Sensory Circuits at Alderman Jacobs School

Alderman Jacobs School has been successfully running a Sensory Circuits programme for several years. Sensory Circuits is specifically planned to wake up all the senses in readiness for the busy day at school.

“Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead”. Jane Horwood (2008)*



Children with sensory integration difficulties often struggle to engage effectively with the physical, social, emotional and curricular challenges of the day. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or overall lethargy can indicate that a child is not fully available for learning. Sensory Circuits is a fantastic programme of physical activities that provide regular and controlled input to specific sensory-motor systems enabling children to be energised or calmed so that they can get the most out of their day.

Sensory Circuits:

Here at Alderman Jacobs School, we hold our Sensory Circuits sessions for children in Early Years to Year 6 in the mornings daily from 8.35am – 8.50am in the Main Hall.

Children attending the sessions will enjoy working with children across the year groups and the experienced team leading the sessions. The children complete a series of activities detailed below and, for the majority of the children, this leads to improvements in alertness and co-ordination in class.

Once a child has attended Sensory Circuits for a few sessions, the Class Teachers report that they can usually notice a difference within the children, as early as 2-3 weeks after starting circuits.



What activities will they be completing?

Alerting activities: Bouncing on trampettes, stepping up and down, skipping, hula hooping - These activities stimulate the body's central nervous system in preparation for learning.

Organising activities: Rolling and balancing on a peanut ball, balancing on a wobble board, and co-ordinating rhythm with ribbons and pompom. – These activities demand that the brain and body work together.

Calming activities: heavy muscle work and deep pressure, pulling on ropes, crawling through the roller - These activities give an awareness of their body in space and increases the ability to self-regulate sensory input.

*Reference: Horwood, J (2008) – A sensory motor skills programme for children. LDA Publishing.