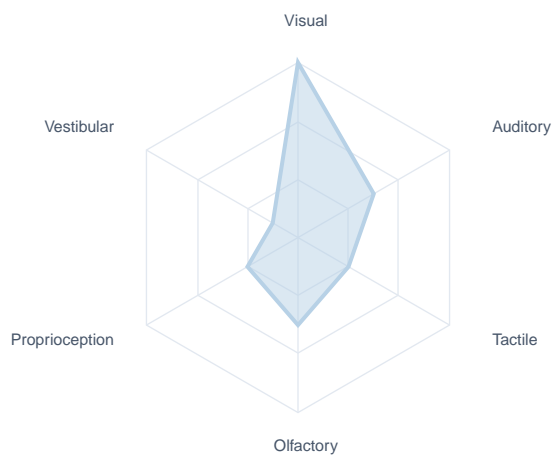




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## Sensory Profile



## Current Focus

- Visual

Gradually increase tolerance to well-lit environments through a controlled desensitisation program, with the individual remaining comfortable in moderately lit spaces
  - Visual

Learn to appropriately focus on tasks in environments with bright or shiny stimuli, reducing distraction to a manageable level
- |                              |   |  |
|------------------------------|---|--|
| <b>Last assessed</b>         | 14th May 2026                               | <span style="background-color: #4a7ebb; color: white; border-radius: 10px; padding: 2px 5px; font-weight: bold;">Visual</span> |
| <b>Next assessment due</b>   | Around 25 June 2026                         |  |
| <b>Adjustments completed</b> | <input checked="" type="checkbox"/> 7 of 67 |  |



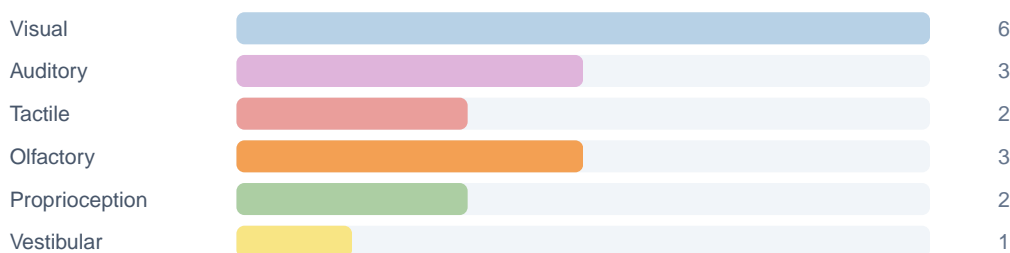
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## Latest Assessment

14th May 2026

Assessed by Sam Demo    Sensory Processing



## Responses

### Visual

- Prefers to be in the dark
- Is attracted to bright lights and shiny objects
- Becomes frustrated when trying to find objects in competing backgrounds eg, trying to find a toy in a toy box, or trying to find a particular sock in a drawer.
- Stares intensely at people and objects.
- Spins or flicks objects in front of eyes.
- Can be startled when being approached suddenly

### Auditory

- Seems disturbed or intensely interested in sounds not usually noticed by other people.
- Cannot concentrate, is easily distracted by background noises eg, TV, radio, fluorescent lights etc.
- Doesn't respond when name is called, but you know their hearing is ok.

### Tactile

- Is sensitive to certain fabrics, insists on wearing the same clothes.
- Touches people or objects to the point of irritating others.

### Olfactory

- Shows distress at smells that other people may not notice.
- Chews, licks non-food items.
- Likes to smell non-food items.



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### Proprioception

- Loves rough and tumble play.
- Trips/falls frequently.

### Vestibular

- Fails to put hands out to save self when falling.



