

Sensory Profile

0 – 25 Specialist Teaching And Support Service

Primary School

- Please print out this document in colour.
- **Red** statements indicate a hypersensitive, or over-sensitive, sensory profile in that area. This is when the body misinterprets sensory information as something unpleasant and will try and avoid such input wherever possible.
- **Blue** statements indicate a hyposensitive, or under-sensitive, sensory profile in that area. This is when the body is not processing sensory information effectively and therefore is constantly seeking more sensory input.
- A child can be hypersensitive in one area and hyposensitive in another. Their sensory needs may also fluctuate so it is important to complete sensory profiles regularly.

Name of child:	
Date of completion:	
Name of person completing this profile:	

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Tactile

Sense of touch.

Observation	often	some-times	never	Strategies
Is sensitive to the feel of certain fabrics e.g. certain clothes, school uniforms, bedsheets.				<p>Use proprioceptive activities.</p> <p>Allow the child to stand at the front or end of a line to avoid being bumped into or brushed past.</p> <p>Arrange seating in the classroom to avoid risk of being bumped by class mates.</p> <p>Consider tactile element to activity and where possible modify, e.g. when painting or using playdough, allow use of tools and/or wearing gloves and allow the child to wash their hands if requested.</p> <p>Avoid light touch – use firm pressure when touching the child and always approach from the front.</p> <p>If touch is necessary, give the child prior warning.</p> <p>Allow the child to leave the classroom a couple of minutes early for transitions to avoid busy environments.</p>
Dislikes the feel of certain substances including soap and water leading to poor hygiene.				
Seams or labels in clothes can be very uncomfortable or child doesn't like wearing new clothes/shoes.				
Finds it difficult to be in busy places e.g. assemblies, cloakroom, dining hall, lining up close to others.				
Clear and strong reaction to unexpected touch – dislikes shaking hands or being hugged.				
Likes a hug if chosen to do this and can hug/touch very tightly.				
Enjoys feeling certain materials such as fabrics, water, paint and may seek out playing with certain substances (this may include smearing faeces).				<p>Messy play – sand, water, finger paint, shaving foam, jelly, slime, mud box.</p> <p>Use different textures – lentils, rice, seeds, beans, pasta, cotton wool, sand paper.</p> <p>Feely box – make a box with different objects inside and use hands to identify objects (start with objects with different shapes and textures and then try objects with similar shapes and textures).</p> <p><i>Playdough/ Theraputty</i></p>
Not observant of others' personal space (overly close and touching others at inappropriate times.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Visual

Sense of sight.

Observation	often	some-times	never	Strategies
Prefers not to make eye contact.				Use proprioceptive activities. Where possible reduce visual distractions or have a designated area for the child to work in with reduced visual stimuli. Position the child near the front of the classroom preferably not facing the window. Create an individual workstation with built up sides – a pop up visual screen. Clearly display/highlight important information in the same place e.g. when working have date and time in same spot on the white board every day. Consider the lighting in the classroom. Wear sunglasses and a hat when outside. Use neutral colours.
Dislikes bright lights including fluorescent lights, bright natural light and sudden flashes of light.				
Struggles to maintain concentration in cluttered and over stimulating environments e.g. busy wall displays, worksheets and cluttered workspaces.				
Struggles to access information from a white background e.g. IWB, worksheets, pages in a book.				
Unable to recognise familiar people when seen out of context or given a slight change in physical appearance.				
Has a hard time finding objects in competing backgrounds (for example, shoes in a messy room, favourite toy in the toy box).				
Is attracted to lights and is fascinated by shiny objects and bright colours.				Offer dot to dots, mazes, word searches, Where's Wally, find it books, colour by numbers. Place work on a bright piece of paper to draw attention to the task. Clearly display/highlight important information in the same place e.g. when working have date and time in same spot on white board.
Enjoys certain patterns and movements of objects e.g. brickwork, stripes or spinning objects.				
Uses peripheral vision when doing a task e.g. takes straight object (hand, ruler) to face and looks along it. Flaps hands in front of eyes.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Auditory

Sense of hearing.

