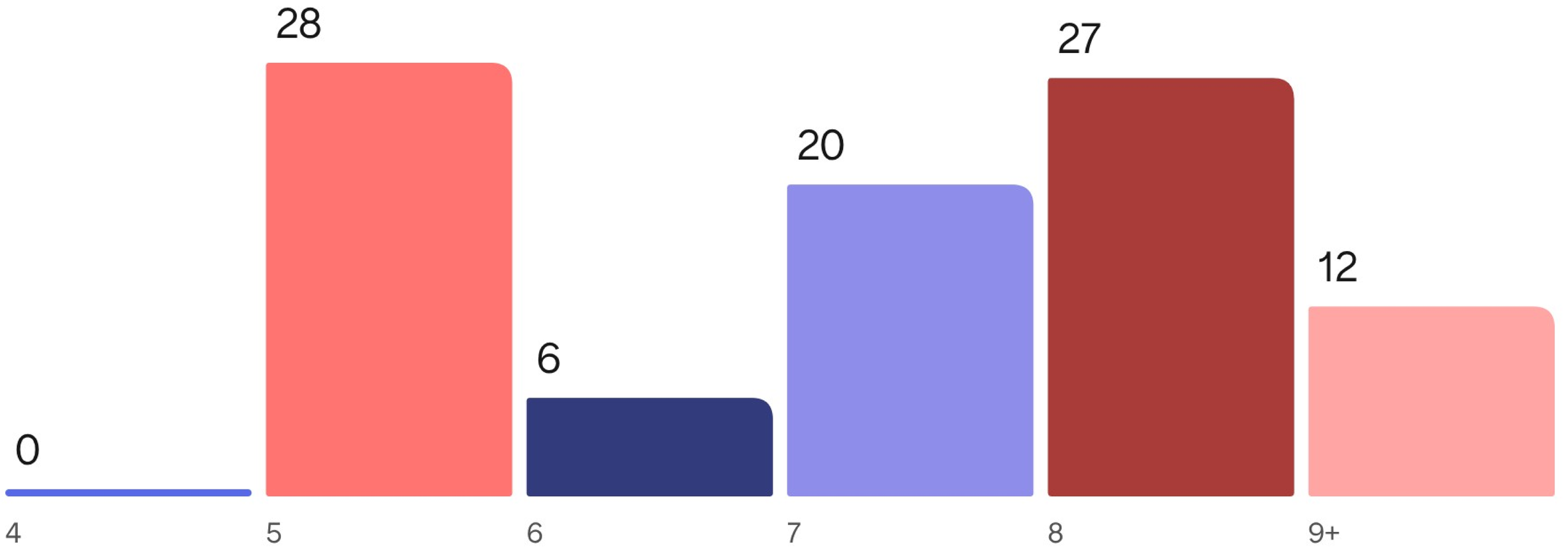
COMFORT
STRETCH
PANIC

What zone am I in?
What is my body feeling?
What do I need to do?
Who can help me?

(c) Sense and Connect 2025

Mentimeter

How many senses do we have?



11

93

(c) Sense and Connect 2025

Mentimeter

THE ULTIMATE PLOT TWIST...

...WE HAVE MORE THAN FIVE SENSES!

We have at least 8!

The 3 you maybe less familiar with include:

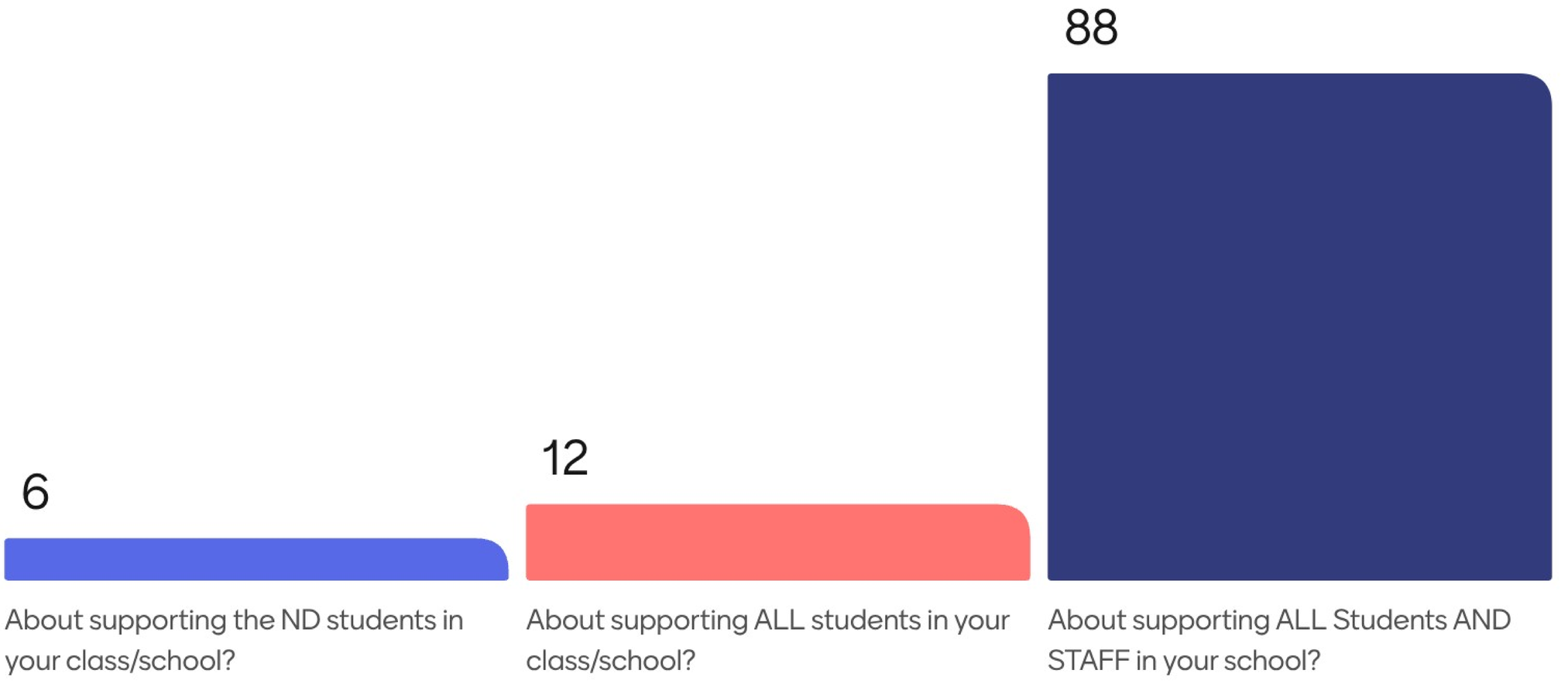
- **Proprioception**
- **Vestibular**
- **Interoception**

N.B “Seeing dead people” is not a widely recognised sense! Nor is “extra sensory perception” ESP. However there is some interesting emerging research around ‘neuroception’ - the brain’s unconscious ability to detect safety or threat in the environment.

(c) Sense and Connect 2025

Mentimeter

When you are approaching Sensory Inclusion are you thinking...



17

92

(c) Sense and Connect 2025

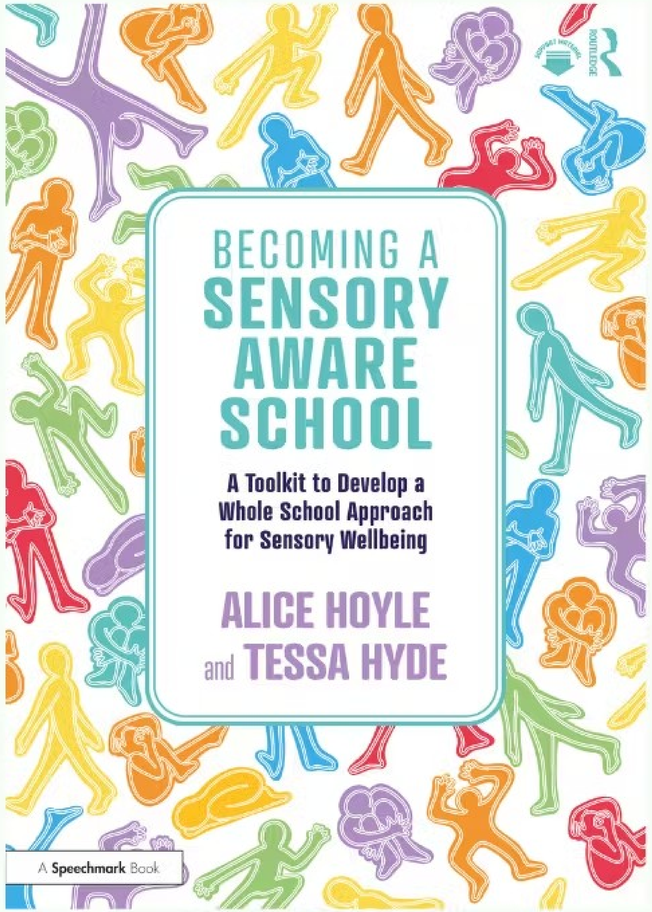
Mentimeter

DEVELOPMENT OF THE TOOLKIT

We worked with primary, secondary and specialist schools in Bath&NES and Wiltshire to test audits and session ideas, and to generate case studies.

We sought feedback from the following groups:

- Children & Young People (both with & without identified SEND)
- Teachers without a SEND specialism plus SENDCOs & TAs
- Occupational Therapists & Educational Psychologists
- Parents/Carers of ND and/or NT children
- Wider SEND professionals



Our aim was to create an accessible, practical, universal resource that would evolve exisiting practice for the better.

2

(c) Sense and Connect 2025

Mentimeter

HOUNSLOW PARENT CARERS FORUM

The Forum is passionately dedicated to supporting families and educators of children with special educational needs and disabilities. They regularly facilitate discussions on essential SEND topics and create supportive spaces for parents and carers to connect.

Please visit their website and share their resources with parents who could benefit. Remember, joining is free!

Hounslow Parent Carer Forum funded the purchase of the book for all Hounslow schools and associated online workshops to support improving outcomes for ALL our children and young people. They have part funded us to be with you today.

Dates for your diary

Follow up drop in online support sessions with Alice and Tessa on any aspect of embedding this work into your setting:

1 week today: 10th July 3.45-4.45pm

Early next term: 22nd Sept 3.45-4.45pm

Email: info@hounslowpcf.co.uk for further details.

8

KEEP CALM

AS

THIS IS NOT 'MORE WORK', IT'S A 'HOW-TO GUIDE' TO MAKE LOTS OF THIS WORK EASIER!

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Maintaining attention and concentration to task	• Reasonable adjustments made to activities, lessons and timetables.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Differences with sensory processing and integration	• Reduce sensory overload, e.g. Organise the classroom to minimise sensory experiences that may be distracting or uncomfortable; Use clear labels and visuals around the room; Create a safe place or quiet area (or designate somewhere CYP can go).

All of our settings and schools will:	This will look like:
Support the personal, social and emotional development of all CYP.	• Building positive and effective partnerships with parents. • Adults build rapport with all children and young people. • Staff consider if there are unmet sensory needs for all CYP

All of our settings and schools will:	This will look like:
Promote emotional health and wellbeing, where senior leaders set a culture that values all CYP, allows them to feel a sense of belonging and makes it possible for CYP to talk about problems in a non-stigmatising way.	• Settings have a culture of dignity, respect, and compassion for all CYP. • There is a named Mental Health Lead. • All staff are aware of the vulnerability of pupils with social, emotional and mental health needs, to stress and anxiety. • Staff are trained in co-regulation, restorative and de-escalation approaches.

And that's just for starters!

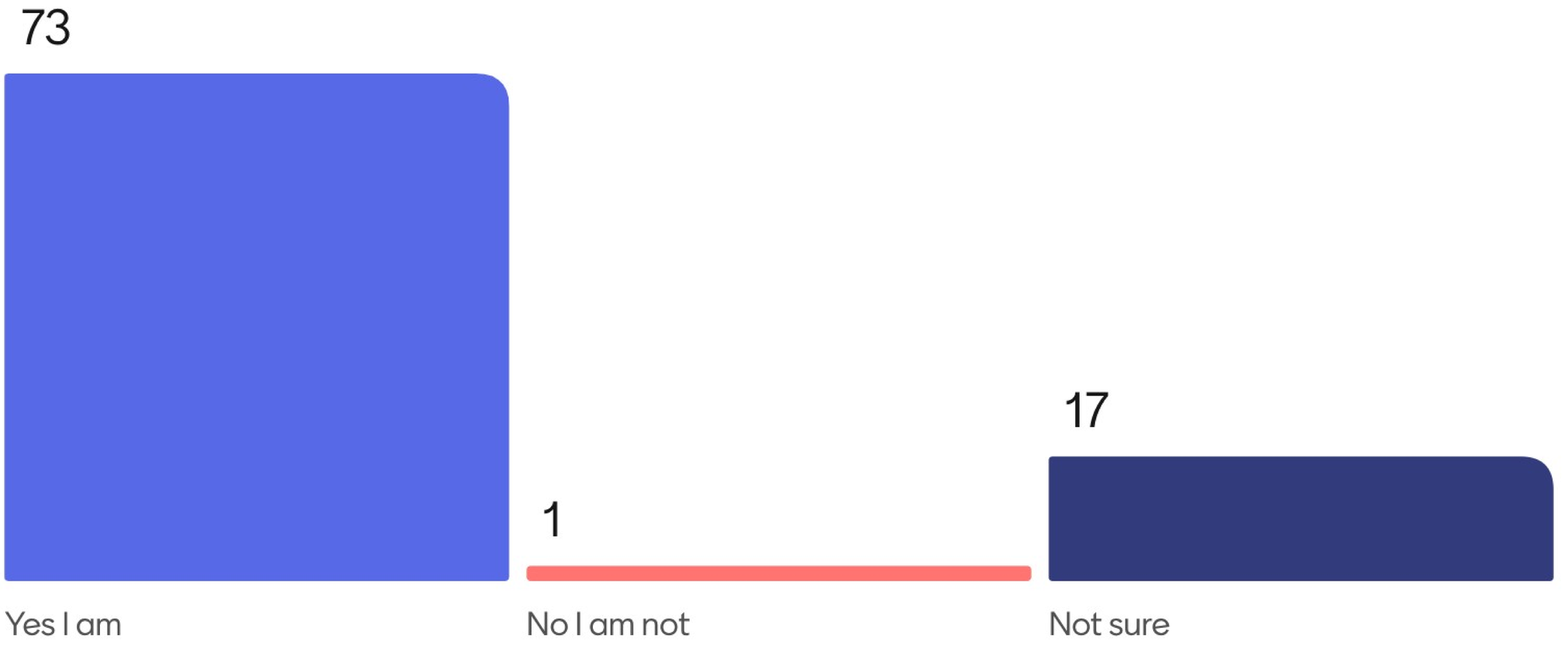
Hounslow's
Ordinarily Available Provision (OAP)
Guidance Documents

SEND

(c) Sense and Connect 2025

Mentimeter

Are you sensory?



12

91

(c) Sense and Connect 2025

We are all sensory.

And some of us maybe more sensory than others!

(c) Sense and Connect 2025

Mentimeter

Sensory Wellbeing through Sensory Welldoing

Sensory Wellbeing :

Feeling safe, comfortable and balanced in our bodies, relationships and sensory environment...

...by 'Sensory Welldoing'

Actively using sensory strategies to improve your overall wellbeing and supporting others with the same.

