



Sensory Profile and Plan for Supporting

**Autism and Social
Communication Team**

Sensory Checklist- adapted from Winnie Dunn, Short Sensory profile available from www.pearsonclinical.co.uk

Please refer to 'The Sensory Sensitive Classroom (available from the team) for a detailed description of sensory processing needs and more precise checklists should you require them. This checklist has been developed from a short questionnaire for children ages 3–14 years. Items on this questionnaire, which have been slightly adapted to fit a school setting are highly discriminating and provide quick information for screening.

Introduction

Children and young people on the autism spectrum often experience sensory processing issues that may present in a number of ways. The impact of these sensory sensitivities can be significant, and what can be perceived as inappropriate behaviour, may be a sensory response to an uncomfortable stimulus- 'see behaviour, think sensory'.

We have 7 different sensory systems and a child may experience processing difficulties in one or more systems:

Tactile (touch)

Gustatory (taste)

Olfactory (smell)

Visual (sight)

Auditory (hearing)

Proprioceptive (body awareness)

Vestibular (movement/balance)

The following checklist will give you an idea of where a child or young person might be experiencing a sensory sensitivity- it is not a diagnostic tool but provides a quick 'snapshot'. It may help to pinpoint any areas of need, to support staff to plan strategies for the child and young person.

Instructions: Please tick the box that best describes the frequency with which the child or young person does the following.

Please use the following key to mark your responses-

Always- when presented with the opportunity the child always responds in this way 100% of the time.

Frequently- 75%

Occasionally- 50%

Seldom- 25%

Never- 0%

Please score according to the following numbers:

1 = Always

2 = Frequently

3 = Occasionally

4 = Seldom

5 = Never

The lower a score in an area, the greater the likelihood the child may be experiencing a difficulty.

A Tactile sensitivity/defensiveness:

Child or young person may be uncomfortable with light touch and can become upset / aggressive or experience a meltdown if touched unexpectedly.

Item	Over (hyper) sensitive to touch	1	2	3	4	5
1	Experiences anxiety and meltdowns during grooming e.g. cutting finger nails and hair cuts.					
2	Wears inappropriate clothes for the weather e.g. long sleeves in hot weather					
3	Avoids going barefoot, especially in sand or grass.					
4	Reacts emotionally or aggressively to touch.					
5	Avoids unpredictable tactile experiences e.g. splashing water or messy activities.					
6	Has difficulty lining up for assembly and after playtimes etc. Dislikes being close to peers.					
7	Seems overly sensitive to touch-will complain they are hurt after the slightest knock.					

Any comments to add:

Score /35

B Gustatory and Olfactory sensitivity:

Child or young person may be avoidant of certain tastes and smells upset / aggressive or experience a meltdown if touched unexpectedly.

Item	Over (hyper) sensitive to Taste and Smell	1	2	3	4	5
8	Avoids certain tastes or food smells- will wretch and gag					
9	Will only eat certain food.					
10	Limited diet around certain texture and temperature.					
11	Picky eater.					

Any comments to add:

Score /20

Vestibular/Movement Sensitivity:

Child or young person may be overly cautious about movement and may avoid situations or become anxious e.g. during P.E.

Item	Vestibular Sensitivity	1	2	3	4	5
12	Becomes anxious when feet leave the ground.					
13	Fears falling or heights.					
14	Dislikes doing being upside down in play e.g. cartwheels or in gym.					

Any comments to add:

Score /15

Sensory Seeking

Child or young person seeks sensory input- frequently 'on the go', active and excitable.

Item	Sensation Seeking	1	2	3	4	5
15	Noisy- likes making noise and seeks out noise.					
16	Seeks out movement- constantly moving.					
17	Easily excitable when doing an active/movement task.					
18	Constantly touching people and objects in their environment.					
19	Doesn't notice when their face or hands are messy.					
20	Constantly on the go- moving from activity to activity.					
21	Clothing often inappropriately worn and twisted.					
Any comments to add:		Score /35				

Auditory Filtering

The child is easily distracted by loud or extraneous noise.

