

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.

Tactile
Sense of touch

Observation	often	some-times	never	Strategies
Is sensitive to the feel of certain fabrics e.g. certain clothes, school uniforms, bedsheet				-Use proprioceptive activities -Allow child to stand at the front or end of line to avoid being bumped into or brushed past
Dislikes the feel of certain substances including soap and water leading to poor hygiene,				-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
Scams or lobs in clothes can be very uncomfortable or doesn't like wearing new clothes/shoes				-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
Finds it difficult to be in busy places e.g. assemblies, cloakroom, dining hall, lining up close to others				-Allow child to leave the classroom a couple minutes early for transitions to avoid busy environments
Clear and strong reaction to unexpected touch – dislikes shaking hands or being hugged.				-Messy play – sand, water, finger paint, shaving foam, jelly, slime, mud box
Likes a hug if chosen to do this and can hug/touch very lightly				-Use different textures – lentils, rice, seeds, beans, pasta, cotton wool, sand paper
Enjoys feeling certain materials such as fabrics, water, paint and may seek out playing with certain substances (this may include smelling fabrics)				

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.

Help Sheet

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>