



Secondary Classroom Sensory Checklist

Vision	Yes/No	Strategy
Is classroom painted in bright, vibrant colour?		Calming colours (neutral, pastel or natural) can be better than vibrant shades.
Are there fluorescent lights?		These can flicker. Try Tungsten (halogen, incandescent) or LED. Try using fluorescent light cover.
Are lights dimmable?		Consider non dimmable ones as dimmable lights can flicker.
Are windows obstructed?		1. Natural light best. Try to ensure access to light windows. 2. Limited use of spaces without natural light.
Are there blinds/curtains for windows?		Option to cover if needed.
Is there clutter?		1. Try to ensure there are areas of class that are free from clutter. This includes area with no pictures on the wall. 2. Provide study carrel/ screen.
Are staff wearing patterned clothes or jewellery?		Consider if this is a source of distraction for some pupils.



Auditory	Yes/No	Strategy
Is there outside noise?		<ol style="list-style-type: none"> 1. Sit young person away from the source. 2. Allow young person to leave class early to avoid busy corridors between classes.
Are there hard floors?		<ol style="list-style-type: none"> 1. The sound of footsteps can be distracting. Use carpets, curtains, furniture to absorb noise. 2. Pads for on feet of chairs to prevent them scraping along the floor.
Is there background noise e.g. fans, smart board, computers, heating, water pipes		<ol style="list-style-type: none"> 1. Turn off equipment/ appliances if not using. 2. Check with pupils if they are aware what noises are distracting them. 3. Allow pupil to listen to music through head phones if this helps them to take part in classroom activities.
Are there high ceilings?		Use carpets, curtains, furniture to absorb sound.
Are doors and cupboards noisy when opening/closing?		Use door silencers, oil hinges, use cabinet door/ drawer buffers.
Fire alarm/ school bell		Give warning if this is an issue. Have plan for when these go off e.g. listen to music/ put up hood/ move about/fidget.



Touch	Yes/No	Strategy
Does young person need to fidget with something?		Different things work for different people. Allow young people to use these if they support engagement with task.
Have you considered seating arrangements for children who dislike touch/ seek out touch		<ol style="list-style-type: none"> 1. Sit them at the end of a group either to reduce the chances of touching other young people or others touching them. 2. Give sensory seekers a suitable alternative to touch e.g. agreed fidget tool

Smell/taste	Yes/No	Strategy
Are you wearing perfume/aftershave?		<p>Consider whether this might be having an impact on pupils.</p> <p>Washing powder or deodorant might also have an impact. It can be useful to change this to see if it has an impact in class if this is an issue for some pupils.</p>
If smell is something which helps particular children self regulate, do they have access to a hankie/ clothing with this smell?		

Vestibular (movement)	Yes/No	Strategies
Are there options for movement breaks?		<ol style="list-style-type: none"> 1. Either outside class, taking a message, handing out books or equipment. 2. Make sure young people who need movement get to move at break time.
Do you have different seating options?		<ol style="list-style-type: none"> 1. Options to stand to complete work can help some pupils.



Proprioceptive	Yes/No	Strategies
Do you have safe alternatives for children who like to chew objects?		<ol style="list-style-type: none"> 1. Access to chew necklaces, bracelets, pencil toppers. 2. Encourage eating crunchy/chewy snacks/ drinking through a straw at playtime or lunchtime if safe.
Do you have seating with exercise band around the legs?		Pushing against exercise band can give extra feedback to muscles.

Other points to consider	Yes/No	Strategies
Do you have visuals including a class visual timetable?		Visuals are important regardless of whether you feel children use them all the time or not. They support processing and retention of information.
Do you have an area either inside or outside the class that can be used whenever a child needs a break?		This is not an area to be sent to if they are having difficulty self regulating and it is important to check they don't see going here as 'punishment'. Check children know they can use the area if they feel overwhelmed. They can then return to their task when they feel ready.