6

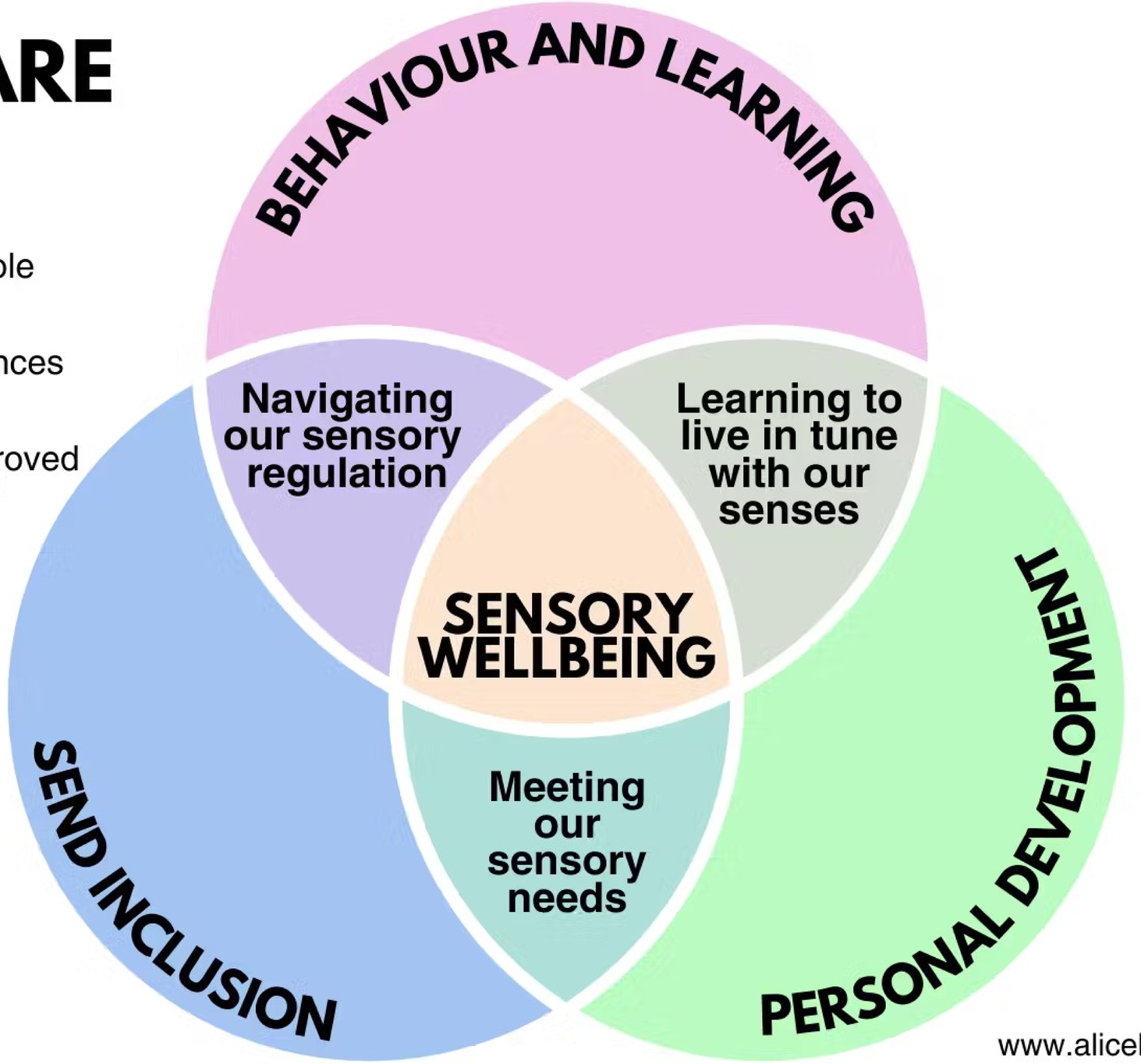
(c) Sense and Connect 2025

Mentimeter

SENSORY AWARE SCHOOLS

Sensory Aware schools embrace a whole school approach to promoting sensory wellbeing. This inclusive strategy enhances overall mental and physical wellbeing, encourages positive behavior, and improved learning environments.

A focus on sensory wellbeing supports schools to better meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND), ensuring that every student has the opportunity to thrive. You can find out more here:

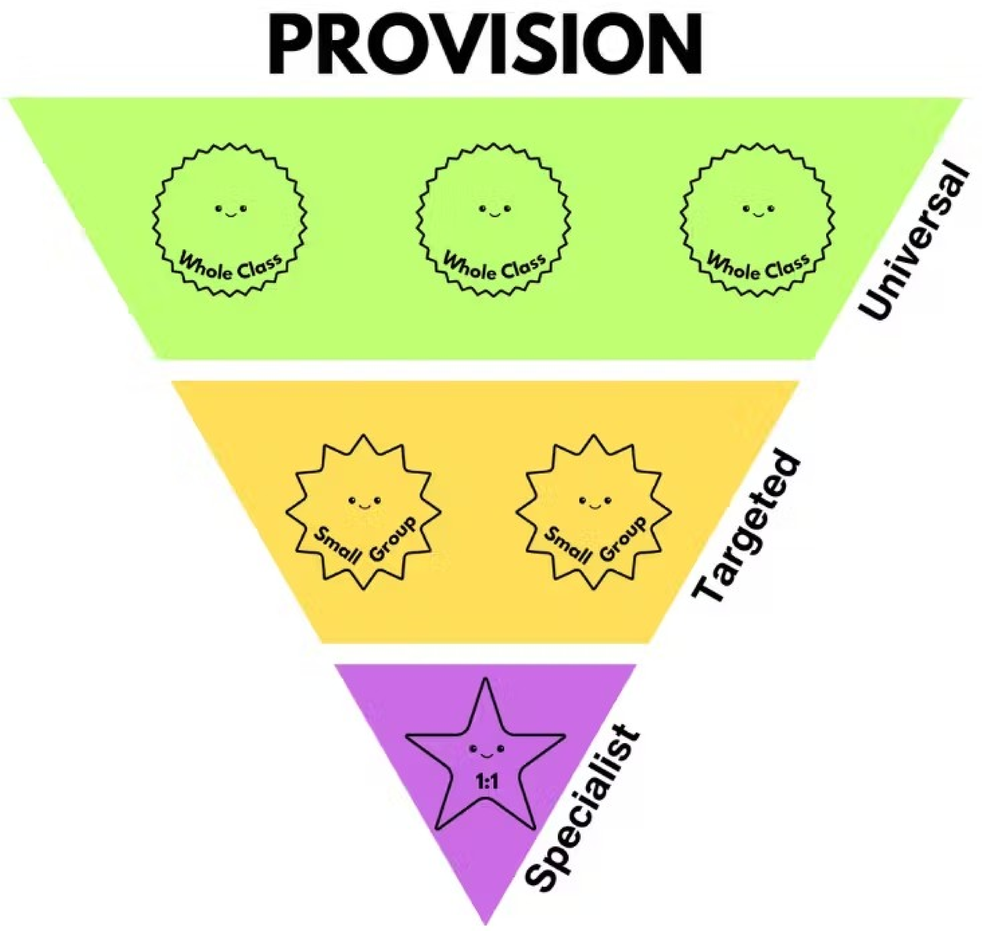


4

(c) Sense and Connect 2025

Mentimeter

Meeting Sensory Needs:
For the many not just the few.



Meeting sensory needs in the classroom and across the school is a ***universal*** approach that can benefit **ALL** students and staff in a setting.

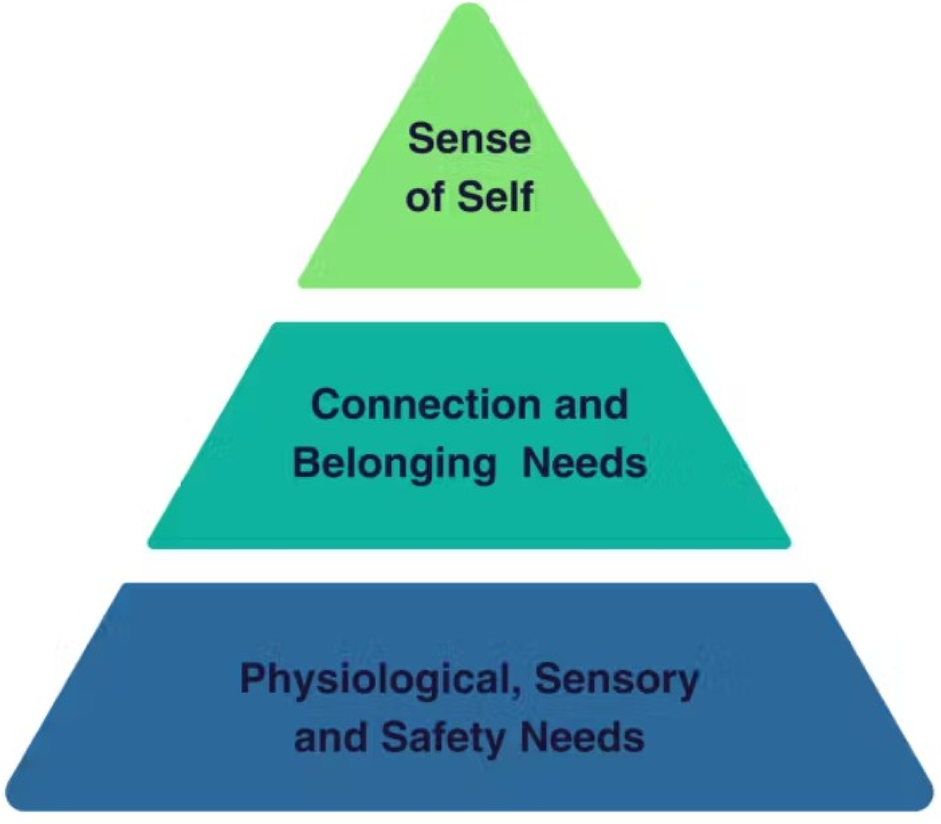
It has implications for behaviour, personal development, wellbeing, positive relationships and of course SEND inclusion.

(c) Sense and Connect 2025

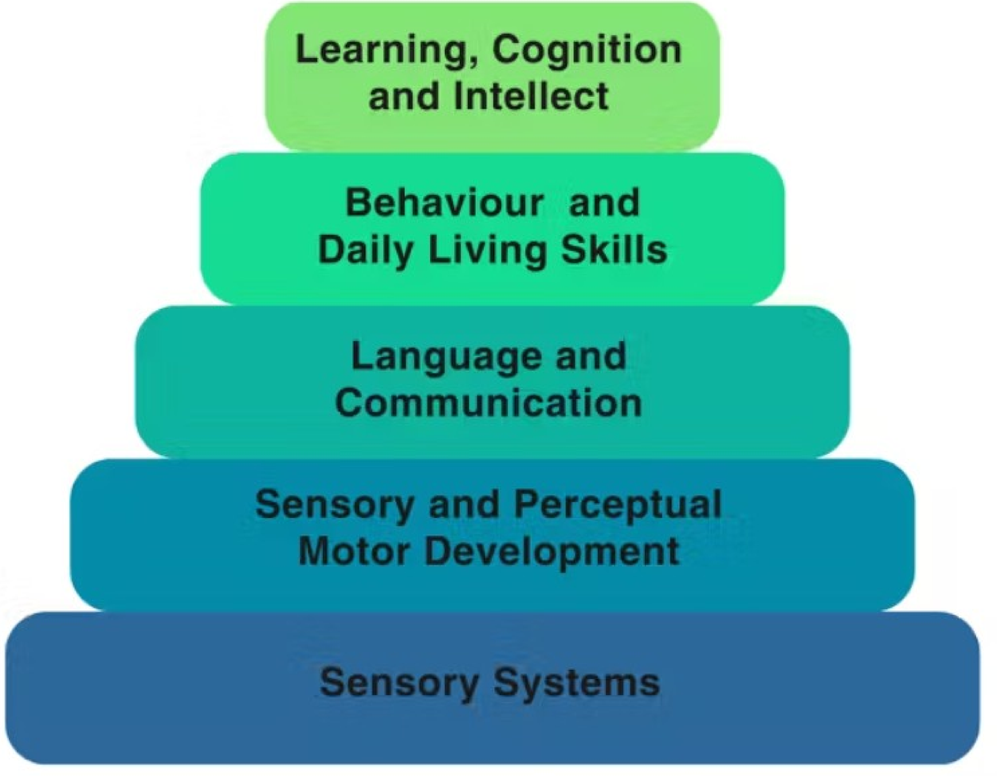
Mentimeter

Senses are the basis of everything!

HIERARCHY OF NEEDS



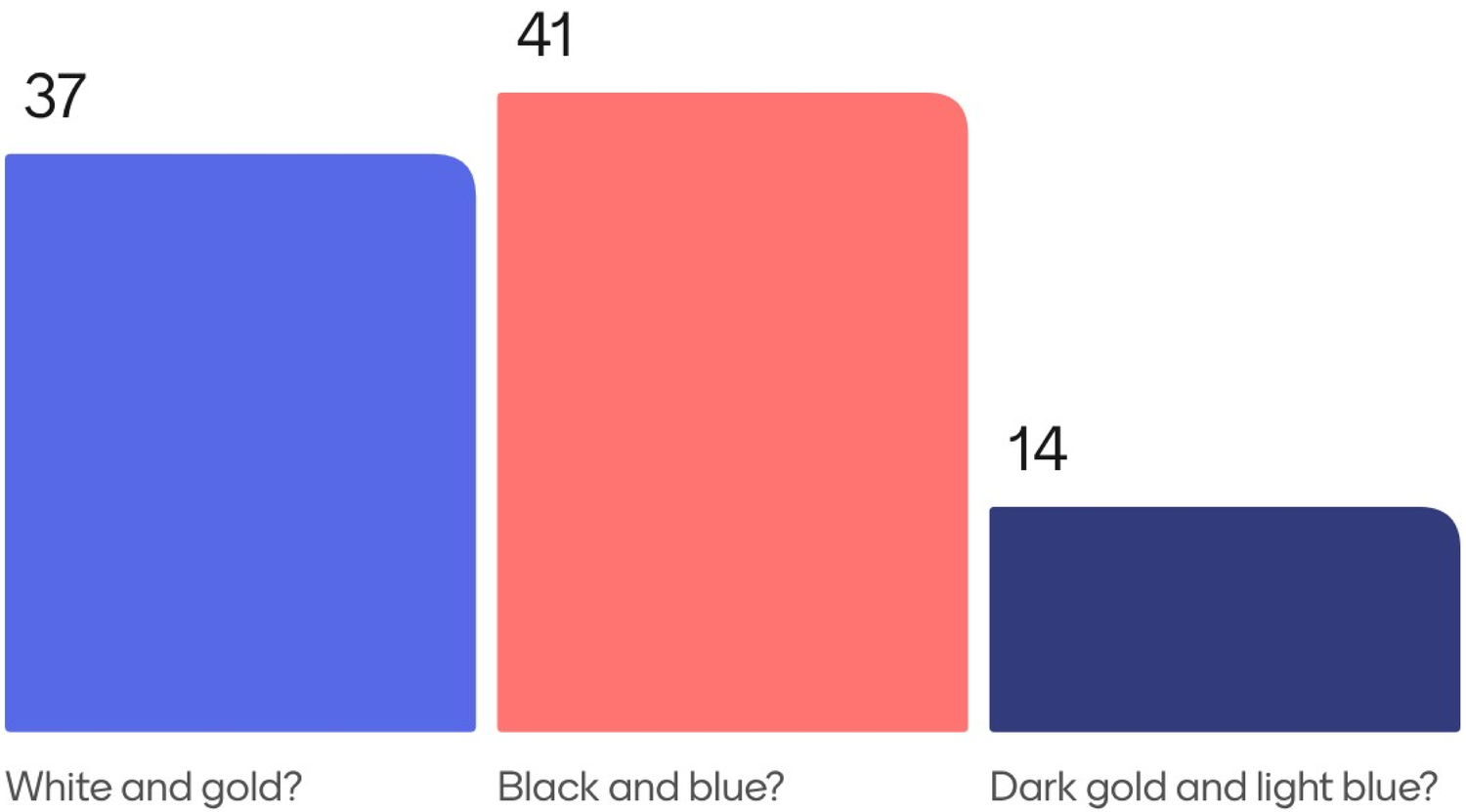
PYRAMID OF LEARNING



Images © Alice Hoyle 2025

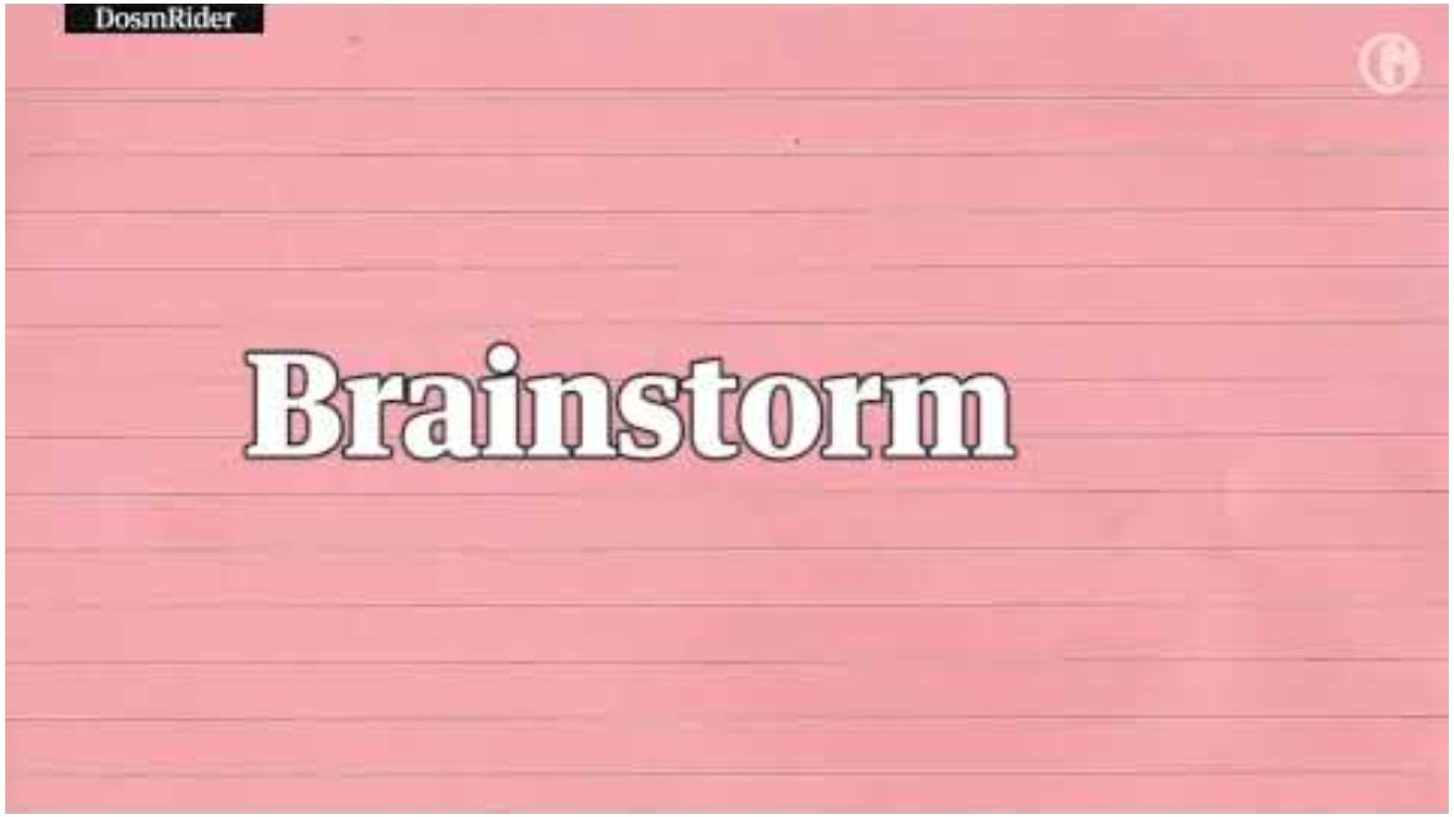
(c) Sense and Connect 2025

... and we all have sensory differences: What colour is the dress?



