John Watson School

Introducing Sensory Strategies to support students self-regulation

We use a variety of sensory strategies to support students' self-regulation. These include; sensory breaks, intensive interaction sessions, using a chewy, applying pressure on areas where students seek the sensory input (such as mouth, arms, hands or feet) a few examples would be using shaving foam in front of the mirror to then wipe it off or to use a straw to blow pieces of tissue paper.

These strategies support our schools' core principles **SLICE** by allowing our pupils to **learn** how to **independently** make **safe** choices in and out of the classroom and to **communicate** their needs with their preferred method of communication e.g. iPad/PECS. By meeting these holistic needs they will then be ready to learn and be able to **engage** in their individual activities.