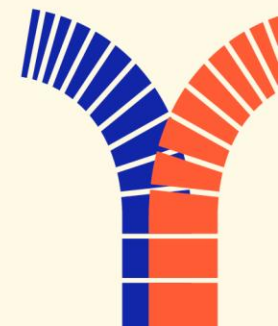


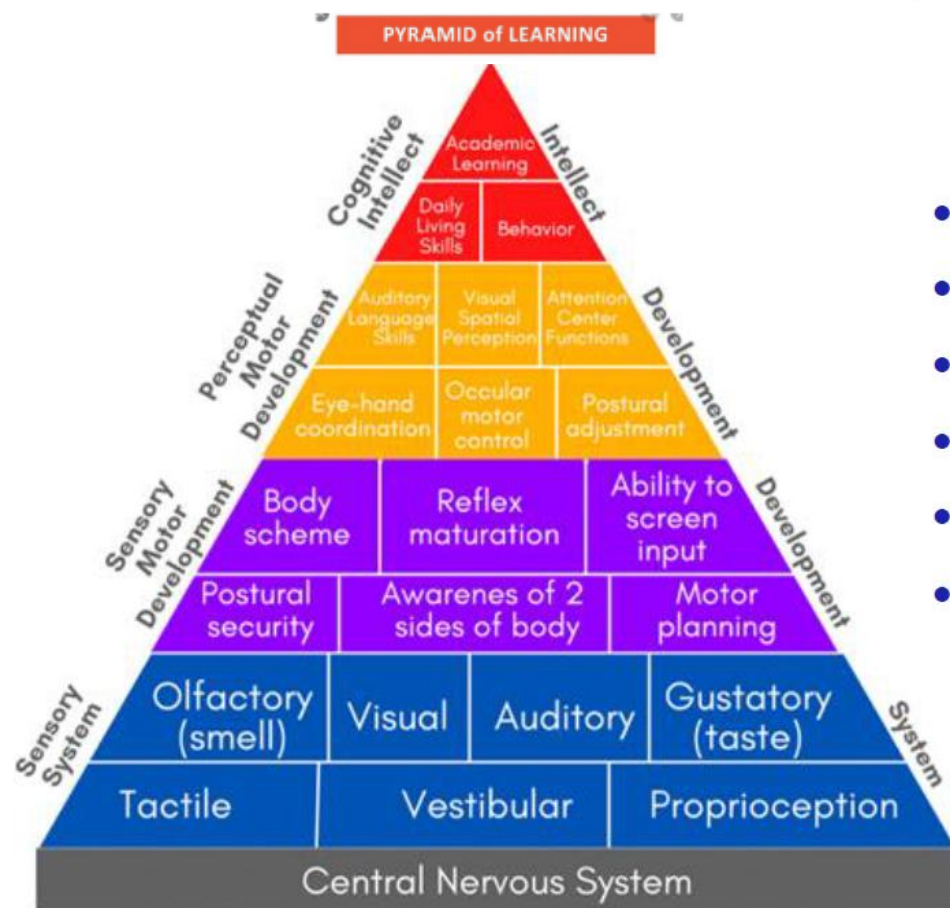
Why Sensory Circuits?

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Sensory Circuits



- Meets sensory needs
- EHCP targets
- Proactive behaviour management
- Supports academic learning
- Supports posture for learning
- Links with Sensory Diets and Zones of Regulation

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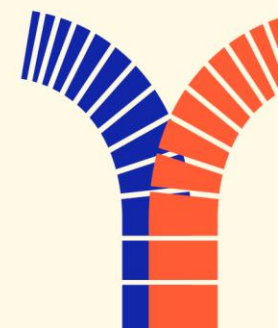


CONFERENCE
2024



Physical activity is crucial to the way we think and feel... it can be the cue for the building blocks of learning in the brain, it affects mood, anxiety and attention, and guards against stress

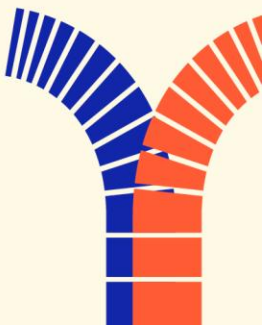
JOHN J RATEY
HARVARD UNIVERSITY





Haven Safe Recovery

Routine Nature
Freedom Calm Peaceful
Calm Safety
Happy





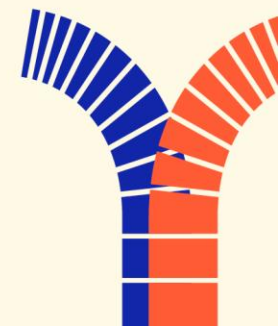
Our sensory sanctuary is in a space positioned in the centre of our school, which is easily accessible for all. It is filled with natural light and has both outdoor and indoor elements. It will be filled with restorative sensory experiences that aim to promote inner peace and calm in our young people, enabling emotional self-regulation. For those learners who find it more difficult to transition to the area, the sanctuary will be accessible to them in their classrooms through sensory boxes replicating activities in the sensory sanctuary.

