

# Sensory Profile

0 – 25 Specialist Teaching And Support Service

## Secondary 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 or young person 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.

<b>Name of child/young person:</b>	
<b>Date of completion:</b>	
<b>Name of person completing this profile:</b>	

# Sensory Profile



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### 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. Seams or labels in clothes can be very uncomfortable or doesn't like wearing new clothes/shoes.				Use proprioceptive activities. Allow the young person to stand at the front or end of line to avoid being bumped into or brushed past. Arrange seating in classroom to avoid risk of being bumped by fellow class mates. Allow the young person to leave the classroom a couple of minutes early for transitions to avoid busy environments.
Dislikes the feel of certain substances including soap and water, may lead to poor hygiene. May dislike/refuse to touch messy or dirty substances.				
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 e.g. dislikes shaking hands, pats on the back etc.				
Overly tactile with others e.g. hugging, stroking peers without consent. If given permission to hug, may hug too tightly.				Use an appropriate fidget toy based on the young person's sensory seeking experiences. Allow the young person to stand at the front or end of line to avoid being in other people's personal space.
Enjoys feeling certain materials such as fabrics, water, paint and may seek out playing with certain substances (this may include smearing faeces).				
Not observant of personal space (overly close and touching others at inappropriate times) e.g. when lining up, waiting to enter a room, queueing for a bus etc.				

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### Visual Sight

Observation	often	some-times	never	comments
Avoids eye contact.				Use proprioceptive activities.
Blinks or squints when lights are bright, or becomes fatigued or irritated by them e.g. hides eyes and places head on desk. (Includes fluorescent lights, bright natural light and sudden flashes of light.)				Where possible reduce visual distractions or have a designated area for the young person to work in with reduced visual stimuli.
Struggles to maintain concentration in cluttered and over stimulating environments e.g. busy wall displays, worksheets and cluttered workspaces.				Position the young person near the front of the classroom preferably not facing the window.
Struggles to access information from a white background e.g. IWB, worksheets, pages in a book.				Create an individual workstation with built up sides - a pop up visual screen.
Unable to recognise familiar people when seen out of context or given a slight change in physical appearance.				Clearly display/highlight important information in the same place e.g. when working have date and time in same spot on wipe board.
Avoids looking for objects in “busy” backgrounds (for example, shoes in a messy environment, particular colour pen in a stationery drawer/case).				Consider the lighting in the classroom.
Is attracted to lights and is fascinated by shiny objects and bright colours.				Wear sunglasses and a hat when outside.
Enjoys certain patterns and movements of objects e.g. brickwork, stripes or spinning objects.				Use Neutral colours.
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.				Offer dot to dots, mazes, word searches, Sudoku.
				Place work on a bright piece of paper to draw attention to task.
				Clearly display/highlight important information in the same place e.g. when working have date and time in same spot on wipe board.

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**Auditory**

Sense of hearing

Observation	often	some-times	never	comments
Reacts to certain 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 young person of any loud noises before they occur. Consider ear defenders or ear plugs. Allow the young person to work in a quieter environment for activities that require prolonged focused attention. At lunchtime allow the young person to eat in a quieter room if required. Consider quieter spaces on the playground for the young person to socialise or take part in quieter activities. Allow the young person to leave classroom a couple minutes early for transitions to avoid noisy environments. Use visual cues to support auditory instructions and minimise the number of instructions given.
Comments on things that s/he hears - can hear sounds which others do not hear which can make it difficult to concentrate.				
Refuses certain rooms or lessons which involve lots of noise e.g. assembly, dining hall, music lessons.				
Shows extreme reaction to sudden unexplained noises e.g. fire alarms, sirens, machinery.				
Seeks out noise e.g. loves music lessons and likes to listen to music on personal system.				Make sure the young person is facing you when giving instructions. Give simple instructions – don't use too many words and use visual cues alongside. Speak loudly and clearly. Simplify instructions and ask the young person to repeat the instructions back to you. Wait for the young person to process and respond to auditory information – remember this may take them longer. Encourage the young person to focus on the task in hand.
Makes noises such as tapping, drumming, banging on doors.				
Requests repetition of information given verbally.				
Seeks out repetition of noisy actions e.g. music track, closing doors.				

