

**WARWICKSHIRE SEND EDUCATION PROVISION MATRIX
ELEMENT 1: UNIVERSAL PROVISION**

Physical Environment: 1.9 Classroom layout and surroundings which take into account the needs of learners with SEND

Sensory Environmental Audit

This sensory environmental audit is designed to support Warwickshire's Special Educational Needs and Disabilities (SEND) Education Provision Matrix. It provides a framework to consider the sensory aspects of the school environment which can impact on learning. It has been developed from materials provided through the Government's Inclusion Development Programme Primary and Secondary: Supporting pupils on the autism spectrum, first published in 2009.

There are spaces within each section for you to record against any unique/other aspects of your school learning environment which might not otherwise have been included here.

In school pupils are exposed to lots of sensory information from the environment (noise, visual, smell/taste, touch) and also from sensations within the body (movement and body awareness). However, to be able to function effectively they only need to pay attention to about five per cent of this information and filter out the rest. Some pupils may not be able to effectively filter out some sensations and can become over whelmed; others may filter out too much and seem under responsive. Considering the sensory environment in school is the first stage in addressing sensory difficulties within school.

VISUAL

Pointer	Things to consider	Current Situation	Possible Action (if needed)
Classroom illumination is suitable for all learners.	Fluorescent lights.		
	Flickering light coming into the room through blinds.		
	Light reflecting on shiny surfaces.		
The classroom is clutter free.	Busy and cluttered wall displays.		
	One wall with minimal displays/distractions to help learners focus on teacher.		
	Designated areas for specific activities to give clarity to classroom organisation.		
	Access to an individual, low arousal workstation.		

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NOISE

Pointer	Things to consider	Current Situation	Possible Action (if needed)
Noise in the classroom	Noise created by the movement of people, chairs, other furniture.		
	Noise from electrical equipment.		
	Seating arrangements in relation to noise.		
	Humming from fluorescent lighting.		
	Acoustics of the gym, hall, dining hall, swimming pool, sports field.		
	Availability of alternative, quiet learning space.		
Noise outside the classroom	Noise from movement through corridors.		
	Loud hand driers.		
	Weather, grass cutting, other children working or playing outside.		
	Strategies to help learners cope with fire alarms.		

TASTE AND SMELL

Taste and smell are closely linked and can be distressing for some learners who will be distracted from learning.

Pointer	Things to consider	Current Situation	Possible Action (if needed)
Smells in the classroom.	Smells from glue, paint, clay, cleaning fluids.		
	Perfumes, deodorants, hair products,		

	washing powders.		
Smells from outside the classroom.	Cooking smells from the cafeteria or cookery room.		

TOUCH AND FEEL

Difficulties with touch will impact on participation in learning tasks.

Pointer	Things to consider	Current Situation	Possible Action (if needed)
Classroom environment	Classroom temperature		
	Seating – furniture		
	Seating – social environment		
School environment and routines	Learners are confident in corridors and moving around school.		
	A designated area for learners who need time out.		
Culture of the school	The wellbeing of the individual and their inclusion.		
	Routines in and around school – queuing and waiting.		
Learning tasks	Availability of a range of tools for recording work – both high tech and low tech.		
Individual comfort	Is school uniform comfortable to wear?		

GENERAL ISSUES

Pointer	Things to consider	Current Situation	Possible Action (if needed)
Adults' awareness of learners' anxiety.	Learner's awareness of their own anxiety levels.		
	Learner's ability to express their anxiety to adults.		
	Learner's ability to deal with raised anxiety.		

Name of person completing this audit.....
Have you attended a half day Universal Sensory Training for Schools course?	Yes/No
Has this audit been completed with a particular pupil in mind?	Yes/No
School name	
Date	