

# McEgan College Sensory Room & Quiet Room Policy

Date of ratification:

Review date:

## 1. Rationale and Purpose

At McEgan College, we strive to create a safe and supportive environment where all pupils can feel calm, regulated, and ready to learn.

- The **Sensory Room** is a therapeutic space designed to help pupils regulate their sensory needs so they can re-engage positively with school life.
- The **Quiet Room** offers a safe, calm environment for pupils who may be anxious, upset, or overwhelmed and who need some time to re-centre themselves.

Both spaces are provided as part of our inclusive school practice. They are intended to be used in a **supportive, caring, and respectful way**, never as a punishment or reward.

## 2. Access and Prioritisation

- **Sensory Room**
  - Pupils in the school's **ASD class (Room 21)** and **MGLD class (Room 22)** will be prioritised for regular access.
  - Mainstream pupils may also use the sensory room when this forms part of their **Student Support File (SSF)**, in consultation with parents/guardians and staff.
- **Quiet Room**
  - This space is available to **any pupil** who is finding school life overwhelming, is feeling anxious, or simply needs a short break to calm and reset.

## 3. Guidelines for Use

- **Planned & Flexible:** Where possible, use will be scheduled and noted in the pupil's SSF. However, pupils may also use the rooms at short notice if needed.
- **Time-Limited:** Breaks are generally **short (5–10 minutes)** to help pupils return to class in a positive state.
- **Supervised:** Pupils are supported by a teacher or SNA who will offer reassurance and guidance as needed.
- **Supportive Approach:** These spaces are about **helping pupils regulate**, not isolating them. They provide opportunities to calm, reflect, and prepare to re-join learning.

- **Recording:** Staff will keep a simple **log of use** so that we can reflect on how well the rooms are supporting pupils and make changes if needed

#### 4. Roles and Responsibilities

- **Board of Management:** Ensures policy is in place and rooms are resourced.
- **Principal & SEN Team:** Coordinate access and review effectiveness.
- **Teachers & SNAs:** Support pupils during use, record sessions, and encourage positive transitions back to class.
- **SNAs (Care of Spaces):** As part of the daily routine, SNAs will help to make sure that both the Sensory Room and the Quiet Room are left neat, safe, and ready for use the following day. This may include checking equipment, tidying the space, and ensuring it remains a calm and welcoming environment for pupils.
- **Parents/Guardians:** Involved in planning where regular use forms part of an SSF.

#### 5. Health and Safety

- Both rooms are always supervised when in use.
- Equipment and furnishings are checked regularly to ensure safety.
- Access is limited to a small number of pupils at a time to maintain calm.
- No shoes are to be worn in the sensory room for safety and hygiene.
- Both rooms are locked when not supervised

#### 6. Policy Review

This policy will be reviewed every two years, or sooner if needed. Feedback from pupils, parents, and staff will help guide updates.

Signed: Una O Donnell  
 Chairperson, Board of Management \_\_\_\_\_ Date: 18/9/25  
 Principal Patricia Lynn Date: 16.04.25

## Sensory Room Log Sheet

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Staff Member: \_\_\_\_\_

Time In	Time Out	Approx. Duration	Planned (Y/N)	What support was needed today?	Activities/Supports Used	How did the pupil seem afterwards?	Notes / Reflections
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Prompts for staff (tick or note as appropriate):

- What support was needed?
  - Calming ☐
  - Alerting / energising ☐
  - Transition support ☐
  - Other: \_\_\_\_\_
- Activities/Supports Used:
  - Movement ☐
  - Deep pressure ☐
  - Visual ☐
  - Auditory ☐
  - Tactile ☐
  - Breathing / mindfulness ☐
  - Other: \_\_\_\_\_
- Afterwards, the pupil seemed:
  - Calmer / more settled ☐
  - More alert / ready to learn ☐
  - Still unsettled ☐
  - Other: \_\_\_\_\_

## Quiet Room Log Sheet

Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Staff Member: \_\_\_\_\_

Time In	Time Out	Approx. Duration	What brought the pupil here today?	Support Provided	How did the pupil seem afterwards?	Notes / Follow-up
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Prompts for staff (tick or note as appropriate):

- **What brought the pupil here?**
  - Feeling anxious ☐
  - Upset ☐
  - Overwhelmed ☐
  - Needed a quiet break ☐
  - Other: \_\_\_\_\_
- **Support Provided:**
  - Quiet sitting space ☐
  - Verbal reassurance ☐
  - Breathing / calming strategies ☐
  - Visual supports ☐
  - Other: \_\_\_\_\_
- **Afterwards, the pupil seemed:**
  - Calmer / ready to return ☐
  - Needed a little more time ☐
  - Still upset / further support required ☐
  - Other: \_\_\_\_\_