

## Quality First Teaching to support CYP who have difficulty in sensory processing

- ✓ Provide sensory movement breaks e.g. time using sensory circuit and / or regular movement breaks PRIOR to lessons and /or as required during lessons.
- ✓ Provide fidget toys / chew toys.
- ✓ Provide a clear visual timetable with plenty of preparation for transitions.
- ✓ Develop sensory / movement pathways e.g. in hallways / outdoor areas to prompt sensory input during transitions or break times.
- ✓ Consider reasonable adjustments to equipment such as providing a range of pencil grips, ergonomic pens, writing slopes, tinted screens or overlays and move and sit / wobble cushions / alternative seating.
- ✓ Carry out environmental audits and make adaptations to support the CYP's sensory needs. Consider, are the lights in classroom meeting the needs of the CYP? Is the CYP seated in a distraction free area? Is unnecessary noise and movement reduced? Are the classroom layouts, displays and signage meeting the needs of the CYP?
- ✓ Check the CYP's sensory profile for specific needs. All teachers and TAs need to be aware of individual sensory needs.
- ✓ Consider classroom management – think access – appropriate seating, clear and clutter free resources, contrast, easy to locate, spacing of curriculum materials, size and style of curriculum materials, pre and post teaching practices.
- ✓ Give the CYP alternative strategies to record work if required.
- ✓ Provide a 'quiet zone' within the classroom or nearby, where reduced noise is encouraged and established.