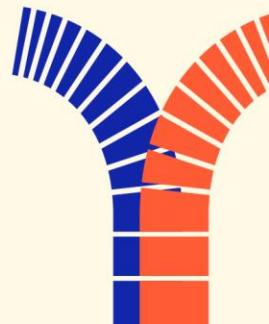


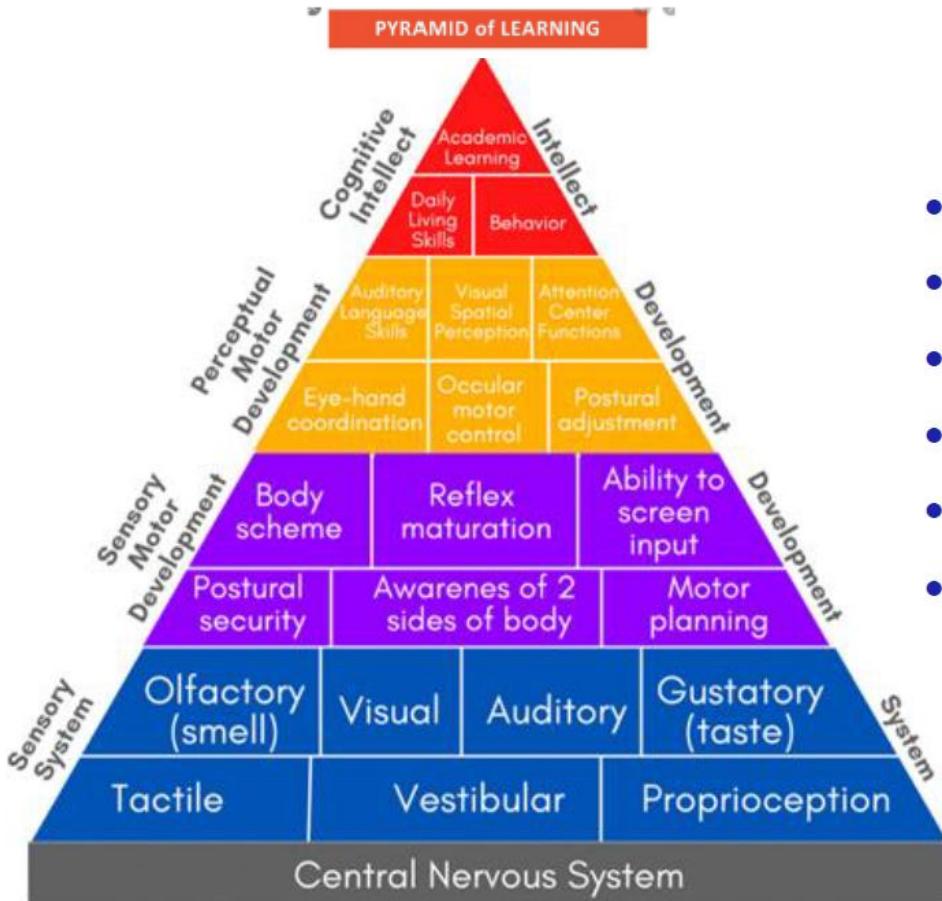
Why Sensory Circuits?

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Sensory Circuits



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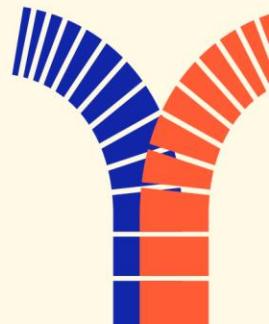
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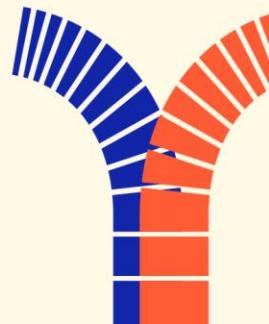


- Meets sensory needs
- EHCP targets
- Proactive behaviour management
- Supports academic learning
- Supports posture for learning
- Links with Sensory Diets and Zones of Regulation



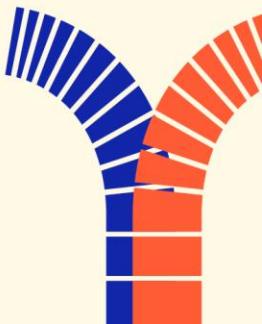
Physical activity is crucial to the way we think and feel... it can be the cue for the building blocks of learning in the brain, it affects mood, anxiety and attention, and guards against stress