(c) Sense and Connect 2025

Mentimeter

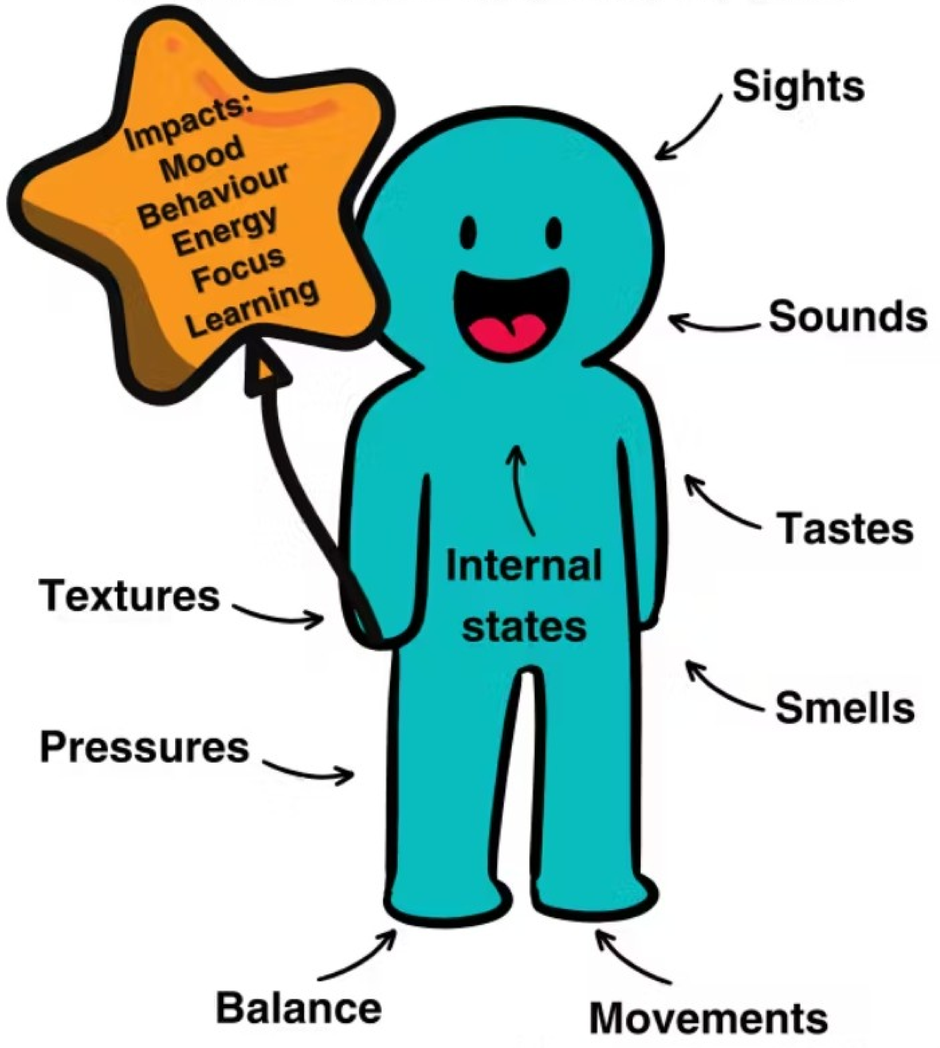


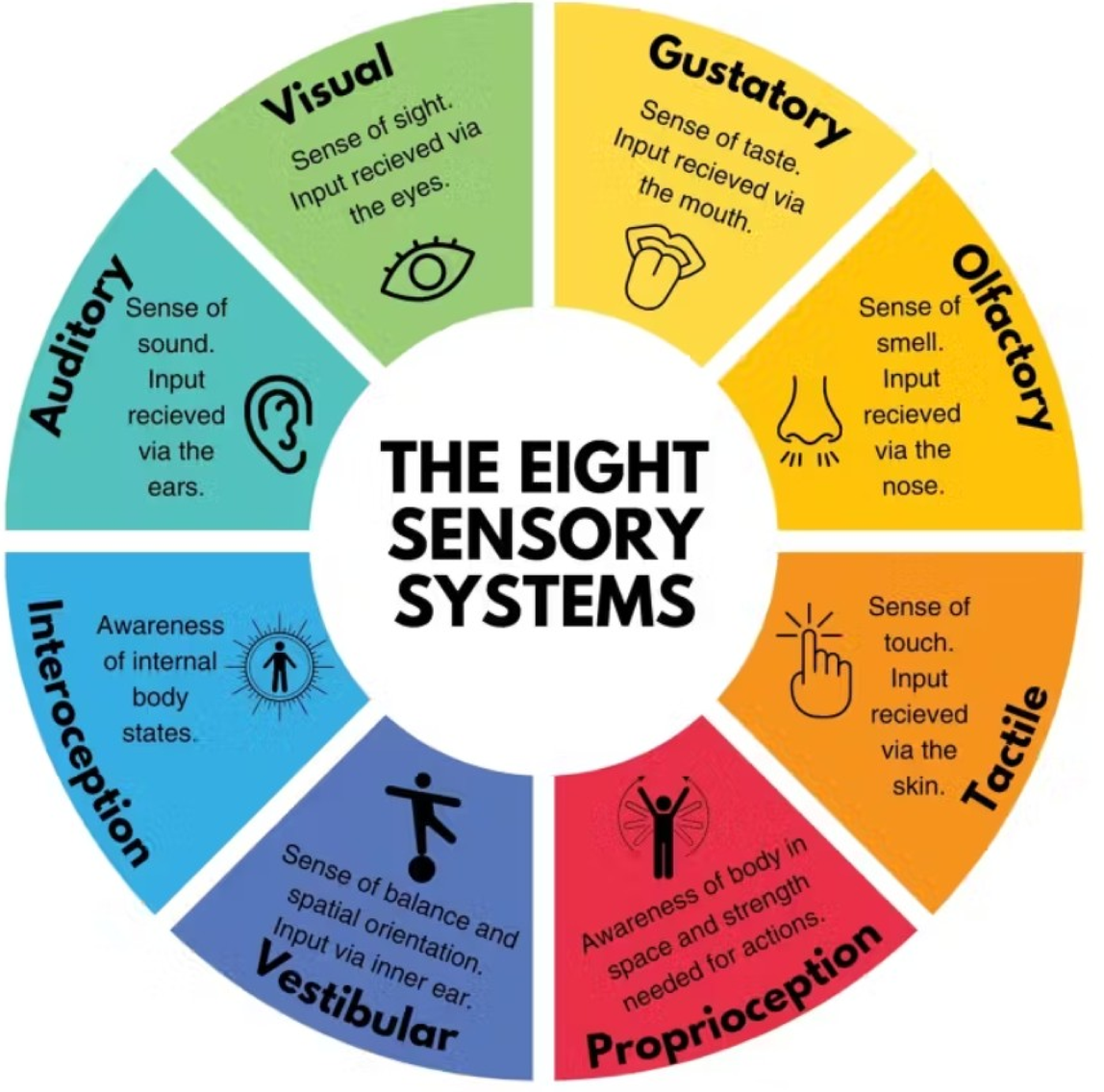
10

(c) Sense and Connect 2025

Mentimeter

SENSORY INPUTS AND THEIR IMPACT





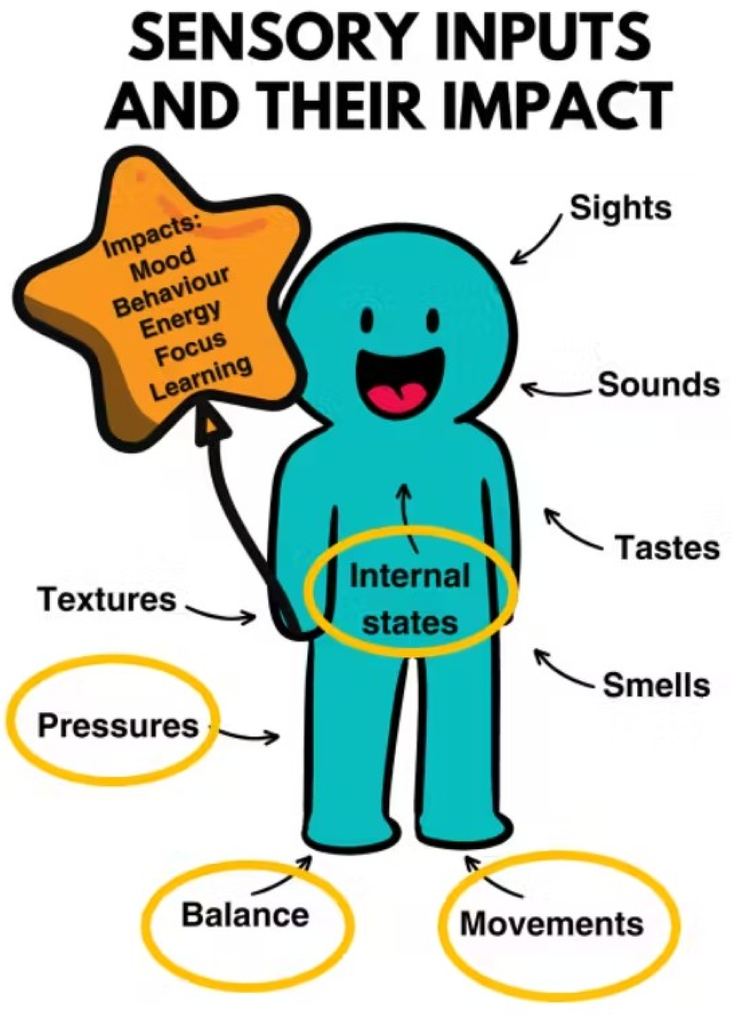
Images from *Becoming a Sensory-Aware School: A Toolkit to Develop a Whole School Approach for Sensory Wellbeing- Alice Hoyle and Tessa Hyde.*

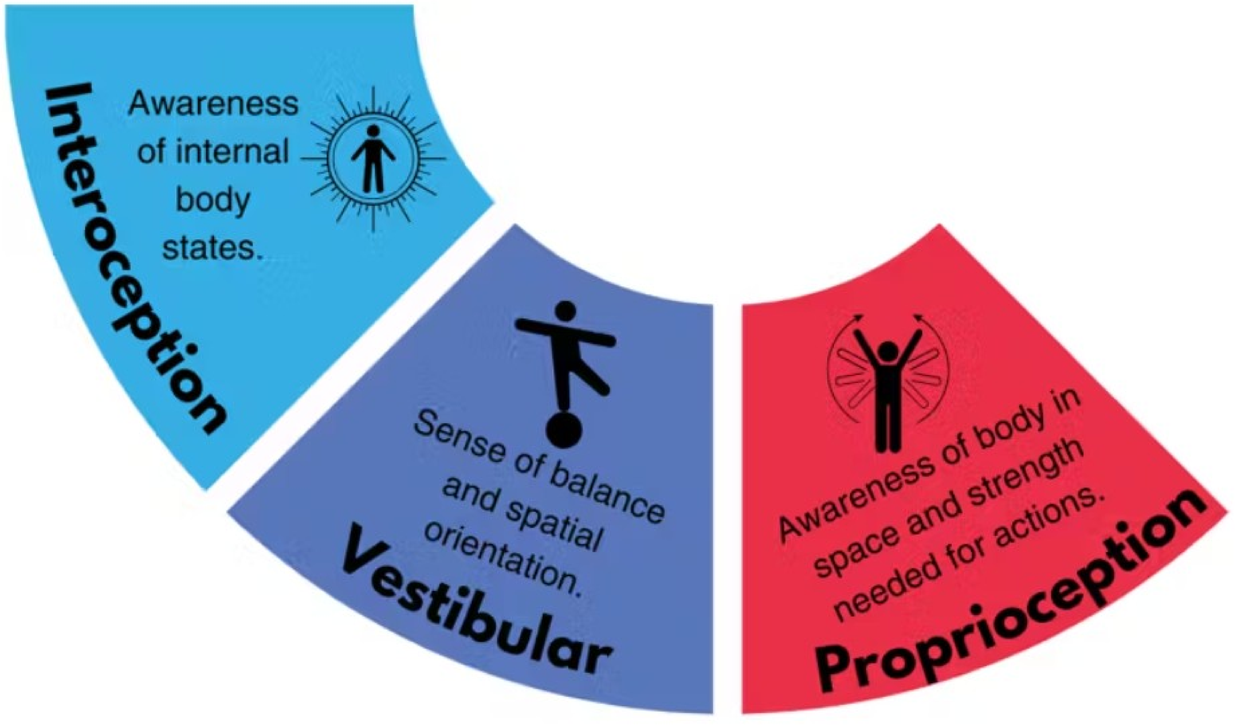
9

(c) Sense and Connect 2025

Mentimeter

Considering the 3 senses you may not know so much about….





Images © Alice Hoyle 2025

2

(c) Sense and Connect 2025

Balance and Movement (Proprioception & Vestibular)

Proprioception: Awareness of body in space and strength needed for actions

Sensory feedback mechanisms within our muscles, joints, and tendons inform us about our limb positions and movements without us having to look at them. This sense helps us manage **movement** tasks like walking up stairs, using a pencil, or hugging someone without using excessive force or losing our **balance**.

This sense frequently regulates the others, so students seeking deep pressure and resistance may be trying to balance another sensory input.

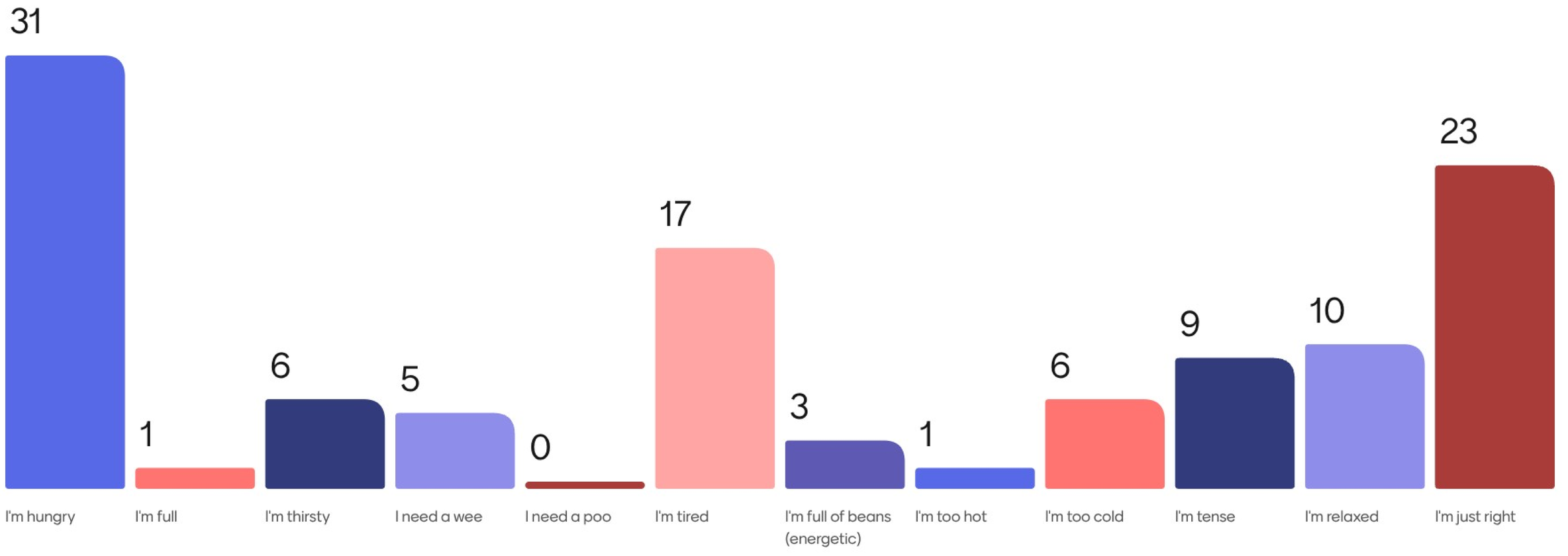
Vestibular: Sense of balance and spatial orientation

Our body's ability to orientate itself correctly. Located in the inner ear, it helps us understand **movement and maintain our balance**. Whether we're nodding our head, spinning in a circle, or riding in a vehicle, the vestibular system lets us know where we are in relation to gravity and motion.

(c) Sense and Connect 2025

Mentimeter

Interoception check in: What are my current internal feelings?



9

94

(c) Sense and Connect 2025

HOW AM I FEELING?

An Interoception check in

Am I tense?

Am I relaxed?

Am I hungry?

Am I full?

Am I thirsty?

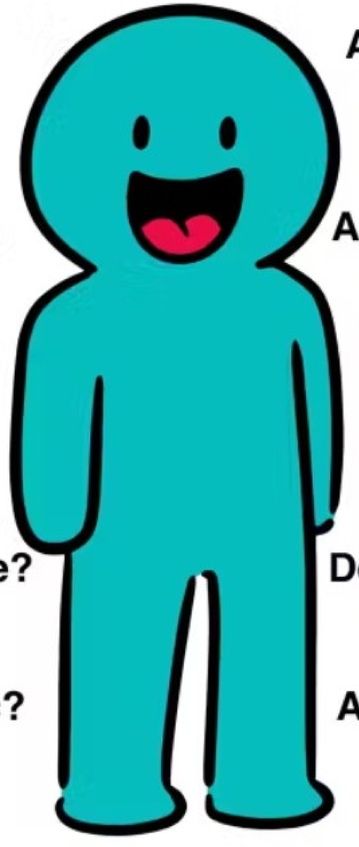
Am I hydrated?

Am I too hot?

Am I too cold?

Am I achy?

Am I tired?



Do I need a wee?

Do I need a poo?

Am I lethargic?

Am I energetic?

Am I just right?

Interoception difficulties are common particularly if neurodivergent.

Bladder & Bowel UK

eric

School Toilet Charter

Access to clean, appropriately stocked toilets whenever the need arises, is a fundamental human right and necessary for good health and wellbeing. This reflects the United Nations Convention on the Rights of the Child (UNCRC), which upholds all children's rights to their best interests being of primary consideration, to healthy development, to participation in decision making, to privacy, to special care and support if they have a disability and to education.

This School Toilet Charter is designed to assist schools in meeting these rights.

All schools should provide:

1. Unrestricted access to a toilet, whenever the need arises. This means no school should have a policy of not allowing learners to use the toilet during lesson times.
2. Adequate numbers of facilities for all, which ensure privacy.
3. Dedicated gender-neutral toilets, or female and male toilet cubicles, properly equipped, for users with additional needs. This includes provision of appropriate waste bins and integral washbasins.
4. Properly designed toilet and washroom facilities, suitable for the range of anticipated users, with adequate lighting, ventilation, fixtures and fittings.
5. Hot water, ideally from mixer taps, with adequate provision of soap and hand drying facilities.
6. Toilet tissue dispensers provided at a convenient height, replenished as needed throughout the day.
7. An effective toilet cleaning/inspection regime to ensure adequate standards of hygiene, behaviour and cleanliness, throughout hours of usage.
8. A published school toilet management policy approved by school governors and learners and communicated to all learners, parents/carers and staff.
9. Open access to water throughout the day for all learners, unless inappropriate (e.g. in science labs, computer suites etc)
10. A child friendly comments/complaints/suggestions procedure, for learners, parents/carers and staff to communicate toilet concerns or grievances to the head teacher and/or school governors.

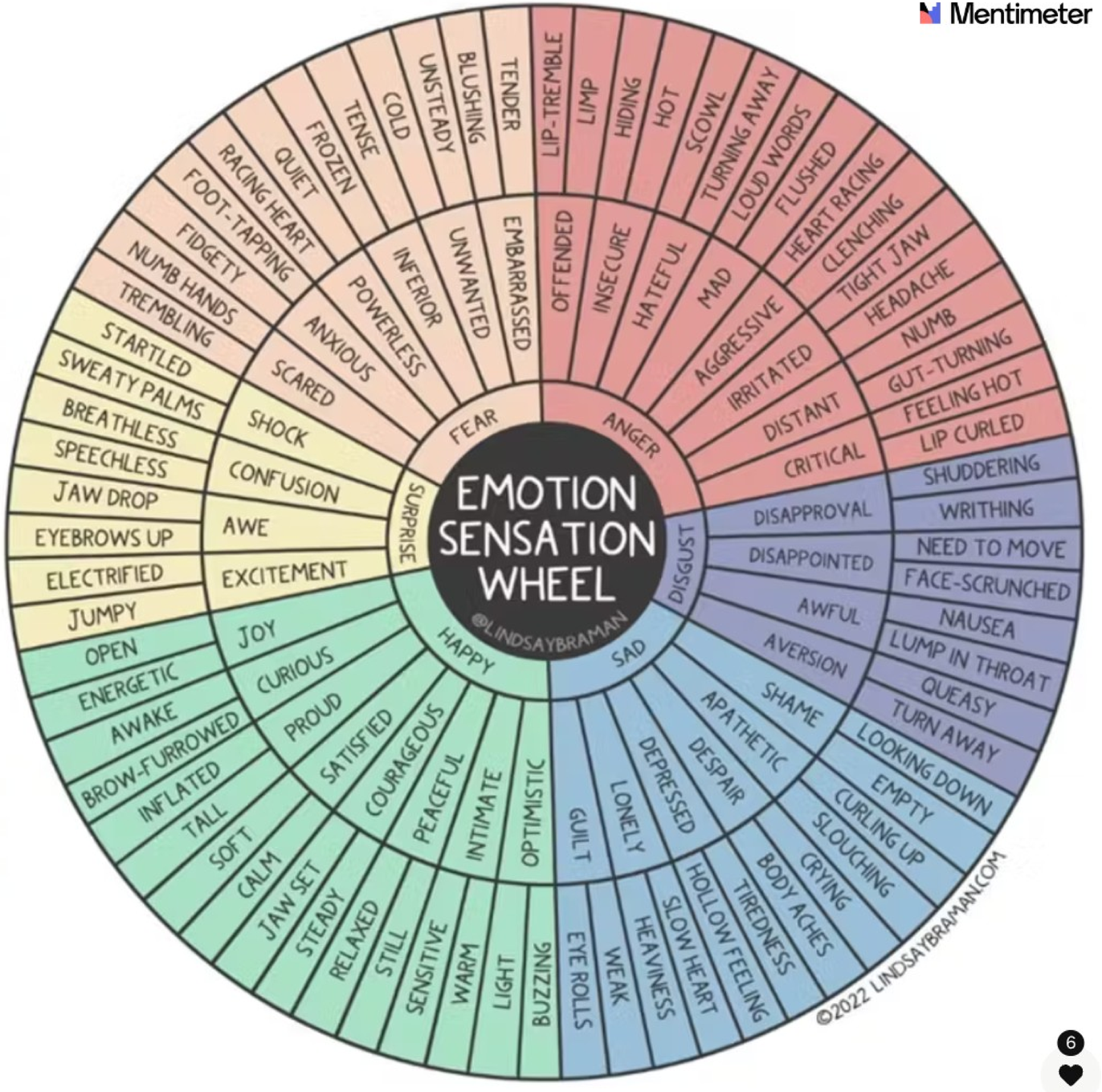
©Copyright: Bladder & Bowel UK and ERIC, The Children's Bowel & Bladder Charity (2022)

Toileting is a human right. Don't use it as a power play. See ERIC school toilet charter.

Mentimeter
5

(c) Sense and Connect 2025

Mentimeter



6

(c) Sense and Connect 2025

Key Sensory Terms: Quick Guide

Mentimeter

Sensory Processing: How the brain takes in and organises sensory input from inside and outside the body to produce a response. We all do this constantly.

Sensory Regulation: Being in the right state of alertness for what you're doing or where you are. It's about adjusting to the environment. Dysregulation can occur when the environment becomes too much.

Sensory Modulation: The brain's ability to manage and respond to sensory input appropriately- filtering what to notice, what to ignore, and how to react.

Sensory Integration Therapy: Specialist OT-led therapy to support how the senses integrate together to produce a motor output (see Ayres SI)

Sensory Diet: Planned activities to support sensory needs across the day. However Diet implies 'restriction' so we prefer *"sensory wellbeing"*, *"sensory welldoing"* or *"sensory lifestyles"*

Sensory Circuits: Structured generally movement-based activities (alerting, organising, calming). May benefit some, but needs to be personalised and not treated as a one-size-fits-all solution.

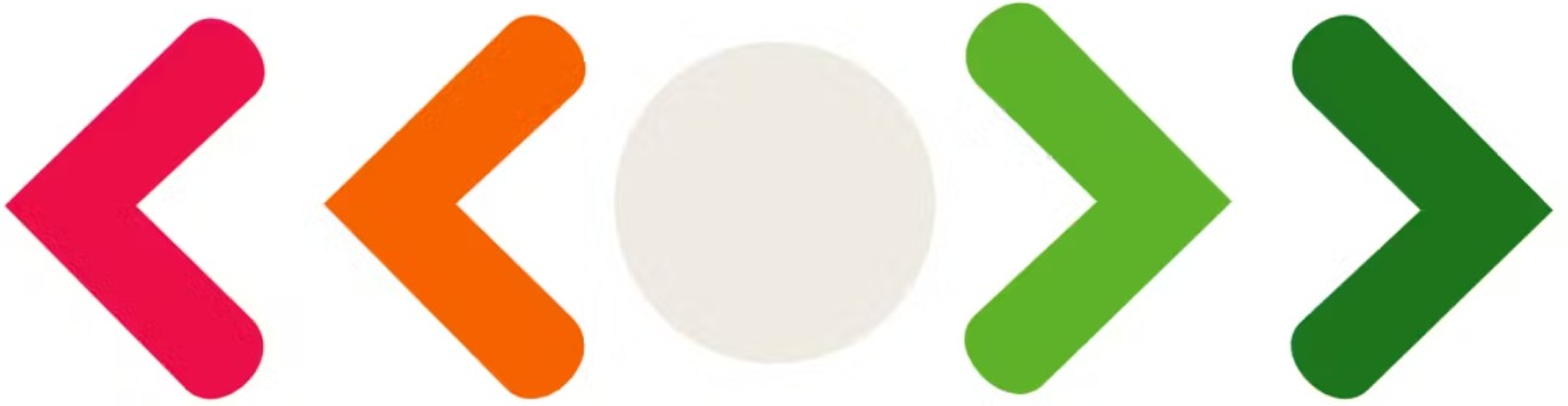
Please note: We don't use *"Sensory Processing Disorder"*: It's not a recognised diagnosis in the UK or included in the DSM and use of the term can lead to confusion. Instead, we talk about sensory (processing) differences, challenges or needs

6

(c) Sense and Connect 2025

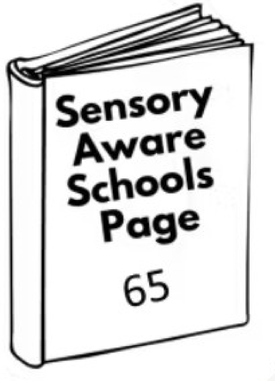
Mentimeter

THE SENSORY SPECTRUM



What are yours?

Sensory Triggers (Extreme Discomfort)	Sensory Dislikes (Moderate Discomfort)	Sensory Neutral (Midpoint)	Sensory Likes (Moderate Comfort)	Sensory Glimmers (Extreme Comfort)
Definition: Sensory inputs that cause significant distress or discomfort, making it difficult to focus or remain calm. They can lead to sensory overload or strong negative reactions.	Definition: Sensory inputs that are unpleasant but not as immediately overwhelming as sensory triggers. They can cause irritation or distraction.	Definition: Sensory inputs that do not particularly sway one's emotional or physical state in either a positive or negative direction. They are neither stimulating nor distressing.	Definition: Sensory inputs that provide comfort or reduce stress but may not elicit strong positive emotions. They are often used as grounding or calming techniques.	Definition: Sensory experiences that spark joy, comfort, and a sense of well-being. They are highly individual and sought after for their positive effects.

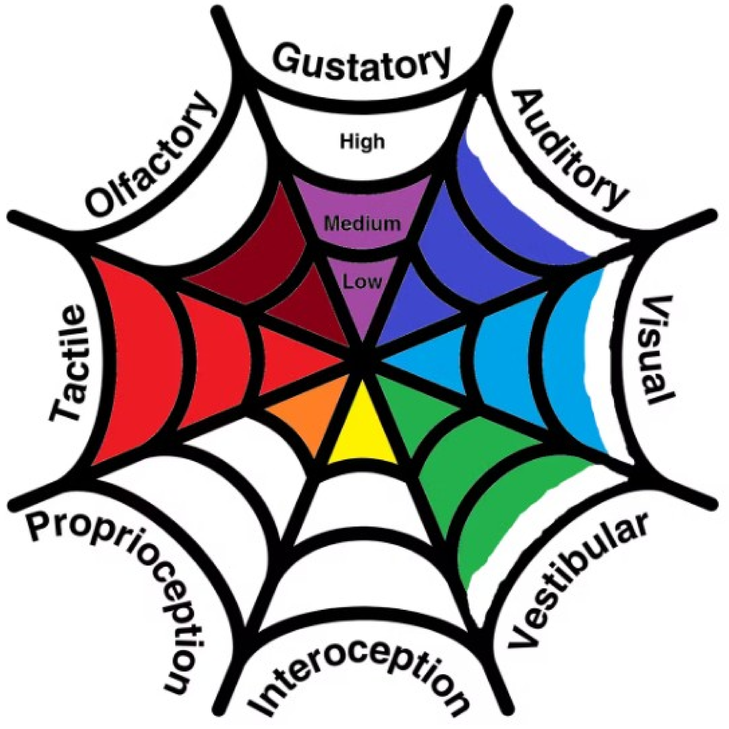


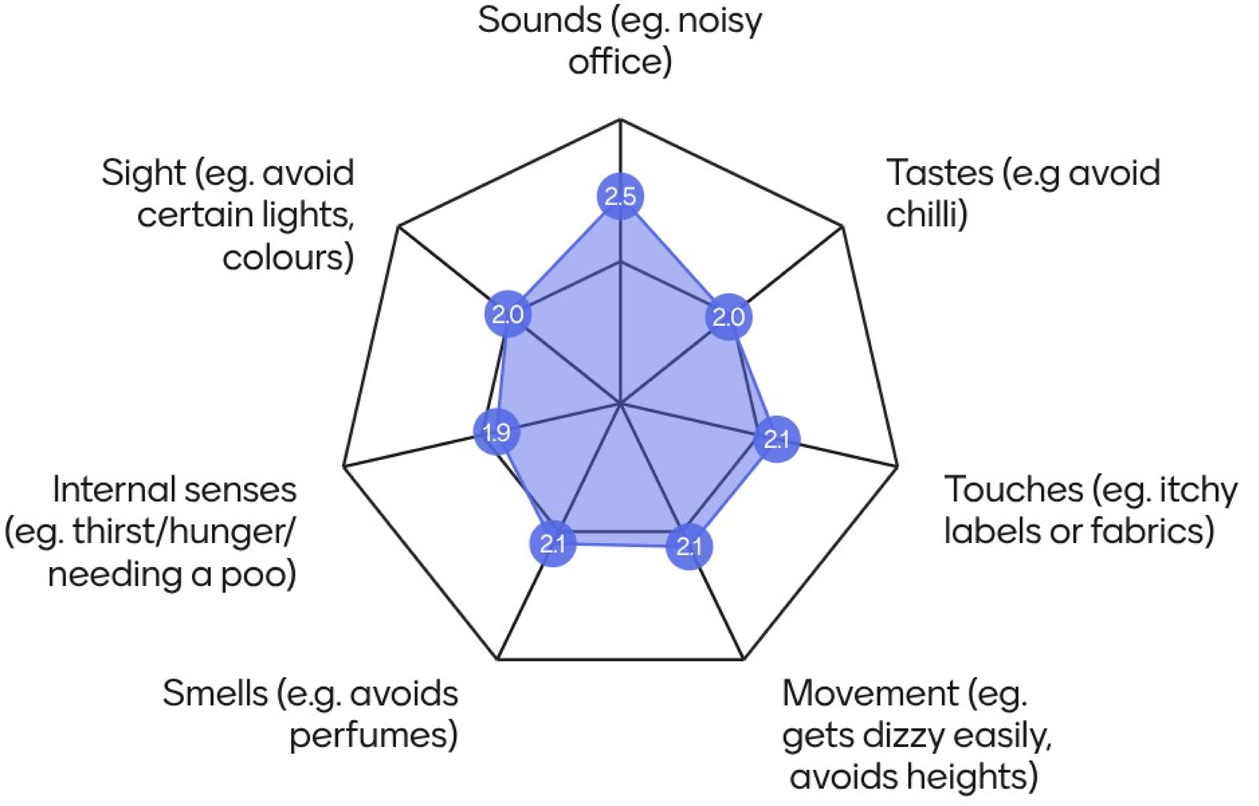
5

(c) Sense and Connect 2025

Mentimeter

How sensitive are you? (page 63)



