



Top Tips for Sensitivity (School)

Below is a list of strategies which have been found to be beneficial for children. Choose the ones that you believe would best suit your pupil.

 	<ul style="list-style-type: none">• Increase awareness and try to understand why the child is acting or reacting in a particular way• Prepare and plan transitions/change• Make the environment desirable and predictable for the child to reduce anxiety/stress• Look for the triggers and try to prevent the behaviour escalating• Be aware of the child's position in the classroom• Try to create a chill out space or room where the child can go to calm down• Adapt environments so that they are less stimulating e.g. use of privacy boards, work stations, screens, quiet areas as appropriate• Prepare the child for sudden noise by telling them when this will happen (see noise sensitivity advice sheet for more information)• Use of sensory stories to help the child deal with potentially difficult or challenging situations• Be aware that bombarding the child with questions as to why they have behaved in a certain way may be difficult for them as they may not be able to tell you and this will further increase their anxiety levels. Use of social stories may be more beneficial• Consistency; if possible ensure that the child has the same staff working with them and that staff use a consistent approach for teaching and managing particular situations as they arise• Be aware that the smell of perfume, aftershave and body lotions may appear "toxic" to a child that is hypersensitive to these• Keep instructions short, simple and concrete to help the child's understanding. Give time to process information
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	<ul style="list-style-type: none">• Use visual timetables, gesture, pictures, objects of reference, and photographs etc to enhance child's understanding• Use of equipment in classroom such as Move 'n' Sit cushions, writing slopes, pencil grips, Bear Hug vest, weighted blankets may be beneficial• Use of movement breaks, heavy work, and deep pressure activities in the classroom may produce a calming and organising effect• Allow child to arrive or leave early at start/end of school day to avoid busy times
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