

Rotherham Sensory Toolkit

Secondary School (Age 11-16)



A resource to help identify basic strategies to support children who experience sensory differences.

Developed by the Sensory Pathway team

Adapted from Autism West Midlands UK Sensory Profile 2014 and North Lincolnshire Sensory Toolkit 2019

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Background to the toolkit

Understanding sensory processing is crucial for secondary schools to effectively support students learning and development within the educational environment. Sensory processing refers to how the nervous system receives, interprets, and responds to sensory information from the environment. It encompasses a wide range of sensory experiences, influencing how children perceive and interact with the world around them.

In addition to the traditional five senses of sight, hearing, taste, smell, and touch, there are three lesser-known senses that play significant roles in sensory processing: proprioception (awareness of body position and movement), vestibular (balance and spatial orientation), and interoception (sensing internal bodily functions). Each of these senses contributes to a student's ability to regulate emotions, engage in activities, and participate in learning tasks.

Each person's sensory experiences are unique, shaping our understanding of ourselves. We naturally seek out sensations that bring us pleasure while avoiding those that evoke discomfort. Employing sensory techniques, we can manage our responses, whether to stay alert, calm down, or relax, seeking behaviours that bring us balance and comfort.

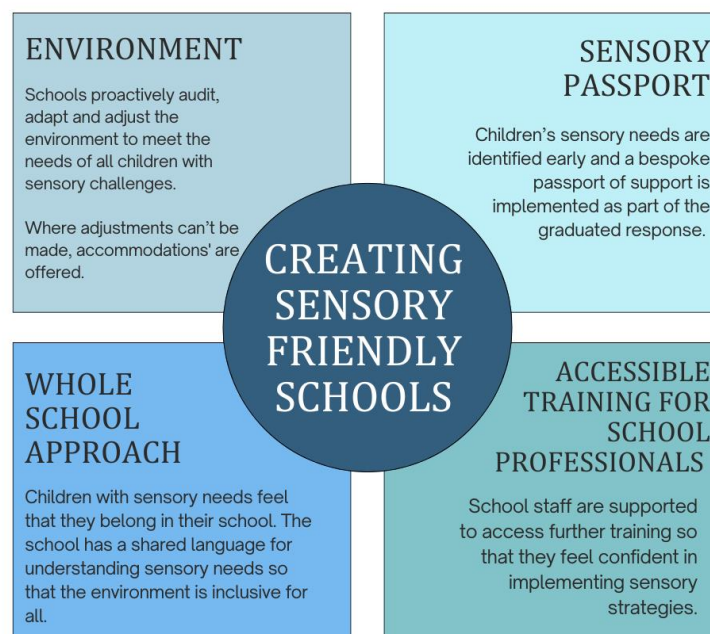
Yet, some sensory encounters may prove challenging and distressing for certain individuals. Despite this, most of us can effectively regulate and navigate our sensory differences. However, when this regulation becomes difficult, it may impact our daily functioning, wellbeing, and ability to participate in learning.

The sensory environment in schools profoundly impacts young people's ability to focus, learn, and regulate their emotions. An environment that is overly stimulating or lacking in sensory input can lead to difficulties with attention, behaviour, and emotional regulation. By creating a sensory-friendly environment that considers factors such as lighting, noise levels, and sensory materials, schools can support all children in achieving their full potential academically and socially.

Many children have their sensory needs effectively met in primary schools due to the consistent classrooms and predictable routines that create a stable and supportive environment. However, transitioning to secondary school can significantly increase sensory

demands, as students encounter more varied and dynamic settings, frequent classroom changes, and a generally less predictable routine. This shift can be overwhelming for students with sensory sensitivities, leading to difficulties in engaging with their learning and heightened anxiety due to sensory overload. Recognising and addressing these sensory challenges is crucial to help students navigate this transition successfully, ensuring they continue to thrive academically and emotionally.

This toolkit aims to equip school professionals with the knowledge and tools to identify sensory needs in students, enabling them to provide tailored support and create inclusive learning environments. By recognising the importance of sensory processing and its impact on learning and regulation, we can work together fostering a supportive and enriching educational experience for all secondary school children.

