

## **Sensory Circuits**

### **Intent**

At River View Primary School, we recognise that many children experience differences in sensory processing which can impact their ability to regulate, engage and participate successfully in learning. Through the implementation of Sensory Circuits, we aim to support children to achieve an optimal level of alertness and regulation, enabling them to access learning more effectively.

Sensory Circuits provide a structured sequence of sensory-motor activities designed to organise the nervous system and prepare children for the demands of the school day. Through regular participation, children develop increased body awareness, self-regulation skills, concentration and emotional readiness for learning. The approach supports pupils with sensory processing differences, autism, ADHD, communication and interaction needs and children experiencing difficulties with attention and emotional regulation.

### **Implementation**

Sensory Circuits are delivered through a structured programme of activities consisting of three distinct stages: Alerting, Organising and Calming. Activities are selected and adapted according to individual sensory profiles, developmental needs and professional recommendations.

The intervention may be delivered as a whole-class approach, small group intervention or individualised provision depending upon the needs of the child.

| <b>Principle</b> | <b>Purpose</b>                                          | <b>Examples in Practice</b>                                      | <b>Expected Outcome</b>           |
|------------------|---------------------------------------------------------|------------------------------------------------------------------|-----------------------------------|
| Alerting         | Increase alertness and readiness to learn               | Trampolining, skipping, star jumps, animal walks, scooter boards | Improved alertness and engagement |
| Organising       | Develop body awareness, coordination and motor planning | Balance beams, obstacle courses, crawling activities,            | Improved focus and organisation   |

|         |                                            |                                                                                        |                                                |
|---------|--------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------|
|         |                                            | throwing and catching                                                                  |                                                |
| Calming | Promote regulation and emotional readiness | Deep pressure activities, breathing exercises, stretching, yoga, resistance activities | Improved self-regulation and emotional control |

### **Impact**

Children will demonstrate improved levels of regulation, attention and engagement within the classroom environment. Through regular participation in Sensory Circuits, children will develop a greater awareness of their sensory needs and demonstrate increased readiness for learning.

Staff will observe improved concentration, reduced dysregulation, greater participation in learning activities and increased independence in managing sensory and emotional needs. Progress will be monitored through observations, intervention records and APDR review processes.