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## Sensory Plans

12 Minute Plan

#	ACTIVITY	TYPE
1	<b>Deep Pressure Massage</b> <ul style="list-style-type: none"><li>• Start with deep pressure massage using a massage ball or roller.</li><li>• Apply firm pressure on arms, legs, back, and shoulders.</li><li>• Use long, slow strokes to provide calming tactile input.</li></ul>	Warm-Up
2	<b>Obstacle Course</b> <ul style="list-style-type: none"><li>• Set up an indoor or outdoor obstacle course with various stations that challenge proprioception, such as stepping over obstacles, crawling under obstacles, or balancing on narrow beams.</li><li>• Guide the individual through the obstacle course, encouraging them to navigate each station with control and coordination.</li></ul>	Proprioception
3	<b>Hidden Pictures and Find-the-Difference Game</b> <ul style="list-style-type: none"><li>• Materials: Puzzle books, printed images with hidden items or differences.</li><li>• Explanation: These activities develop visual attention, detail recognition, and observational skills as participants search for specific items or differences.</li></ul>	Visual
4	<b>Colour Wheel Exploration</b> <ul style="list-style-type: none"><li>• Introduce a colour wheel and discuss different colour combinations and meanings.</li><li>• Encourage the individual to explore the colour wheel and identify their favourite colour combinations.</li></ul>	Visual
5	<b>Creative Visualisation</b> <ul style="list-style-type: none"><li>• Lead a guided visualisation exercise, describing a peaceful and serene visual scene.</li><li>• Encourage the individual to imagine themselves in the described environment, engaging their visual imagination and promoting relaxation.</li></ul>	Visual
6	<b>Herb and Spice Exploration</b> <ul style="list-style-type: none"><li>• Materials: Fresh or dried herbs and spices, small bowls or containers.</li><li>• Explanation: Smelling and handling various herbs and spices enhances olfactory exploration and can be educational in learning about different flavors and their uses in cooking</li></ul>	Olfactory
7	<b>Cool Down and Reflection</b> <ul style="list-style-type: none"><li>• Conclude the session with a gentle cool-down, including deep breathing and stretching exercises.</li><li>• Encourage the individual to reflect on their experience and how their vestibular system feels after the activities.</li></ul>	Cool-Down



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## Sensory Plans

16 Minute Plan

#	ACTIVITY	TYPE
1	<b>Tactile Play with Play-Doh</b> <ul style="list-style-type: none"> <li>• Offer Play-Doh or modeling clay for tactile exploration.</li> <li>• Encourage squeezing, rolling, and shaping the dough to engage tactile senses.</li> <li>• Introduce different tools like cookie cutters or plastic utensils for added tactile input.</li> </ul>	Warm-Up
2	<b>Creative Visualisation</b> <ul style="list-style-type: none"> <li>• Lead a guided visualisation exercise, describing a peaceful and serene visual scene.</li> <li>• Encourage the individual to imagine themselves in the described environment, engaging their visual imagination and promoting relaxation.</li> </ul>	Visual
3	<b>Mindful Observation</b> Mindful Observation <ul style="list-style-type: none"> <li>• Guide the individual through a mindful observation exercise.</li> <li>• Encourage them to focus on an object or scene, noticing every detail without judgment, fostering present-moment awareness.</li> </ul>	Visual
4	<b>Nature Walk</b> <ul style="list-style-type: none"> <li>• Explanation: Take a slow walk in a natural setting, focusing on the sights, sounds, and smells of nature. The multisensory input from nature helps to promote calmness and relaxation</li> </ul>	Calming
5	<b>Tactile Sensory Nature Walk</b> <ul style="list-style-type: none"> <li>• Take a short walk outdoors or in a sensory garden.</li> <li>• Encourage the individual to touch and feel different natural textures such as tree bark, leaves, and grass.</li> </ul>	Tactile
6	<b>Resistance Training</b> <ul style="list-style-type: none"> <li>• Use resistance bands or handheld weights for resistance training exercises targeting major muscle groups.</li> <li>• Guide the individual through exercises like bicep curls, tricep extensions, or rows, emphasizing controlled movements and muscle engagement.</li> </ul>	Proprioception
7	<b>Visual Exploration</b> <ul style="list-style-type: none"> <li>• Provide a variety of visually stimulating objects or images for the individual to explore.</li> <li>• Encourage them to observe the details, colours, and shapes of each item, promoting visual awareness and attention.</li> </ul>	Visual
8	<b>Flavour Pairing</b> <p>Ensure all risk assessments for allergies and choking are completed before delivering</p> <ul style="list-style-type: none"> <li>• Pair complementary flavours together and have the individual taste them simultaneously to experience how different tastes interact.</li> </ul>	Olfactory
9	<b>Deep Pressure</b> <ul style="list-style-type: none"> <li>• Start with deep pressure massage using a massage ball or roller.</li> <li>• Apply firm pressure on arms, legs, back, and shoulders.</li> <li>• Use long, slow strokes to provide calming tactile input.</li> </ul>	Cool-Down