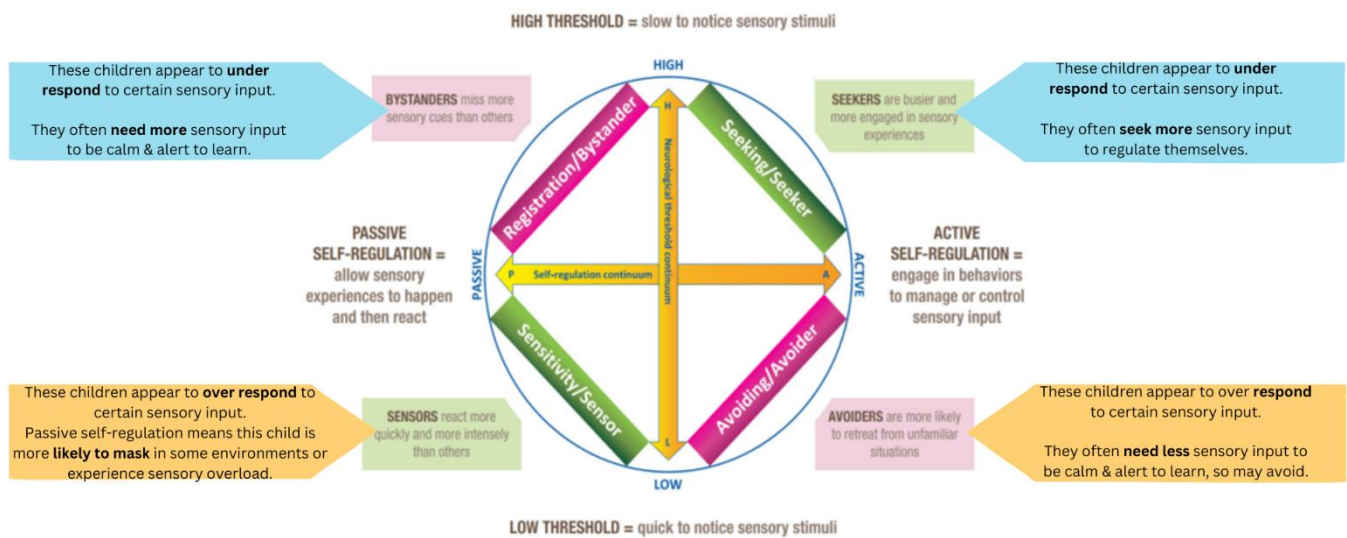


It is intended to be used as one of the tools available to schools and families to help identify a young person's needs then put in place strategies to support those needs and maximise learning opportunities within the graduated approach to inclusion. Many of the strategies included in this toolkit can be embedded into whole school and whole class approaches and strategies, helping the school become a sensory friendly environment. Some of the strategies are more specific to the young person for use in a supportive inclusion plan.

The 8 Senses

Sensory system	Location	Details
 Vestibular (Movement, Balance/Gravity Sense)	inner ear	Provides information about where our body is in space and whether or not our surroundings or we are moving.
 Tactile (Sense of Touch)	skin	Protective and discriminative functions. Tells us about pain, pressure, heat and provides information about the environment and object qualities.
 Proprioception (Sense of body position, force, coordination)	joints, muscles, ligaments, tendons	Provides information about body position. Gauges the force needed to do activities.
 Olfactory (Sense of Smell)	nose	Provides information about different types of smell.
 Gustatory (Sense of Taste)	tongue	Provides information about different types of taste.
 Visual (Sense of Sight)	retina	Provides information about objects and people.
 Auditory (Sense of Hearing)	inner ear	Provides information about sounds in the environment.
 Interoception (Sense of internal body signals)	bladder, uterus, stomach	Provides information about the state of our internal organs that work on stretch.

Dunn's Sensory Processing Framework



Dunn's Sensory Processing Framework is a model used to understand how individuals process and respond to sensory information from their environment. It identifies four sensory processing patterns:

Sensory Sensitivity (Sensors): Individuals who are highly sensitive to sensory input, reacting strongly to stimuli such as noise, light, or touch.

Sensory Avoiding (Avoiders): Individuals who actively avoid or withdraw from sensory input that they find uncomfortable or overwhelming.

Sensory Seeking (Seekers): Individuals who actively seek out sensory stimulation to feel satisfied or regulated, often engaging in activities that provide intense sensory input.

Low Registration (Bystanders): Individuals who have difficulty registering or responding to sensory input, often appearing unaware or unresponsive to their surroundings.