Item	Auditory Filtering	1	2	3	4	5
22	Finds it hard to focus or appears anxious when it is noisy- dislikes the hall, corridors etc.					
23	Appears to not hear what is said.					
24	Finds it hard to focus with background noise e.g. noise of interactive whiteboard projector.					
25	Dislikes noisy tasks.					
26	Doesn't respond to their name (hearing has been checked)					
27	Has difficulty paying attention.					

Any comments to add:

Score /30

Proprioception - body awareness

The child appears slouched or lethargic.

Item	Low energy	1	2	3	4	5
28	Seems to have weak muscles.					
29	Tires easily especially when standing.					
30	Has a weak grasp.					
31	Can't lift heavy objects in comparison to peers.					
32	Needs to lean and prop to support self e.g. during carpet time.					
33	Poor endurance/tires easily.					

Any comments to add:

Score /30

Visual/ Auditory Sensitivity

The child or young person may find bright lights uncomfortable. They may use vision as a stimulus. The child or young person may hum constantly (either to block out extraneous noise or because he is seeking auditory input).

Item	Visual/ Auditory Sensitivity	1	2	3	4	5
34	Responds negatively to unexpected loud noises such as hand dryers					
35	Holds hands over ears to protect from sound.					
36	Is bothered by bright lights.					
37	Watches everyone when they move around the room.					
38	Covers eyes or squints to protect eyes from light.					
Any comments to add:		Score /25				

Total Score /190

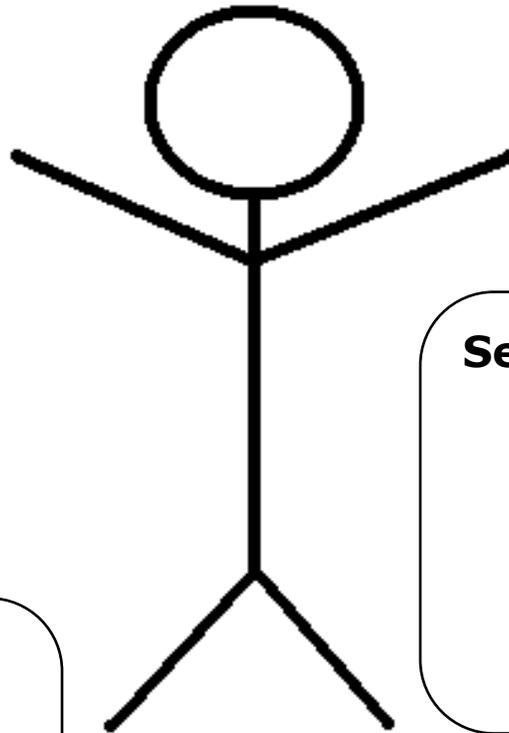
*A total score of 154 and below indicates an overall difference in sensory processing- for more detail regarding the scoring in each subsection please refer to the Short Sensory Profile (Winnie Dunn) available to purchase from www.pearsonclinical.co.uk

Sensory Profile

Auditory Filtering and Sensitivity

Tactile Sensitivity

Taste/Smell



Sensory Seeking

Visual Sensitivity

Low energy/ poor proprioception

Other sensory needs:

General Strategies for Supporting Children/young people with Sensory Needs in the Classroom.

The suggested strategies will not apply to all children or young people and should not be viewed as a blanket approach. Before implementing it is advisable to at least discuss potential strategies with an Occupational Therapist to ensure appropriateness.

*Please highlight as appropriate.