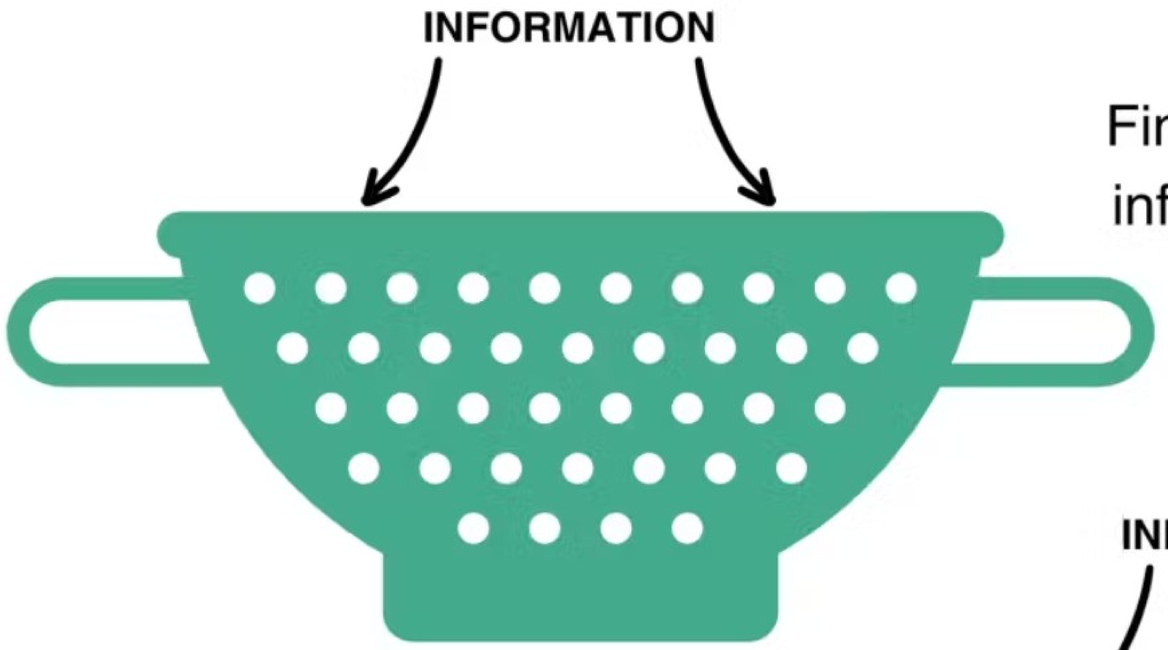


14 85

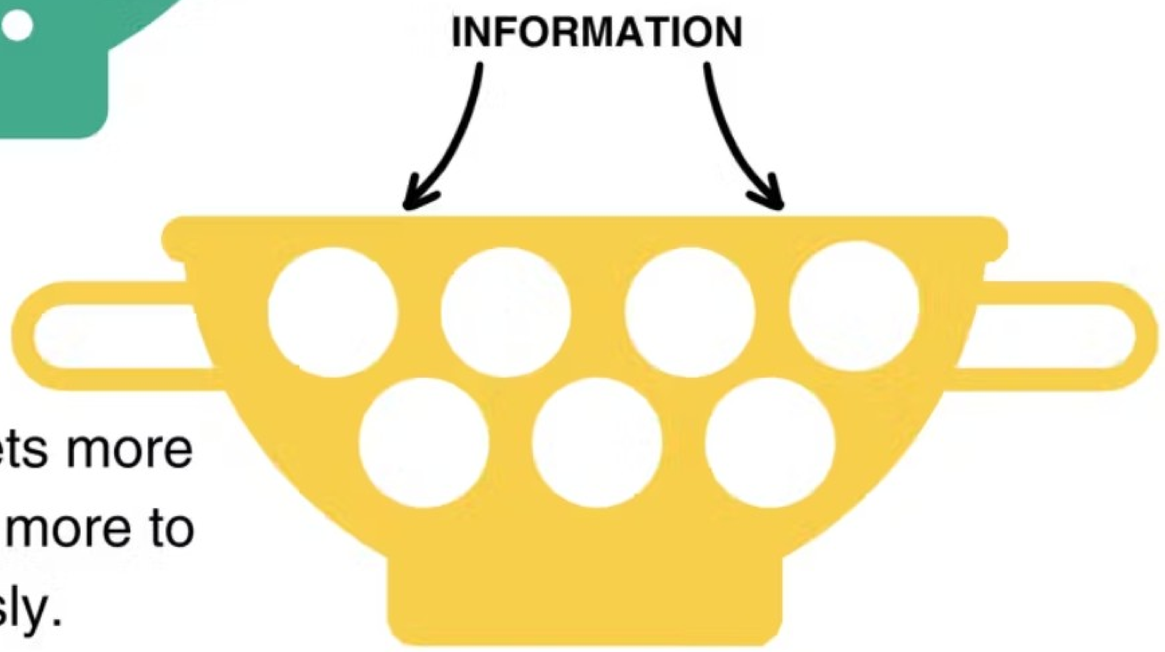
(c) Sense and Connect 2025

Mentimeter

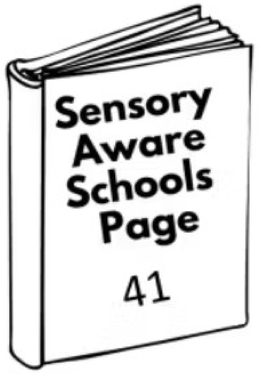
SENSORY SIEVES



Fine sieve to process information so notice everything.



Bigger holes in sieve lets more information in so takes more to register consciously.



8

(c) Sense and Connect 2025

Mentimeter

Sensitivity changes during lifecourse

Sensory behaviours may change based on age (between childhood, adolescence and adulthood) and even due to hormone levels (some individuals report reduced sensory tolerances around puberty, menstruation, pregnancy and menopause.)

4

(c) Sense and Connect 2025

Mentimeter

Don’t just take our word for it!

Part 1: Learning more about our sensory selves

“We didn’t realise how helpful and important it was to think about our senses and sensory processing as a type of learning experience, like a maths or science lesson. Everyone should learn this stuff! When can we do more!?”

Year 4 and Year 6 students from the School Council in a primary school

Beth Smart

★★★★★ **Essential recourse for all classrooms**

Reviewed in the United Kingdom on 10 January 2025

Becoming a Sensory Aware School: A Toolkit to Develop a Whole School Approach for Sensory Wellbeing is a super handy guide packed with practical tips, creative ideas, and useful resources. Perfect for teachers, therapists, and school staff, it’s all about making schools more sensory-inclusive so every student feels included and supported. Whether you're just starting out or looking to build on what you're already doing, this book is full of easy-to-use tools to help kids thrive. A brilliant go-to for anyone passionate about creating a sensory-aware school!

I liked learning about Sensory well being being because I found out what I can do if I'm feeling overwhelmed.

I hope that your book and ethos really takes off as it will be half the battle for us OTs. When we work with children, we feel that we need to educate the schools as well as the family. Your book is such as easy resource to use.

Andrea Whittle NHS OT

(c) Sense and Connect 2025

Mentimeter

10

(c) Sense and Connect 2025

Mentimeter

What are YOU currently doing!?

4

(c) Sense and Connect 2025

Optional regulation activities to aid focus

- Breathe in and in again sharply and long exhale with pursed lips like a straw
- Butterfly hugs
- Raindrops on head
- Chair push ups or pull ups

(c) Sense and Connect 2025

Mentimeter

Sensory inputs can change how you feel.

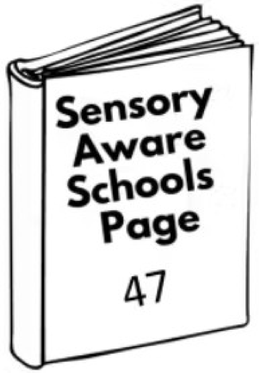
THE AROUSAL CURVE

Low Arousal low energy, sluggish, lethargic, sleepy, tired

Just Right Arousal calm, awake, attentive, grounded

High Arousal high energy anxious /edgy/upset/stressed or overexcited/joyful

Super High Arousal loss of control anger,fear,panic



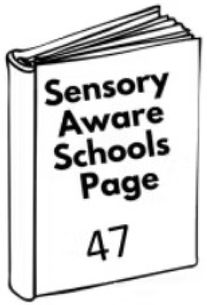
2

(c) Sense and Connect 2025

Mentimeter

Models for Understanding Our Sensory States

MODEL	Zones of Regulation	The Arousal Curve/ Speedometer	The Arousal Graph/Bell Curve	The Sensory Quadrant
	IMAGE 3.5 Zones of regulation	**IMAGE 3.6** The Arousal Curve	**IMAGE 3.7** The Arousal Bell Curve	**IMAGE 3.8** Sensory Quadrant
Origin	Based on Leah M. Kuypers, *The Zones of Regulation* (Social Thinking Publishing, 2011)	Based on Mary Sue Williams and Sherry Shellenberger, *The Alert Program* (1995, 2 audio CDs)	Based on the Yerkes-Dodson Law of Arousal and Performance (R. M. Yerkes and J. D. Dodson, *Optimal Arousal Theory*, 1908).	Based on Winnie Dunn's Sensory Profile (*Living Sensationally*, Jessica Kingsley, 2007).
Use	Four coloured zones to describe how a child is feeling – blue, green, yellow and red.	A 'speedometer' description to describe arousal levels.	A bell curve to explain underarousal, optimum functioning and overarousal.	A way of explaining sensory processing/regulation and how a person is functioning.
Pros	• Visual • Widely used in schools • Students are able to identify zones throughout the day	• Clear movement along the speedometer indicating change throughout the day • Visually appealing and adaptable • Easy analogy to understand	• Simple visual graph • Widely used in different settings • Can easily be drawn out and explained with a young person	• Quadrant clearly sets out these four key states • More precise representation of a sensory profile • Technically more accurate – based on questionnaire responses • Winnie Dunn identifies and explains Seekers, Avoiders, Bystanders and Sensors – see her book *Living Sensationally*

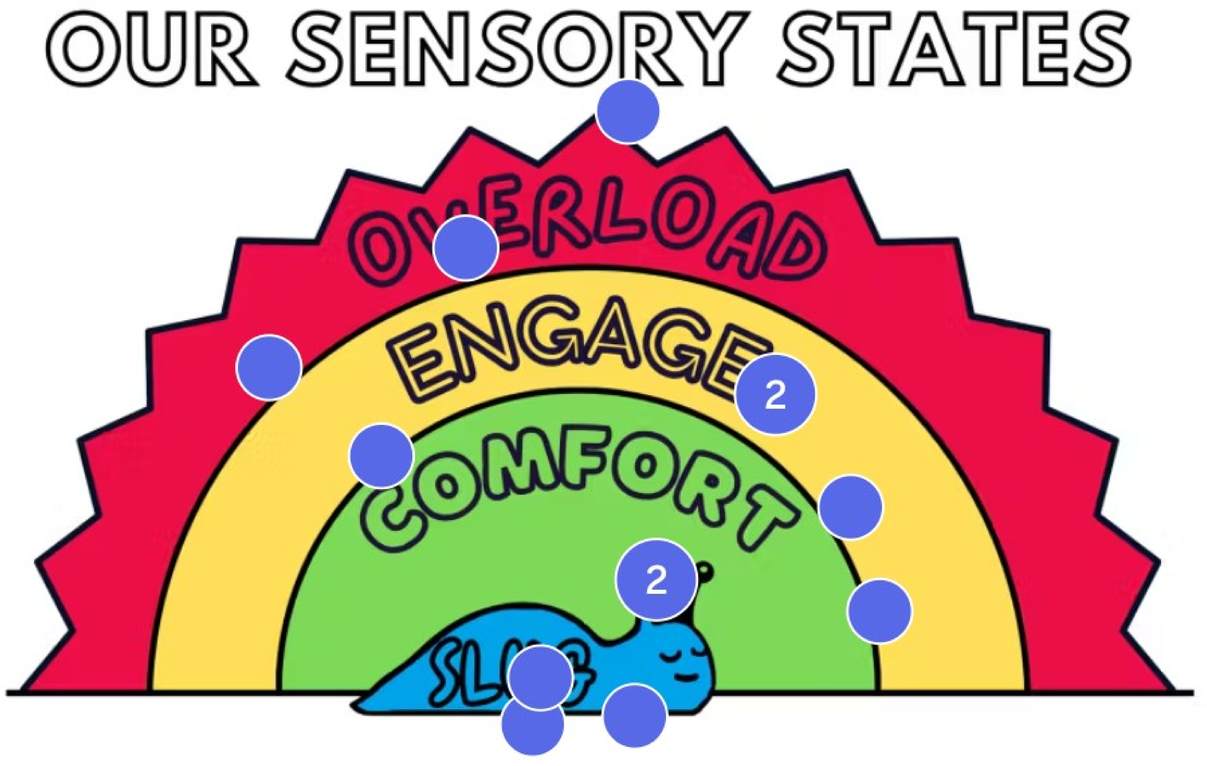


3

(c) Sense and Connect 2025

Mentimeter

What is your current sensory state? (can also be energy states)



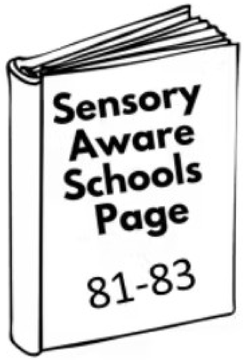
SLEEP 11 3	• My body feels low energy and tired. 2 • My sensory input needs to be increased. • I am slow and less responsive.
COMFORT 3	• My body feels safe and comfortable. • My sensory input is [illegible]able or unoticeable. • I am regulated and calm.
ENGAGE 12 2 2 2	• My body feels engaged and focused (and still safe). • My sensory input is interesting and stimulating. 4 • I am regulated and ready/alert/awake.
OVERLOAD	• My body feels stressed and unsafe. • My sensory input is overwhelming and I need something to change. 2 • I am dysregulated. • I may meltdown or shutdown to help me cope.

13 87

(c) Sense and Connect 2025

Mentimeter

BE A SENSORY DETECTIVE



See behaviour.
Consider sensory?

Sample Behaviours

- Fidgeting/fiddling
- Rocking in chairs
- Hands over ears
- Taking self away
- Squinting/head down/hoodie up
- “Batkids” (constantly upside down)
- Stimming(Self-stimulatory behavior, is the repetition of physical movements, sounds, words, moving objects, or other behaviors.)
- Beware Masking- a behavior where someone hides or disguises parts of themselves to fit in with others. Can be ‘fine in school’ then ‘meltdown’ at home their safe place)

3

(c) Sense and Connect 2025

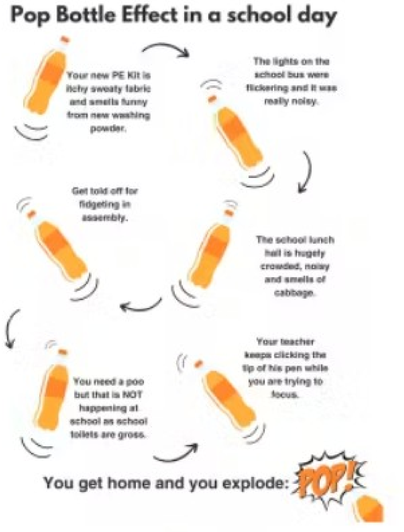
WINDOW OF TOLERANCE

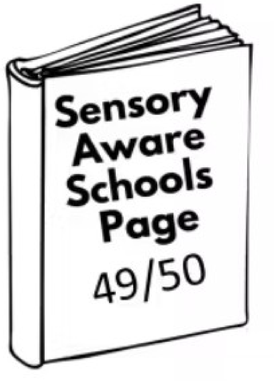
Smaller window = Limited capacity to cope.

Stress, anxiety, trauma and negative sensory inputs can cause your window of tolerance to shrink so you become dysregulated more easily, with potential for volatile outbursts. You may stuggle with your mood, energy and ability to concentrate and engage.

Bigger window = Expanded capacity to cope.

Self care such as exercise, nutrition, rest, mindfulness, hobbies and active sensory welldoing can widen your window of tolerance, so you are better able to regulate and manage your mood, behaviour, energy, focus and ability to actively engage.





4

(c) Sense and Connect 2025

Mentimeter

Anxiety and Sensory Processing - Chicken or Egg?

Anxiety and sensory processing are sometimes closely linked, where heightened anxiety can lower sensory thresholds, making it harder to filter stimuli and cope with everyday situations.

Sensory strategies can help ease some of the discomfort and anxieties caused by sensory overload.

However, addressing the root emotional causes of anxiety can also help reduce sensory sensitivities. A combined approach is often needed, as each can influence and amplify the other.

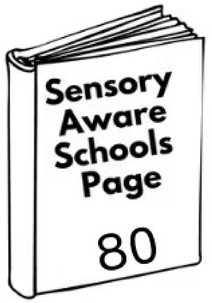
4

(c) Sense and Connect 2025

Mentimeter

Beware the gendered lense through which we can view behaviours.

Boys and girls can present differently for sensory needs. Girls can mask or supress their sensory difficulties to blend in. Boys might display more overt sensory seeking or avoiding behaviours, which may make the needs more visible, but potentially misunderstood as behavioural issues rather than unmet sensory needs.