We all have our own ways of managing sensory input; we can usually regulate ourselves by adapting the environment and responding to what our bodies need in the moment. Eg; turning down the volume of the music when driving to concentrate at a busy roundabout.

However, some students struggle with understanding and dealing with these sensory experiences. This can make them feel, think, behave, and react differently. It might affect how they play, do schoolwork, take care of themselves, learn, and make friends.

We might notice a pattern in how a student reacts to sensory input. Using this toolkit can help notice these patterns and come up with ways to help the student to maximise both academic and social learning opportunities.

Mental Health & Sensory

Young people who have experienced trauma often exhibit hypervigilance, a heightened state of sensory sensitivity and alertness to potential threats. In the school environment, this can manifest as acute sensitivity to sensory stimuli that might seem mild to others but are perceived as overwhelming or dangerous to the hypervigilant child. For instance, loud noises, sudden movements, or even the bustling activity of a typical classroom can trigger stress responses. These students may find it challenging to concentrate, feel safe, or engage positively with their peers and teachers. Understanding and accommodating their sensory needs—through strategies mentioned within this resource—can help create a supportive and nurturing learning environment that acknowledges and eases their sensory sensitivities.

Anxiety & Neurodivergent children

Many young people, especially neurodivergent children, experience heightened anxiety and school avoidance due to overwhelming sensory environments. Busy hallways, noisy classrooms, and constant visual changes can intensify anxiety, making school a daunting experience. This sensory overload makes it difficult for students to concentrate, participate, and feel safe. For neurodivergent children, anxiety can amplify their sensitivity to sensory stimuli, turning everyday sounds, lights, and textures into sources of intense discomfort. This heightened stress makes it harder for them to filter and manage sensory information, further impacting their ability to engage and learn.

Understanding the connection between anxiety and sensory processing is crucial for schools to create accommodating environments. By addressing these sensory triggers, schools can reduce anxiety, encourage regular attendance, and support active engagement in learning.

The Rotherham Sensory Toolkit is a resource for supporting all young people who experience sensory overwhelm in school, regardless of whether they have a formal diagnosis. By offering practical strategies and tools designed to create a more sensory-friendly environment, the toolkit helps to ensure that every young person can feel safe, focused, and engaged in their learning. This inclusive approach acknowledges that sensory sensitivities can affect any student and emphasises the importance of proactive, supportive measures to accommodate diverse sensory needs, fostering a more inclusive and supportive educational experience for all students.

How to use the sensory toolkit

Recognition that a young person's sensory needs / behaviours are different to what would be expected developmentally and are having a significant impact on learning and daily life



Someone who knows the young person well (school and home) to go through the checklist



Using the information gathered through the checklist and profile to build a sensory passport for the student.



Use the guidance (suggested strategies document) to identify appropriate strategies, activities and changes to the environment. Complete a sensory environmental audit (separate toolkit) if necessary.



Review the impact of this as part of the graduated response (Assess, plan, do, review cycle)



If concerns remain following the review (having been trialled **consistently** for a full cycle), then we would welcome a referral to the Sensory Pathway for further advice/support. Information on how to complete this referral is Appendix 4

For more support on how to use this toolkit, please sign up to attend our free online workshop:

**Email: rgh-tr.cypstherapyservices@nhs.net
For upcoming dates and a link to attend.**

How to build a sensory profile for the student

1. Summarise the information from the sensory checklist (appendix 1) and record it on the sensory profile (see appendix 2 for a **sensory profile** suggested pro-forma).
2. Using information from the sensory profile choose 3-4 priority areas to address. Using the suggested strategies document identify any environmental changes you can make, activities that you can build in for the young person and resources you can access. Wherever possible and appropriate the student should be involved in this process.
3. A sensory passport (one page profile) can be created to be shared with all adults working with a child. Key information from the sensory profile can be added to the one page summary. Discuss with people who know the young person well how to identify early signs of the young person needing sensory input and add this information too. Wherever possible and appropriate the young person should be involved in this process.

