This environmental audit is to help practitioners to assess and create an environment that supports the engagement of children and young people (CYP) with sensory processing needs. It gives ideas and suggestions on the ways in which the environment could be altered if CYP are experiencing anxieties, behaviours or sensory reactions which may be due to them finding it hard to tolerate certain sensations or situations. This Environment Audit has been adapted from the AET (Autism Education Trust) and Derbyshire Sensory Processing Needs Toolkit audit tools

It is recommended that the video and resources that can be found on the sensory processing page of the SEND local offer website be used alongside the use of this audit tool to provide a greater understanding of sensory processing and how our environment can be adjusted to support a person’s sensory processing needs. Consider the points in the audit below and complete the action plan at the end including a review date

**General sensory needs**

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| Good practice and evidence  to look for within the environment | Current Situation | Possible Actions |
| A system of support is available for CYP experiencing sensory overload/ receiving too much sensory information  • Learning or movement breaks are allowed when necessary  • There is a clear system/routine for CYP to follow if they feel they need to withdraw due to sensory overload  • There is a clearly designated place available for them to withdraw to |  |  |
| CYP are encouraged to let staff know if they are finding a sensory aspect of the environment distressing.  • CYP know that they can speak to someone about their concerns  • CYP have a designated person to talk to  • CYP are provided with alternative communication tools if needed in order to communicate their sensory needs |  |  |
| Environmental organisation takes into account CYP’s individual needs.  • Environmental organisation and seating plans take into consideration individual sensory concerns following consideration of their sensory needs and trial of strategies (e.g. A CYP who is sensitive to light does not sit by a window)  • CYP who are anxious because of other people being close to them are allowed extra personal space e.g. around their seat |  |  |
| CYP is calm and regulated when moving  through communal areas such as corridors. (Some CYP with sensory processing needs can become anxious in busy corridors due to anxiety over being touched/in close proximity to others; sensitivity to loud noises; feeling confined within a limited space with lots of other people)  • CYP is allowed to leave slightly earlier or  later than peers to avoid noisy/busy  times/spaces |  |  |
| Dinner halls and queuing systems do not cause distress (due to the noise levels, smells and crowds etc.)  • CYP is allowed to enter the dining area  before or after peers to avoid queuing and  crowds  • An adult or buddy may escort CYP to and  within the dining area |  |  |

**Tactile**

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| Good practice and evidence  to look for within the environment | Current Situation | Possible Actions |
| Uncomfortable clothing is avoided, wherever possible unless there are safety issues. (Some CYP with sensory  processing needs are extremely sensitive to the feel of itchy or scratchy fabric; material which is stiff and inflexible and seams/labels within their clothes)  • The uniform/dress code policy is flexible enough to allow for variations which will help CYP to find appropriate alternative clothing options |  |  |
| Alternative arrangements are made for CYP who find writing to be uncomfortable, physically painful or  difficult.  • Policies are flexible in allowing CYP to use  alternative forms of writing such as a laptop, iPad, Alpha Smart to produce written work |  |  |
| Seating is comfortable.  • Allowance is made of the fact that some CYP will find sitting on hard chairs or the floor for long periods of time difficult  • CYP are allowed movement breaks within the lessons/sessions/day to reduce seated time |  |  |

**Hearing**

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| Good practice and evidence  to look for within the environment | Current Situation | Possible Actions |
| There is a clear system/routine for CYP to follow if they feel that the level of noise becomes too much for them.  • There is a quiet room/area available which  provides a place for CYP to calm down and self-regulate  • CYP has a system to alert staff that noise is  getting too loud e.g. cue cards |  |  |
| Sounds from outside are kept to a minimum in order to avoid problems within. |  |  |
| There are strategies in place to reduce noise when rooms are in use. Wherever possible:  • Rooms and corridors are carpeted to lessen the amount of noise caused by the movement of people and furniture  • The acoustics of larger areas such as the gym, dining hall and hall are checked and modified to lessen echo  •CYP could wear ear defenders/headphones  when moving around busy corridors |  |  |
| Sounds from equipment within the environment are, wherever possible, kept to a minimum.    • All electrical equipment within the room is to be switched off when not in use  • Any CYP sensitive to environmental noise to be positioned away from this equipment |  |  |
| CYP are warned in advance if a loud, sudden noise such as the fire alarm or transition bell is going to sound  • Clear, well defined strategies are put in place to  support CYP and help them to tolerate loud,  sudden sounds |  |  |

**Vision**

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| Good practice and evidence  to look for within the environment | Current Situation | Possible Actions |
| The environment is structured and organised so as not to be cluttered to ensure that CYP can easily find the information needed without inducing  anxiety.  • The impact of wall displays is considered. Busy and colourful wall displays can be appealing to some but can be visually distracting and a cause of anxiety for some CYP with sensory processing needs  • Environments to be organised so that specific activities have clearly designated areas in order to give clarity to CYP with sensory processing needs  • If necessary, CYP have the opportunity to work at a workstation or at an area which is  sectioned off in order to focus their attention |  |  |
| Environmental lighting is suitable for CYP with sensory processing needs.  • Lights are turned off if they are not needed in order to reduce visual stress in CYP  • Flickering lights are turned off and changed as soon as possible  • Staff are aware of the effects of light coming  into the room – for example: the reflection  from metal or shiny objects, the sun shining on certain areas of the room, patterns created by light coming through blinds etc. |  |  |

**Smell**

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| Good practice and evidence  to look for within the environment | Current Situation | Possible Actions |
| Staff are aware of the effect smell may have on CYP with sensory processing needs  • Staff are aware of everyday smells such as  cleaning materials, some ink in pens and  highlighters, paint and glue  • Staff are aware that the smell of some  perfumes and deodorants may be  upsetting or overwhelming to CYP  • Staff are aware that CYP may react to the  smell of other people, such as the smell of  coffee on someone’s breath |  |  |
| Smells from outside the room are monitored and reduced, where possible.  • Alternative toileting arrangements are  allowed (e.g. possible use of staff or  disabled toilets)  • The smell of cooking from the cafeteria or  food technology rooms is reduced |  |  |

**Sensory Environment Action Plan**

Environment/setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Audit lead/team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Identified Action – what needs to be done? | Who will carry out the action? | By when? | How will we know it is effective? |
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Review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_