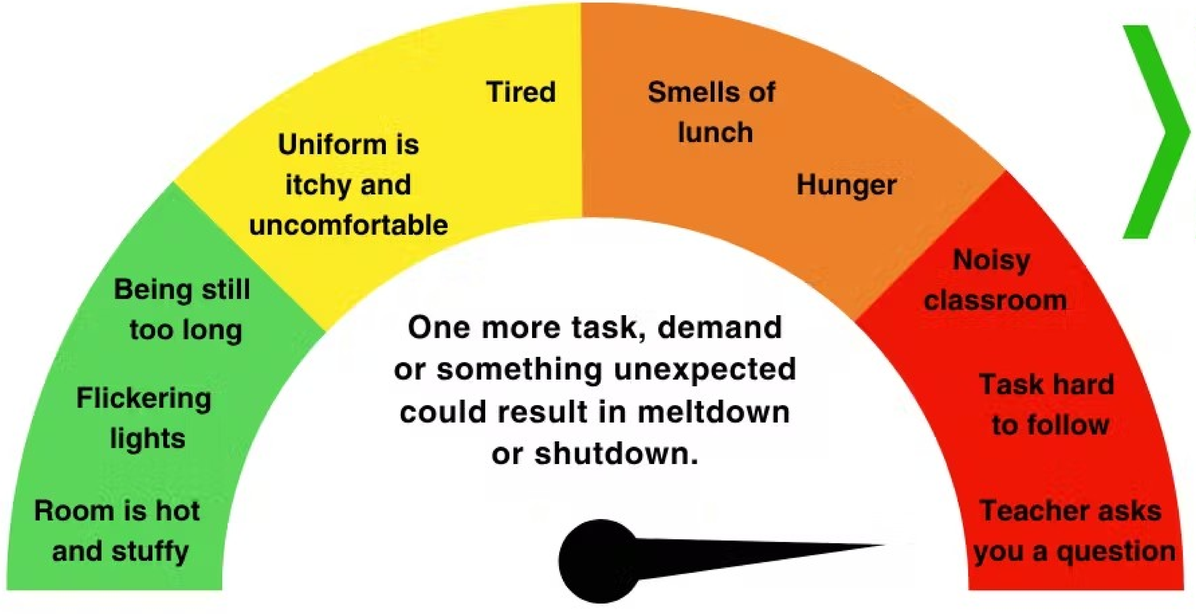
1

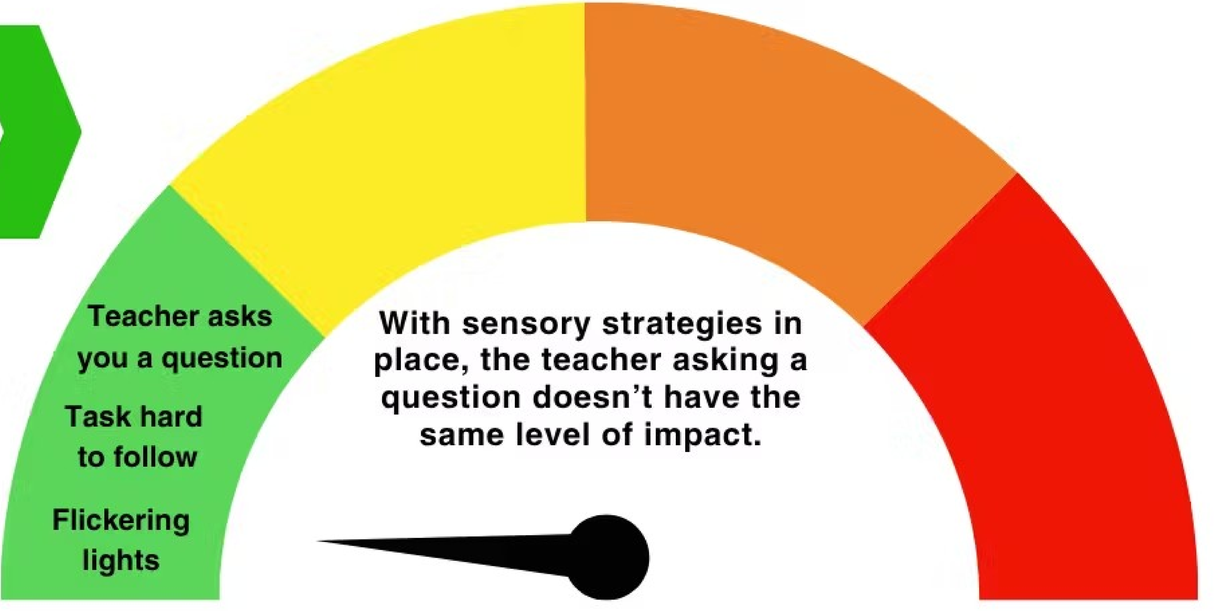
(c) Sense and Connect 2025

Mentimeter

SENSORY STRATEGIES MAKE THINGS BETTER

Various factors can impact an indvidual's ability to do a given task. The particular combination that triggers sensory overload can differ depending on a variety of factors, such as time of day, season, tiredness, hunger, stress, anxiety, transitions or something unexpected happening. Simple reasonable adjustments can have a significant impact on capacity, ability, and enjoyment of required tasks.





What if someone had...
...taken a movement break?
...had a chewy or crunchy snack?
...was allowed adjusted uniform for comfort?
...could wear ear defenders or ear plugs?
...opened a window to diffuse smell and cool the room?

No longer impacts:

- *Being still too long*
- *Noisy classroom*
- *Room is hot and stuffy*
- *Tired*
- Hunger
- Uniform is itchy and uncomfortable
- Smells of lunch.

These are the differences simple reasonable adjustments can make.

8

wwww.senseandconnect.co.uk

(c) Sense and Connect 2025

Mentimeter

Self-Regulation: Great in theory, rare in adulthood.

Adult to Upset kids: “You need to self regulate, take some deep breaths”

Meanwhile Upset Adult: Seeks support from their co-regulators by texting or calling friends, cuddles, chats or offloads with partner or bestie.

4

(c) Sense and Connect 2025

Mentimeter

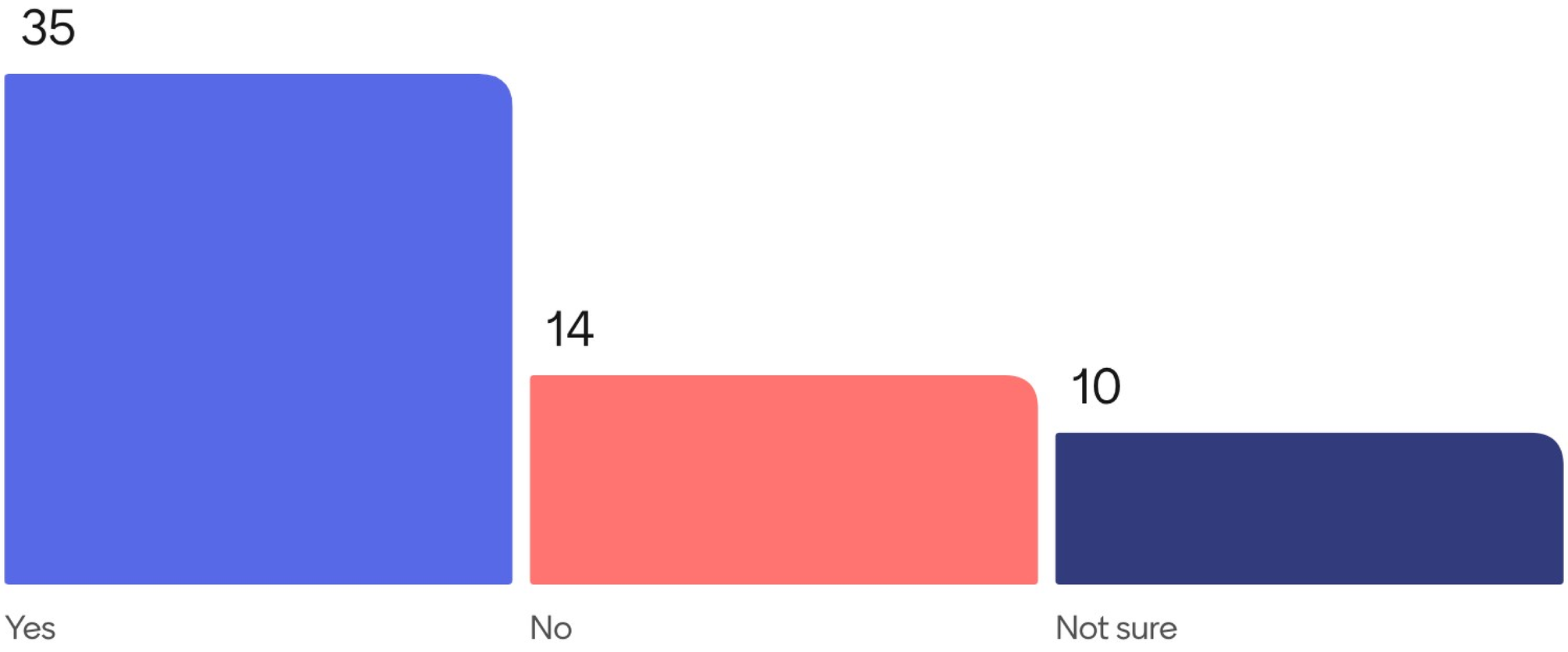
Idea: Lanyards for co-regulation

2

(c) Sense and Connect 2025

Mentimeter

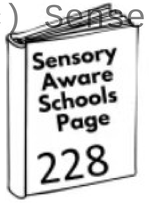
Do you use sensory circuits in your setting?



8

59

(c) Sense and Connect 2025



Sensory Circuits

Sensory circuits are a structured sequence of physical activities designed to help children regulate, improve focus and behaviour, and prepare for learning.

These circuits typically involve three stages:

1. Alerting activities – Actions like jumping or spinning that wake up the body and increase the heart rate.

2. Organising tasks – Activities that help the brain get organized and focused. For example, throwing balls into buckets, bean bags into hoops, Velcro catch and throw, anything that encourages climbing (on or under), and balancing.

3. Calming exercises – This section promotes relaxation and helps with self-regulation and control; the goal is to get the heart rate down. Techniques like deep pressure or stretching can help settle the nervous system.

Could be 15 minutes per day (e.g. 5 minutes per stage). Timings can be changed dependent on the energy levels of the children; so if children are hyperactive then shorten step 1 and 2 and spend longer on step 3; if children are deflated then do the opposite.

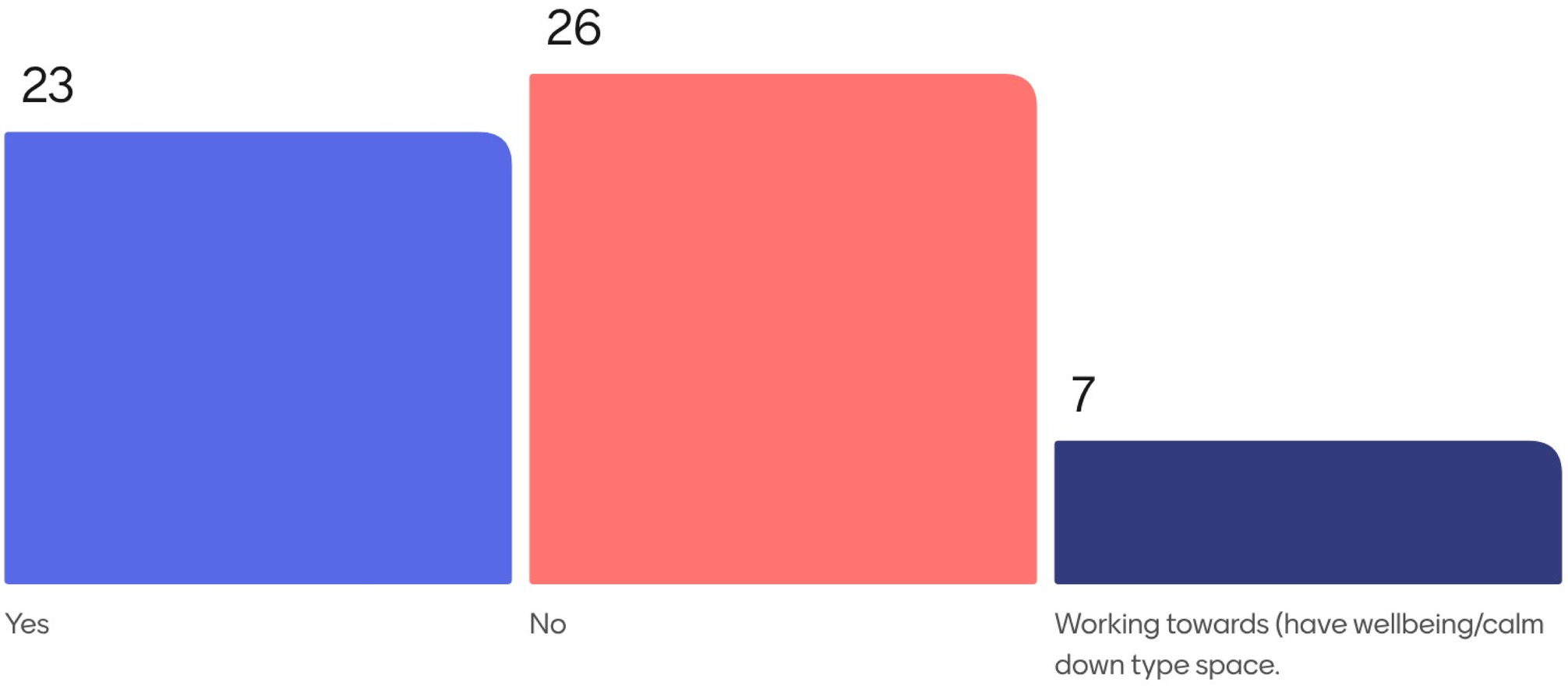
Caution: *please don't adopt universally or uncritically without considering needs of your cohort. For some students there maybe too many transitions and/or potential for overstimulation, some will need more tailored individual approaches. May need ongoing adjustments to activities rather than fixed series of activities in a corridor.*

3

(c) Sense and Connect 2025

Mentimeter

Do you have a 'sensory room' or space?



7

56

(c) Sense and Connect 2025

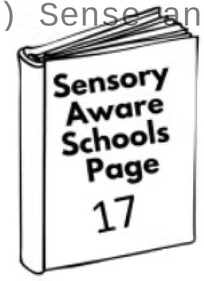
Mentimeter

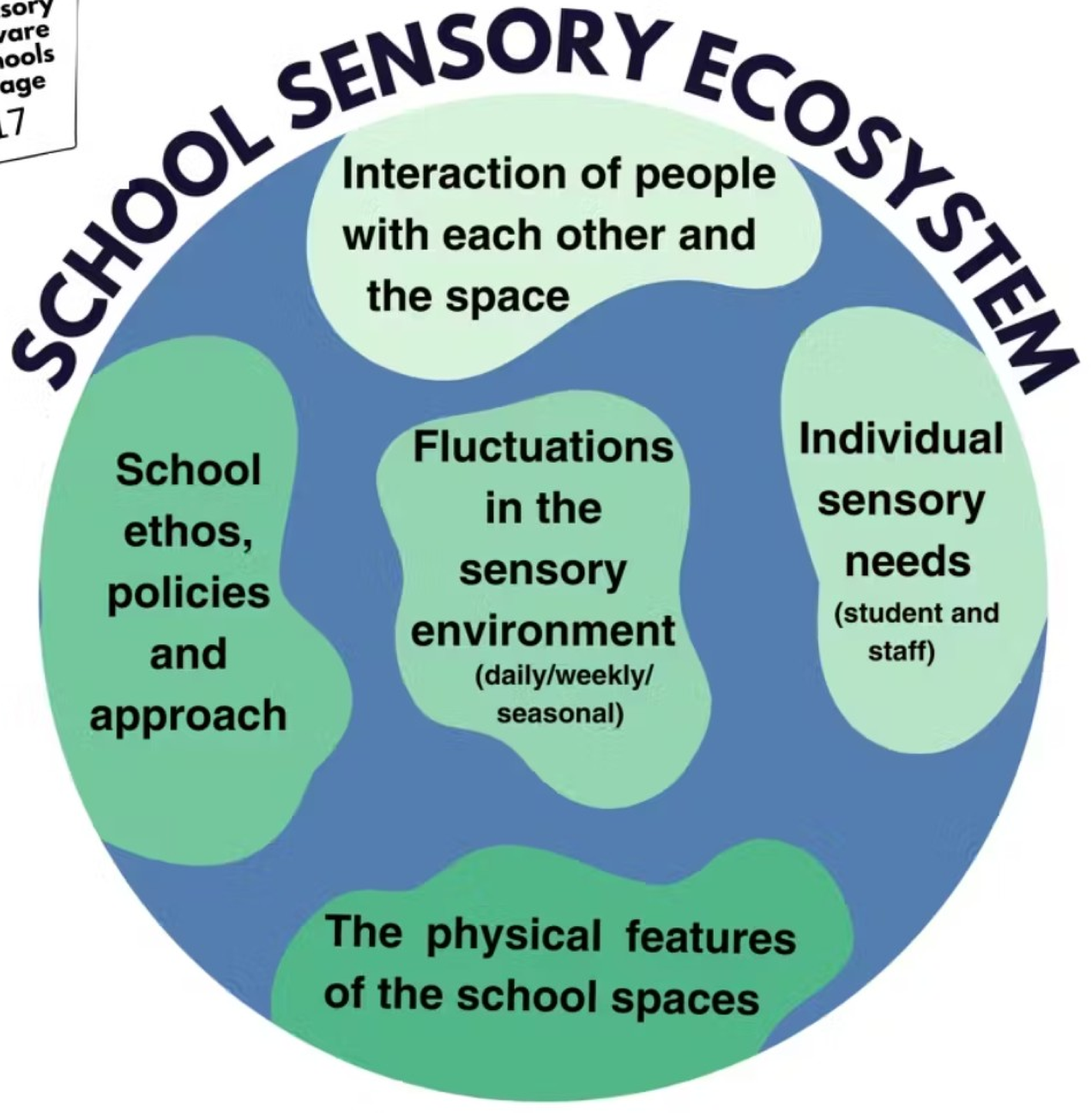
Reflection questions for a sensory room

If your school has a sensory room	If your school doesn't have a sensory room
• What's in it? • Who designed and developed it? • Which children was it developed for? • What are the rules about using the space? • Is its intended use clear? • If it is used as a 'time out' room, is it available when needed? • Is someone responsible for checking and maintaining equipment?	• If you don't have a sensory room, can you create one? • How will you design it? • What will you include? • Who will you work with to ensure it meets needs? • Is there potential for a bookable room and a room for ad hoc use?