Useful resources

Rotherham SEND Local offer – Sensory needs:

Offer information and advice on sensory needs

<https://www.rotherhamsendlocaloffer.org.uk/health-wellbeing/sensory-needs>

Rotherham Autism information advice service:

Offer sensory workshops and training sessions for parents/carers

<https://www.rotherhamsendlocaloffer.org.uk/advice-support/autism-information-advice-service/1>

Rotherham Parent/Carer Forum

Offer sensory workshops for parents / carers

Advice and support for parents and carers in Rotherham

<https://www.rpcf.co.uk/>

Useful Websites/Books/Resources:

<https://sensoryladders.org/> - Free online training for using sensory ladders as a sensory regulation tool

<https://sendcorotherham.co.uk/sensory-needs/> - Rotherham SEND website. Practical ideas and strategies to support sensory needs.

<https://www.nhs.uk/kids/life-skills/joining-in-with-sensory-differences/> - NHS Glasgow Sensory website. Lots of information, videos and advice to support sensory challenges.

Useful books:

Living Sensionally by Winnie Dunn (2009)

Raising a Sensory Smart Child by Lindsay Biel and Nancy Peske (2005)

The Out-Of-Sync Child by Carol Stock Kranowitz (2005)

The Reason I Jump by Naoki Higashida (2013)

Too Loud, Too Bright, Too Fast, Too Tight by Sharon Heller (2002)

Sensory circuits: A sensory motor skills programme for children by Jane Horwood

Success with sensory supports by Kim Griffin

Videos to illustrate sensory differences experienced by children:

https://youtu.be/hWP5YNXRCTY?si=l-hezBb_53lXe4uE – Introduction to understanding sensory issues

<https://www.youtube.com/playlist?list=PL0t2dRfWj648bfq1aVONrjioeb05GD8fm>

NAS video collection

<https://youtu.be/e6swX6SvRLc?si=sBOYKRpvWHEWHave> – Sensory Memories (Beacon House)

<https://youtu.be/K2P4Ed6G3gw?si=-vHHj6xqHHaMYchp> – Sensory Overload @STARInstitute (youtube) – Playlists and videos on sensory processing

Appendix 1 – Sensory Checklist



Rotherham Sensory
Checklist Secondary

Sensory Checklist

A framework for Secondary Schools (age 11-16)

The following checklist is not a diagnostic tool. Rather, it is an indicator of sensory over or under-responsiveness. The purpose of the tool is to gather information related to a young person's sensory profile. This will assist in creating an action plan and passport bespoke to the individual young person's needs.

Child's name	Joe Bloggs	DOB		Setting	
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Completed by					
Name		Relationship to young person		Date	
Name		Relationship to young person		Date	

The checklist is designed to be used by people who know the young person well (school and home). Young people may present with different sensory behaviours in different environments so it's important to consider the responses over a range of environments. It's important to consider that the individual may be able to tolerate sensory input if they are in a highly motivating situation and general wellbeing can affect a person's ability to tolerate sensory information.

Please discuss the statements below, tick the box that best fits the young person and add comments as appropriate.

If school and home are completing on the same checklist, please differentiate between school and home view (eg; use different colours)

Any sensory responses are to be considered in light of typical developmental patterns.

Tips for Completing The Sensory Checklist

1. **Observe in Natural Settings:** Conduct observations in various environments where the child spends time, such as the classroom, playground, lunch hall, and during transitions. This provides a comprehensive view of their sensory responses in different contexts. Parent & Carer to highlight on the checklist their responses in the home environment.
2. **Include Multiple Perspectives:** Gather input from various sources, including teachers, teaching assistants, parents/carers, and the children themselves when possible. This holistic approach ensures a more accurate and well-rounded assessment.
3. **Be Objective and Specific:** Document specific behaviours and reactions rather than interpretations. For example, note "covers ears during loud noises" instead of "dislikes loud sounds."
4. **Consider Timing:** Observe sensory behaviours at different times of the day to identify any patterns or fluctuations in sensory responses, such as increased sensitivity during transitions or after lunch.
5. **Look for Patterns:** Identify any consistent triggers or environments that cause sensory challenges. This helps in understanding the specific sensory needs and creating tailored interventions.
6. **Be Patient and Take Your Time:** Sensory behaviours may not always be immediately apparent. Take your time to observe and gather enough data to make informed assessments. Consider other life stressors that may be impacting on the child's overall stress, this may influence their tolerance to sensory input.

