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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| Sensory Circuits and Sensory Diets | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the ‘just right’ or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing. | | | | |
| **IMPLEMENTATION** | | | | |
| Sensory circuits should ideally be completed at school, first thing in the morning (and after lunch too, where possible), but can be done at home too.  Sensory circuits are designed to start with **alerting** activities, move to an **organising** phase and then finally to a **calming** phase. Doing the activities in the recommended order is vital. The right order results in a well-regulated, happy child. The wrong order may well result in a dysregulated, upset or irritable child and have the opposite effect. | | | | |
| **IMPACT** | | | | |
| Students who complete sensory circuits and follow a sensory diet as part of their daily routines are able to self-regulate effectively and therefore access life and learning to the best of their ability. | | | | |