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### Sensory Plans

20 Minute Plan

#	ACTIVITY	TYPE
1	<b>Brushing Technique</b> <ul style="list-style-type: none"> <li>• Use a sensory brush or soft-bristled brush to perform the Wilbarger Deep Pressure and Proprioceptive Technique.</li> <li>• Apply firm, rhythmic brushing strokes to arms, legs, back, and hands.</li> <li>• Follow with joint compressions for additional tactile input.</li> </ul>	Warm-Up
2	<b>Visual Tracking Exercises</b> <ul style="list-style-type: none"> <li>• Materials: Moving objects like balls, pendulums, or tracking apps.</li> <li>• Explanation: Following moving objects with the eyes enhances visual tracking and coordination. It's essential for activities like reading and sports.</li> </ul>	Visual
3	<b>Follow the leader</b> <p>Take turns being the leader and mimicking each other's movements while making sounds with your body (e.g., clapping, snapping fingers)</p>	Auditory
4	<b>Mindful Observation</b> <p>Mindful Observation</p> <ul style="list-style-type: none"> <li>• Guide the individual through a mindful observation exercise.</li> <li>• Encourage them to focus on an object or scene, noticing every detail without judgment, fostering present-moment awareness.</li> </ul>	Visual
5	<b>Creative Visualisation</b> <ul style="list-style-type: none"> <li>• Lead a guided visualisation exercise, describing a peaceful and serene visual scene.</li> <li>• Encourage the individual to imagine themselves in the described environment, engaging their visual imagination and promoting relaxation.</li> </ul>	Visual
6	<b>Scooter Board Activities</b> <ul style="list-style-type: none"> <li>• Materials: Scooter board.</li> <li>• Explanation: Lying on a scooter board and propelling with arms or legs involves using body weight and resistance, stimulating the proprioceptive system and improving coordination and strength.</li> </ul>	Proprioception
7	<b>Bubble Wrap Popping</b> <ul style="list-style-type: none"> <li>• Materials: Bubble wrap.</li> <li>• Explanation: Popping bubble wrap offers a unique tactile and auditory experience. It can be a fun way to relieve stress and provide sensory input.</li> </ul>	Tactile
8	<b>Tumbling and Gymnastics</b> <ul style="list-style-type: none"> <li>• Materials: Gym mats, tumbling equipment.</li> <li>• Explanation: Tumbling activities, such as somersaults and cartwheels, involve rapid changes in head position, providing intense vestibular stimulation. These activities improve balance, coordination, and agility.</li> </ul>	Vestibular



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### 9 Visual Meditation

Visual

- Lead a brief visual meditation focusing on a calming image or scene.
- Encourage the individual to visualise the image in their mind's eye while breathing deeply, promoting relaxation and mental clarity.

### 10 I-Spy

Visual

- Materials: Lists of items to find, visually rich environments (indoors or outdoors).
- Explanation: I-Spy and scavenger hunts improve visual attention and scanning skills as participants search for specific items or details in their environment.

### 11 Deep Pressure Activities

Cool-Down

- Engage in activities that provide deep pressure input, such as bear hugs, firm squeezes, or using a weighted blanket.
- Encourage the individual to focus on the sensation of pressure on their muscles and joints.



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## Sensory Circuit

12 Minutes

Calming

After lunch calm

#	ACTIVITY	PHASE
1	<b>Star Jumps</b> <ul style="list-style-type: none"><li>Explanation: Also known as jumping jacks with an added leap, this activity involves explosive movements that enhance alertness and coordination.</li></ul>	Alerting
2	<b>Balloon Tapping</b> <ul style="list-style-type: none"><li>Explanation: Tap a balloon back and forth with a partner, trying to keep it in the air. This activity requires coordination and focus, helping to organise sensory input.</li></ul>	Organising
3	<b>Rowing in Pairs</b> <ul style="list-style-type: none"><li>Explanation: Sitting back-to-back with a partner and simulating rowing movements engages both participants in coordinated, rhythmic movements that provide organising proprioceptive input.</li></ul>	Organising
4	<b>Beanbag Toss</b> <ul style="list-style-type: none"><li>Explanation: Throwing and catching beanbags requires hand-eye coordination and provides proprioceptive input, helping to increase alertness and focus.</li></ul>	Organising
5	<b>Essential Oils or Calming Scents</b> <ul style="list-style-type: none"><li>Explanation: Use essential oils or calming scents like lavender or chamomile in a diffuser. Olfactory input from calming scents can help to promote relaxation</li></ul>	Calming
6	<b>Sand Drawing</b> <ul style="list-style-type: none"><li>Explanation: Draw in a tray of sand using fingers or a stick. The tactile input and the repetitive motion are calming and grounding</li></ul>	Calming



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## Sensory Circuit

20 Minutes

Alerting

Morning Wake Up!