No.	Item	Yes	No	Don't know	Notes/Actions
Signs of over responding to visual input					
1.	Dislikes bright lights / fluorescent lights especially if flickering				
2.	Shows distress at the sight of moving objects or people in busy environments				
3.	Finds reading difficult – words “move”, loses place easily				
4.	Closes/covers eyes in bright light				
5.	Complains of headaches / eyes hurting				
6.	Becomes distracted by nearby visual stimuli (pictures, items on walls, windows, other children)				
7.	Frequently rubs eyes / squints				
8.	Prefers to wear hood up even when indoors. Looks down most of the time, likes to wear hat, sunglasses				

Signs of under responding to visual input					
9.	Is attracted to lights or reflections				
10.	Is fascinated by shiny objects and bright colours				
11.	Moves fingers/objects in front of eyes				
12.	Struggles with writing (word spacing, letter formation)				
Ocular Motor Skills / Visual Perception					
13.	Has difficulty controlling eye movements or tracking objects with eyes.				
14.	Has difficulty copying from the board				
15.	Has difficulty catching balls				
16.	Has difficulty distinguishing between colour, size, shape etc.				
Signs of over responding to auditory input (hearing)					
17.	Shows distress at sudden loud sounds (slamming door, fire alarm, toilet flushing)				

18.	Shows distress at the sounds of singing or musical instruments (dislikes music class, assembly etc)				
19.	Covers ears in noisy environments (or may use other strategies such as wearing a hood up, wearing headphones, make noises to self).				
20.	Seeks out quiet spaces				
21.	Dislikes or avoids noisy and busy places, may use strategies to leave class early to avoid the busy corridors.				
22.	Distracted by sounds others may not notice (computer, fridge, traffic) or intolerant of everyday sounds				
Signs of <u>under</u> responding to auditory input					
23.	Does not respond to voices or name being called.				
24.	Difficulties following verbal instructions				
25.	Likes making noises in the kitchen area / toilets / dining hall (these tend to echo so noises are amplified) or makes noises to self when quiet environment				

Signs of **over responding** to tactile input

26.	Shows distress when hands or face are dirty (with glue, paint, food, dirt etc.) or refuses to engage in art and craft activities.				
27.	Shows distress when touching certain textures.				
28.	Is distressed by accidental touch of peers (may lash out or withdraw)				
29.	Finds crowded areas very difficult				
30.	Reacts strongly when hurt				
31.	Prefers to sit at back or front of group or in a corner				
32.	Becomes distressed with personal care activities (hair washing, teeth cleaning, nail cutting)				
33.	Becomes distressed by the feel of certain clothing. Struggles to tolerate school uniform				
34.	Dislikes holding a pencil / writing				

Signs of under responding to tactile input (touch/textures)					
35.	Has an unusually high pain threshold, doesn't react when hurt				
36.	Seems to lack awareness of being touched.				
37.	Seeks out hot or cold temperatures (e.g. touching windows or radiators)				
38.	Enjoys feeling certain materials				
39.	Difficulties with fine motor skills				
Signs over responding to vestibular (movement) input					
40.	Has a fear of heights, lifts, escalators				
41.	Poor motor skills				
42.	Becomes anxious if walking on an uneven or unstable surface, kerbs				
43.	Dislikes / Avoids too much movement. May find PE challenging and appears fearful of equipment/apparatus.				

44.	Keeps head upright or shows distress when head is tilted away from upright (eg; bending down to put shoes on, picking objects off floor)				
45.	Experiences motion sickness (travelling, spinning movements)				
46.	Difficulties climbing stairs (especially open stairs).				
Signs of under responding to vestibular (movement) input					
47.	Leans on walls, furniture, or other people for support when standing				
48.	Runs hand along wall when walking				
49.	Slumps and leans on desk				
50.	Seeks out large amounts of movement, (e.g. bouncing, spinning, pacing, running)				
51.	Has poor gross motor skills				
52.	Has poor balance				
53.	Has poor coordination				

54.	Fidgets when seated at desk or table				
55.	Appears in constant motion				
56.	Difficulties remaining seated				
57.	Has difficulty with negotiating the school environment				
58.	Finds it hard to use two hands together for tasks.				
Signs of differences processing proprioception (joints and muscles)					
59.	Falls out of chair when seated at desk or table				
60.	Runs, hops, skips or bounces instead of walking				
61.	Driven to seek out activities such as pushing, pulling, lifting and jumping.				
62.	Grasp objects so tightly that it is difficult to use (e.g. pencil)				
63.	Grasp objects so loosely that it is difficult to use (e.g. pencil)				