Tactile Sensitivity

Consider the following:

- Ensure the child or young person is seated near the back and side of the class, so he can see others moving towards him.
- Delineate the area the child is to sit on during 'Circle Time' or floor work by using a carpet tile (even better give each child their own tile so as not to make the one child different). In secondary, give the young person their own space within the class.
- Ensure others are not sitting too close.
- Ensure the child is either at the front or the back of the line for coming in/out class.
- Allow the child to be door monitor, so they can hold the door open and all others can pass through ahead of them.
- Arrange for the child or young person to be allowed into the dinner hall ahead of their peers so that they can get sorted and seated before the rush starts.
- Forewarn the child before you touch him, by saying his name first and moving through his visual field to reach him.
- Do not force the child to participate in messy play e.g. finger painting etc. but allow him alternatives such as using a paintbrush.
- Allow the pupil to wear gloves so their skin does not have direct contact with the aversive texture.
- Recognise they may need a towel on chair/carpet because the texture of the chair/carpet is too distracting.
- Increase tolerance to textures by small, frequent exposures e.g. glue, finger paints, shaving cream etc. initially using a plastic glove finger or plastic wallet. If the pupil refuses to touch, then use a spoon, straw or cover one finger with a plastic glove.
- Arrange classroom to minimise accidental jostling and bumping by classmates.
- Always approach from the front.
- Remember a hug may be painful rather than comforting.
- Gradually introduce different textures- have a box of materials available.
- Allow pupils to complete activities such as hair brushing themselves, enabling them to regulate their sensitivity.
- Play with shaving cream (unscented), hand lotion or damp sand in trays.
- Use cooked spaghetti to make shapes.

- Make lazy 8s (Brain Gym) in the sand, play with toy cars, small world figures etc.
- Play dough
- 'Theraputty'- hide toys inside it, squeeze and manipulate.
- Make hand and footprints in cornflour sprinkled over a dark mat.
- Cutting and sticking activities- collage etc.
- Create an obstacle course of different textures e.g. a towel, carpet square, bubble wrap and allow the pupil to walk across them.
- Therabands — use to pull and stretch.

Taste/Smell Sensitivity

- Do not remove preferred foods- hunger will not be a driving factor for change
- It is important to avoid programmes of force feeding or starvation to encourage a more varied diet. The child has an increased sensitivity to certain food. It is not a simple behaviour problem where the child is being deliberately defiant (Attwood 1998)
- Traditional weaning- you don't have to work through the stages. Mixed textures are often challenging for children with ASC.
- Do not hide food or adapt preferred foods- likely these will then be rejected. However, if the child is nutritionally at risk this could be considered with very careful planning
- Children on self-restricted diets are likely to be nutritionally compromised
- 'Good enough diets'- relieve pressure of 5 a day
- There are no good or bad foods.
- Seek advice from a dietician re. supplements etc.
- Expectations- try not to let children escape challenging situations. Be persistent- even if a food is rejected several times, keep trying.
- Rewards- rewards should be rewarding! There needs to be a strong enough motivator
- Timers e.g. Countdown app
- Distractions- it's okay for them to watch the TV/iPad whilst eating
- Toys at the table are okay- this can help them to eat more- strict boundaries can be unhelpful
- Visual timetables- help them to feel prepared for meals in advance.
<http://www.visualaidsforlearning.com/free-sequences/110-meal-time.html>
- Continued exposure- engage in food related activities on a regular basis- play specialists could offer programmes- separate from meal times
- Desensitisation- small steps
- Break down the introduction of foods into manageable steps it can reassure the child and make them feel in control e.g.
- Place a new item of food on the table
- The place a small piece on your child's plate
- Try to get them to touch it
- Try to get them to hold it to their mouth