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**Gustatory/Olfactory**

Sense of taste and smell

Observation	often	some-times	never	comments
Limited diet/always eats the same food.				Use proprioceptive activities to help calm an overly alert sensory system.  Allow the young person to have their favourite scent or object to block out the offensive smell e.g. sweat band with aromatherapy oil or parent's perfume.  Be considerate of taste requirements – never force a young person to eat something that makes them uncomfortable.
Dislikes crunchy or chewy food.				
Refuses certain foods put together.				
Shows negative reactions to smells e.g. perfumes, washing powder, fabric softeners, spicy foods etc.				
Unaware of own body odour.				Encourage the young person to have as many smell experiences as possible e.g. - scratch and sniff stickers - aromatherapy oils - scented felt tips - scented candles.
Seeks oral stimulation from in-edible objects and substances. pencils, clothes, grit, sand, glue sticks etc.				
Seeks out strong tasting foods, e.g. spicy or hot in temperature.				Encourage the young person to try a variety of tastes e.g. spicy, sour, zingy.
Tendency to seek out smells e.g. people – wanting to smell someone's hair or skin, clothes, food, harmful substances.				Use sensory chew toys to allow the young person to chew an object safely.

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### Vestibular

Sense of balance

Observation	often	some-times	never	comments
Is hesitant going up or down small thresholds such as steps or curbs. Stays close to walls, fences etc.				Use a firm supportive seat that will not tip to help the young person feel stable and secure whilst sitting at their desk. Make sure their feet stay flat on the ground.
Avoids 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.
Shows difficulties with activities that require good balance.				Allow the young person to be at the front or back of the line when negotiating stairs.
Finds it hard to look from the board to their book.				When ascending and descending stairs, allow the young person to use the handrail. Allow the young person to leave class 5 minutes early to avoid busy corridors.
Spins and turns, heavy footed, rocks back and forth when sitting/standing/walking, generally, over exaggerated movements.				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, yoga or Pilates, using a therapy/exercise ball, boxing.
Joins in physical games, but without recognising concept or rules.				Allow for regular movement breaks during lessons e.g. taking something to a designated member of staff at the other end of school.
Seeks physical contact, no recognition of appropriateness.				

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## Interoception

Understanding and organising messages from internal organs

Observation	often	some-times	never	Strategies
Seeks to use the toilet excessively.				Allow longer for toilet breaks and build timetabled slots for going to the toilet.  Ensure clothing suitable for the weather conditions is encouraged.  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?)
Shows strong reaction to heat or cold.				
Continuous presentation of hunger or thirst.				
Low pain threshold e.g. small cut or knock gives exaggerated reaction.				
Doesn't recognise their emotions or 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 young person 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?)
Not stimulated to eat or drink.				
Problems with incontinence.				
Seems unaware of pain and has a high pain threshold so may be unaware when they have hurt themselves. May self-harm as stimulation.				
Does not show need for warmth or to cool down				

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### 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	Comments
Likes deep pressure e.g. seeks pressure by crawling under heavy objects or prefers clothes to be tight.				<p>Any leisure/sports activities such as swimming, climbing, ball games.</p> <p>Carry a backpack with a bit of weight in (no more than 10% of the young person's body weight).</p> <p>Wear leg weights during P.E or when walking to and from school (no more than 10% of the young person's body weight).</p> <p>Massage – using firm pressure touch on arms, legs, palms of hands and feet.</p> <p>Use lap pads (or wheat bags) for increased proprioceptive input when seated.</p> <p>Allow for regular movement breaks during lessons.</p> <p>Allocate the young person 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 young person to push legs against for resistance.</p>
Takes risks during play which might compromise personal safety e.g. climbing high in to trees, climbing on and jumping from high furniture.				
Appears 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 play can be very boisterous which can sometimes be unsafe e.g. pushing, hitting, bumping into or biting other young personen.				
Leans against things.				
Walks on tip-toes.				
Sits on legs/feet.				



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### 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 laces.				

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### 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>