64.	Walks on toes, heavy footed or stamps				
65.	Chews objects				
66.	Clumsy and bumps into objects and people				
67.	Does not seem to know where body is in space				
68.	Struggles to change for PE				
Signs of differences processing taste and smell					
69.	Smells and licks objects and people				
70.	Shows distress at smells that others do not notice				
71.	Over sensitive to smells in the dining room, toilets, certain classrooms (art/science)				
72.	Distracted by scents of tools in the classroom (paper, pencils, markers)				
73.	Eats materials which are not edible				

Signs of differences processing internal sensation (interoception)					
74.	Does not seem to register when hungry or thirsty				
75.	Does not seem to register body temperature eg; identifying when too hot or cold				
76.	Seems overly sensitive or distracted by temperature changes between indoors/outdoors during transitions				
77.	Does not seem to register when fatigued or tired				
78.	Use the bathroom more frequently than necessary or needs to use bathroom urgently				
79.	Always seems hungry or thirsty				
80.	Does not seem to register when needs to pass urine or open bowels				
81.	Difficulty with emotional regulation				
82.	Often complains of feeling unwell, difficulty identifying internal bodily sensations (eg; stomach pain/illness or anxiety)				

83.	Does not seem to register pain				
Social-Emotional: Does the student?					
84.	Frequently act out in anger?				
85.	Frequently become frustrated?				
86.	Have difficulty working in groups?				
87.	Lack self-confidence?				
88.	Frequently act impulsively?				
89.	Frequently seem overwhelmed?				
90.	Have difficulty with changes in routine?				
91.	Have difficulty interacting with other students?				
92.	Experiences high level of anxiety which impacts on school attendance?				
93.	Prefers to work in isolation so may engage in behaviour which means they are removed from the classroom?				

What does the checklist tell us about the young person's sensory needs?

Review the checklist above by addressing each sensory section. What stands out most in each section? Consider all information, including views of parents/carers and other adults who know the young person to determine whether they are presenting as 'over responsive' or 'under responsive' through each of the sensory systems.

Where a young person presents with a 'mixed' profile and it's tricky to determine whether they're over or under responsive, try not to focus too much on the label and more on what are the presenting needs and challenges within the environment.

Use the grids below to make notes or highlight key findings.

	Over responsive (hyper)	Under responsive (hypo)
Visual		
Auditory		
Tactile		
Vestibular		
Smell		
Taste		

	Differences in processing
Ocular motor / Visual perception	
Proprioception	
Internal sensations (interoception)	
Social & Emotional	

Sensory preferences:

*What does the young person enjoy? What do they find calming? What do they find stimulating? **Don't forget to include the voice of the young person***

Sensory dislikes:

*What can't the young person tolerate? What triggers undesired behaviours? **Don't forget to include the voice of the young person – What do they find challenging about the school or home environment?***

Appendix 2 - Sensory profile

_____’s sensory profile		
Sensory System	Preferences experiences the young person likes or enjoys	Challenges things that challenge the young person or challenge yourselves as a caregiver / teacher
Tactile  Tactile (Sense of Touch)		
Vestibular  Vestibular (Movement, Balance/Gravity Sense)		
Proprioception  Proprioception (Sense of body position, force, coordination)		

Auditory  Auditory (Sense of Hearing)		
Taste  Gustatory (Sense of Taste)		
Olfactory  Olfactory (Sense of Smell)		
Visual  Visual (Sense of Sight)		

Choose 3-4 priority challenges to address. Taking into account the young person's sensory preferences, use the suggested strategies documents to identify any modifications to the environment, strategies to use and activities to build into the young person's day to help meet their sensory needs.

Appendix 3 -

One page sensory passport

The following passports have example strategies/ ideas pre-filled within the template. It is made to be edited, please use strategies guide to support with completing bespoke passport for the individual child.



Sensory Passport
template.pdf



Sensory Passport
Template Word vers



My Sensory Passport

Name: Joe Bloggs

DoB: XXXXX



Date created: XXXXX

School/Class: XXXXX

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My Sensory Likes:

- The things that bring me joy
- My special interests
- Favourite smells
- Favourite things to touch
- Preferred foods
- The things I seek more of



My Sensory Challenges:

- The things that I struggle with
- The smells that make me feel ill
- The noises that bother me
- My movement needs
- The textures I find uncomfortable
- The environments I find challenging



Important to know!