#	ACTIVITY	PHASE
1	<b>High Knees Running</b> <ul style="list-style-type: none"> <li>Explanation: Run in place while lifting knees as high as possible. This activity increases heart rate and stimulates proprioceptive and vestibular systems, enhancing alertness</li> </ul>	Alerting
2	<b>Running on the Spot</b> <ul style="list-style-type: none"> <li>Explanation: Running in place is an excellent way to increase circulation and provide proprioceptive input, which helps wake up the body and mind.</li> </ul>	Alerting
3	<b>Balloon Volleyball</b> <ul style="list-style-type: none"> <li>Explanation: Hitting a balloon back and forth involves quick reactions and hand-eye coordination, providing a stimulating and alerting activity</li> </ul>	Alerting
4	<b>Bilateral Coordination Activities</b> <ul style="list-style-type: none"> <li>Explanation: Activities that require using both sides of the body together, such as clapping games or passing a ball back and forth, help to organise and integrate sensory input</li> </ul>	Organising
5	<b>Rowing in Pairs</b> <ul style="list-style-type: none"> <li>Explanation: Sitting back-to-back with a partner and simulating rowing movements engages both participants in coordinated, rhythmic movements that provide organising proprioceptive input.</li> </ul>	Organising
6	<b>Inverted Activities</b> <ul style="list-style-type: none"> <li>Explanation: Activities like hanging upside down on monkey bars or doing handstands provide vestibular input, helping to organize and regulate the sensory system</li> </ul>	Organising
7	<b>Marching with Cross Crawls</b> <ul style="list-style-type: none"> <li>Explanation: Marching in place while touching opposite elbow to knee requires coordination and crossing the midline, helping to organize the body's sensory input.</li> </ul>	Organising
8	<b>Push-Pull Games</b> <ul style="list-style-type: none"> <li>Explanation: Play games that involve pushing and pulling, such as tug-of-war or pulling a resistance band. These activities provide proprioceptive input and help organise sensory input</li> </ul>	Organising
9	<b>Calm Colouring or Drawing</b> <ul style="list-style-type: none"> <li>Explanation: Engage in coloring or drawing with soft, repetitive motions. This activity provides visual and tactile input that promotes relaxation</li> </ul>	Calming
10	<b>Bubble Breathing</b> <ul style="list-style-type: none"> <li>Explanation: Blow bubbles slowly and focus on taking deep breaths while doing so. The slow breathing and visual focus help to calm the mind</li> </ul>	Calming

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## Environmental Adjustments

### Visual

Completed in Sense Path  Still to do (tick on paper)

- Be mindful of clothing and accessories**

Reduce patterns and colours on clothing and try to aim to wear more neutral clothing. Lanyards should be plain and neutral as well.
- Reduce Visual Clutter**

Minimise visual clutter in the classroom by keeping walls, bulletin boards, and displays clean and organised. Remove unnecessary decorations or distracting materials that may overwhelm students with sensory sensitivities
- Understanding Sensory Needs**

Recognise that each person may have different sensory needs. Some may be hypersensitive to visual stimuli, while others may seek out visual input
- Use Calming Colours**

Choose calming and neutral colours for the walls and furniture to create a soothing environment. Soft blues, greens, and earth tones are often preferred, as they can help reduce visual overstimulation. Use of natural materials on display boards and reducing colour on titles and backing
- Promote Student Input**

Encourage students to provide input on classroom design and sensory accommodations. Foster a supportive environment where students feel comfortable expressing their needs and preferences
- Minimise worksheet and SmartBoard information**

Reduce information on worksheets, either by cutting them up or boxing the information. Reduce images and colours. Use of coloured/recycled paper or use of reading overlays to reduce the amount of white. When using SmartBoards- reduce information, movement (bullet points whizzing in) and use a board overlay or change the colour of PowerPoint presentations backgrounds to a pastel colour
- Dark Spaces and Equipment**

