

Sensory Regulation Policy

1. Intent

- Ensure pupils are regulated by providing a sensory diet that meets their individual sensory needs.
 - Plan and implement sensory regulation activities tailored to the sensory preferences of identified pupils across the school.
 - Foster collaborative practice among staff to create effective daily routines and activities that support regulation and readiness to learn.
 - Establish a clear, sequential, and cohesive process for creating and embedding sensory diets for pupils with identified sensory processing needs.
 - Display sensory diets in each classroom for pupils accessing sensory regulation activities.
 - Continue to build staff knowledge of sensory regulation and its impact on pupils' readiness to learn.
-

2. Implementation

Identification and Assessment

- Pupils with sensory processing needs will be identified through:
 - Observation and assessment by class staff.
 - **Pupil Referral System:** Staff can refer pupils who appear dysregulated or require additional sensory support.
 - A Specialist TA will:
 - Observe referred pupils.
 - Meet with class staff.
 - Provide tailored strategies and recommendations.
 - Individual sensory profiles will be developed to inform sensory diet planning.
-

Readiness to Learn Programme

The programme is split into **three strands**:

Universal Offer

Activities embedded into normal classroom practice and timetables across the school, providing all pupils with opportunities to regulate throughout the day. Examples include:

- **Active Playtimes** – structured outdoor play to promote movement and sensory input.
- **Walks** – short walks integrated into the day for calming and regulation.

- **Chew Buddies** – oral motor support for pupils who benefit from chewing for regulation.
- **Movement Breaks** – planned opportunities for physical activity between lessons.
- **Regulation Activities in Class** – calming strategies such as breathing exercises, fidgets, and sensory boxes.

Intensive Offer

Planned additional input for identified pupils **in addition to the Universal Offer**. This strand provides targeted sensory regulation activities and a **Sensory Profile** for each pupil, outlining specific sensory preferences, which informs strategies and activities. Activities may be delivered in small groups or integrated into individual timetables.

Examples of Intensive Offer activities:

- **Sensory Circuits** – structured sequences of activities to alert, organize, and calm.
- **Regulation Sessions:**
 - *Let's Listen and Move*
 - *Move to Regulate Sessions*
 - *Bounce sessions*
 - *Vestibular*
- **Heavy Work Activities** – pushing, pulling, lifting tasks to provide proprioceptive input.
- **Weighted Backpacks** – for calming and grounding.
- **Daily Regulation Walk** – scheduled walks for sensory input and emotional regulation.
- **Trampoline/Rebound Therapy** – rhythmic movement for vestibular input.
- **Swimming Sessions** – whole-body sensory experience.
- **Community Visits** – real-world sensory experiences to build tolerance and regulation.
- **Scooter board Area** - activity for vestibular and proprioceptive input.
- **Bikes/Scooters** – gross motor activity for vestibular and proprioceptive input.
- **Outdoor Equipment:**
 - Trim Trail
 - Trampolines
 - Swings

Specialist Offer

Provided when class staff identify a need for extra support beyond intensive strategies.

Process:

- Referral to the **Sensory Regulation Team** for classroom observation and advice.

- Possible referral to the **Multi-Disciplinary Team (MDT)**, which includes:
 - Sensory regulation specialists
 - Thrive practitioners
 - Communication team
 - Family support staff
 - Nursing team
-

Collaboration

- Teachers, support staff, and therapists will work together to design and monitor sensory diets.
- The Specialist TA and/or Subject Lead will:
 - Provide ongoing support and guidance to staff implementing sensory strategies.
 - Seek advice from external therapists if needed.

Parent Support

- Parents will be supported on how to promote regulation at home.
- **Parent Drop-In Sessions** will offer advice and strategies for home use.

Training and Development

- Ongoing professional development for all staff on:
 - Sensory regulation strategies.
 - The impact of sensory regulation on learning and behaviour.
 - Staff will be supported to embed sensory regulation practices into everyday teaching.
-

3. Impact

- Clear and detailed sensory diets written and implemented for each identified pupil.
- Pupils receive the sensory input required to promote regulation, leading to improved ability to learn and focus.
- Enhanced concentration, engagement, and participation in learning experiences.
- Calmer classroom environments conducive to effective learning.
- Improved pupil progress and behaviour through consistent sensory regulation strategies.
- Increased staff understanding of why, how, and when sensory regulation works.
- All staff aware of how to seek help for pupils who are unregulated.

- A step-by-step process for creating personalized sensory profile ensures consistency and quality across the school.
-

4. Monitoring and Review

- Sensory diets will be monitored for effectiveness through:
 - Pupil engagement and readiness to learn.
 - Feedback from staff and parents.
- Policy will be reviewed annually to reflect best practice.

Written By: Sophie Martindale (Sensory Regulation Lead)

Date: November 2025

Review Date: November 2026