

Awsorth Primary and Nursery



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Sensory Aid Policy

Reviewed by: Local Governing Body

Review date: September 2026

Next Review: September 2027

Sensory aids at APS

Sensory aids (Fidgets) can provide several benefits for the children who attend APS, especially for pupils who have difficulty focusing or managing their energy levels. It is, however, important for the school to have clear guidelines that ensure that Sensory aids are used in a way that supports learning and doesn't become a distraction.

The school may consider allowing a pupil access to a Sensory aid if it supports one of the needs outlined below:

Focus and Attention: Sensory aids can help children channel excess energy, enabling them to concentrate better during lessons. The repetitive motion or tactile engagement helps some pupils stay grounded and focused.

Identified Special Educational Needs: For children with ADHD, autism, or anxiety, Sensory aids can serve as a calming tool. It helps them self-regulate and manage sensory overload, improving their ability to learn and participate.

Stress and Anxiety: Engaging with a Sensory aid can provide a quiet, non-disruptive outlet for nervous energy, making pupils feel more relaxed and at ease during stressful moments like tests or social situations.

Sensory Processing: Some pupils may have sensory processing difficulties, where Sensory aids can offer a useful way to engage their sense of touch in a controlled manner, enhancing their learning experience.

Self-Regulation: By allowing pupils to use Sensory aids, schools can teach children how to recognize when they need a break or calming activity, which fosters emotional regulation and independence.

When pupils have an appropriate outlet for their restlessness, they are less likely to engage in disruptive behaviours. This can lead to a calmer classroom environment overall and this therefore why APS would support the use of Sensory aids.

Purpose and Approval

Sensory aids are allowed as tools to help with focus and self-regulation, not as toys for play. Pupils who require Sensory aids for focus or special needs (e.g., ADHD, sensory processing) should have approval from the class teacher and SENCo.

Only quiet, non-disruptive Sensory aids are allowed (see appendix 1 for suggested items).

Proper Use

Sensory aids should be used discreetly at the student's desk or in hand, without distracting others.

Pupils should continue to focus on classwork, and the Sensory aid should complement their attention rather than take it away.

Sensory aids are not to be shared or traded with other students during class time.

Time and Place

Sensory aids can be used during class time when Pupils are seated and expected to focus (e.g., during lessons, individual work).

They are not allowed during tests, assessments, or group discussions unless specified by the teacher.

Sensory aids should be put away during transitions, physical activities, or when moving around the classroom.

Teacher's Discretion

If the Sensory aid becomes a distraction to the student or others, the teacher has the right to ask the student to put it away.

The use of Sensory aids should be monitored by teachers to ensure they remain tools for focus, not distractions. Teachers and support staff should work with pupils to develop correct techniques for the use of Sensory aids.

Respectful Use

Pupils must respect classroom rules and fellow classmates' needs for a calm learning environment. Any misuse of Sensory aids, such as throwing or causing distraction, will result in temporary or permanent loss of the privilege.

Storage and Responsibility

Sensory aids should be kept in a designated area (e.g., in a bag or tray) when not in use.

Pupils are responsible for their own Sensory aids. If lost or damaged, the school is not liable for replacements

Appendix 1

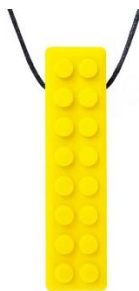
Here are the Sensory aids approved for use at APS.



[Tangles](#)



[Marble Mesh](#)



[Silicone Chew](#)