- Try to get them to lick the new food
 - See if they can put the food into their mouth but not swallow
 - Then ask them to swallow
 - Food charts- this week I will try..., exploring new food chart.
 - List of good and bad foods and let the child to pick one from each list
 - Food books- pictures of foods that the child likes and dislikes- food they like at the front- as the child tries new foods the don't like pictures move to the front
 - Use special interests
 - Encourage child to handle and prepare food
 - Motor development
 - Modeling- may try a new food for a favourite teacher or at school
 - The chair- move n sit cushions.
 - Plate and cutlery
 - Reduce background noise e.g. washing machine. Conversely, distraction may work- play favourite music- pressure of eating is removed
 - Games
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- Be aware that your perfume or aftershave might elicit an adverse reaction in a child with olfactory sensitivity.
 - Avoid the use of air fresheners etc. in the classroom.
 - Be aware of the strong smells of some cleaning products.
 - Provide opportunities to taste experience other foods/flavours and textures perhaps starting with a sniff, then a lick and then a bite.
 - Ensure good communication with lunchtime supervisors so they develop awareness of any sensitivities.
 - Use social stories where cravings are inappropriate e.g. eating play dough.
 - Attempt to have adults not use perfumes or after shave in school.
 - Try to use unscented materials e.g. glue.
 - If there is a strong smell wafting through school attempt to close classroom door, position pupil near open window, use a small fan near the pupil, use a smell the pupil likes to mask the smell e.g. lavender oil.
 - Use strong smelling products as rewards and to distract from possibly inappropriate strong smelling stimuli e.g. faeces
 - Fill cans/containers with various different smelling items e.g. basil, chocolate, coffee, garlic, lemon, mint, onion, pencil shavings, rubber, vinegar, almond essence, cinnamon, lavender, pine needles, soap, vanilla extract etc. and see if the pupil wants to sniff them. Play a guessing game and other variations on a theme!

Low energy/ Poor Proprioception/ Vestibular sensitivity

Alerting Sensory Activity Ideas

It is essential that regulating activities are integrated into the school day at regular intervals. These are not rewards and should be regular according to need.

For children who need more sensory stimulation to 'wake up' their system use more active proprioceptive activity ideas.

- Movement (vestibular sensation) can help to raise a child's level of arousal or alertness. Make sure that the child is in control and as active as possible,

Activities could include:

Jumping/ working against gravity.

Crunchy strong tasting foods.

Climbing running

Movement breaks, message to office, moving furniture, setting up the lunch hall, PE.

Vestibular Sensitivity

- Bear in mind the vestibular sense is one of our most primal and powerful senses so one we must address with the highest caution!
- Most vestibular input is during the start/stop phase of the movement.
- Fast start/stops are alerting.
- Slow rocking is soothing and calming.
- Offer 'Jump Ahead' in school.
- Provide regular opportunities for movement before work e.g. 'Brain Gym®'.
- Practise crossing the mid line etc.
- Allow the pupil to hand out books and do jobs, so he is able to walk around the room.
- Regularly make use of gym equipment in hall to provide opportunities for improving muscle strength and endurance through swinging, rope-climbing, pushing, pulling.
- Break down activities into small steps, use visual cues such as finish lines and prompts
- Rhythmic and musical games.
- Balancing activities- walking along benches etc.
- Working in pairs with another pupil working on 'rowing' (sitting opposite, legs in a 'V' touching feet with partner, holding hands, gently 'row' forward and back), wheel barrows etc.
- Yoga Bugs (see website) or other yoga for children.

Sensory Seeking

It is essential that regulating activities are integrated into the school day at regular intervals. These are not rewards and should be regular according to need.

- Have plenty movement breaks throughout the day.
- Allow the child to play with a fidget toy whilst working and listening. Small keyrings or pencil toppers can be a discreet way of providing a 'fidget opportunity'.
- Provide the child with a 'Movin'sit' cushion or allow them to sit on a therapy ball during periods when intense concentration is required.