JOHN J RATEY
HARVARD UNIVERSITY





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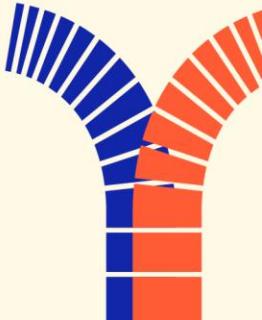
Our sensory sanctuary is in a space positioned in the centre of our school, which is easily accessible for all. It is filled with natural light and has both outdoor and indoor elements. It will be filled with restorative sensory experiences that aim to promote inner peace and calm in our young people, 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

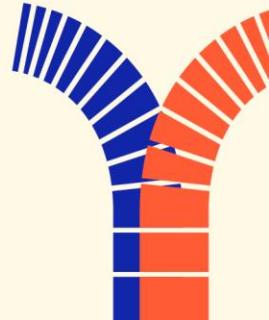
PROFESSOR BARRY CARPENTER



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

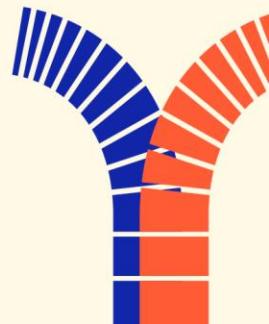


Sensory break within a classroom



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

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



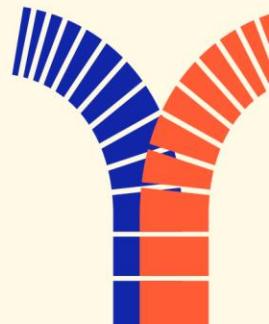
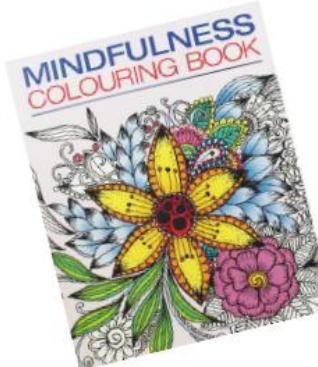
Sensory Snack Ideas to use within a classroom

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

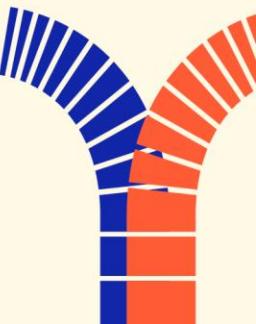
- Dexterity tasks: tweezers etc
- Drawing
- Colouring book
- Peg Boards
- Lego
- Textured playdo
- Threading beads, buttons
- Pipe Cleaners - twist around pencils, make shapes/animals, Push through buttons, colander
- Stretching rubber bands - stretch over a cylinder (bottle) or over a peg board

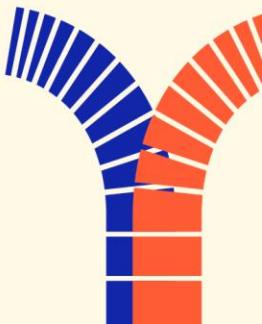


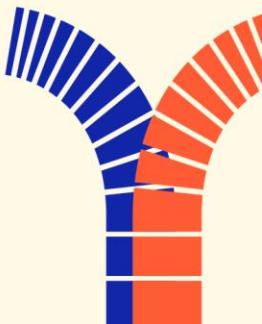


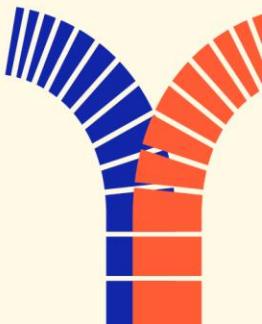
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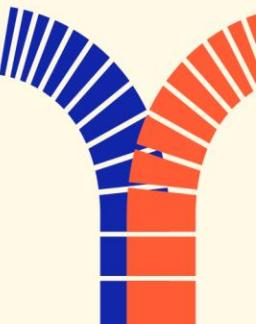








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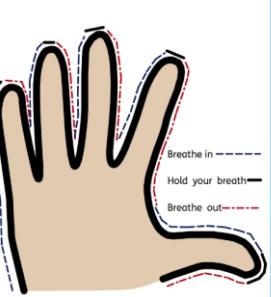


Hand Breathing

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?



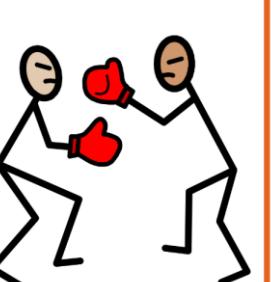
Jab - Cross - Hook

Practice these punches:

1. Jab
2. Cross
3. 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



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?