Observation	often	some-times	never	strategies
Dislikes loud sounds e.g. puts hands over ears, prefers to cover ears with hood, earphones, hums or sings.				Use proprioceptive activities. Respect their sensitivity it really does hurt! Try to forewarn the child of any loud noises before they occur.
Comments on things that s/he hears – can hear sounds which others do not hear which can make it difficult to concentrate.				Minimise auditory distractions e.g. use a rug in a classroom to reduce excess noise. Consider ear defenders or ear plugs. Allow the child to work in a quieter environment for activities that require prolonged focused attention.
Intensely dislikes music lessons or other activities which create lots of noise e.g. assembly, dining hall.				At lunchtime allow the child to eat in a quieter room if required. During assembly allow the child to sit at the end of the line to minimise noise. Allow them to go in first and the noise to build around them.
Distressed by sudden unexplained noises (fire alarms, sirens, machinery).				Consider quieter spaces on the playground for the child to socialise or take part in quieter activities. Allow the child to leave classroom a couple of minutes early for transitions to avoid noisy environments.
Finds it easier to listen when not looking at person.				Use visual cues to support auditory instructions and minimise the number of instructions given.
Seeks out noise e.g. loves music lessons and likes to listen to music on personal system.				Make sure the child is facing you when giving instructions. Give simple instructions – don't use too many words and use visual cues alongside.
Makes noises such as tapping, drumming, banging on doors.				Speak loudly and clearly. Simplify instructions and ask the child to repeat the instructions back to you.
Appears to ignore verbal requests and may find it difficult to understand instructions given verbally.				Wait for the child to process and respond to auditory information – remember this may take them longer. Encourage the child to focus on the task in hand.

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Gustatory/Olfactory

Sense of taste and smell.

Observation	often	some-times	never	Strategies
Limited diet/always eats the same food.				<p>Use proprioceptive activities to help calm an overly alert sensory system.</p> <p>Allow the child to have their favourite scent or object to block out the offensive smell e.g. sweat band with aromatherapy oil or Mum's perfume on.</p> <p>Try scented candles for home and school.</p> <p>Be considerate of taste requirements – never force a child to eat something that makes them uncomfortable.</p>
Dislikes crunchy or chewy food.				
Likes to have food presented in a certain way on the plate.				
Dislikes certain everyday smells e.g. perfumes, washing powder, fabric softeners, spicy foods etc.				
Unaware of own body odour.				
Eats/licks materials which are not edible e.g. chews objects, pencils, clothes, grit, sand, glue sticks etc.				<p>Encourage the child to have as many smell experiences as possible e.g. scratch and sniff stickers, aromatherapy oils, scented felt tips, scented candles.</p> <p>Encourage the child to try a variety of tastes e.g. spicy, sour, zing etc.</p> <p>Use sensory chew toys to allow the child to chew an object safely.</p>
Seeks out certain foods or certain tastes.				
Tendency to seek out smells e.g. people – wanting to smell someone's hair or skin, clothes, food, harmful substances.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Vestibular

Sense of balance.

Observation	often	some-times	never	Strategies
Afraid of heights and is hesitant going up or down small thresholds such as steps or curbs.				Use a firm supportive seat that will not tip to help the child feel stable and secure whilst sitting at their desk. Make sure their feet can stay flat on the ground.
Afraid of everyday movement activities such as swings, slides, trampoline, going up and down stairs, spinning, moving backwards.				Make allowances in PE, e.g. reduce the amount of vestibular activity, i.e. forwards roll or activities where the feet are off the ground etc.
Difficulties with activities that require good balance.				Allow the child to be at the front or back of the line when negotiating stairs. When ascending and descending stairs, allow the child to use the handrail. Allow the child to leave class 5 minutes early to avoid busy corridors.
Finds it hard to look from the board to their book.				Gentle activities incorporating vestibular input e.g. Row, Row Row your Boat, rocking in a rocking chair etc.
Spins for prolonged periods of time without ever getting dizzy.				Consider activities which challenge the centre of gravity and cause the head to move out of alignment. Can include, but not limited to: jumping on a trampoline, hopping, skipping and running, tumbling and gymnastics, animal walks – crab walk, bear walk, duck walk, kangaroo jumps, monkey bars, climbing frames, spinning wheels, slides, yoga or Pilates, using a therapy/exercise ball (bounce on/roll over etc.), boxing, wheelbarrow walks.
Enjoys swinging intensely for prolonged periods of time.				Allow for regular movement breaks during lessons.
Rocks back and forth when sitting/standing/walking.				Provide opportunity to use swings, both indoor and outdoor. Use a 'move and sit' cushion.

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Interoception

Understanding and organising messages from internal organs.