SHONA MCCANN
RIVERSIDE SCHOOL



A place of
restorative
sensory
experiences, that
generates inner
peace, calm and
wellbeing

PROFESSOR BARRY CARPENTER



Sensory Snack Ideas to use within a classroom

Calming

- Weighted Blanket
- Gloop / bubble timers
- Touch Board
- Touch Massage - Self hand massage or massage tool
- Foam Roller
- Deep Breathing - Finger breathing/Figure of 8
- Slime
- Playdo
- Chew Toy

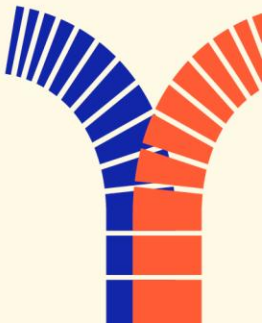


Sensory break within a classroom



Pupils to have their own box (Sensory Snack Box).

This includes activities that they feel they can use to help calm then down or alert them (as needed) This links in with the regulation strategies that we use at Clare Mount as well as EHCP's



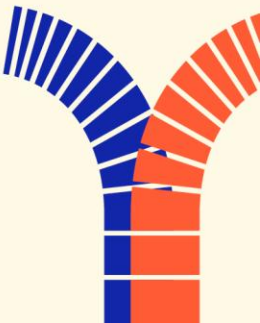
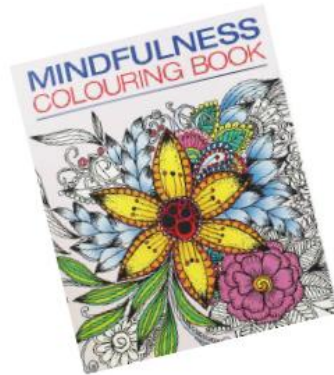
Sensory Snack Ideas to use within a classroom

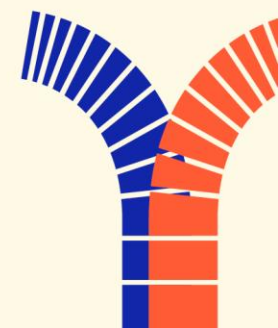
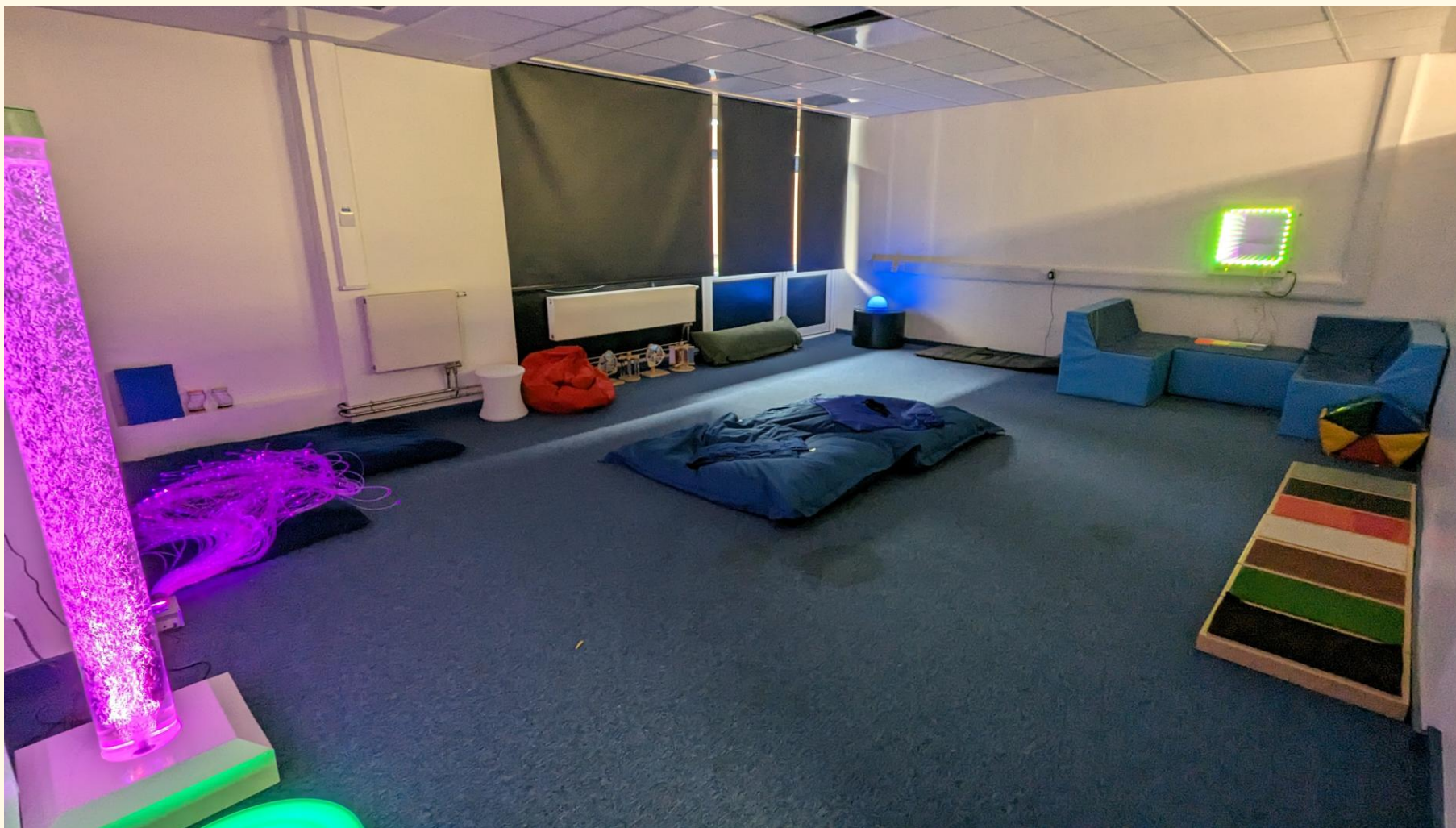
Alerting