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:

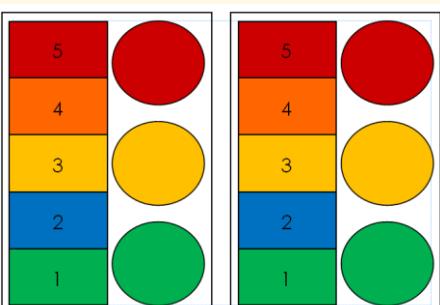
None

Space:

Inside or outside. Clear, open, and safe space

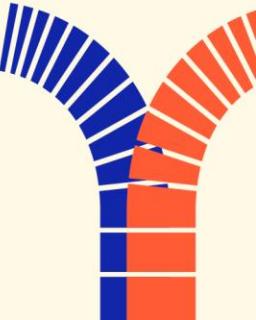
Group size:

Individual or in pairs or as a group



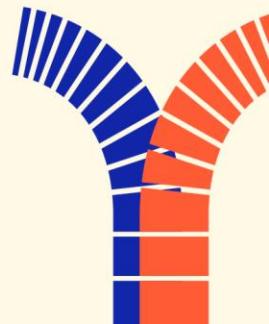
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How can the concept of Sport Sanctuaries support children and young people?

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)

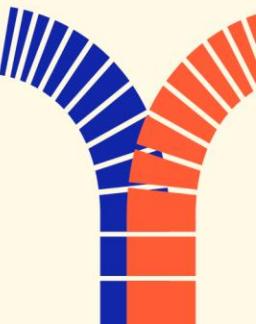


Our genetics, our previous experiences and our neuro divergence (diverse ways of thinking, learning, processing, and behaving) effects the **sensitivity** and **accuracy** of our neuroception, which is sub-conscious. We can experience danger where there is none, or we can experience no danger where there 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.

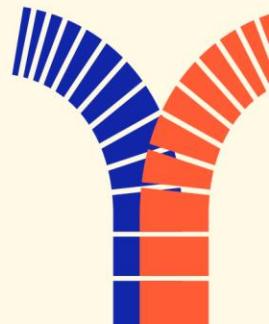
These are known as the **mobilising sympathetic fight/flight system** and the **immobilising parasympathetic dorsal vagal system**.

These two branches are about **PROTECTION**.

CONNECTION

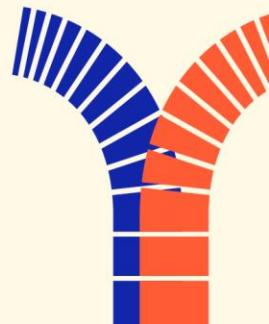
We also now know more about which **cues of safety** are essential for a nervous system to allow the state that supports the **open and curious connection** needed for play, learning, joy, passion, ease – an autonomic state that supports **health, growth and restoration known as ventral vagal**.

This branch is about **CONNECTION**.



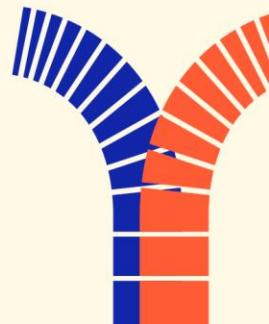


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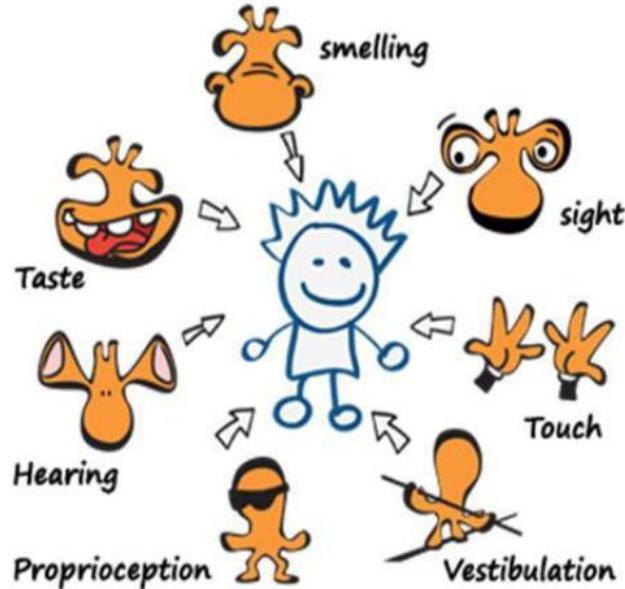


A glimmer not a trigger

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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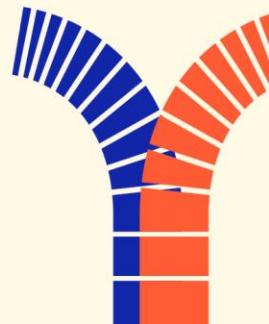
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Sensory Snack Ideas to use away from the classroom

