

## Personalised Sensory Plans

In this short case study we take a look at 'Tom' (8) who found it difficult to settle into school, and share ways in which the staff who understood Tom's sensory profile were able to help him.

### Background

-  Tom appeared to be extremely anxious and his behaviour was challenging for staff.
-  He hit other children, threw construction bricks at a teacher and told the headteacher to 'shut up'.
-  Tom was perceived as intimidating by his peers as he was very assertive in his play.
-  He struggled with turn-taking, sharing and being able to wait.
-  He ran away from staff frequently when he was not able to cope with the situation.
-  Tom was also very sensitive to noise and movement.

### Intervention

Staff realised that Tom's sensory needs were not being met. They assessed him using the AET Sensory Checklist and created a Sensory Profile. The actions taken to address his sensory needs included:

-  Giving Tom the opportunity to move as much as possible e.g. climbing, running and swinging.
-  Carrying out deep pressure activities e.g. squeezing activities and deep hugs (with parental permission).
-  Use of weighted items e.g. neck and lap weights.
-  Provision of sensory sessions e.g. alerting, organising and calming activities.
-  Helping to maintain Tom's focus with fidget toys.

### Outcome

-  Tom is much calmer in school on a daily basis and making great developmental progress.
-  Tom is now more independent e.g. hanging up his coat and putting his bag away.
-  He has been able to build more positive friendships with peers.
-  Other children now approach him to play.
-  He has become very popular because when he feels relaxed he is bright, funny and imaginative.



Tom's case study is an extract from **The Good Autism Practice Guidance, Case Studies**. You can download the full resource here:  
<https://www.autismeducationtrust.org.uk/shop/good-autism-practice-resources/>