Designate darker areas or sensory corners where students can retreat to when feeling overwhelmed. Use of sunglasses or anti-glare glasses for pupils
- Flexible Seating Arrangements and desk dividers**

Allow for flexible seating arrangements to accommodate different sensory preferences. Use of desk dividers can reduce the amount of visual information from the classroom environment and organise stationary

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## Environmental Adjustments

**Visual** (continued) Completed in Sense Path  Still to do (tick on paper) **Adjust Lighting**

Ensure that lighting is adjustable to accommodate students who are sensitive to bright or fluorescent lights. Use natural light whenever possible and consider adding LED strip lights or lower lighting

 **Visual Schedules and Supports**

Implement visual schedules and routines to provide predictability and structure for students. Be cautious with the amount of pictures, colours on picture, words and lamination- pictures should be minimal, paper should be coloured, and lamination should be matt not gloss.

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## Environmental Adjustments

### Auditory

Completed in Sense Path     Still to do (tick on paper)

- Provide Quiet Areas**

Designate quiet areas or sensory corners where students can retreat to when they need a break from auditory stimulation. Ensure that these spaces are equipped with comfortable seating and calming sensory tools to help students regulate their auditory input
- Encourage Active Listening**

Encourage active listening skills by incorporating interactive and engaging activities that require students to listen attentively and respond thoughtfully. Use auditory cues such as chimes or bells to signal transitions between activities and capture students' attention
- Reduce Noise Levels**

Minimise unnecessary background noise in the classroom to create a quieter environment that is conducive to learning. Consider using sound-absorbing materials such as carpets, curtains, or acoustic panels to dampen sound and reduce reverberation
- Flexible Seating Arrangements**

Provide flexible seating options that allow students to choose a seating arrangement that best suits their auditory needs. Offer seating choices such as bean bags, floor cushions, or wobble stools that allow students to adjust their position for optimal comfort and concentration
- Use Clear and Concise Language**

Use clear and concise language when giving instructions or communicating with students. Break down complex information into smaller chunks and provide visual reinforcement whenever possible to enhance comprehension
- Implement Sound-Masking Devices**

Use sound-masking devices such as white noise machines or calming music to create a consistent background noise that can help mask distracting sounds and promote a more comfortable auditory environment.
- Provide Headphones with music or sound of choice (Not noise cancelling headphones)**

Noise-canceling headphones or ear defenders for students who are sensitive to auditory stimuli, should not be encouraged. These are detrimental to the auditory processing and should only be used in sensory crisis. For more information on the NHS Guidelines on the use of eardefenders-please see "Ear Defenders Advice" at [www.bsensory.org](http://www.bsensory.org) . Instead the use of headphones with sound allow people filter out background noise and focus on tasks without being overwhelmed by auditory distractions, but still having some auditory input.
- Use Visual Supports**

Incorporate visual supports such as visual schedules, visual instructions, and visual aids to supplement auditory information. Visual cues can help students better understand and process auditory information, especially for students with auditory processing difficulties

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## Environmental Adjustments

**Auditory** (continued) Completed in Sense Path  Still to do (tick on paper) **Use Classroom Management Strategies**

Implement classroom management strategies to minimise disruptive noise and promote respectful listening behavior. Set clear expectations for noise levels and provide positive reinforcement for students who demonstrate good listening skills

 **Collaborate with Parents and Specialists**

Work closely with parents, caregivers, and specialists such as speech-language pathologists or audiologists to identify students' auditory needs and develop individualised strategies and accommodations. Collaborate with these professionals to ensure consistency and continuity of support across home and school environments

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## Environmental Adjustments

### Tactile

Completed in Sense Path  Still to do (tick on paper)

- Provide a Variety of Textures**

Incorporate a variety of tactile textures throughout the environment, including smooth, rough, soft, and textured surfaces. Use materials such as wood, fabric, stone, or rubber to create tactile diversity and opportunities for sensory exploration.
- Provide Sensory Tools and Equipment**

Offer sensory tools and equipment such as fidgets, textured balls, or tactile toys to support tactile exploration and regulation. These tools can provide opportunities for individuals to engage in tactile stimulation and promote sensory integration.
- Offer Sensory Seating and Furniture**