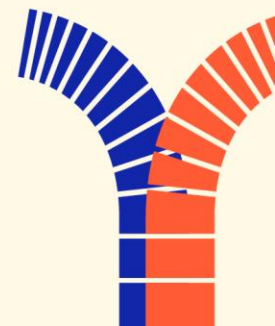
- This will probably be done as a whole class or pupils taken out to do things by a TA. Otherwise it can become quite disruptive within the classroom.

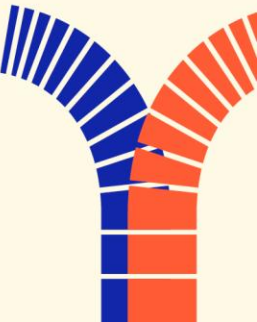
Organising

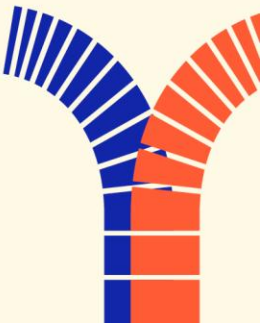
- Dexterity tasks: tweezers etc
- Drawing
- Colouring book
- Peg Boards
- Lego
- Textured playdo
- Threading beads, buttons
- Pipe Cleaners - twist around pencils, make shapes/animals, Push through buttons, colander
- Stretching rubber bands - stretch over a cylinder (bottle) or over a peg board











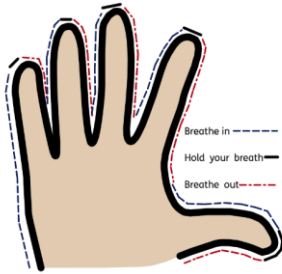


Hand Breathing

Hold your hand out in front of you. Use a finger from your other hand to trace around it. Try to hold your breath for 3 seconds when you get to the top of each finger.

How did you feel before this?

How do you feel now?








Climb the Mountain

Start in a plank position. Slowly bring one knee towards your chest and back again. Repeat with the other knee. Try to stay as flat as possible!

How many Mountain Climbers can you complete in 60 seconds? Can you do a Press Up after each Mountain Climber?




Jab - Cross - Hook

Practice these punches:

- Jab
- Cross
- Hook

Now try to mix these moves up into a quick sequence.

1, 2, 1, 2, 1, 2, 3, 1, 3, 2, 3, 1, 2, 3



Sport Sanctuaries Activity Cards

Climb the Mountain - 60 Second Challenge

Why:

This activity is great for giving a buzz break if someone is **feeling dysregulated** and needs to be **energised** or **work off energy**. The counting of mountain climbers helps to connect to cognitive processes. It also builds cardio endurance, core strength, and agility. You can work several different muscle groups with mountain climbers.

What to do:

- How many mountain climbers can you complete in 60 seconds?
- Start in a plank position with hands under shoulders and feet hip or ankle width. Be flat like a board!
- Slowly draw in one knee without lifting your hips.
- Can you keep going even if you start to feel tired?
- Why not create a 'personal challenge leader board' - People can input their scores and celebrate who can improve their own score the most (10 mountain climbers in 60 seconds on first attempt, 15 mountain climbers in 60 seconds on third attempt - personal improvement of 5 mountain climbers).

Equipment:

None

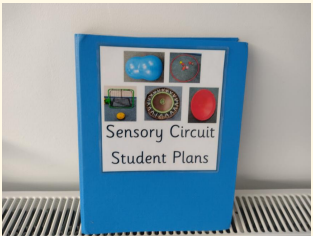
Space:

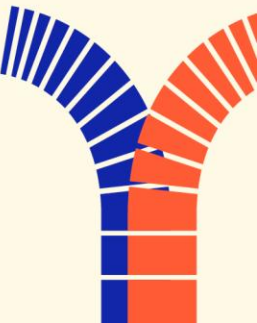
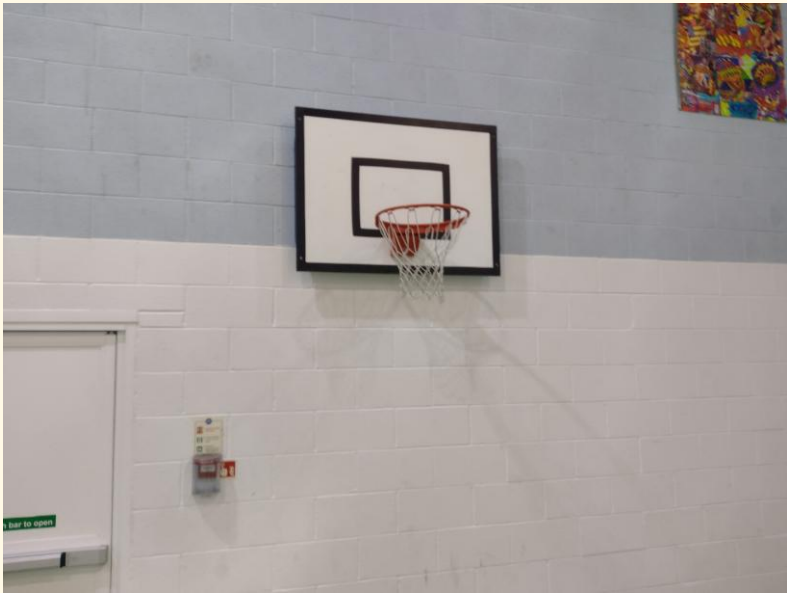
Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a group

5	●	5	●
4	●	4	●
3	●	3	●
2	●	2	●
1	●	1	●





How can the concept of Sport Sanctuaries support children and young people?

Neuroception is a term coined by Dr Stephen Porges, a scientist who discovered the **Poly Vagal Theory**. This is an experimental theory which describes and explains the ways our autonomic nervous system (ANS) responds and puts us in states depending on what our bodies or the situation requires.

Our Neuroception is the part of us that is constantly scanning our internal experience of the world and registering what it experiences as **cues of safety, danger and life threat**.

Outside our awareness it sets us up to **'connect or protect'**. Neuroception detects what's going on in:



Our nervous system, (evaluating risk and adjusting our physiological response)



The nervous system of those around us



The world around us (scanning the environment, situations, people for safety or danger)



Our genetics, our previous experiences and our neuro divergence (diverse ways of thinking, learning, processing, and behaving) effects the **sensitivity** and **accuracy** of our neuroception, which is sub-conscious. We can experience danger where there is none, or we can experience no danger where there is. Conscious thought (perception) can also play a part by exacerbating this. In physical activity, especially in the outdoors, this refers to perceived risk and real risk and how we react to it.

Experiences in supportive 'sanctuary like' relationships with people, places, environments and 'time in' with sensations, images, feelings and thoughts can help children and adults become more aware of their 'neuroception' and its impact on the autonomic nervous system states which is activated by stress. Once we identify this, and know other people can help us, we can begin to understand and choose a little more how we respond to situations.

It seems that there are more and more children and adults whose nervous systems are dysregulated by all the energy and information around us. They find it difficult to focus their attention on a task or find the grounded, calm, awake and ready place within them that is required for learning and connection.

*STEP stands for Space, Task, Equipment, People. It's a simple way for making changes to activities. It's commonly used in the PE and school sport setting so that everyone can join in and take part together.

Why might this understanding help you create a Sport Sanctuary in school?

Physical activity can be integral in creating a Sport Sanctuary, through;

PLAY GAMES MOVEMENT RHYTHM

UNDERSTANDING BREATHING TECHNIQUES

MUSIC SOCIAL CONNECTION/INTERACTION

BENEVOLENCE BEAUTY AWARENESS AWE

EXPERIENCES OF NATURE/THE OUTDOOR ENVIRONMENT

These factors, which can also be tactile and sensory, help us switch our emotional state from protection to connection, from threat to safety.

Knowing this, feeling this and intentionally working with this idea in mind could lead to us all working towards changing the way we respond to the different behaviours of young people, and creating an environment to accommodate a range of sensitivities. We can create intentional 'sanctuary' through a planned, responsive and personalised set of experiences. The intention of these experiences is to move a young person out of a **protection** state, towards a **connection** state that supports their personal, academic and social growth and development in our school settings.



PROTECTION

Our world, is getting busier and more demanding whilst also in many ways more informed and understanding.

It is full of experiences that, outside of our perception and awareness, can cause our autonomic nervous system (ANS) to experience **cues of danger** and threat, activating the autonomic states from two different branches of the ANS to **defensively protect** us from experience and connection that is anticipated as dangerous or threatening.

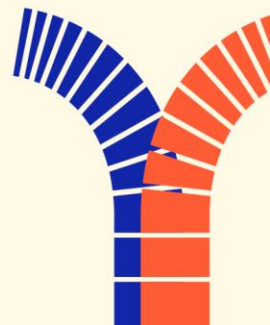
These are known as the **mobilising sympathetic fight/flight system** and the **immobilising parasympathetic dorsal vagal system**.

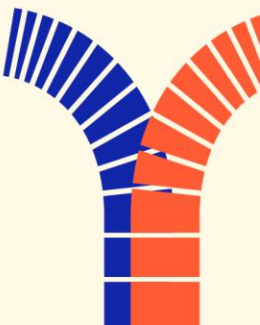
These two branches are about **PROTECTION**.

CONNECTION

We also now know more about which **cues of safety** are essential for a nervous system to allow the state that supports the **open and curious connection** needed for play, learning, joy, passion, ease – an autonomic state that supports **health, growth and restoration known as ventral vagal**.

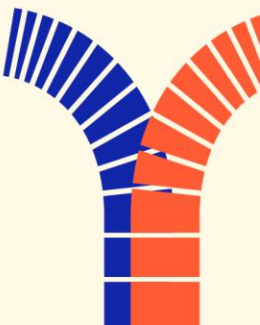
This branch is about **CONNECTION**.



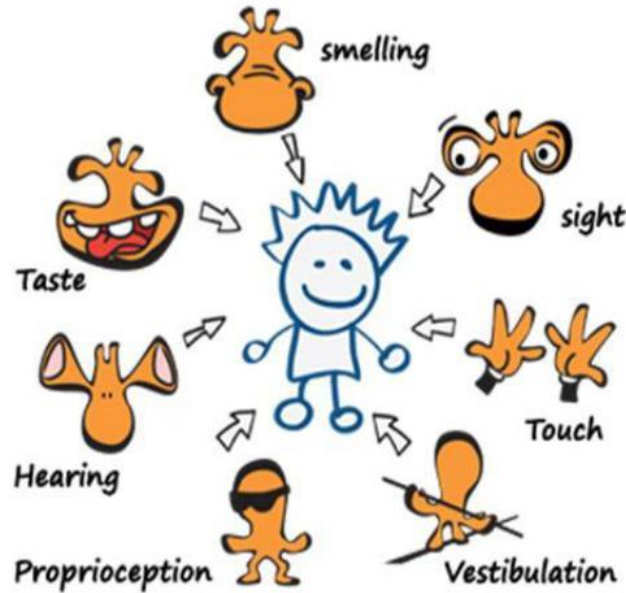


A glimmer not a trigger

Sport Sanctuaries can be the **activities, places and spaces** in schools that support children to experience **feeling safe, connected and engaged**. The **glimmer** of these anchoring, grounding, connecting experiences can support young people to feel OK in the classroom enabling them to settle, concentrate, and follow instruction.



Sensory Circuits



The three senses which have the most impact on the central nervous system (and therefore affect output and behaviour) are:

- Touch
- Vestibular
- Proprioception

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Sensory Snack Ideas to use away from the classroom

Ideas for this can be taken from the Sensory Circuit ideas shown earlier

Alerting

- Hurdle Jumps
- Trampoline jumping
- Going for a run
- Playing 'IT'
- Playing football



Calming

- Climbing equipment
- Crab walk
- Crawling
- Deep pressure massage with a peanut ball
- Wrap up in a mat



Organising

- Hop Scotch
- Throw and catch
- Throwing or kicking at a target



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Proprioceptive

The proprioceptors located in muscles, connective tissue and joints and helps the brain regulate arousal.

- Limb Position
- Body position in space
- Contraction and stretch of muscles
- Force and effort required within an activity

Effects can last up to two hours.



Examples of proprioceptive activities:

- Climbing
- Crawling
- Jumping or skipping
- Carrying
- Gardening
- Zumba
- Football
- Fitness suite
- Trampolining
- Bouncing on a trampette

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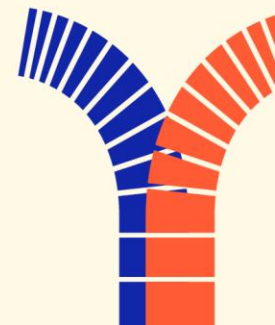


My Movement Choices

Proprioceptive

twinkl

			
GYM	CRICKET	HORSE RIDING	TEAM BUILDING ACTIVITIES
			
			
DANCE	CLIMBING	RUNNING	GYMNASTICS
			
			
FOOTBALL	NETBALL	DODGEBALL	SWIMMING
			
			
TENNIS	BOCCIA	ATHLETICS	BADMINTON
			



Vestibular

The vestibular sense is located in the inner ear.

- Position of head in relation to Gravity
- Motion/Rest
- How fast and direction of movement



It can be stimulated with linear movements (backwards and forwards), which are relaxing, and by rotary movements (spinning), which are arousing.

The effects of these can last up to four hours.

Examples of linear vestibular activities:

- Rowing machines
- Punch bags
- Trampoline
- Exercise ball
- Kicking football
- Throwing balls at a target or bucket
- Resistance bands

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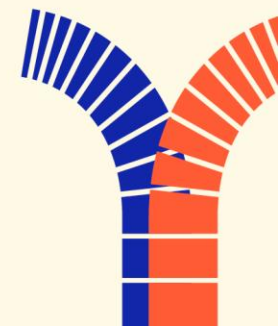


My Movement Choices

Vestibular



 <p>GYM</p> 	 <p>CRICKET</p> 	 <p>HORSE RIDING</p> 	 <p>TEAM BUILDING ACTIVITIES</p> 
 <p>DANCE</p> 	 <p>CLIMBING</p> 	 <p>RUNNING</p> 	 <p>GYMNASTICS</p> 
 <p>FOOTBALL</p> 	 <p>NETBALL</p> 	 <p>DODGEBALL</p> 	 <p>SWIMMING</p> 
 <p>TENNIS</p> 	 <p>BOCCIA</p> 	 <p>ATHLETICS</p> 	 <p>BADMINTON</p> 



Touch / Tactile

The sense of touch is located in the skin and mouth.

- Texture
- Temperature
- Shape
- Weight
- React appropriately to pain

It can be stimulated with deep pressure (which is relaxing) or light touch (which is arousing).

Effects can also last up to two hours.

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Examples of tactile/deep pressure activities:

- Weighted rucksack*
- Weighted jacket*
- Weighted blanket*
- Blow up jacket
- Ankle weights
- Tight lycra vests
- Therabands
- Theraputty



































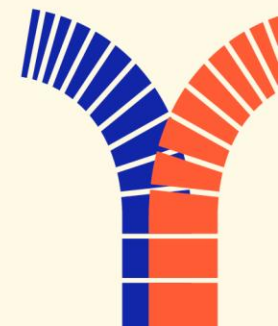
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My Movement Choices

Touch / Tactile



 GYM 	 CRICKET 	 HORSE RIDING 	 TEAM BUILDING ACTIVITIES 
 DANCE 	 CLIMBING 	 RUNNING 	 GYMNASTICS 
 FOOTBALL 	 NETBALL 	 DODGEBALL 	 SWIMMING 
 TENNIS 	 BOCCIA 	 ATHLETICS 	 BADMINTON 



ALERTING SECTION

Within the **alerting section**, repetitive activities from the vestibular and proprioceptive sections above should be used to stimulate within a controlled **setting**. Examples include bouncing on a trampoline or skipping.

ORGANISING SECTION

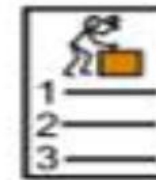
In the **organising section**, activities which involve some kind of sequencing should be selected – for example, walking along a balance beam or throwing bean bags into a bucket.

CALM SECTION

The final section should help to **calm** the student to prepare them for moving to another activity. Activities from the tactile/ deep pressure list can be used to input.



Alert



Organise



Calm

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Sensory Circuit Example



Balance Beam

Equipment: Bench

Emerging <ul style="list-style-type: none">• Slide / crawl along the bench	
Developing <ul style="list-style-type: none">• Walk along wide side of the bench• Balance on the bench• Walking sideways/backwards	
Secure <ul style="list-style-type: none">• Walk along the narrow edge of the bench• Walk backwards/sideways• Balance on the bench 1 leg	

Rolling Ball

Equipment: Gym Ball and maybe Gym Mat

Emerging <ul style="list-style-type: none">• Adult supports when on the ball• Supports weight on arms	
Developing <ul style="list-style-type: none">• Moves independently• Increased repetitions• Walks hands forward and backward	
Secure <ul style="list-style-type: none">• Collect a bean bag and throw it at a target when fully extended	

