

Help Sheet

0 – 25 Specialist Teaching And Support Service

Completing a sensory profile

Why?

- To support children and young people who have sensory processing differences.
- To show areas of hyper and hypo sensitivities as well as practical strategies that schools can use to support pupils.

You will need:

- Two copies of a sensory profile (one to be completed by school and one to be completed at home).
- The sensory profiles are differentiated into Early Years, Primary and Secondary.

How?

- The sensory profile needs to be completed by a member of staff who knows and works closely with the pupil.
- It can be completed over a period of time and staff may want to observe the child in different environments and situations across the school day/week.
- The profile completed by parents or carers can show differences to the version school complete. This is normal as children interact differently when in different environments.
- On the right hand side are some suggested strategies to support and plan the pupils sensory diet.
- Please note that these are only recommendations and that a full sensory assessment can only be planned and supported by a qualified Occupational Therapist.

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](#)

Tactile Sense of touch	Observation	Frequency			Strategies
		often	some- times	never	
	Is sensitive to the feel of certain fabrics e.g. certain clothes, school uniforms, bed sheets				-Use proprioceptive activities -Allow child 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 -Consider tactile element to activity and where possible modify e.g. when painting or using playdough, allow use of tools and/or wearing gloves or allow child to wash their hands if requested
	Dislikes the feel of certain substances including soap and water leading to poor hygiene;				-Avoid light touch – use firm pressure when touching the child and always approach from the front -If touch is necessary give the child prior warning -Allow child to leave the classroom a couple minutes early for transitions to avoid busy environments
	Scams or labels in clothes can be very uncomfortable or doesn't like wearing new clothes/shoes				-Messy play – sand, water, finger paint, shaving foam, jelly, slime, mud box
	Finds it difficult to be in busy places e.g. assemblies, canteen, dining hall, lining up close to others				-Use different textures – lentils, rice, seeds, beans, pasta, cotton wool, sand paper
	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 lightly				
	Enjoys feeling certain materials such as fabric, water, paint and may seek out playthings with certain substances (this may include sensory boxes)				

Reference / Evidence base – informed by:

- [Sensory differences \(autism.org.uk\)](http://sensorydifferences.autism.org.uk)
- [Occupational Therapy – Bradford Teaching Hospitals NHS Foundation Trust \(bradfordhospitals.nhs.uk\)](http://OccupationalTherapy-BradfordTeachingHospitalsNHSFoundationTrust.bradfordhospitals.nhs.uk)
- [Sensory Resources | Autism Education Trust](http://SensoryResources|AutismEducationTrust)