When I'm dysregulated I might show this through:

- Running away
- Leaving the classroom
- Kicking or hitting my peers
- Kicking or hitting adults
- Spitting
- Biting
- Pacing
- Crying
- Withdrawing/ shutting down



My best learning environment:

- The strategies that can be used to help me learn
- What I might need in the school classroom
- Seating
- Lighting
- Visual distraction
- Sensory circuits
- Movement opportunities
- Noise levels
- Navigating the environment
- Visual time tables



Sensory supports that can help me:

- Calm space
- Sensory circuits
- Visual time tables
- Sensory box
- Weighted object
- Movement breaks
- Chew
- Snacks
- Prompts for toileting
- Zones of regulation



Please help me by:

- Don't try to engage me in conversation or ask me to make good choices.
- Direct me to a safe space
- Give me lots of space and don't come near to me
- Give me access to my sensory toolkit
- Let me spend time in my sensory den
- Let me run into the hall
- Offer me a snack and/or a drink
- Offer me my comfort item and weighted blanket

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Version 1 - July 2024

The Rotherham **NHS**
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Appendix 4 - Secondary Education and Reasonable Adjustments



Secondary
Education and Reas

Appendix 5 - Referral to Sensory Pathway



Referral Sensory
Pathway 24 new.docx

REFERRAL TO SPECIALIST LEVEL SENSORY PATHWAY

REFERRAL PROCESS:

- 1/ Complete sensory checklist (Appendix 1) capturing both home and school concerns
- 2/ Complete sensory profile (Appendix 2) and one page sensory passport (Appendix 3), using guidance available
- 3/ Review the impact of the as part of the graduated response (Assess, plan, do, review cycle), if concerns remain **after a full cycle, Complete the referral form below and submit with checklist and passport that has been trialled consistently for a full cycle.**

Referrals submitted without checklist and passport will not be accepted.

When sending referrals it may be easiest to submit the 3 separate documents, which is why you can find separate copies of the checklist, passport and referral form within this toolkit.

- 4/ Referral will be triaged by sensory pathway team
- 5/ Consultation & Advice telephone call offered to parent/carers and/or with school. The purpose of this consultation is to support with reviewing the attached documents and adjusting/offering further advice to adapt the sensory passport and supports in place.
- 6/ A review telephone call will be scheduled
- 7/ If concerns remain then a school observation or clinic appointment may be considered.

REFERRAL TO SPECIALIST LEVEL SENSORY PATHWAY

Before completing this referral, please make sure you have completed a sensory checklist applicable to the child's age and this includes **BOTH** school and home views. Please also complete the Sensory Passport and include this within the referral. **Referrals submitted without these documents will not be accepted.**

Child's name:

D.O.B:

NHS No:

Address:

Telephone no:

Mobile no:

Name & Address of G.P:

Language spoken at home:

If English not the first language, please state which speaker and which language:

School/Nursery attended:

Health visitor/School Nurse:

Other agencies involved please state:

Name:

Contact no:

Base:

Name:

Contact no:

Base

Name:

Contact no:

Base

What's working well? • <i>What strategies are currently in place?</i> • <i>What previous support has been accessed?</i>	
What are you worried about? • <i>Main concerns currently</i> • <i>Where are these concerns noticed – eg; home, school or both.</i> • <i>What impact has this on the child</i>	
What further support do you feel is needed from the Sensory Pathway? • <i>Consultation with Sensory Therapist</i> • <i>Review of Sensory Passport</i> • <i>Further recommendations & advice</i>	

NB: Parental permission / young person if 16 years of age, MUST be obtained as their consent is essential to allow the young person to receive intervention!

Please tick box to indicate that this has been done ☐

Please tick the box to indicate that Parents/Guardians have given consent **for** information sharing between The Rotherham Foundation Trust, CAMHS, Education and Social Care ☐

Please tick the box to indicate that a sensory checklist (with school and home views) and a sensory passport has been included with this referral ☐

Referred by:

Designation:

Address of Referrer:
.....
.....

Tel No: Date:

Please return form:
Sensory Pathway Team,
Children’s Occupational Therapy and Physiotherapy Service,
Kimberworth Place,
Kimberworth Road,
Rotherham S61 1HE

Via Email to: rg-h-tr.cypstherapyservices@nhs.net

Telephone 01709 423834