Proprioception is achieved from active use of the muscles e.g. pulling, pushing, and carrying. It is also obtained from active movement (that is propelled by child) e.g. running, climbing, jumping. Try to incorporate proprioceptive activities regularly during the school day e.g. before a table top or sedentary activity:

- Table/ Wall pushes (these are good to do within class)
- Hanging from a pull up bar
- Carrying a box or bag (heavy) of toys or work for next activity
- Moving/Chair, rearranging furniture.
- Sitting on an air cushion e.g. Movin'Sit Cushion or therapy ball.
- Pushing/pulling boxes with heavier items in (you could make box into a 'car' or ship with rope to pull along)
- Riding vehicles e.g. tricycles, bicycles & scooters
- Jumping on trampette (could have in corner of classroom or soft area). trampolines
- Sitting bouncing on therapy ball with feet flat on the floor and/or support from adults at hips
- Using a space hopper
- Using playground equipment such as swings and climbing frames
- Swimming.
- Gardening.
- For older children gym work, rock climbing, martial arts, boxing.
- Tug of war (can be done in sitting or high kneeling)
- Use non-slip mat to prevent pupil falling out of their chair so easily ('Disc o Sit' or 'Movin' Sit' cushions – available from OT medical suppliers e.g. www.norlite.co.uk) by increasing postural control by increasing sensory feedback in sitting.
- Use non-slip mats to hold pieces of paper or worksheets in place.
- Provide opportunities for movement e.g. Brain Gym.
- Use chubby pencils/pencil grips for pupils with difficulties holding pencil.
- Allow pupil an object to fiddle with e.g. tangle, stress ball.
- T stools/ physio (swiss/gym) balls.
- Allow the pupil to wear weighted vests/ lap buddy.

- Have opportunities for 'heavy' work activities- carrying things etc. Have tables and chairs at a height suitable for the pupil so feet touch the floor and the table height allows the child's elbows to rest comfortably.
- Consider using a bungee cord or Thera-Band wrapped around chair legs to provide sensory input to assist child in remaining seated for longer.
- Position furniture around the edge of the room to make navigation easier (where possible).
- Put coloured tape on the floor to indicate boundaries.
- Use arms length rule to help with personal body space/ 'hoop space'.
- Threading activities such as lace boards and cotton reels to develop fine motor skills.
- Use a crash pad in the school hall to jump on and roll around on.
- Use a 'swiss'/ gym ball to allow the pupil to gain feedback from leaning on it.
- Work with 'therabands' or bicycle inner tubes e.g. stretching, pulling.
- For younger pupils- 'Bottle Babies' (pg 94 Kranowitz 2003). Fill large plastic bottles with liquid e.g. water and food colouring, mineral oil, sparkles and sequins, buttons, shells, pebbles and give opportunities for movement.
- Tug O War type activities and games.
- Parachute games with whole class.
- Making and flying kites.
- Making bread.
- Threading beads etc.
- Pushing boxes filled with heavy items.
- 'Holding up the Wall!' (Pg 122 Kranowitz 2003). A diversion/ distraction activity when a pupil is experiencing 'sensory meltdown' – say to the pupil 'lets hold up the wall!' and press hands against the wall with all her strength for about 15 seconds then press other body parts e.g. head and back, hips and shoulders, buttocks, feet (while lying on the floor). This gives deep joint pressure which is very calming, strengthens body awareness (different body parts touching the wall) and relieves tension.
- Other heavy work activities e.g. carrying, jobs around the class e.g. moving books in the book corner, putting chairs on tables at the end of the day etc.

Auditory Filtering and Auditory Sensitivity

- Shut doors or windows to reduce external noise.
- Pre-warn the child before any tests of the fire alarm system.
- Allow the child to use headphones whilst working.
- Ear plugs or defenders might help in situations such as assembly/dinner hall etc.
- During assembly ensure the child is seated at the end of a row, next to the teacher/adult if possible.
- Reduce the amount of electrical equipment used during times of concentration.
- The noise of a pencil on paper can be uncomfortable and the child may prefer to use a ballpoint pen.
- If the child needs to hum to concentrate, teach them to do so quietly. Position them in class where he is less distracting to others.
- Giving the child a vibrating toy to hold in this hand whilst working, or allowing him to sit on a vibrating cushion can reduce the degree of humming.

