



Sensory Equipment and Strategies

Our lives are full of sensory experiences, and we all respond to sensory information differently.

It is very common for children and young people (CYP) to have sensory sensitivities and provision may need to be made, as a reasonable adjustment, within the ordinarily available support in school. This may be particularly significant for CYP with autism.

Some learners may be over or under sensitive to certain sensory inputs and the use of sensory equipment or strategies can help them to feel regulated and ready to learn.

Resources:

[Sensory Equipment From TTS \(tts-group.co.uk\)](https://www.tts-group.co.uk)

[Sensory Direct | Weighted Blankets, Sensory Toys & Equipment](#)

Sensory Equipment Examples

- Chews
- Weighted blanket/ cushion/ vest/ shoulder wrap
- Squash/squeeze fidget toys/ stress balls/ poppit
- Massage equipment-ball, roller
- Noise cancelling headphones/ ear plugs
- Hand warmer pillow
- Fidget toys
- Wobble cushion/ stool
- Spinning seat

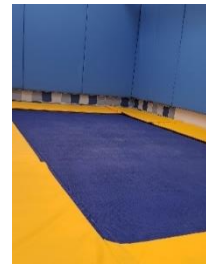


What may hypersensitivity to sensory information look like?

	Highly sensitive/ Sensory avoiding	Low sensitivity/ Sensory seeking
Hearing	<ul style="list-style-type: none"> - Noise cancelling headphones/ear defenders - Chew toys - Ear plugs (e.g. Loop All Earplugs for Optimal Noise Reduction - Loop Earplugs) - Listening to music (can moderate input) - Access to calm space 	<ul style="list-style-type: none"> - Clear language and instructions - Visual prompts - Listening to music/songs (e.g., background music, as a teaching strategy) - Rattles/ noise bottles - Musical instruments -
Vision	<ul style="list-style-type: none"> - Dark den/ calm space - Visual reduction screens (pop up desk screen (sensorydirect.com)) - - 	<ul style="list-style-type: none"> - Mirrors - Spinning light toys - Screen time - Fairy lights - Bubbles - Lava lamp - Sensory bottles
Taste	<ul style="list-style-type: none"> - Bland/ plain food options - Ensure snacks are readily available (may be hungry if avoiding certain foods of flavours) 	<ul style="list-style-type: none"> - Chew toys - Providing crunchy edible foods e.g., pasta, rice, celery, carrots - Ensure snacks are readily available.
Smell	<ul style="list-style-type: none"> - Consider where lunch is eaten to minimise smells (e.g., lunch club vs hall) - Consider strong smells in environment e.g., perfume, room sprays, cleaning products 	<ul style="list-style-type: none"> - Essential oils - Smell boxes - Scented pens - Scented playdough

	Sensory avoiding/ High sensitivity	Sensory seeking/ Low sensitivity
Touch	<ul style="list-style-type: none"> - Avoid touch - Provide a verbal warning for touch/ ask permission - Consider personal space - Access to calm space 	<ul style="list-style-type: none"> - Weighted resources - Stress balls, playdough etc. - Pencil grips - 'Messy' play- water, sand, shaving foam - Fidget toys - Massage - Arm tube pillow
Movement	<ul style="list-style-type: none"> - Dark den/ calm space - Avoid/ prepare for busy environments e.g., corridors - Educate all learners about needs e.g., personal space - 	<ul style="list-style-type: none"> - Fidget toys - Wobble cushions - Gym ball - Rolling resources - Sensory swing - Sensory band on chair - Dancing, running, skipping etc. - Bean bag - Rebound therapy/ bouncing
Body Awareness	<ul style="list-style-type: none"> - A hug or firm squeeze - Weighted resources - Body sock/Swaddle wrap - Bean bag - Arm tube pillow 	<ul style="list-style-type: none"> - Gym ball - Fidget toys - Pulling and pushing -
Internal awareness	<ul style="list-style-type: none"> - Support understanding with social stories and visuals 	<ul style="list-style-type: none"> - Monitor food and drink intake - Look for signs of being too hot or cold - Follow advise for toileting needs

Examples from Heatherwood Schools:



Examples from Bader Academy:

