



inclusionED
supporting diverse learners



AutismCRC

inclusionED is an initiative of Autism CRC, the independent national source of evidence for best practice in relation to autism. InclusionED was developed with funding from the Australian Government.

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Whole school approaches to managing sensory environments



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AutismCRC

Independent national source of evidence for best practice

Our vision
Autistic people with quality of life and opportunity

Our mission
Initiate, co-produce and translate collaborative research and provide resources for best practice to deliver positive change for autistic people

Our objectives
Autism CRC provides the independent, national capacity to develop and deliver evidence-based outcomes through our unique collaboration with the autism community, research organisations, education and health professionals, industry and government

Our values

- Inclusion**
Valuing lived experience
- Innovation**
Solutions for long-term challenges
- Evidence**
Truth in practice
- Independence**
Integrity through autonomy
- Cooperation**
Capturing opportunities together



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Discover diverse learning

This site is for all teachers of diverse learners. Discover more about our founding principles.



Diverse learning

inclusionED is underpinned by Universal Design for Learning principles and provides flexible approaches that can be customised for individual needs.



Our evidence base

inclusionED is the result of research with input from teachers and other professionals, education policymakers, parents/carers and students.



Vision and values

Our vision is to empower education professionals to discover and respond to the strengths and interests of diverse learners with knowledge and compassion.



Learning community

The inclusionED platform facilitates a national community of practice, enabling social sharing, comments and reviews of practices from experienced practitioners.

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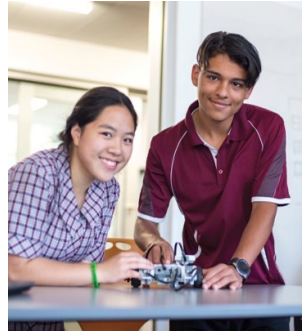


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Why it is important to consider students' sensory preferences and needs?

Many students, including those on the autism spectrum, have specific sensory needs and preferences that, when considered, create positive, inclusive learning environments for everyone.

Educators play an important role in managing sensory environments in schools and classrooms to support academic success and well-being.



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Sensory Audit Checklist: for Primary and Secondary schools

This checklist will help you effectively and consistently manage the sensory elements of the physical learning spaces in your school.

A whole-school approach only works with buy-in from the school leaders and teachers undertaking and implementing sensory audits .




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Sensory Audit Checklist



Sensory Audit Checklist for Inclusive Classrooms | Primary 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 are likely feel more comfortable, focused, and engaged in their learning. Doing a sensory check of your classroom 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?



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 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)?
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Sensory Audit Checklist

- Visual environment
 - Lighting, clutter, distractions, seating
- Auditory environment
 - Background noise, acoustics, noise-cancelling options, clear communication
- Tactile environment
 - Comfortable seating, temperature, comfortable textures, fidgets and sensory tools



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Sensory Audit Checklist

- Olfactory environment
 - Unpleasant smells, air quality
- Movement and space
 - Room layout, movement breaks, seating
- General classroom environment
 - Routine and predictability, visual supports, quiet and calm spaces



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Thanks for joining us!

Discover diverse learning and embrace inclusive education with...

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