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

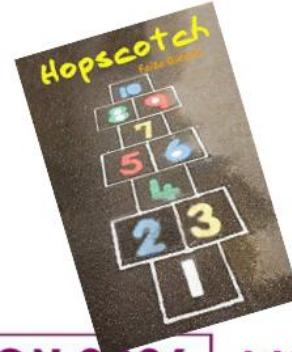
Alerting

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



Organising

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



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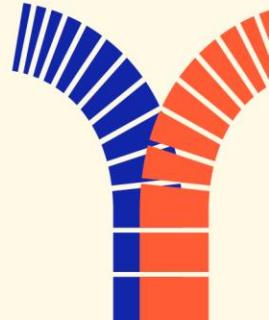
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Calming

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



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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

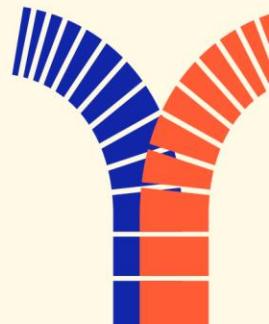


Effects can last up to two hours.

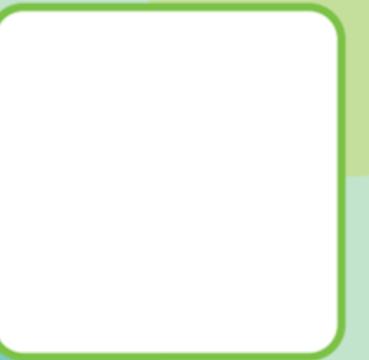
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Examples of proprioceptive activities:

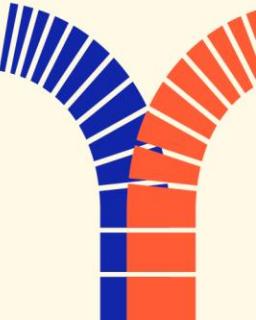
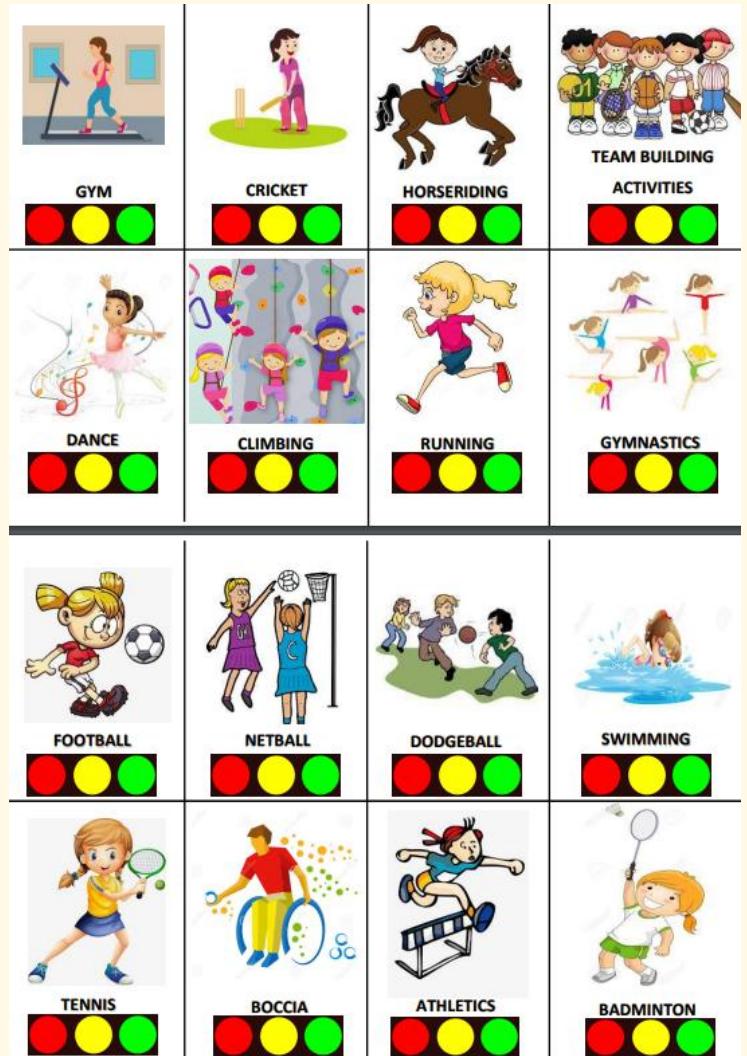
- Climbing
- Crawling
- Jumping or skipping
- Carrying
- Gardening
- Zumba
- Football
- Fitness suite
- Trampolining
- Bouncing on a trampoline



My Movement Choices



Proprioceptive



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.

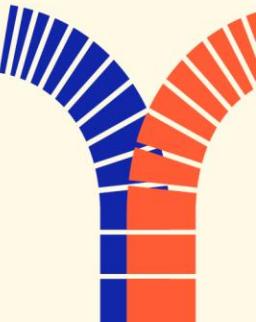
The effects of these can last up to four hours.

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Examples of linear vestibular activities:

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



My Movement Choices

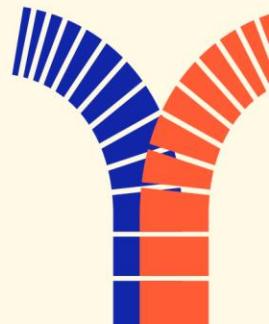
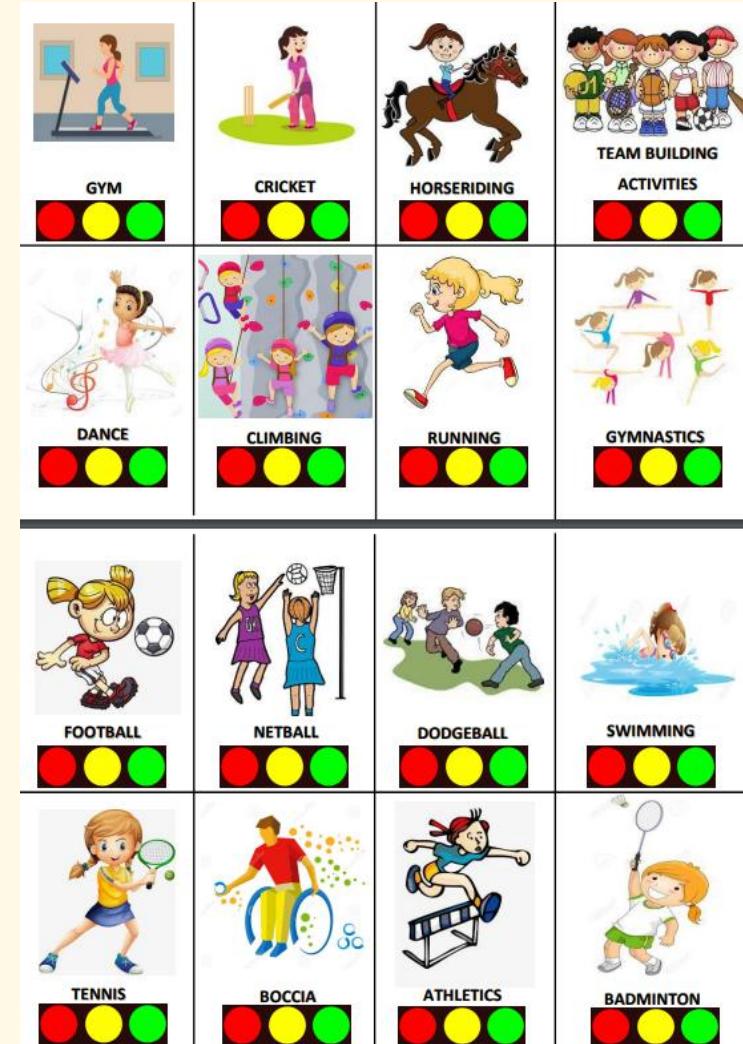


Vestibular



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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.

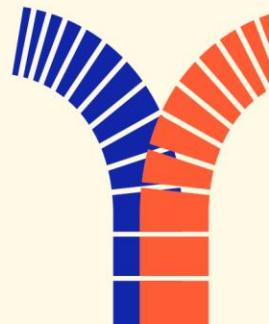
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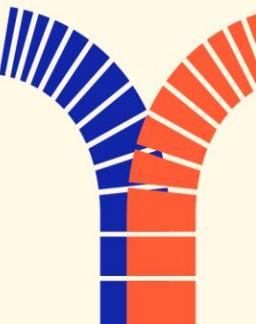
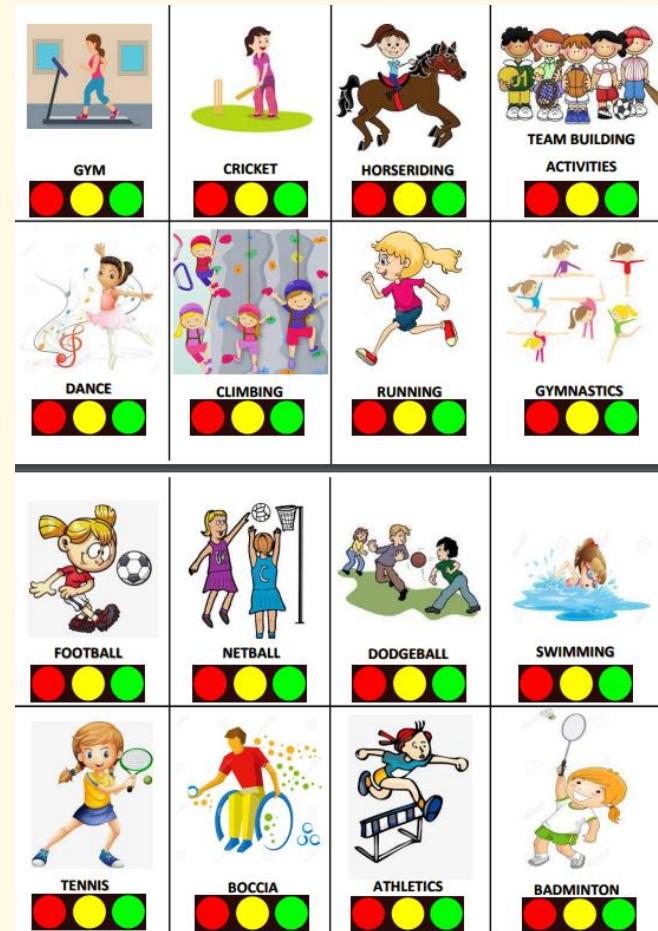
Examples of tactile/deep pressure activities:

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



My Movement Choices

Touch / Tactile



ALERTING SECTION

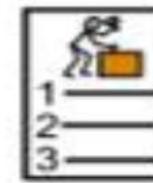
Within the **alerting section**, repetitive activities from the vestibular and proprioceptive sections above should be used to stimulate within a controlled setting. Examples include bouncing on a trampoline or skipping.



Alert

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.



Organise

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.

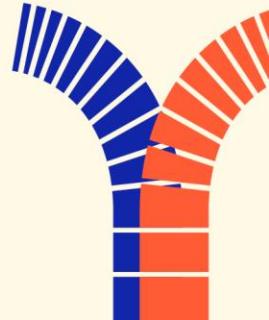


Calm

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Sensory Circuit Example

Balance Beam

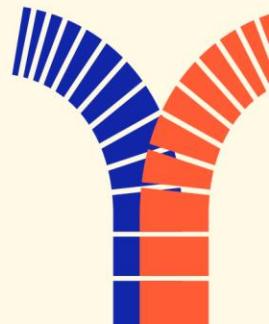
Equipment: Bench

| | |
|--|--|
| 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 benchBalance on the benchWalking sideways/backwards |  |
| Secure <ul style="list-style-type: none">Walk along the narrow edge of the benchWalk backwards/sidewaysBalance 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 ballSupports weight on arms |  |
| Developing <ul style="list-style-type: none">Moves independentlyIncreased repetitionsWalks 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. Trampette bounce
3. Hurdle Jumps
4. Run through ladders
5. Step-ups