- Allow pupils to listen with headphones to music they enjoy.
- Allow pupils to cover their ears if necessary.
- Offer a less noisy alternative to work, if possible (either a less noisy spot in the same place e.g. a corner of the classroom/hall or sometimes a different place if available).
- Make allowances for difficult transition periods e.g. allow the child to move somewhere a few minutes earlier to avoid being in the middle of the din.
- Give the pupil the opportunity to hear instructions for a task again.
- Provide quiet 'chill out' spaces in class e.g. the book corner and 'zoned' playground.
- Use visual cues to indicate desired noise e.g. 'noise-o-meter' with traffic light colours.
- Carpeted classrooms minimise extraneous noises.
- Consider getting a 'white noise' machine, tabletop rocks-and-water fountain, or aquarium in class.
- Listening to various types of music, both recorded and live.
- White, pink and brown noise is available free from www.simplynoise.com and this can be helpful for children who struggle with loud noises.
- Get outside the classroom in nature and listen. Create a sound map- mark 'x' in the middle of the paper where you are and over the course of a minute try to 'map' different sounds.
- If you hear birds singing, try to identify what direction a given bird is calling from.
- Listen to natural sounds recordings such as a rainstorm, waves crashing against the beach, or birds in the forest. Sometimes natural sound recordings also feature light instrumentation with flutes, keyboards, etc.
- Play a listening game: sit very quietly and try to identify the sounds you hear (traffic, the hum of the refrigerator, a door shutting, etc.).
- For a pupil with auditory sensitivity, controlling the sounds they hear can be especially helpful. If your pupil is fearful of loud noises, let them control the volume on the stereo, exploring soft vs. loud music.

Low energy

- Get the whole class to do 'chair press-ups' prior to any writing activity.
- Use weighted 'wheatgerm bags' laid over the child's knees, shoulders or back of the neck to provide additional proprioceptive input during desk based tasks.
- Carry out action songs (e.g. 'Head, Shoulders, Knees and Toes' or 'Alive, Alert, Awake, Enthusiastic') as a class activity prior to periods of concentration.
- Precede any period of sitting with a burst of active movement e.g. star jumps, skipping etc.
- Consider implementing Jump Ahead

Visual Sensitivity

- Keep classroom environment as clutter-free as possible.
- If your preferred teaching style is to have busy walls then ensure the child has a screened off workstation with high sides, blank walls and a visual timetable only.
- Allow the child some small visual toys for their sensory box, that he may play with during timetabled 'sensory breaks'.
- Ensure that trays and workbooks are clearly labelled.
- For secondary school pupils ensure that workbooks, timetables, school plans and classroom doors are colour coded.
- Natural light is a better option than strip lighting, both from a visual and auditory perspective, so avoid artificial light sources if it is a bright day.
- Allow the child to wear a cap or sunglasses; if not allowed in class then at least allow him to use in the playground and for PE classes being held outside.
- Regularly assess the learning environment for placement and quantity of visual stimulus. Is it purposeful? Is it overly stimulating?
- Use visual cues to promote good behaviour.
- Use sign language/makaton to back up words.
- Use exaggerated facial expressions when necessary.
- Define the layout of the room by physical boundaries.
- Use real objects to define abstract ideas/ visual cues to indicate time left on task e.g. traffic lights.
- Use visual timetables/ personalised schedules appropriately with the pupils so they are meaningful and pupils refer to them regularly.
- Seat pupils sensitive to visual stimulus away from potential sources of distraction e.g. interactive whiteboard/ windows.
- Seat the pupils at the front of a classroom where there is less visual distraction. They may also need to sit away from the window to avoid the distraction of the outdoors.
- Keep in mind, however, that some children do best sitting in the back of the room so they can monitor what pupils are doing without constantly turning around.
- Consider coloured acetate strips for reading ('reading rulers'- available from Cross Bow)
- Use buff coloured paper for handouts. (It reduces the glare).
- Reduce fluorescent lighting by using deep coloured light bulbs instead.
- Consider introducing a 'work station' to reduce visual distractions.
- Sorting objects on the basis of colour/shape etc (with young children)
- Counting, estimating etc. buttons, beads, fruits etc.
- Throwing and catching activities.
- Fishing (paper clips on the end of paper fish- use a fishing rod with a magnet)
- Stacking boxes in order of size.
- Using guttering to make tracks for cars etc. Join the guttering, use buckets to catch the objects (put the guttering on an incline).
- Use bubbles — pupils to chase and 'pop' the bubbles.

