

ST BRIDGET'S C of E PRIMARY SCHOOL

Sensory Support and Sensory Resources Policy

'Love your neighbour as yourself,' (Luke 10:27)

Approved by:	SLT & Governors	Date: 25/6/26
Last Reviewed and updated on:	25/6/26	SENCO: Alexander Coughlin
Next review due by:	September '27	Contact: senco@stbridgets.wirral.sch.uk

At St Bridget's C of E Controlled Primary School, we are committed to creating an inclusive learning environment that enables all pupils to access learning successfully. We recognise that some children benefit from sensory supports to help them regulate attention, engagement, emotional wellbeing, and participation within the classroom.

This policy outlines the school's graduated approach to sensory support, ensuring that provision is evidence-informed, minimally intrusive, and focused on improving access to learning. Sensory resources are provided to support participation and engagement rather than as toys, rewards, or entertainment.

Aims

The aims of this policy are to:

- Promote inclusion and access to learning for all pupils.
- Provide appropriate sensory support within a graduated approach.
- Ensure sensory resources are used consistently and purposefully.
- Minimise distractions for both individual pupils and their peers.
- Encourage independence and self-regulation skills.
- Base practice upon current research and evidence.

Principles

St Bridget's recognises that sensory needs exist across a continuum and that many children benefit from opportunities for movement and sensory input throughout the school day.

Current research does not support the universal use of highly visual or distracting fidget toys to improve concentration or academic outcomes. Evidence suggests that some sensory tools can become distracting and may reduce engagement with learning if not carefully selected and monitored.

Therefore, the school prioritises low-arousal, low-distraction sensory supports that can be embedded naturally within classroom routines.

Universal Provision

As part of our universal offer, all classroom tables will be fitted with sensory Velcro strips underneath.

These strips provide:

- Immediate access to sensory input.
- Silent and discreet use.
- Minimal visual distraction.
- Opportunities for self-regulation without interrupting learning.

The Velcro strips are available to all pupils and form part of the school's inclusive classroom environment.

Targeted Provision

Where a pupil demonstrates an identified sensory or regulation need, additional sensory supports may be provided.

Sensory Pebbles

Teachers may provide sensory pebbles at their professional discretion when they believe a pupil would benefit from additional sensory input.

Sensory pebbles have been selected because they are:

- Low visual arousal.
- Quiet in use.
- Easy to manipulate discreetly.
- Less likely to distract learning than traditional fidget toys.

Sensory pebbles remain the property of the school and are provided for educational purposes. Their use will be reviewed regularly to ensure they are supporting learning and regulation.

Chair Resistance Bands

Chair resistance bands may be provided for pupils with identified sensory, movement, or regulation needs.

These supports allow pupils to:

- Access movement whilst remaining engaged in learning.
- Meet sensory needs in a safe and non-disruptive manner.
- Improve concentration and participation within classroom activities.

The need for resistance bands will be determined through observation, discussion with parents where appropriate, and professional judgement.

Ear Defenders

The school recognises that some pupils experience sensory sensitivities relating to noise.

Ear defenders may be provided in situations where environmental noise creates barriers to participation, including:

- Assemblies.
- School productions.

- Lunchtimes.
- PE events.
- Other unusually noisy environments.

The purpose of ear defenders is to reduce sensory overload and increase access to activities.

Where possible, ear defenders will be used strategically during periods of heightened noise rather than continuously throughout the school day. This approach aims to:

- Support participation in learning.
- Promote tolerance and adaptation to everyday classroom environments.
- Avoid unnecessary dependence on sensory equipment.
- Ensure pupils continue to access important auditory information and learning opportunities.

Roles and Responsibilities

Class Teachers

Class teachers are responsible for:

- Identifying pupils who may benefit from sensory support.
- Implementing universal sensory provision.
- Monitoring the impact of targeted sensory resources.
- Ensuring resources are used appropriately.
- Communicating concerns and successes with the Special Educational Needs Coordinator (SENCO).

Teaching Assistants

Teaching assistants will:

- Support pupils in using sensory resources appropriately.
- Encourage independence and self-regulation.
- Provide feedback to teachers regarding effectiveness.

SENCO

The SENCO will:

- Provide advice regarding sensory provision.
- Support staff in identifying appropriate interventions.
- Monitor the effectiveness of provision.
- Liaise with external professionals where appropriate.
- Review this policy regularly in line with emerging evidence and best practice.

Monitoring and Review

The effectiveness of sensory supports will be monitored through:

- Classroom observations.
- Pupil voice.
- Staff feedback.
- Parent feedback where appropriate.
- Review of engagement, participation, and learning outcomes.

Sensory supports that are not demonstrating a positive impact on learning, wellbeing, or engagement may be adapted, replaced, or withdrawn.

Conclusion

At St Bridget's C of E Primary School, sensory support forms part of our commitment to inclusive practice. We aim to provide proportionate, evidence-informed provision that enables pupils to access learning successfully whilst maintaining high expectations for engagement, participation, and independence.

Policy reviewed: 25th June '26

Next review date: September '27

Headteacher: Neil Le Feurve

SENCO: Alexander Coughlin