Sensory Circuit Example in School

FITNESS SENSORY CIRCUIT

Rotate each section before moving to the next

Alerting Activities

1. Space race
2. Trampoline bounce
3. Hurdle Jumps
4. Run through ladders
5. Step-ups

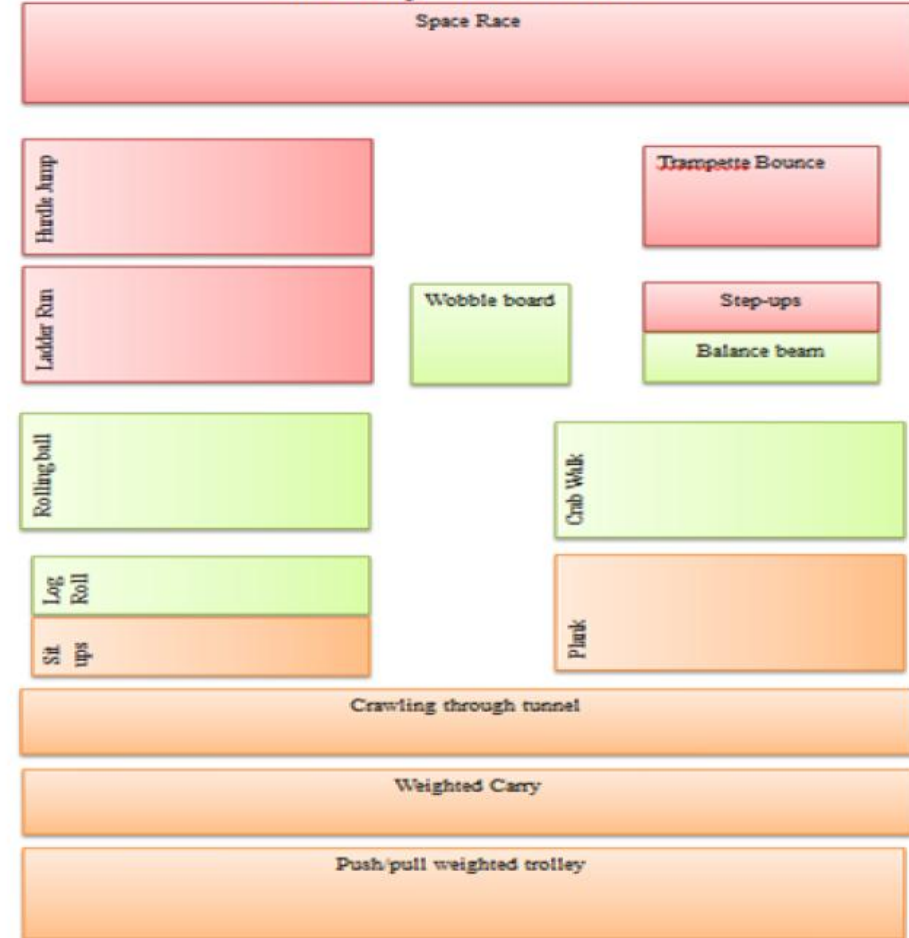
Organising Activities

6. Log Roll
7. Crab Walk
8. Rolling Ball with Bean Bags
9. Balance Beam
10. Wobble Board

Calming Activities

11. Push/Pull (Weighted trolley)
12. Crawling (through tunnel)
13. Weighted Carry
14. Plank
15. Sit-ups

Sensory Circuit Plan



Sensory Circuit Key Equipment

Wobble Road

Wobble Board

Spinning Seat (Gonge Carousel)



Trampette



Peanut Ball

Scooter Boards



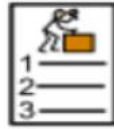
Slam Balls



Sensory Circuits



Alert



Organise



Calm



Punch to the sky



Balance an object on different parts of your body



Star jump arms



Use 1 hand to transfer objects from left to right and back again



Squeeze hands together



Hand breathing



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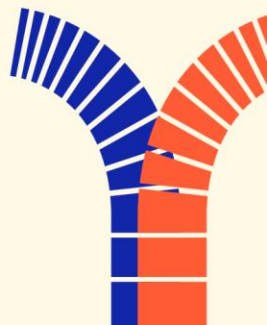
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Sensory Circuit

Example at home or in the classroom

Activities -	Wheelchair
Proprioception: Alerting <ol style="list-style-type: none"> 1. Step Ups 2. Star Jumps 3. Figure of 8 run both directions 	Proprioception: Alerting <ol style="list-style-type: none"> 1. FW Punch, Upwards Punch repeated 2. Star Jump arms 3. Move a sock right to left, left to right and/or behind body
Vestibular: Organising <ol style="list-style-type: none"> 4. Step on cushions 5. Spin 10 times each way 6. Transfer socks from R-L/L-R using 1 hand 	Vestibular: Organising <ol style="list-style-type: none"> 4. Balance an object on a pan 5. Side Twists 6. Transfer socks with 1 hand
Tactile: Calming <ol style="list-style-type: none"> 7. Egg Roll 8. Squeeze hands together for 10 seconds 9. Plank 	Tactile: Calming <ol style="list-style-type: none"> 7. Shoulder Press 8. Squeeze hands together for 10 seconds 9. Cross Hold



- Choose 3 exercises from each section:
ALERTING / ORGANISING / CALMING
- Perform each exercise for 1 minute
- You can change 1 exercise each week
- All pupils can therefore be doing Sensory circuits at the same time but be doing different exercises
- There are different levels of difficulty to help you guide the pupils



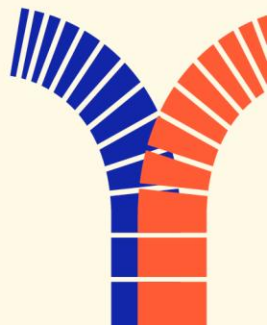
= Level 1



= Level 2



= Level 3



Sensory Snack Ideas to use away from the classroom

Ideas for this can be taken from the Sensory Circuit ideas shown earlier

Alerting

- Hurdle Jumps
- Trampoline jumping
- Going for a run
- Playing 'IT'
- Playing football



Calming

- Climbing equipment
- Crab walk
- Crawling
- Deep pressure massage with a peanut ball
- Wrap up in a mat



Organising

- Hop Scotch
- Throw and catch
- Throwing or kicking at a target

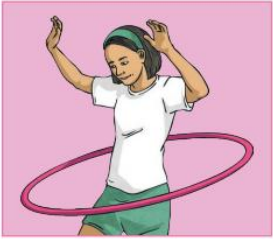


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Alerting - Wakes My Body Up



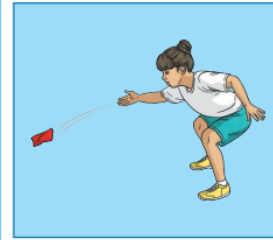
Hula-hooping

Alerting - Wakes My Body Up



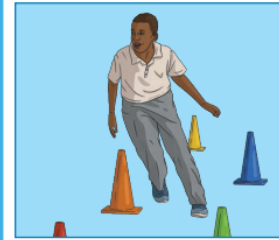
Skipping

Organising - Organises My Body and Brain



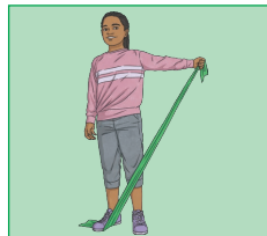
Throw a bean bag
at a target.

