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## Children's Occupational Therapy Services

### Sensory Circuits - In Class

If you require this information in a different format such as in large print or on audio tape, or in a different language please contact the service on the details above.

If you have any compliments about this service or suggestions for improvements, contact our Patient Advice and Liaison Service on 0300 131 1000 (charges may apply depending on your network) or email: [ccs-tr.pals@nhs.net](mailto:ccs-tr.pals@nhs.net).

For free, confidential health advice and information 24 hours a day, 365 days a year please contact NHS 111.



Participating in Sensory circuits is a great way to energise or settle children into the school day. The idea behind them is to offer children a variety of sensory motor activities in order to alert, organise and calm children to help prepare them for learning.

A Sensory circuit can be carried out within the limited space of a classroom using one activity per 'station' and with a few pieces of equipment

The most useful piece of equipment is a therapy ball - sizes recommended:

<b>Age/Height</b>	<b>Ball Size</b>
3-5 years	35cm (14")
5 years and above up to 148cm (4' 10")	45cm (18")
150 - 167.5cm (5' to 5' 6")	55cm (22")
170 - 180cm (5' 7" to 6')	65cm (26")

## Other organising activities:

### Simon Says

- A: Simple copying of one action with no spoken instructions.
- B: Increase the length of the sequences, involve two hands, e.g. one on head and other on knee
- C: Use a combination of sequences involving action and spoken instruction



## Other calming activities:

### Press ups

- A: Wall press ups (lean against wall arms extended)
- B: B. press up on ground on all fours
- C: Full press ups with legs extended, increase number of repetitions completed



Use in conjunction with  
**Sensory Motor Ideas for the Classroom**

Other useful pieces are hoops, bean bags, mats, small steps, and a very useful large piece of equipment is a trampette.

For older children fitness and weight training activities can be added to the Organising and Calming sections.

The circuit should consist of an Altering, Organising and Calming station. A set time is recommended for each activity station, approximately 45 – 60 seconds per task is usually sufficient.

## Equipment; place large ball in hoop

### Alerting:

#### A: Beginner

Sit on ball and balance unaided with feet on floor

#### B: Intermediate

Bounce all the way round the circle and back without stopping – aim for higher bounces

#### C: Advanced

Bounces while throwing and catching



## Organising:

(Controlled, slow and organised)

Face down over ball – walk forward with hands as far as possible without falling off!  
And back again to start.

- A: Adult support
- B: Independently
- C: Collect bean bag and throw into target during middle of movement



## Calming:

Child lies prone (face down) on mat and exercise ball is rolled slowly up and down child by adult with some force.

(The child will advise by showing discomfort or letting you know they want more pressure).



## Equipment: Trampette

### Trampette bounce

#### Alerting:

- A: Jumps Increasing the amount of jumps in 10 – 30 seconds
- B: Jumping around in circles, jogging
- C: Catching a ball/bean bag while jumping

### Jumping from trampette to mat

#### Crash mat required

#### Alerting:

- A: Increase jumps in time
- B: Do star jump and land
- C: Do two to three claps then land

## Equipment: small step, bench

#### Alerting:

Step up to little stools, benches.

- A: With adult support
- B: Independently increase number
- C: Include arm movements