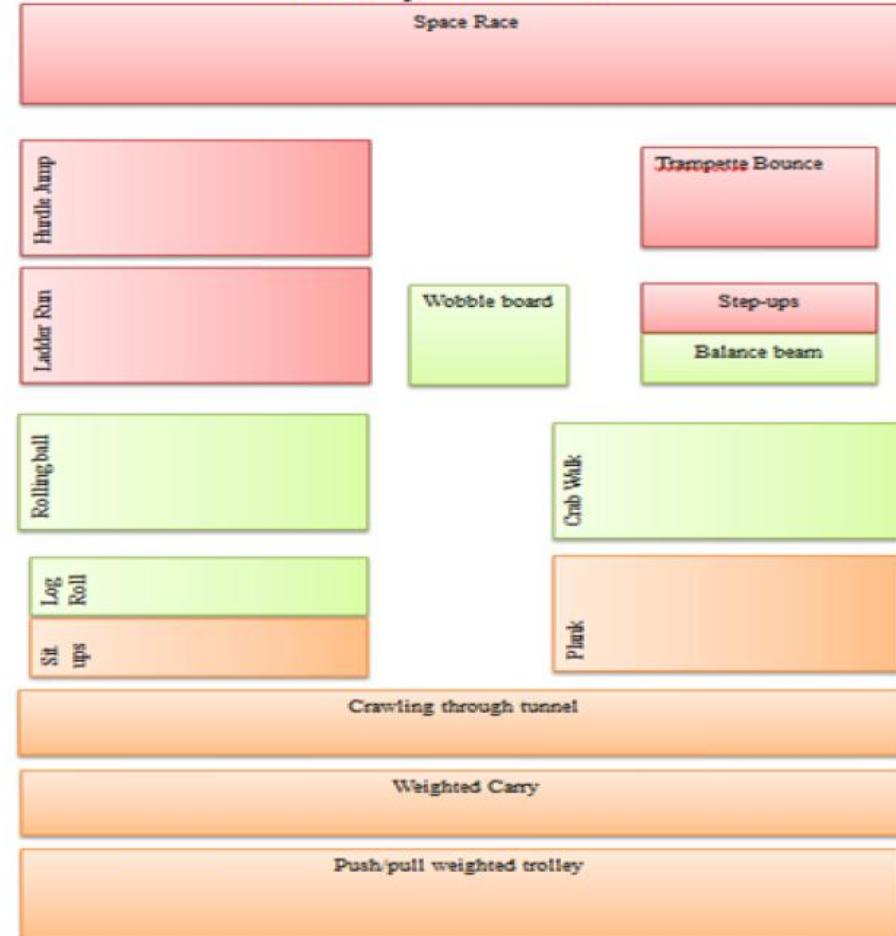
Organising Activities

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



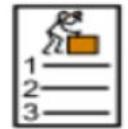
Alert



Punch to the sky



Star jump arms



Organise



Balance an object on different parts of your body



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



Calm



Squeeze hands together



Hand breathing



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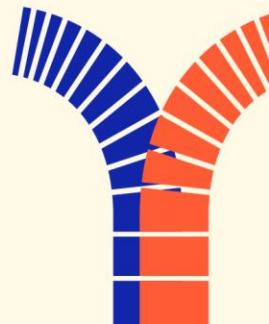
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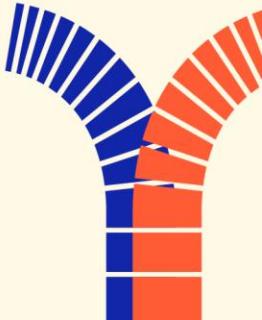
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Sensory Circuit Example at home or in the classroom

| Activities - | Wheelchair |
|---|--|
| Proprioception: Alerting 1. Step Ups 2. Star Jumps 3. Figure of 8 run both directions | Proprioception: Alerting 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 4. Step on cushions 5. Spin 10 times each way 6. Transfer socks from R-L/L-R using 1 hand | Vestibular: Organising 4. Balance an object on a pan 5. Side Twists 6. Transfer socks with 1 hand |
| Tactile: Calming 7. Egg Roll 8. Squeeze hands together for 10 seconds 9. Plank | Tactile: Calming 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

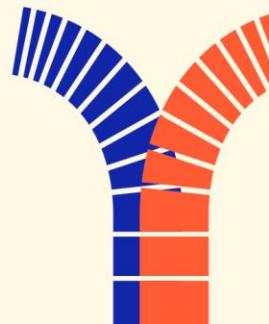


= Level 2



= Level 3

QUESTION



Sensory Snack Ideas to use away from the classroom

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

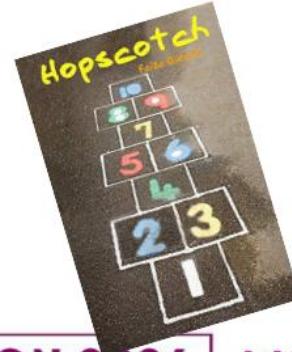
Alerting

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



Organising

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



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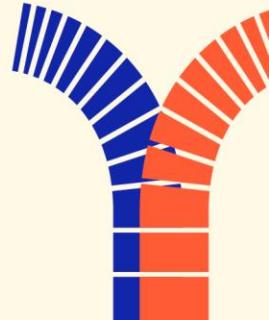
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Calming

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



YOUTH
SPORT
TRUST



Alerting - Wakes My Body Up



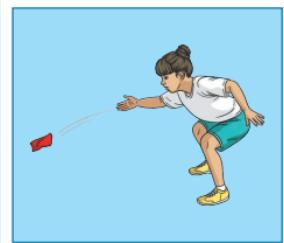
Hula-hooping

Alerting - Wakes My Body Up



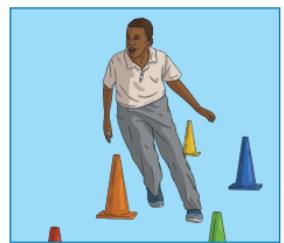
Skipping

Organising - Organises My Body and Brain



Throw a bean bag at a target.