Recommended Resources

Books:

- **Sensory Strategies: Practical ways to help children and young people with autism learn and achieve** by Corinna Laurie. Published by The National Autistic Society
- **Sensory Play (Play in the EYFS)** by Sue Gascoyne. Published by Practical Pre-School Books
- **Building Bridges through Sensory Integration** by Paula Aquilla, Shirley Sutton & Ellen Yack (Future horizons, ISBN: 978-1935567455).
- **The Out of Sync Child** by carol Stock Kranowitz (Perigree Books ISBN: 978-039953-165-1).
- **Sensational Kids;** Hope and help for children with sensory processing disorder (SPD) by Lucy Jane Miller (Perigree Books ISBN: 978-0399167829).
- **Too Loud, Too Bright, Too Fast, Too Tight:** What to do if you are sensory defensive in an overstimulating world by Sharon heller (harpercollins ISBN: 978-0-06-093292-3).

Websites:

- **Tools To Grow OT** www.toolstogrowot.com
- **Sensory Integration Network** www.sensoryintegration.org.uk
- The National Autistic Society – www.autism.org.uk/living-with-autism/understandingbehaviour/the-sensory-world-of-autism.aspx.
- The Out of Sync Child www.out-of-sync-child.com
- **CRAE at UCL** <http://crae.ioe.ac.uk/post/130547691038/sensory-sensitivities-in-autism-explained>
- Eating- Infant and Toddler Forum <https://www.infantandtoddlerforum.org/>
- Eating- National Steering Group for childhood feeding disorders (NSG) <http://www.nsg-cfd.com/>

Clips:

- **Sensory Overload-** <https://vimeo.com/52193530>
- **Reaching Families animation** <https://www.youtube.com/watch?v=hWP5YNXRCTY>

Activities in the area:

Sensory rooms – available for individual and group hire at: Activus Worthing: **01903 231117**); Bewbush children and family centre, Crawley: **01293 651760**; Boundstone children and family centre, Lancing **01903 276850**; Broadbridge Heath Leisure Centre: **01403 211311**; Broadfield children and family centre: **01293 651777**; Durrington children and family centre: **01903 276888**; Horsham children and family centre: **01403 224444**; Langley Green children and family centre: **01293 651747**; Phoenix Leisure Centre, Bognor: **01243 840075**; Springboard Project, Horsham: **01403 218888** and Crawley: **01293 531963**.

Sensory toys – sensory toys are available for loan through your local children and family centres.

Further information can be found on the West Sussex Local Offer:

<https://westsussex.localoffer.org>.

Sensory Bus- please email marcellayeates@westsussex.gov.uk (available in parts of rural West Sussex)

Other resources available from the team: (please right click on links to open)

Booklet for sensory activities- [SENSORY AAA\Sensory BookComplete.pdf](#)

Sensory Sensitive Classroom booklet-

https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_and_sen/support_teams_and_services/social_communication/fun_activities_for_sensory_int.aspx

Early Years sensory resource- [SENSORY AAA\Early Years.pdf](#)

Guidance from East Sussex- [SENSORY AAA\sensory-issues-in-autism.pdf](#)

NAS advice- [SENSORY AAA\NAS Sensory Strategies.pdf](#)



SOCIAL COMMUNICATION MONITORING AND SUPPORT RECORD

WHO eg. SENCO, LIAT	Area of Sensory Need i.e. Tactile Sensitivity	Strategy implemented:	Impact:
SENCO/ class teacher / LSA			