

Sensory processing is the ability to process, interpret and use appropriately, information received through the senses – tactile, auditory, visual, olfactory, gustatory, vestibular and proprioception.

Sensory processing allows young people:

- o To regulate your arousal levels e.g. calm, alert...
- o To plan and execute fine and gross motor movements
- o To process, filter and react to the relevant sensory information

For students that struggle to regulate their sensory processing they may show signs through behaviour, refusal to work, becoming upset, being under responsive or many other ways. It can become a significant barrier to learning.

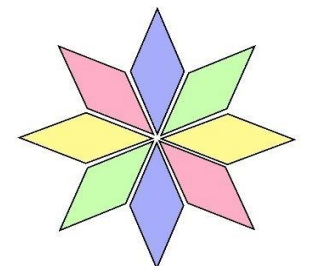
They may also develop their own strategies for self-regulating. If they are deemed dangerous or ineffective by class teams then it is important to look for a suitable replacement. It is more effective to replace these behaviours than to stop them completely.

Staff can use the Sensory Tracker and the Trigger Tracker to aid them to identify behaviours that may indicate a sensory processing difficulty. This information can then be put in the child's behaviour folder to allow all staff to have an up to date knowledge of pupil needs.

The aim is for students to eventually recognise when and how they need to regulate and are able to do this independently. This may need to be scaffolded and supported by staff, using visual support, until the student is able to do this for themselves.

At Kaleidoscope School:

Learners at Kaleidoscope benefit from a 'sensory investigation' approach to behaviour management. Staff work tirelessly to try and identify the need that isn't being met in an attempt to understand the child's behaviour as a form of communication. Staff use trackers and profiles to ensure all adults supporting the young person are aware of their sensory needs and can therefore deliver learning in a child centred way.



Kaleidoscope