Organising - Organises My Body and Brain



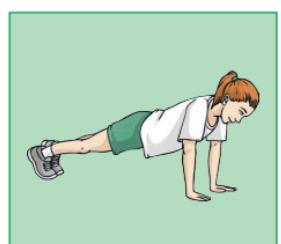
Dribble a ball in and out of cones.

Calming - Calms My Body Down

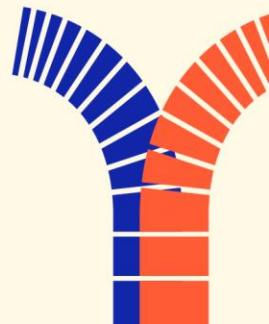


Resistance Band

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?



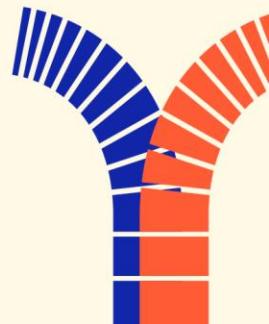
Purpose: This activity is to calm you.



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.



Sorting activity - Sort it out!



Planning a sensory circuit



Feeling check-in activity



Creating a sensory circuit



Adding more activities to my sensory circuit



Leading others through my sensory circuit



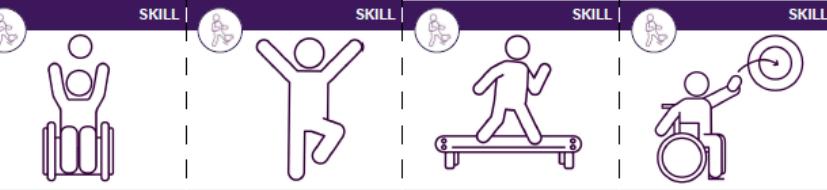
Feeling check-out activity

 Activity sheet
KS2 Activity card set


Jogging on the spot Skipping Star jumps Hula hooping

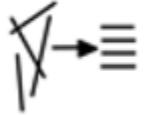


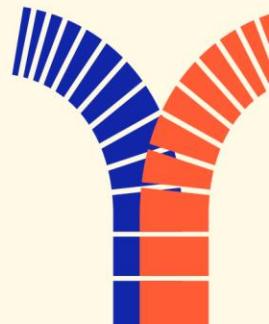
Side to side football touches Kick ups Ball juggling Balancing a ball on your foot



Throwing a ball in the air and catching it One leg balance on the spot Bench walk Throw bean bags at a target

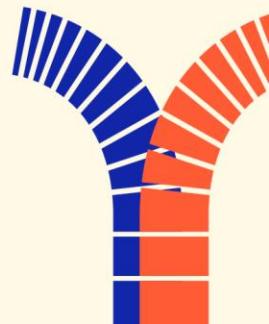
Sensory Circuit for _____

| | |
|--|--|
|  | <p>Alerting Stage</p> <p>Choose 3 exercises</p> |
|  | <p>Organising Stage</p> <p>Choose 3 exercises</p> |
|  | <p>Calming Stage</p> <p>Choose 3 exercises</p> |

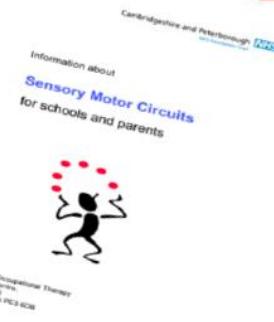
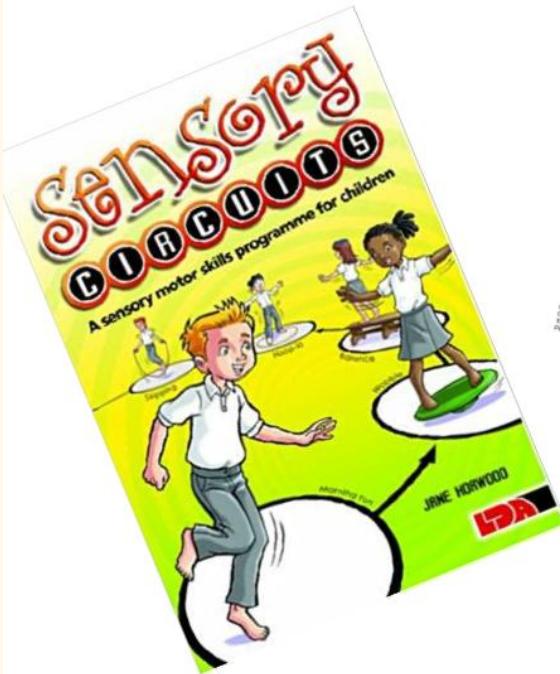


Kesa Challenge

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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YOUTH
SPORT
TRUST

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2024

