



Sensory Differences and Preferences

To fully understand a child's sensory needs and to safely implement effective strategies to optimise a child's learning and health outcomes, a comprehensive sensory assessment and report should be completed by an appropriately trained health professional e.g. an Occupational Therapist. If a sensory assessment has been carried out by a trained health professional, please refer to this when filling out the table below. *'Hypo sensitivities' mean a person is less sensitive to a sensory stimulus than typically expected. 'Hyper sensitivities' mean a person is more sensitive to a sensory stimulus than typically expected.*

Child's name: XXXX XXXXXXXX

Tactile (Touch)

- XXXX appears to be relatively interested and comfortable with tactile / messy play at Nursery and is very accustomed to muddy environments.
- XXXX enjoys water play.
- XXXX approaches educators at Nursery and sits next to them / leans against them, suggesting he is comfortable in proximity to some familiar adults.

Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	<ul style="list-style-type: none">• XXXX occasionally seems uncomfortable with his hands being muddy / less clean from messy play and will want to wash them straight away.

	<ul style="list-style-type: none"> • XXXX appears to feel cautious about approaching other children, or them approaching him. This may be related to proximity, but this may also be due to feeling unsure or apprehensive about the social interaction involved. • XXXX is sensitive to tactile self-care activities such as brushing his teeth or washing his hair. • XXXX has been sensitive about wearing tight clothing in the past. • XXXX is sometimes apprehensive about playing with new textures, such as playdough.
Strategies:	<ul style="list-style-type: none"> • XXXX is able to wash his hands whenever he wants to at Nursery. • During group activities, provide a given space for each child to sit (for example, logs in a circle) to ensure XXXX is given enough personal space. • Encourage XXXX to brush his teeth or hair himself so that he has increased control over the pressure used. • Make reasonable adjustments to any clothing, for example, if using plastic aprons that are tight around the wrist, fold the edges back or cut around the elasticated end. Children often prefer to have the labels cut out of clothes and / or wear looser clothing. • Don't force XXXX to play with new textures, but aim to keep messy play activities available for longer (e.g. several sessions in a row) so that XXXX can slowly explore the textures at his pace.

Visual (Sight)

- XXXX enjoys watching things that spin, including bike wheels, the washing machine and a fan.

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Auditory (Sound)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

- XXXX appears to be sensitive to the sound of the hand dryer in the inside toilet at Nursery. XXXX appears to be afraid that it will make a sound and has been hesitant of entering the toilets in case the hand dryer turns on.
- When XXXX's peers are being louder, he will sometimes say 'You need to be quiet.'
- XXXX finds sudden, loud noises such as car alarms distressing. For example, he was once very anxious about an alarm which went off in the supermarket. XXXX will check 'Have you switched the alarm off?' to check that it won't suddenly start making a noise.

	<ul style="list-style-type: none"> - XXXX seems to notice subtle noises in the environment and often asks 'What's that noise?'
Strategies:	<ul style="list-style-type: none"> - XXXX's educators show XXXX that they are switching the hand dryer off so that he knows it will not turn on when he is in the toilet area. Once they show XXXX it is turned off, he will enter the toilet area. - Prepare XXXX for any loud noises such as fire alarm drills or lawnmowers in advance. - All learning environments should be 'enabling,' and this includes considering noise levels in the environment. Modulating the noise levels in learning environments may be particularly important for XXXX if he is sensitive to sound. Strategies to reduce unwanted noise include: <ul style="list-style-type: none"> ✓ Encouraging children to use their voices or make other sounds at different levels, e.g. using a visual 'noise-o-meter.' ✓ In indoor learning environments, closing doors and windows to minimise environmental sound from outside. ✓ Turning off any noisy equipment. ✓ Carefully considering use of background music. ✓ Ensuring there is only one voice at a time during group activities. ✓ Reducing background noise when educators give instructions or information. <p>(More information can be provided based on the settings particular learning environment).</p>

Gustatory (Taste)

- XXXX appears open to trying out different foods and often has 'seconds.' He appears comfortable with foods being combined, Nursery food is usually a one pot meal like a stew.

Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Olfactory (Smell)

Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Vestibular (Balance)

- XXXX enjoys the challenge of balancing on items at Nursery.
- XXXX enjoys climbing to certain heights at Nursery and is comfortable lifting his feet off the floor.
- XXXX has made progress standing on some raised equipment at Nursery such as the 'Stage.'

Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	<ul style="list-style-type: none">• XXXX appears comfortable climbing up stable steps but is apprehensive about using climbing equipment that is less solid, for example, climbing a rope ladder.
Strategies:	<ul style="list-style-type: none">• Provide opportunities for XXXX to use climbing equipment or obstacle courses 1:1 with an adult or in a small group, when there are no other children around. This will allow him to 'give it a go' at his own pace, without the added pressure / stimulus of other children waiting to have a go, quickly moving past him or 'wobbling' the equipment.

Proprioceptive (Body Awareness)

- XXXX appears to like lifting heavy items, but this is generally when it is part of his play, e.g. lifting tree logs to make a train.

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Interoception (Internal Sensations)

- XXXX talks about the temperature 'I like it when it's cold!' and responds to offers for different clothing at Nursery if needed.
- XXXX will express if he does or does not want more food (sense of hunger).

Hypo sensitivities:

- In different places, XXXX sometimes finds it challenging to use the toilet in time, however, as he always communicates that he needs to use the toilet at home, this is less likely to be related to not 'feeling' the urge to use the toilet and more likely linked to not wanting to use specific toilets, feeling anxious about using the toilet in different places or finding it challenging to communicate that he needs to use the toilet.

	<ul style="list-style-type: none"> XXXX needs to be prompted to have a drink, he will not always remember to drink by himself.
Strategies:	<ul style="list-style-type: none"> Ensure XXXX's key person or other educators schedule regular reminders for XXXX to have a drink throughout the day.
Hyper sensitivities:	
Strategies:	