

Useful Resources for Pupils with Motor, Sensory and/or Attention and Learning Difficulties

Having a toolbox of resources will aid the ability to support children with attention and learning if they have difficulties in this area. This does not have to be an expensive resource.

A sensory box can help support children who are under or over aroused and objects can be used while a child is listening, watching and learning. More information can also be found at Sensory on a Shoestring at www.multisensorylearning.lgfl.net.

Useful Resources

- Spiky physio balls
- Squeezy toys
- Tactile toys
- Massager
- Toys that will provide visual stimulus – spinners etc.
- Tangles
- Elastic shoe laces
- Dough or putty to be used under supervision
- Beads
- Wobble cushions
- Sponges

Further Suggestions:

1. Have safe space in the classroom. This can be a small pop up tent filled with cushions, a squashy corner or a separate room. REMEMBER this should not be used as a time out space. It is very important the space is given to enable calming down of over arousal, not to discipline a child. This would give mixed messages and confuse the child about understanding the difference between needing to calm because they overwhelmed or in trouble for misbehaviour.
2. Allow for use of fiddles if this increases attention. This can include stress balls, elastic shoe laces, and more.
3. Give children with motor and sensory difficulties, additional classroom responsibilities that will include movement and carrying objects. This could include collecting books, clearing tables, and giving out resources. This will not only increase sensory motor input, but will give a sense of achievement which can only increase the motivation to engage.
4. Changes to how a task is completed can increase the sensory motor input whilst completing academic tasks. See Section 2d for help.
5. Use visuals to promote sequences and daily activity for all pupils; this will aid those with difficulty without it being different. ‘Picture they day ahead ‘

6. Whoops card – always support the fact that unexpected events may happen e.g. fire alarm. Support this visually to help children who have difficulty with change, sensory difficulty or motor coordination difficulty
7. Take a walk to a water fountain for a cold drink. A little movement combined with an alerting oral sensory experience may be just enough to get kids' focus back after sitting for a long period of time.
8. Changing seats for learning activities
9. Clearing up after learning activities