

Sensory Audit for Schools and Classrooms

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This sensory audit is to help staff to assess and create an environment that enables the participation of pupils with autism. It does not cover all aspects, but gives ideas on the ways in which a setting might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.

Visual

Good Practice and Evidence to look for	Current Situation	Possible action (if needed)
<p>Classroom illumination is suitable for pupils with autism.</p> <ul style="list-style-type: none"> Fluorescent lights are regularly checked and changed. (Flickering lights can be very disturbing.) The effects of light coming into the room through blinds and creating distracting patterns are minimised Light reflecting on objects such as metal or shiny surfaces in the classroom is minimised. 		
<p>The classroom is orderly and not cluttered so that pupils can make sense of the environment.</p> <ul style="list-style-type: none"> The impact of wall displays is considered. (Busy and cluttered wall displays can be distracting). Designated areas for specific activities to give clarity to the classroom organisation. Pupils have the opportunity to work at a workstation to focus their attention, if necessary 		