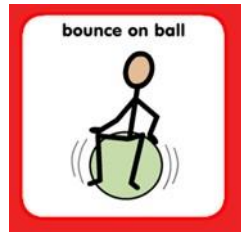


Sensory circuit example



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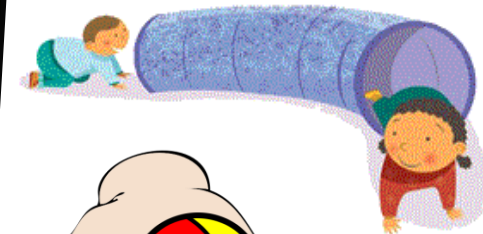
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Sensory Circuit

Ysgol Bryn Derw



What you need to know How it works Sensory Circuit

Sensory integration

Sensory Processing refers to the way we process the world around us and how we feel internally. It allows us to successfully interact with our environment, the people in our lives and feelings we have. Messages in our brain are sent throughout our body to help us recognize how things look, feel, taste, smell, etc.

Children or young people who has difficulty organising and making sense of their senses may have difficulty learning in school, (For example feeling tired, anxious, paying attention and maintaining focus.

The initial aim of the Sensory circuits programme is to facilitate sensory processing and sound sensory integration to allow children to be in the optimum state of alertness, ready for learning (Horwood 2013)

How does Sensory Circuits work?

The initial aim of the sensory circuits programme is to facilitate sensory processing and effective sensory integration, allowing children and young people to be in the optimum state of alertness, ready for learning.

Longer term benefits can include:

- Improvements in self-esteem
- Development of physical skills • Differences in focus and attention and improved ability to settle down
- Some quiet, unresponsive children appear to have 'woken up' and are more readily with tasks
- Opportunities to engage in specific learning e.g. counting whilst bouncing on trampoline
- Improved communication skills for children working at all levels

The sensory circuit structure is simple. A circuit runs in three sections which is based on

theories of sensory processing and sensory integration.

Alerting – **organizing** – **calming**

Alerting

The aim is to provide vestibular stimulation (rapid head movement and fast paced motion) within a controlled environment. Alerting activities including jumping on trampoline, changing directions when jumping, bouncing on therapy ball and star jumps.

Organising

This includes activities that require multisensory processing and balance. This requires a child to organise their body, plan their approach and do more than one thing at a time one after another. Organising activities include climbing, balancing and throwing.

Calming

The calming activities provide input to ensure that as the pupil leaves circuit they are calm and centred. Calming activities include deep pressure massage, ball squash and wall push/ chair push up.

Complete the circuit in the above order. You do not have to include all three groups of activities.

If a child is very alert, then only include organising activities followed by calming activities.

If a child is unalert, then include more alerting activities, followed by organising and then shorter calming session.