Provide seating and furniture options that incorporate tactile elements such as cushions, bean bags, or textured upholstery. Offer seating with varying textures and firmness levels to accommodate individual preferences.
- Offer Sensory Stations**

Create sensory stations or areas within the environment that provide opportunities for tactile exploration and stimulation. Offer bins or trays filled with sensory materials such as sand, rice, beans, or textured fabrics for individuals to touch and manipulate.
- Offer Sensory Integration Activities**

Encourage participation in sensory integration activities that incorporate tactile input, such as yoga, massage, or art therapy. These activities can help individuals regulate their sensory experiences and promote relaxation and well-being.
- Use Tactile Pathways or Trails**

Design tactile pathways or trails within the environment that incorporate textured surfaces such as gravel, grass, bark, or stepping stones. These pathways can provide opportunities for individuals to engage in barefoot walking or tactile exploration.
- Provide Different Writing Tools**

Provide writing tools options that incorporate tactile elements such as writing grips, writing slopes, different pens and pencils, and use of computers. Offer writing tools with varying textures and firmness levels to accommodate individual preferences.
- Allow for Uniform Adjustment**

Provide/allow for complete uniform adjustments, including different trousers, shirts/t-shirts, footwear, blazers/jumpers, and ties.

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## Environmental Adjustments

**Tactile** (continued) Completed in Sense Path  Still to do (tick on paper)

- Create Sensory Play Areas**  
Designate areas within the environment for sensory play activities that incorporate tactile materials such as playdough, kinetic sand, or water beads. Provide opportunities for individuals to engage in messy play and tactile exploration in a controlled and supervised setting
- Use Visual Supports and Labels**  
Incorporate visual supports and labels to help individuals navigate the environment and understand the purpose of tactile materials and sensory stations. Use visual cues such as pictures, symbols, or color coding to enhance accessibility and comprehension
- Incorporate Sensory Gardens**  
Create sensory gardens or outdoor spaces that feature a variety of tactile plants and elements such as flowers, herbs, grasses, and sensory pathways. Encourage individuals to touch, smell, and interact with the plants to engage their tactile senses



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### Environmental Adjustments

#### Olfactory

Completed in Sense Path  Still to do (tick on paper)

- Use Natural Materials**  
Choose furnishings, fabrics, and materials that are made from natural, non-toxic materials and are less likely to emit strong odors or off-gas harmful chemicals. Avoid synthetic materials or products with strong chemical odors
- Incorporate Aromatherapy**  
Consider incorporating aromatherapy techniques using essential oils or natural scents to create a calming and pleasant atmosphere. Use diffusers, aroma sticks or smelling tissues/jars to distribute subtle scents throughout the space, taking care to avoid overpowering fragrances
- Maintain Cleanliness**  
Keep the environment clean and free from sources of unpleasant odors such as rubbish or food waste. Implement regular cleaning schedules and practices to ensure that the space remains fresh and odor-free.
- Creating Relaxing Dining Environments**  
Design dining areas that are aesthetically pleasing, comfortable, and conducive to relaxation. Use soft lighting, soothing colors, and comfortable seating to create a calm and inviting atmosphere for dining.
- Clear Food Labelling**  
Clearly label food items with information about ingredients, allergens, and dietary considerations to help individuals make informed choices. Use visual aids or symbols to indicate foods that are spicy, sweet, savory, or mild in taste.
- Ensure Good Ventilation:**  
Maintain good ventilation in the space to help dissipate odors and ensure fresh air circulation. Open windows when possible to allow natural airflow, and consider using air purifiers or ventilation systems to improve air quality.
- Providing Scent-Free Zones**  
Designate scent-free zones or areas where strong fragrances are prohibited to accommodate individuals with sensitivities to smells. Ensure that these areas are well-ventilated and free from air fresheners, perfumes, or scented products
- Neutralising Strong Odours**  
Use air purifiers, ventilation systems, or odor-neutralising sprays to minimise strong or lingering odors in the environment. Ensure that cleaning products and cooking methods used in the space are odor-neutral or have mild, pleasant scents.

