

## **Sensory Audit Checklist**

<b><u>Visual Environment</u></b>			
	<b>Best Practice</b>	<b>Yes/No</b>	<b>Possible Action/s</b>
Classroom Lighting	All lights are functioning properly without any flickering.		
	Lighting is softened to ensure that shadows and reflecting lines are minimised.		
	Light reflecting on shiny surfaces is minimised.		
	Glare is minimised (e.g., screens and whiteboards).		
Visual Displays	Wall spaces are structured and uncluttered, with displays clearly separated with frames.		
	The number of colours are considered when creating wall displays.		
	The front of the room is kept free from visual clutter by having displays at the back of the room.		
Layout	The classroom layout is orderly and free from clutter.		
	The classroom layout is clearly planned to minimise distractions and support transitions.		
	Designated areas for specific activities are clearly labelled with expected behaviours visually displayed.		
	If necessary, students always have the option to work at a workstation that enables them to focus (e.g., at a standing desk).		

	The classroom layout allows students to have a comfortable amount of space between each other.		
<b>Noise Environment</b>			
	<b>Best Practice</b>	<b>Yes/ No</b>	<b>Possible Action</b>
Equipment	Sounds from equipment are kept to a minimum (e.g., fans whirring or laptops humming).		
Acoustics	Classrooms are carpeted to reduce noise created by the movement of people, chairs and desks.		
	The acoustics of the classroom are considered.		
	Structures and supervision are in place to ensure that sounds from outside classrooms do not cause problems within the classroom.		
	Headphones and quiet spaces are available in all classrooms and accepted in an inclusive manner.		
Culture	Classroom noise levels are monitored and kept considerate of all. Students are explicitly taught appropriate noise levels for various settings with visuals to support reminders.		
	Transitions between activities are structured and minimise distraction as much as possible.		
	Free/unstructured time always has quiet spaces available.		

<b>Smells in the Classroom</b>			
	<b>Best Practice</b>	<b>Yes/No</b>	<b>Possible Action</b>
Inside the Classroom	The use of substances with strong odours is kept to a minimum (e.g., cleaning fluids).		
	Staff are aware that students may be affected by the odours of others.		
<b>Transitions</b>			
	<b>Best Practice</b>	<b>Yes/No</b>	<b>Possible Action</b>
Start of the Day	A structured and calming start to the day is prioritised (e.g., calming activities).		
Moving Between Activities	Transitions between activities are structured and supported with timetables, prior reminders, timers, and routines.		
Planned Relaxation	Staff are aware that students can be tired or overloaded at the end of the day and need to be supported with understanding and calm down time.		
<b>Touch &amp; Feel</b>			
	<b>Best Practice</b>	<b>Yes/No</b>	<b>Possible Action</b>
Seating	Padding is used to make hard chairs more comfortable. Students may sit on carpet squares if the floor is not carpeted.		
Clothing	Uncomfortable clothing is avoided unless there are safety issues, with flexible school uniform options to ensure students are comfortable.		