Observation	often	some-times	never	Strategies
Feels the need to go to the toilet often.				Allow longer for toilet training and build timetabled slots for going to the toilet. Encourage clothing suitable for the weather conditions. Monitor food intake and share food diaries with home. (If you can't feel hungry or full how do you know when and how much to eat?)
Often feels too hot or too cold.				
Often feels hungry/thirsty and asks for food or drink.				
Feels pain easily, e.g. a small cut is really painful to them.				
Inappropriate responses to natural sensations e.g. may enjoy the sensation of hunger, heart racing after bursts of activities.				
Doesn't recognise their emotions, signals their body is giving e.g., 'butterflies in stomach' so not able to 'self-regulate.'				Keep a close eye for falls, accidents, as the child may not draw your attention to them. Monitor food intake and share food diaries with home. (If you can't feel hungry or full how do you know when and how much to eat?)
Doesn't recognise when hungry/thirsty – can feel 'hangry.'				
Don't recognise that they need to go to the toilet – holding on to bowel movements which lead to constipation, wetting the bed.				
Seems unaware of pain and has a high pain threshold so may be unaware when they have hurt themselves.				
Doesn't feel hot/cold, e.g. has jumper on when really hot, doesn't want to wear a coat when it is snowing.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Proprioception

Understanding where our body is in space and how our different body parts are moving (it is rare for someone to be oversensitive to proprioception).

Observation	often	some-times	never	Strategies
Likes deep pressure e.g. seeks pressure by crawling under heavy objects or prefers clothes to be tight.				<p>Offer the following activities/equipment:</p> <ul style="list-style-type: none"> • Jumping on a trampoline. • Games - pillow fights, playing tug of war, wheelbarrow walks, animal walks – crab walk, bear walk, duck walk, kangaroo jumps. • Chair push ups - Place palms on each side of the seat, push down and lift your bottom off chair. Hold position for as long as you can; make sure feet are off the floor as this means you will put more weight through your arms. • Floor push-ups or wall pushes (stand arm's length away from the wall, with hands at shoulder height, keep back and legs straight and bend your arms to do push ups). • Rolling games e.g. roll the child up tightly in a blanket or rug leaving their face exposed. • Any leisure/sports activities such as swimming, climbing, ball games, crawling through tunnels. • Weights – Carry a backpack with a bit of weight in (no more than 10% of the child's body weight). Wear leg weights during P.E or when walking to and from school (no more than 10% of the child's body weight). • Massage – using firm pressure touch on arms, legs, palms of hands and feet. • Lap pads (or wheat bags) for increased proprioceptive input when seated. <p>Allow for regular movement breaks during lessons.</p> <p>Playdough or <i>Theraputty</i> use – can be used to warm up the hands ready for handwriting tasks.</p> <p>Allocate the child jobs to provide movement breaks, e.g. library book collector/monitor, taking messages to the office.</p> <p>Try tying <i>Theraband</i> around the legs of a chair for the child to push their legs against for resistance.</p>
Takes risks during play which might compromise personal safety e.g. climbing high into trees, climbing on and jumping from high furniture.				
Appear to enjoy falling and will seek opportunities to fall without regard for personal safety.				
Seeks movement – swings on chair, wriggles on seat, tapping, banging objects, not being able to sit still.				
Taps/feels the edges of walls, desks. Walks/runs round edges of hall or playground.				
Is unaware of their own strength so can play boisterously which can sometimes be unsafe e.g. pushing, hitting, bumping into or biting other children.				
Leans against things.				
Walks on tip-toes.				
Sits on legs/feet.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Multi-sensory Processing

Taking in information in busy environments.

Observation	often	some-times	never	Strategies
Difficulty paying attention. May be easily distracted.				
Tunes out when in a busy environment.				
Can't do two things at once.				
Gets lost easily, even in a familiar environment.				
Requires visual aids and prompts to maximise understanding and learning experience e.g. whiteboard, big book, concrete apparatus, objects of reference.				

Motor Skills Differences

Difficulty with co-ordination and fine and gross motor skills.

Observation	often	some-times	never	Strategies
Finds handwriting/drawing/using scissors difficult.				
Finds using cutlery difficult.				
Struggles with whole body coordination, e.g. sports, bike.				
Finds it difficult to get dressed/tie shoe lace.				

Sensory Profile



0 – 25 Specialist Teaching And Support Service

Things to note:

This resource sheet is part of the Sensory Profile Toolkit.

- How to Complete a Sensory Profile Help Sheet
- Early Years Sensory Profile
- [Primary Sensory Profile](#)
- Secondary Sensory Profile

Reference / Evidence base – informed by:

Olga Bogdashina- Sensory perceptual issues in autism and Asperger syndrome 2016

<https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/all-audiences>