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## Environmental Adjustments

**Olfactory** (continued) Completed in Sense Path  Still to do (tick on paper)

- Provide Scent-Free Personal Care Products**

In shared spaces such as bathrooms, provide scent-free or hypoallergenic personal care products such as hand soap, shampoo, and lotion to accommodate individuals with sensitivities to fragrances.
- Offering a Variety of Food Options**

Provide a diverse range of food options that cater to different tastes, dietary preferences, and sensory needs. Offer choices for individuals with sensory sensitivities, allergies, or dietary restrictions, including options for plain or bland foods.
- Encouraging Mindful Eating**

Encourage mindful eating practices that promote awareness and enjoyment of food experiences. Provide opportunities for individuals to savor and appreciate the flavors, textures, and aromas of their meals through activities such as tasting sessions or sensory-focused dining events.
- Minimise Strong Odours**

Reduce or eliminate sources of strong odors in the environment, such as cleaning chemicals, air fresheners, or perfumes. Opt for unscented or hypoallergenic cleaning products and avoid using strong-smelling air fresheners or scented candles.
- Sensory-Friendly Dining Areas**

Design dining areas that are comfortable, well-ventilated, and free from strong or unpleasant odors. Provide ample space between dining tables to minimize sensory overload and allow for ease of movement.
- Seeking Feedback and Collaboration**

Regularly seek feedback from individuals about their sensory experiences and preferences related to smell and taste. Collaborate with individuals, caregivers, and sensory specialists to identify strategies and accommodations that promote a positive and inclusive dining experience for all.
- Accommodating Sensory Preferences**

Accommodate individuals' sensory preferences and aversions related to taste and smell. Offer condiments, seasonings, or sauces on the side to allow individuals to customize their food according to their taste preferences
- Offering Scented Stimuli**

Provide opportunities for individuals to engage with pleasant or familiar scents that enhance their dining experience. Use scented candles, aromatherapy diffusers, or fresh flowers to create a welcoming and inviting olfactory environment

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## Environmental Adjustments

### Olfactory (continued)

Completed in Sense Path     Still to do (tick on paper)

**Use Neutral Scents**

If you choose to use scents in the environment, opt for neutral or mild fragrances that are unlikely to trigger sensitivities or discomfort in individuals with olfactory sensitivities. Consider using natural scents such as lavender, citrus, or eucalyptus, which are generally well-tolerated. These can be personalised by creating smelling jars or smelling tissue

**Respect Individual Preferences**

Be mindful of individual preferences and sensitivities to smell, and accommodate them whenever possible. Encourage open communication and respect the needs and comfort levels of all occupants of the space.

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## Environmental Adjustments

### Proprioception

Completed in Sense Path  Still to do (tick on paper)

- Provide Clear Spatial Organisation**

Ensure that the environment is well-organised and free from clutter to support individuals' spatial awareness and safety. Use clear signage, color-coded pathways, or visual markers to delineate different areas and promote spatial orientation.
- Offer Flexible Seating Options**

Provide a variety of seating options that accommodate different sensory preferences and support proprioceptive input. Offer chairs, cushions, or bean bags that allow individuals to adjust their seating position and find comfortable seating arrangements that meet their sensory needs.
- Use Sensory Equipment and Tools**

Provide sensory equipment and tools such as weighted blankets, therapy balls, or body socks to support proprioceptive input and regulation. These tools can help individuals increase body awareness and provide deep pressure input to promote calming and organisation.
- Create Sensory Pathways or Trails**

Design sensory pathways or trails within the environment that incorporate tactile and proprioceptive elements such as textured surfaces, balance beams, or stepping stones. These pathways can provide opportunities for individuals to engage in sensory-motor activities and improve coordination and body awareness.
- Use Visual Supports and Schedules**

Incorporate visual supports and schedules to help individuals understand expectations and navigate the environment more effectively. Use visual cues such as visual schedules, visual timers, or picture symbols to provide structure and predictability.
- Provide Opportunities for Movement**

Incorporate opportunities for movement and physical activity throughout the environment. Offer designated areas for activities such as stretching, jumping, swinging, or climbing to help individuals regulate their proprioceptive input and satisfy their sensory needs.
- Establish Sensory Zones**

Create designated sensory zones within the environment that provide opportunities for individuals to engage in sensory activities and self-regulation strategies. Offer sensory bins, tactile materials, or sensory walls that encourage exploration and provide proprioceptive input.
- Promote Sensory Integration Activities**

Encourage participation in sensory integration activities, such as sensory circuits, that provide opportunities for individuals to engage in sensory exploration and integration. Offer activities such as yoga, meditation, or sensory play that promote body awareness, relaxation, and self-regulation.