2

(c) Sense and Connect 2025





Mentimeter

- What are the **sensory needs of the community** (auditory, visual, gustatory/olfactory, vestibular, proprioception, tactile, interoception)?
- What are **the physical features of the school space** that are beneficial or detrimental to sensory wellbeing?
  - Lighting
  - Visual ambience
  - Sound
  - Temperature
  - Smell and ventilation
- **How many people** are in each space and how do they move and engage with the space?
- **How does the space vary** in sensory input across the day/week/season?
- How does current school **ethos, policy and approach,** support (or challenge) sensory wellbeing?

2

(c) Sense and Connect 2025

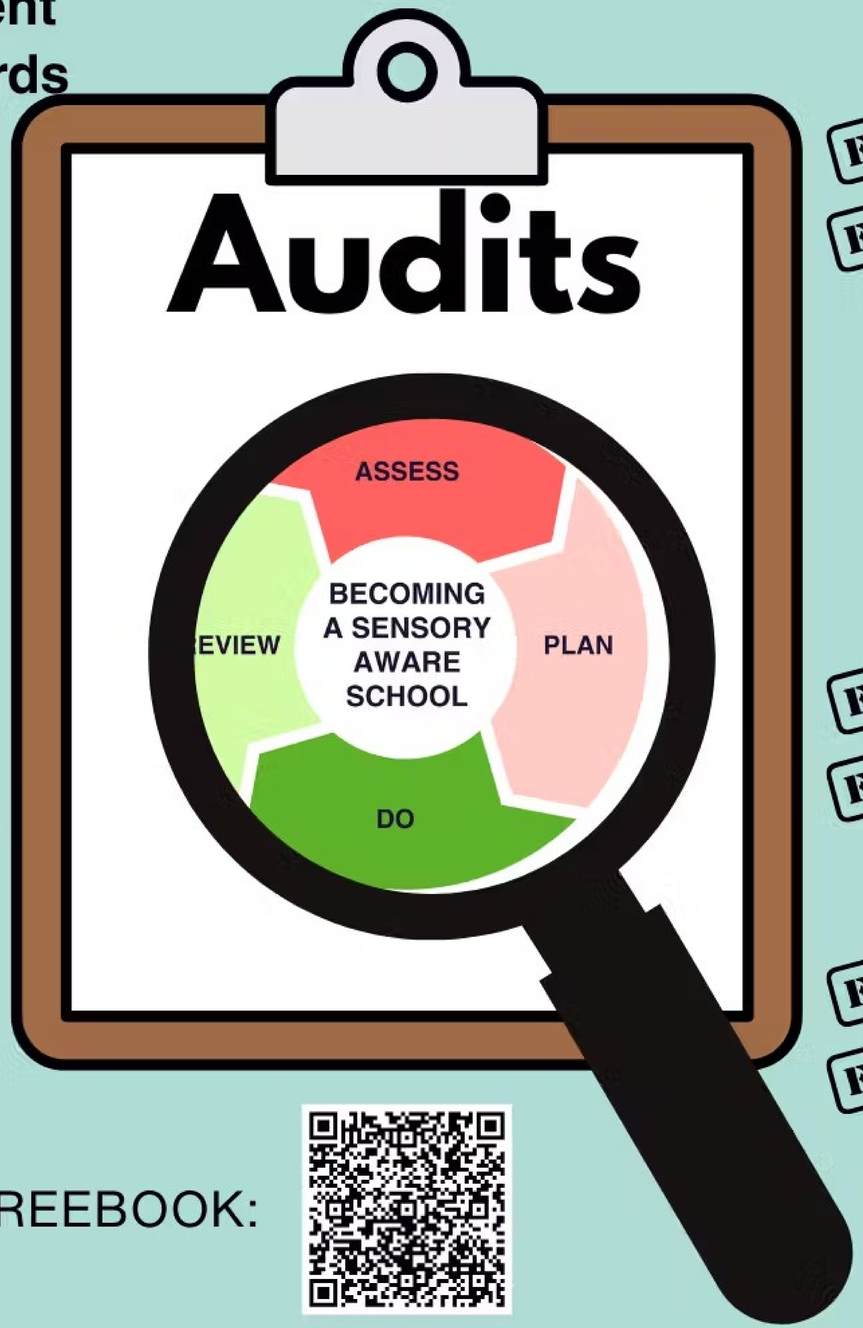
Mentimeter

FREE

Audit Tool: The Self Assessment Tool: Core and Quality Standards

Sets out core/quality standards under the following Areas of Focus:

1. *School Values and Ethos*
2. *Leadership and Management*
3. *Policy Development*
4. *Planning and Implementation*
5. *Budgeting and Resourcing*
6. *Sensory Audits of the Environment*
7. *A Sensory-friendly School Environment*
8. *Sensory Audits of Staff and Students*
9. *Curriculum and Learning Opportunities*
10. *School Day*
11. *Uniform*
12. *Staff Role and Responsibilities*
13. *Supporting Staff & Student Sensory Needs*
14. *Offering Reasonable Adjustments*
15. *Behavioural Approaches*
16. *Staff Training and Development*
17. *Supporting Staff Sensory Needs*
18. *Student Voice*
19. *Parents and Carers*
20. *Wider Partnerships*



FREEBOOK:

Further audits:

Environmental

FREE School Space Sensory Audit

FREE Classroom audit

- Bare minimum audit
- A student led sensory survey

Staff/ Student

- Page 72/73 for wider available checklists

FREE Sensory Me audit

FREE Sensory spider web

- My sensory, glimmers, triggers and strategies

FREE My Sensory Stars

FREE My Sensory Spiders

(c) Sense and Connect 2025

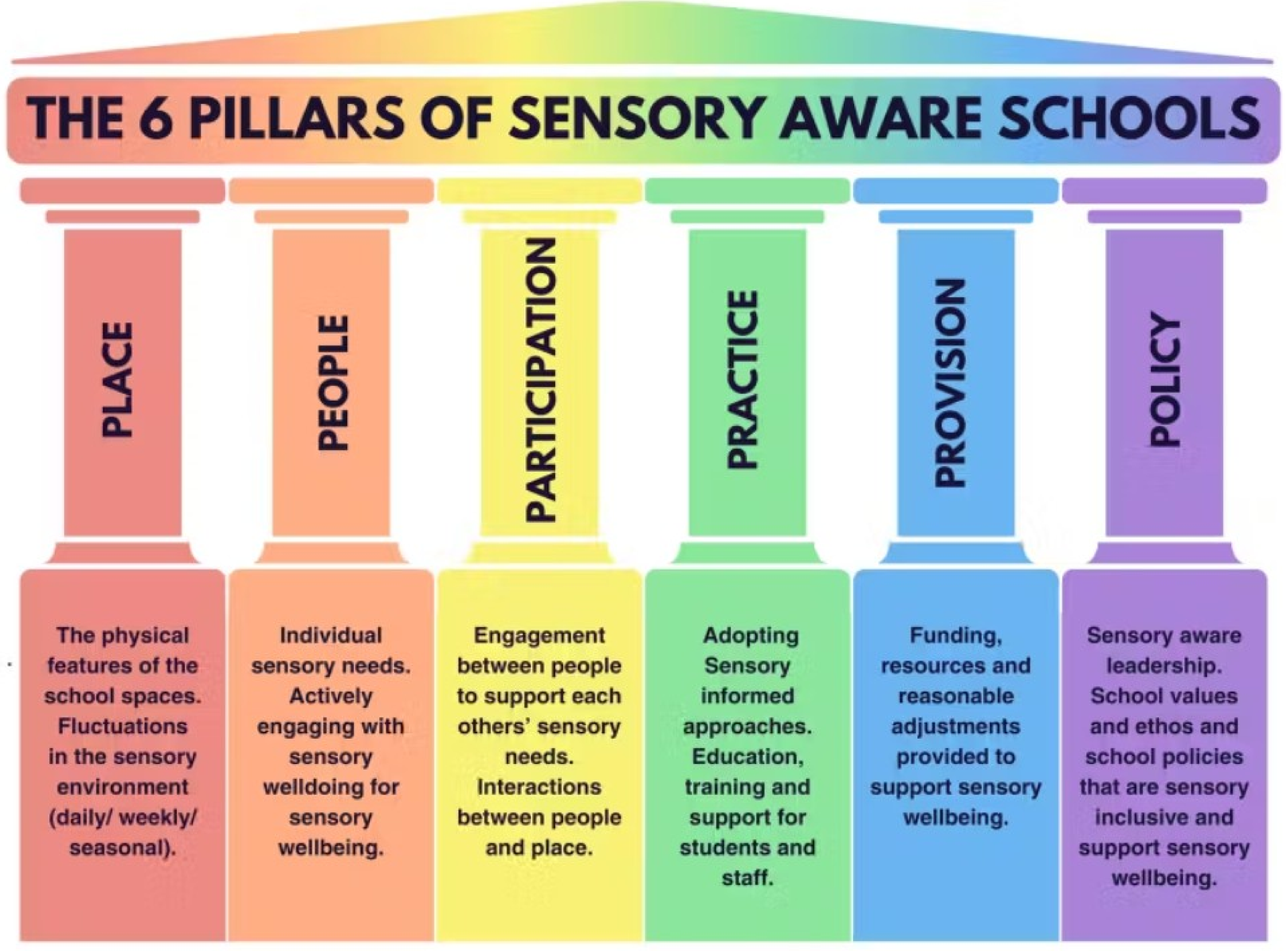
Mentimeter

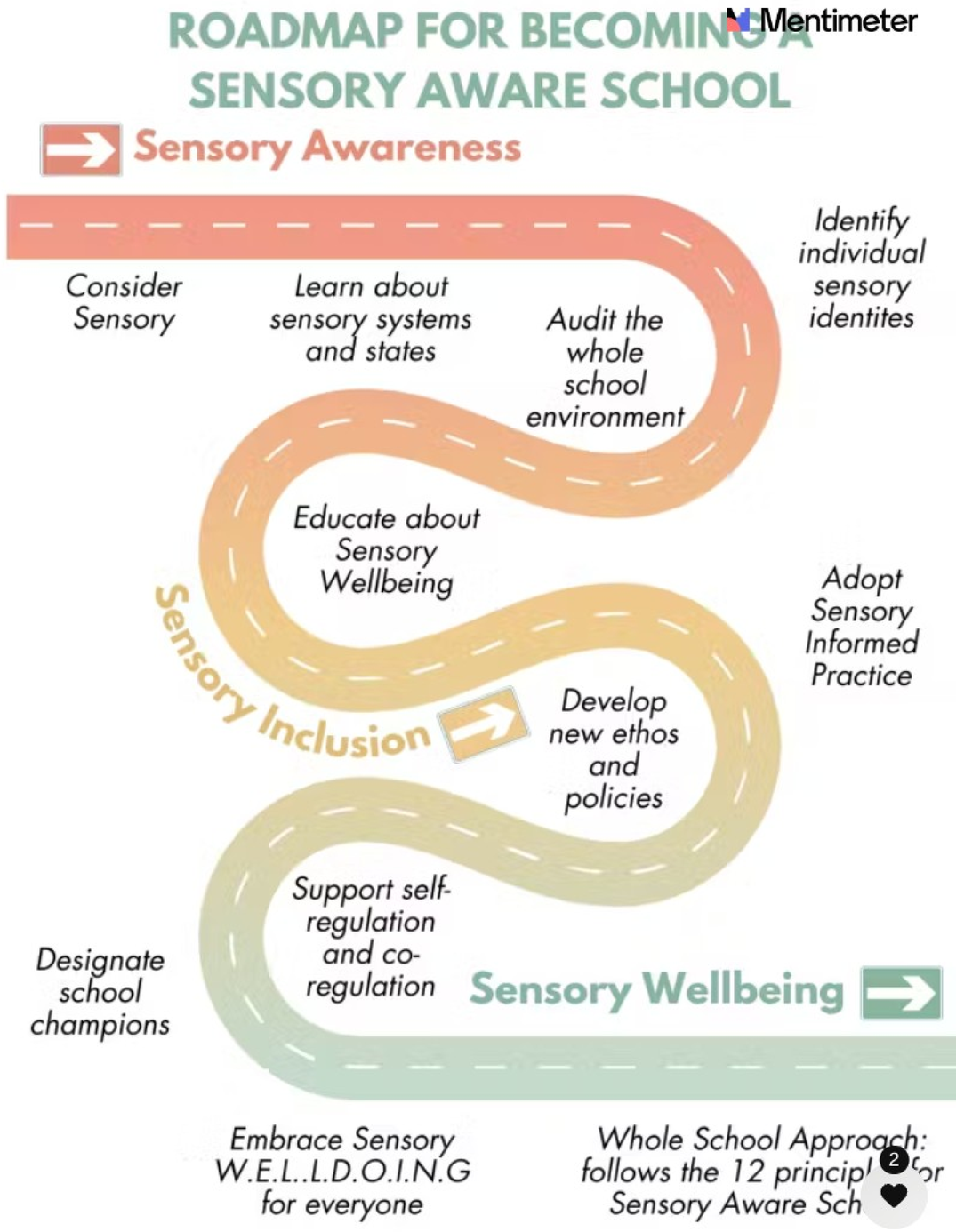
Audit locations

- Classrooms
- Corridors
- Toilets
- School hall
- School library
- Dining Hall
- Sports hall
- Sensory spaces
- Offices
- Staffrooms
- Outside space

2

(c) Sense and Connect 2025





(c) Sense and Connect 2025

Workshop Instructions (25 mins(ish) each)

Group 1 with Alice- A sensory audit of the room we are in plus exploring wider audit tools available.

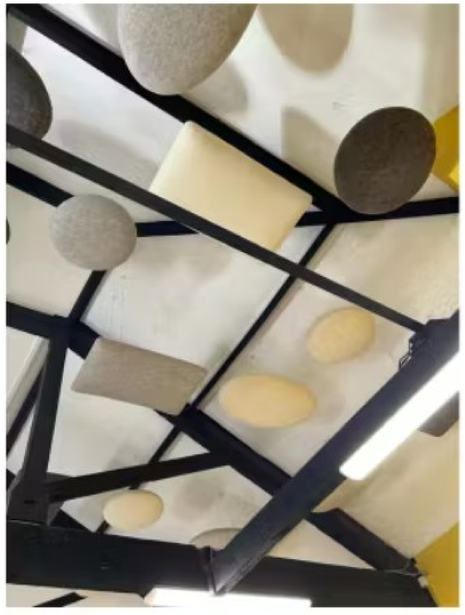
Group 2 with Tessa- Activities to further explore and understand sensory processing needs.

Then swap!

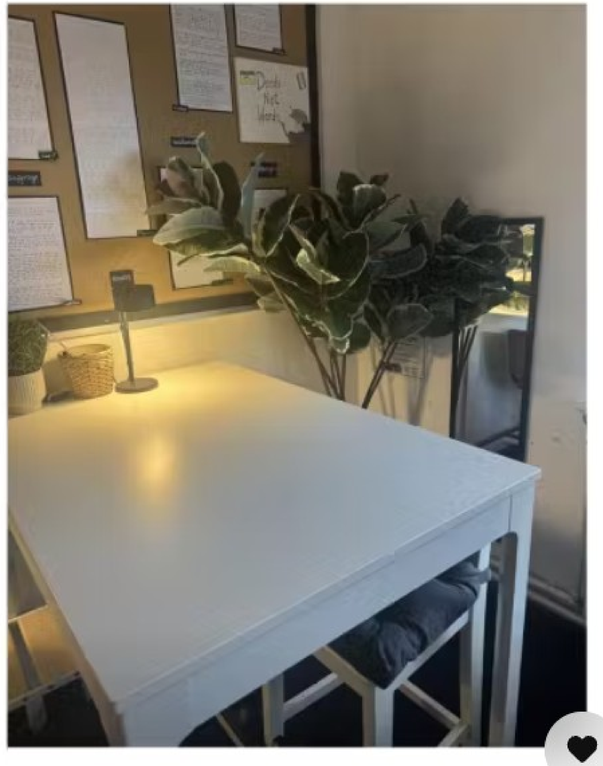
(c) Sense and Connect 2025

A sensory audit of the room you are in

- Look at page **210-212** and consider your answers to the questions (consider visual, proprioception, auditory, tactile and smell).



