

## Sensory Audit Checklist for Inclusive Classrooms | Secondary School

This Sensory Audit Checklist will help you review your classroom's sensory environment so you can quickly and simply create a more inclusive and supportive learning space for all students.

Students whose sensory needs and preferences are considered will likely feel more comfortable, focused, and engaged in their learning. Doing a sensory check of your classroom/s will benefit all students, but particularly those who are autistic and neurodivergent.

Hyperlinks embedded in the checklist will direct you to relevant [Sensory Considerations](#) teaching practices.

### 1. Visual Environment

- Lighting:** Are the lighting levels comfortable, with minimal glare or flickering (e.g., natural light, adjustable lighting, soft lighting options)?
- Clutter:** Is the classroom free from unnecessary visual clutter (e.g., posters, items on walls or shelves)?
- Visual stimuli:** Are there any visual distractions (e.g., bright colours, fast-moving images, outside activity, or displays)?
- [Seating arrangement:](#)** Will the seating arrangement reduce distractions, and are there options for students who may need to sit in quieter or less visually stimulating areas?

### 2. Auditory Environment

- Noise levels:** Are noise levels in the classroom kept at a comfortable level, with minimal background sound (e.g., hallway noise, air conditioning)?
- [Echoes or acoustics:](#)** Does the room have any acoustics that might amplify sounds or cause echoes?
- Noise-cancelling options:** Are there strategies and resources available, like noise-cancelling headphones or calm spaces, for students who are sensitive to auditory stimuli?
- [Clear communication:](#)** Are your instructions and verbal cues delivered in a calm, clear, and consistent manner to support auditory processing? Are these verbal instructions also written on the board for those with slower processing times?

### 3. Tactile Environment

- Seating comfort:** Are the chairs, desks, and other surfaces comfortable and suitable for all students (e.g., no sharp edges, soft textures)?
- Temperature:** Is the room's temperature adjustable, with options for students who are sensitive to heat or cold?
- Textural sensitivity:** Are there materials (e.g., rough carpets, uncomfortable seating, textured sporting equipment, or materials that are difficult to manipulate) that might cause discomfort?
- Fidget tools/Comfort items:** Are students allowed to use fidget tools or have access to comfort items (e.g., cushions, stress balls) to regulate sensory input?

### 4. Olfactory Environment

- Unpleasant odours:** Are there any strong or unpleasant odours in the classroom (e.g., from cleaning products, food, or rubbish)?
- Air quality:** Is the air fresh and well-ventilated?

### 5. Movement and Space

- Room layout:** Is the classroom space well-organised with clear pathways for easy movement so physical contact can be avoided?
- Movement breaks:** Are there regular opportunities for movement, like stretching?
- Seating:** Are there various seating options for those who need to move while working (e.g., standing desks, flexible seating)?

### 6. General Classroom Environment

- Routine and predictability:** Are visual schedules (e.g., planners, time markers) used and referred to regularly to reduce anxiety around transitions? How are students made aware when there is an unexpected change?
- Visual supports:** Are visual supports (e.g., schedules, task charts, social stories) available to support students in navigating the school environment and understanding expectations? Are these updated regularly?
- Quiet and calm spaces:** Are there designated calm areas with sensory tools for students to regulate and decompress if overwhelmed? Is there a designated system in place that all students know how to use for when they need to access a calm zone?

Autism CRC's [inclusionED](#) is a professional learning platform co-designed with educators, for educators. It offers 60+ evidence-based teaching practices and resources that can be applied in the classroom to support diverse learners across all year levels.