Organising - Organises My Body and Brain



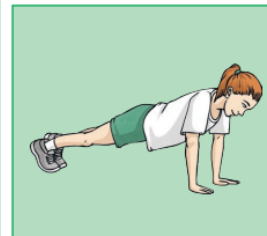
Dribble a ball in and
out of cones.

Calming - Calms My Body Down

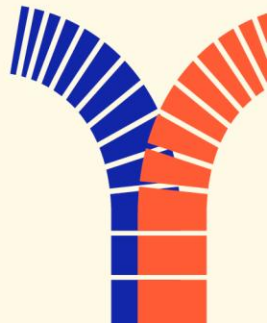


Resistance Band

Calming - Calms My Body Down



Push-ups



Purpose: This activity is to make you alert.



THRILL

Task 2: Ball Throw

Can you throw the ball against the wall?
Can you use both hands then try one hand?



Purpose: This activity is to help organise.



SKILL

Task 1: Colour Stack

Can you stack the cones in colour order?
Why have you chosen to stack them in that order?



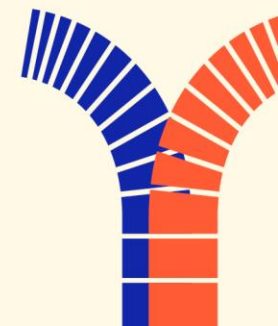
Purpose: This activity is to calm you.



CHILL

Task 2: Wall Push

How many wall pushes can you do?



Activity sheet Sensory circuit visual timetable

1. Print and cut out the following activities.
2. Use this timetable with your pupils to help them understand which activities are now and which activities are next.
3. Get pupils to stick the activities with blue tack onto the now/next visual timetable to show which activity is now and which activity is next.



Feeling check-in activity



Sorting activity -
Sort it out!



Planning a
sensory circuit



Creating a
sensory circuit



Adding more activities
to my sensory circuit



Leading others through
my sensory circuit



Feeling check-out
activity

Activity sheet KS2 Activity card set

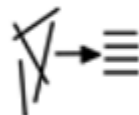
THRILL	THRILL	THRILL	THRILL
Jogging on the spot	Skipping	Star jumps	Hula hooping
THRILL	THRILL	SKILL	SKILL
Side to side football touches	Kick ups	Ball juggling	Balancing a ball on your foot
SKILL	SKILL	SKILL	SKILL
Throwing a ball in the air and catching it	One leg balance on the spot	Bench walk	Throw bean bags at a target

Sensory Circuit for _____



Alerting Stage

Choose 3 exercises



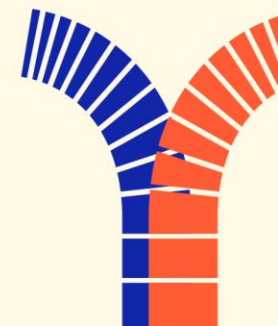
Organising Stage

Choose 3 exercises



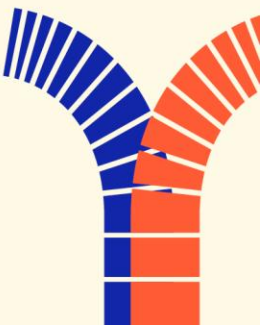
Calming Stage

Choose 3 exercises

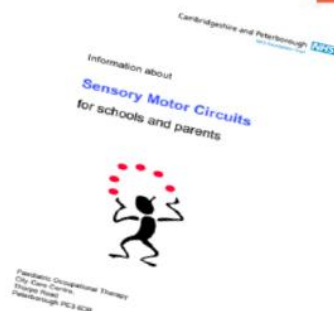
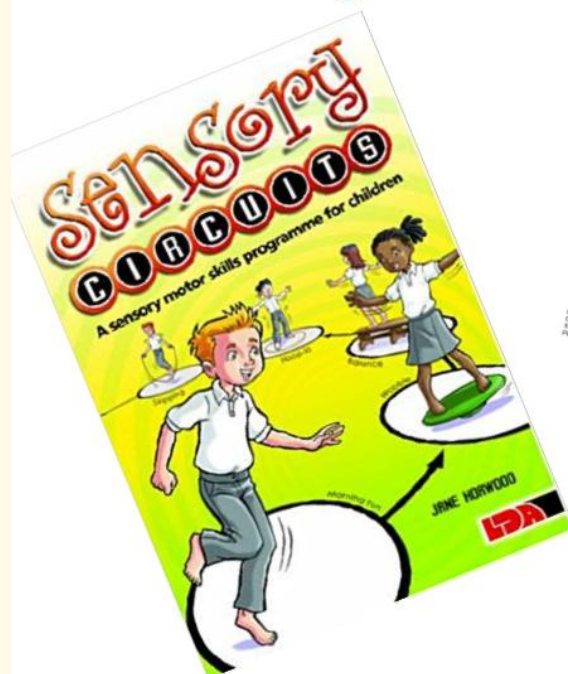


Kesa Challenge

Starting lying head to toe, on the start command each player has to sit up as quickly as possible and try and catch their opponent in kuzure-kesa gatame



Sensory Circuit Support



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