- What actions would you make to change this room for the better on a sensory level? (Imagine money no object! You can use the tables on page **229-231** for ideas)



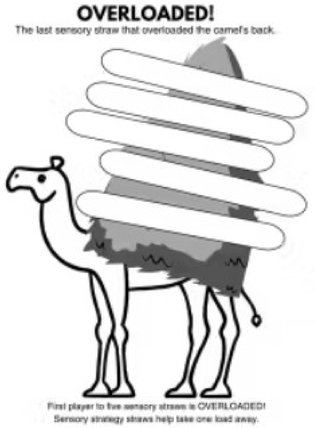
- Now look at the action feasibility assessment on page **232 and 233**. Work through some of your possible actions to come up with your list of “quick wins” for this room.

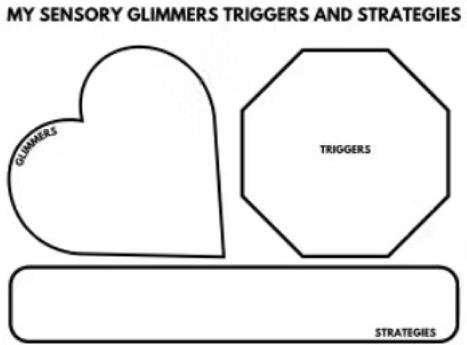
(c) Sense and Connect 2025

Sensory “Circuits”

Can you….? (do at least 4)

- Walk in a straight line with drunk goggles on (affecting your vestibular and proprioceptive abilities)
- Open a sweet with gloves on? (Your tactile sense is impaired)
- Roll a sensory dice and either state a glimmer or a trigger for that sense.
- Play a round of sensory Jenga- pull out a block and complete the sensory related sentence starter.
- Play a round of “Last Straw”. The sensory input ‘straws’ get put on the camel’s back but a sensory strategy means you can take a straw away. First one to 5 loses!
- Start to fill in at least one of the following A5 sheets:
    - Sensory Stars
    - Sensory Spiders
    - Sensory Glimmers, Triggers or Strategies.

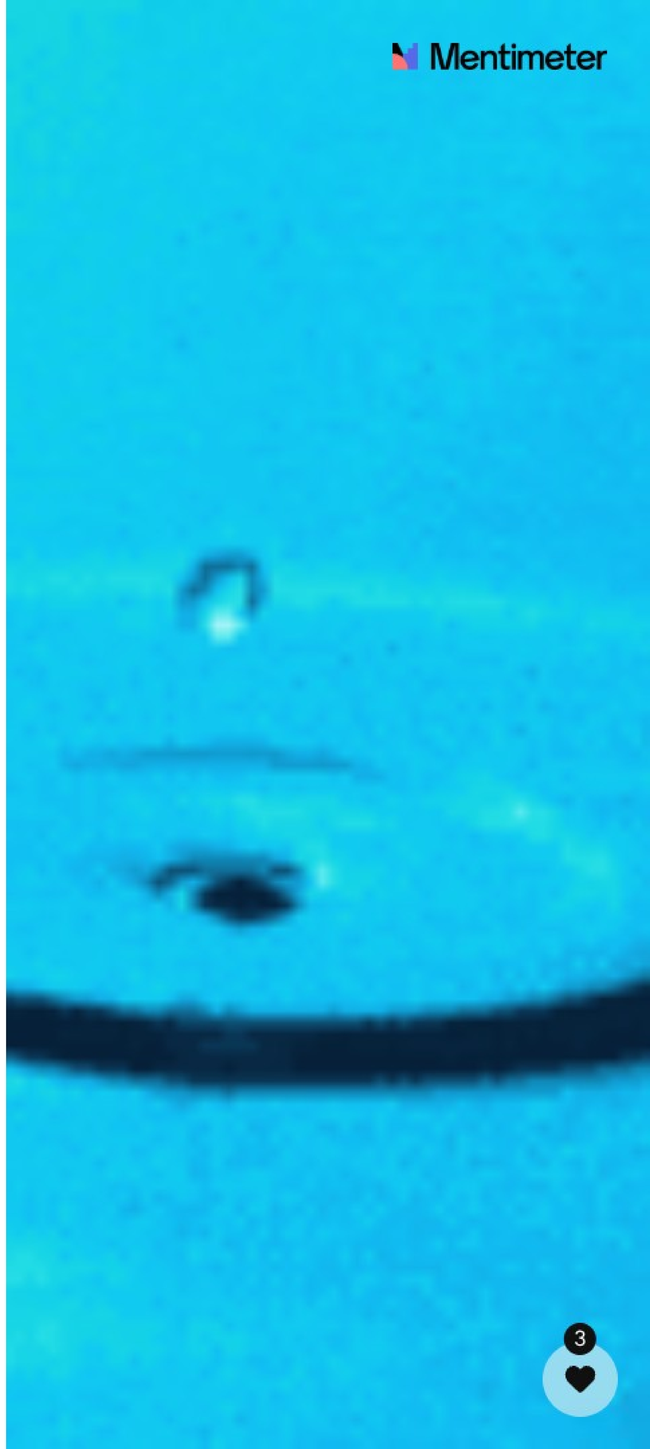




(c) Sense and Connect 2025

Reflection questions on sensory circus

- How was that?
- How did you feel during the sensory circus?
- Did you find yourself choosing the quieter calmer activities or the more active ones?
- Did anyone feel in overload because of all the activities and all the movement?
- Would you do any of these activities with your staff team to help them understand sensory needs?
- Would you do any of these activities with your students?



(c) Sense and Connect 2025

Mentimeter

Reflection questions on audit tools

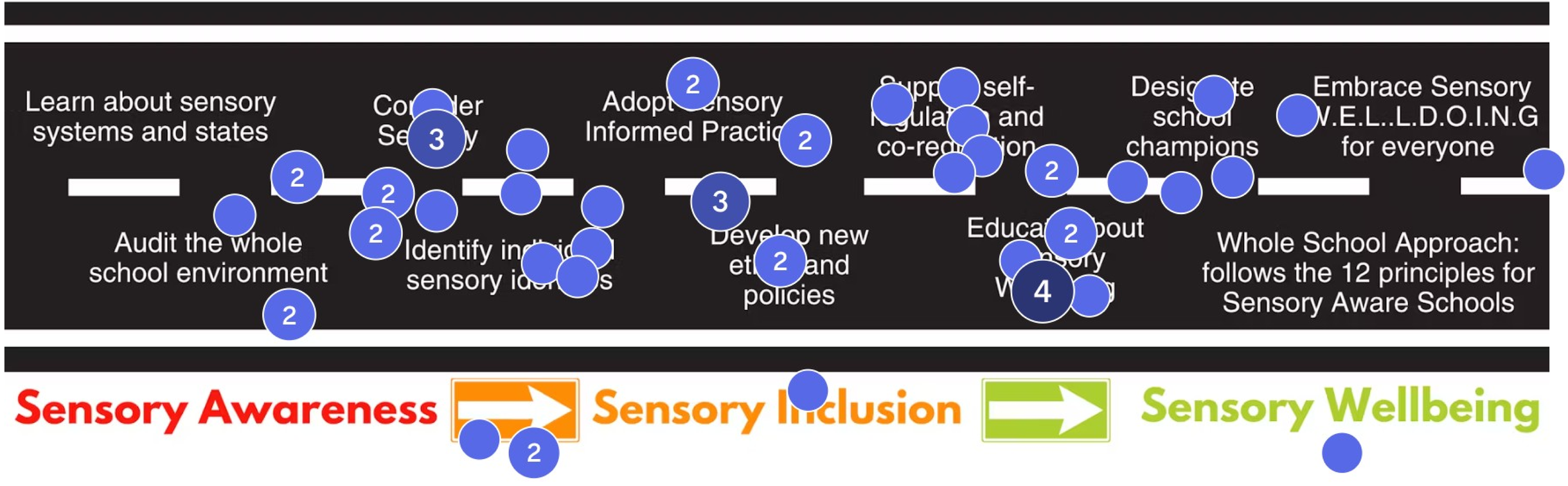
- How was that?
- Have you done audits already in your setting?
- If so did it lead to change?
- Would you do any of these audits with your students/wider staff team?
- What will you take to your setting from this session?

1

(c) Sense and Connect 2025

Mentimeter

Where are you on your sensory aware schools (or settings) journey?



10

55

(c) Sense and Connect 2025

Mentimeter

KEEP CALM

AND

ADOPT A ‘COMMON SENSORY APPROACH’.

KEEP CALM

AND

DON’T REINVENT THE WHEEL.

KEEP CALM

AND

STAY CURIOUS.

KEEP CALM

AS

THIS BOOK HAS EVERYTHING YOU NEED TO DO THIS WELL!

3

(c) Sense and Connect 2025

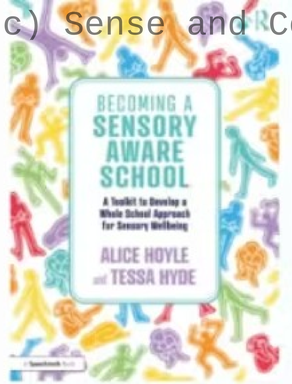
Mentimeter

Take home message: We are all different in how we process our senses. Some people can be more sensitive in certain senses than others and that's okay. It's important to meet our own sensory needs and support others to meet theirs.

Taking care of me, Taking care of you, Having an equal say, learning as we go.

3

(c) Sense and Connect 2025



Mentimeter

SENSORY WELLDOING

9 easy tips to bring sensory joy into your life.

W

Wake up
Think about your sensory morning routine.
What tweaks to optimise the start to your day?

E

Eat well
Experiment with sensory eating.
What tastes, textures, smells do you enjoy?

L

Leap
Play with body moves, bounce, dance, leap and play!
How do you like to move?

L

Look
Focus on improvements to your visual environment.
What do you want to see around you?

D

Daily Focus
Take 5 to focus on your sensory inputs and how you feel internally (interoception). Tune in & breathe deep.

O

Outfit
Organise your wardrobe based on sensory appeal.
Which clothes are most comfortable to you?

I

Indulge
Identify your sensory glimmers and treat yourself to the quick wins. What sensory joy can you build into your day?

N

Nature
Be in nature
How do you feel during and after?

G

Good Night
Develop a sensory bedtime routine.
What are your top tips for sleep?

www.alicehoyle.com

3

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

Share book and resources

The fact that we have more than 5 senses.

Complete audit on the setting

Full audit and publicise what we do well as a whole school

Reading the book!

Checking in on awareness and how to make adjustments

Glimmers not just triggers

Look for the book

13

48

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

The sensory profile webs

Understanding importance of sensory needs

Fun sensory jenga

To consider whole school sensory audit.

Using the audit to get a true picture of current practice (including pupil and parent voice).

Audits

Read the book

Look at whole school approach and use the book to support

13

48

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

Recognising personal sensory needs to manage them

Consider sensory needs

Sweets

Useful networking and resources

Creating a sensory circuit for when my son gets home after school and PURCHASE THE BOOK!

8 senses

8 senses-really interesting

Sensory needs need to be addressed before learning can take place

13

48

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

I have learned a lot especially a lot of sensory need we humans have

More awareness of different sensory needs

Step back and see how my grandson could benefit from us looking at his sensory needs when he comes to stay.

To find the book To look for glimmers everyday

Sensory needs are for both children and staff

Realised tools i can use at home for my chilfren as well as myself too

Sensory circuits

The different ranges of sensory needs and that there is not just 5. Doing sensory audit with students who are waiting for an assessment and then sharing with teachers

13

48

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

Audit/assess situations one step at a time

Thank you, taking information back to help with my parenting. As I have two children with Asd, adhd sensory processing and other needs plus I'm going through a diagnosis process currently -:well doing

Learning about sensory.

Share the book across school to ensure understanding and consistency from teachers and TA's

Recognising my own sensory needs, better awareness of and responding positively to

Importance of everybody's sensory needs including yourself and staff not just students

More thinking around what sensory needs are and how they vary amongst different people and personalities. I think most people have sensory needs & sensitivities.

Look at whole school approach

13

48

(c) Sense and Connect 2025

Mentimeter

What are your take aways from this session?

Book

Audits

I'm an ND parent of an ND kiddo. I'm challenged to audit myself & my spouse so we can learn more abt our own sensory needs.

Read the book

Staff sensory needs

Become more aware of sense

Its been insightful i looking forward to getting the book and reading it.

Very informative and keep good work spreading awareness as my son is adhd and asd and struggled for years as went to schools that did not deal with asd

13

48

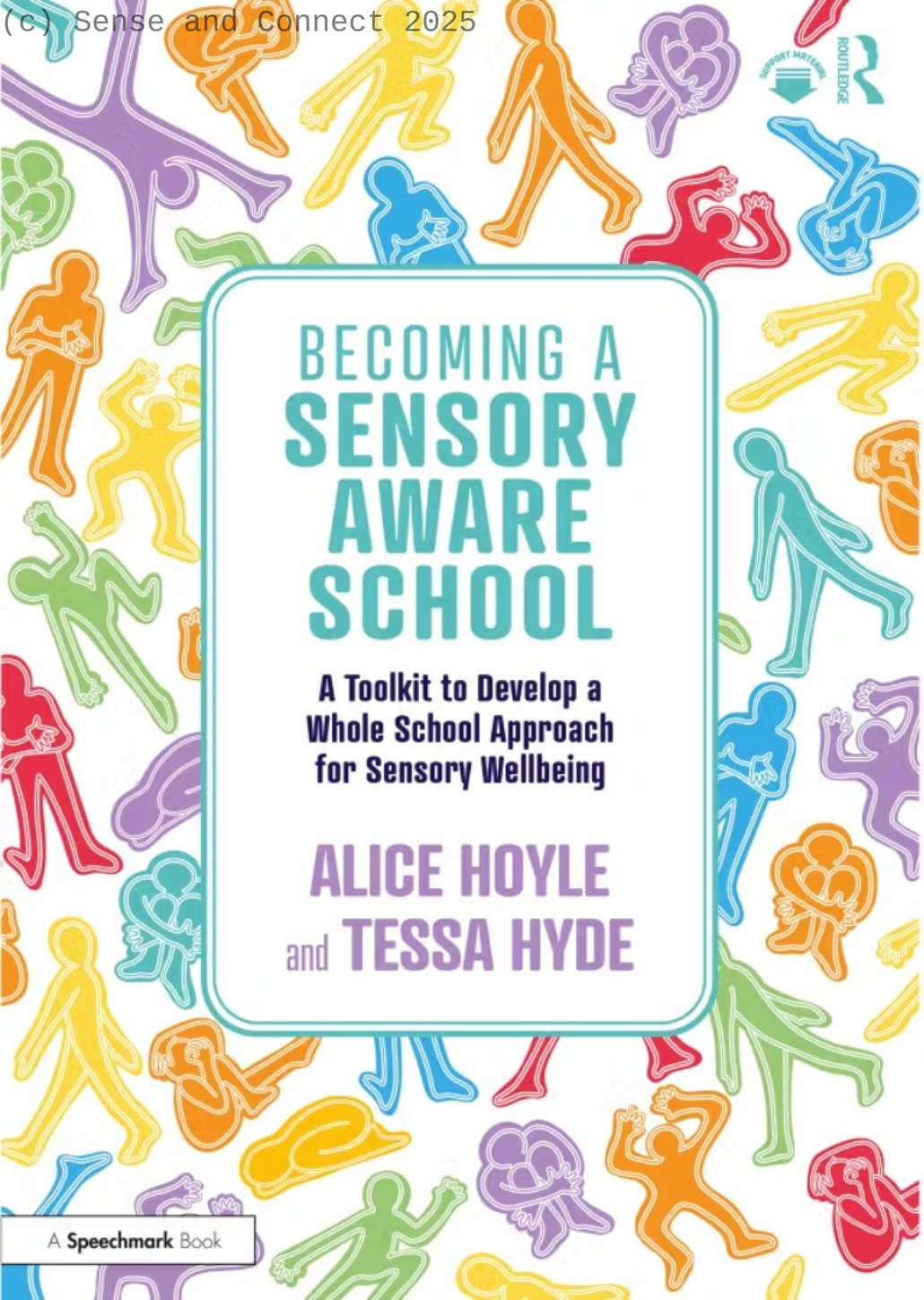
(c) Sense and Connect 2025

Mentimeter

How was that?

11 49

(c) Sense and Connect 2025



Mentimeter

Access to FREE RESOURCES and 20% Discount code for whole book:

Access to full set of online materials associated with the book. Input the word from relevant chapter to gain access:

Dates for your diary

Follow up drop-in online support sessions with Alice and Tessa on any aspect of embedding this work into your setting:

1 week today: 10th July 3.45-4.45pm

Early next term: 22nd Sept 3.45-4.45pm

Email: info@hounslowpcf.co.uk for further details.

(c) Sense and Connect 2025

Any questions?