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### Environmental Adjustments

#### Proprioception (continued)

Completed in Sense Path     Still to do (tick on paper)

**Incorporate Heavy Work Activities**

Incorporate heavy work activities into daily routines to provide proprioceptive input and support sensory regulation. Activities such as pushing, pulling, lifting, or carrying heavy objects can help individuals regulate their arousal levels and improve attention and focus

**Implement Sensory Break Areas**

Designate quiet, calming areas within the environment where individuals can take sensory breaks and engage in self-regulation activities. Provide sensory tools such as fidgets, stress balls, or sensory bottles to support individuals in managing sensory overload or dysregulation.

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## Environmental Adjustments

### Vestibular

Completed in Sense Path  Still to do (tick on paper)

- Visual Supports**

Use visual supports such as visual schedules, picture symbols, and visual instructions to help students with vestibular sensitivities understand routines and expectations. Visual aids can provide predictability and structure, reducing anxiety and promoting independence
- Sensory Breaks**

Incorporate regular sensory breaks throughout the day to give students opportunities to engage in vestibular activities that provide sensory input and promote self-regulation. These breaks can include activities such as stretching, yoga, jumping, swinging, or using balance boards
- Clear Pathways**

Keep classroom pathways clear of obstacles and clutter to provide students with ample space to move around safely. Ensure that furniture is arranged to allow for smooth transitions between activities and to accommodate students who may need extra space to navigate
- Flexible Seating Options**

Provide a variety of seating options to accommodate students' vestibular needs. Offer stability balls, wobble cushions, rocking chairs, or flexible seating arrangements that allow students to move and adjust their position to regulate their vestibular input
- Environmental Modifications**

Make environmental modifications to minimise vestibular triggers in the classroom. Reduce visual clutter, glare, and fluorescent lighting, as these can exacerbate vestibular sensitivities. Consider using soft, natural lighting and calming color schemes to create a soothing environment.
- Collaboration with Specialists**

Work closely with occupational therapists, physical therapists, and other specialists to develop strategies and accommodations tailored to individual students' vestibular needs. Collaborate with these professionals to implement sensory diets or personalised sensory plans for students with vestibular sensitivities
- Sensory-Friendly Activities**

Incorporate sensory-friendly activities into the curriculum that provide opportunities for vestibular input. Include movement breaks, gross motor activities, and hands-on learning experiences that engage the vestibular system in a positive way
- Calming Areas**

Designate quiet areas or sensory corners where students can retreat to when they need a break from sensory stimulation. Provide comfortable seating, dim lighting, and calming sensory tools such as weighted blankets or sensory fidgets to help students regulate their vestibular input

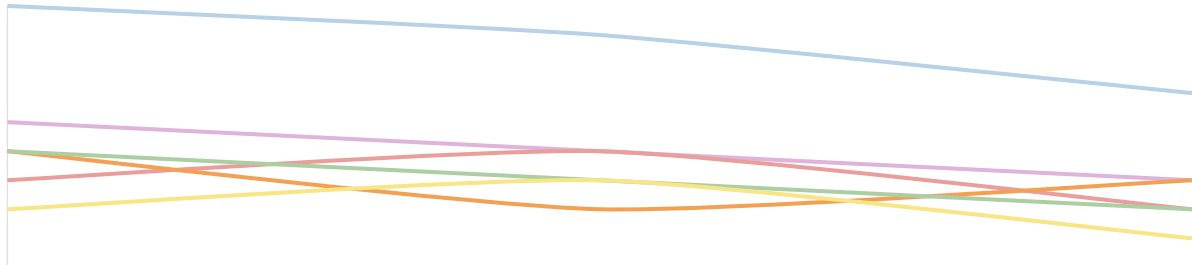


**Alun**

Exported on 17 May 2026

**Assessment History**

Scores Over Time



■ Visual  
 ■ Auditory  
 ■ Tactile  
 ■ Olfactory  
 ■ Proprioception  
 ■ Vestibular

DATE	Visual	Auditory	Tactile	Olfactory	Proprioception	Vestibular
14th May 2026	6	3	2	3	2	1
21st April 2026	8	4	4	2	3	3
10th March 2026	9	5	3	4	4	2