The REGULATION Collection™ Whole School Implementation & SENCO Guide

Overview

The REGULATION Collection provides three structured sensory movement circuits designed to support pupils in moving from dysregulation to a calm, focused state ready for learning.

Each route is:

- Age-appropriate and needs-led
- Structured and repeatable
- Staff-guided
- Designed for flexible delivery (1:1, small group, or whole class)

Routes included:

- The READY Route™ (Primary)
- The RESET Route™ (Secondary)
- The SENsational Route™ (SEND)

The 3-Phase Regulation Pathway

All routes follow a consistent, evidence-informed structure:



1. ALERT

Purpose: Safely discharge excess energy or increase alertness

- Activities provide controlled vestibular and proprioceptive input
- Supports pupils who are overactive OR under-alert
- Prepares the brain for engagement

2. ORGANISE

Purpose: Organise body and thinking, develop coordination, attention, and body awareness

- Encourages motor planning and sequencing
- Supports cognitive organisation and sustained attention
- Slows pacing to increase control

3. CALM

Purpose: Regulate the nervous system and prepare for learning

- Incorporates breathing, stretching, and grounding
- Promotes emotional regulation and readiness

Why Sensory Circuits Work (Evidence-Informed Practice)

Sensory circuits are grounded in established theories of **sensory integration**, **self-regulation**, and **optimal arousal for learning.** The structure of Alert > Organise > Calm aligns with how the nervous system responds to movement, attention demands, and regulation strategies.

Key Research & Theory

1. Sensory Integration Theory
- Originated by *A. Jean Ayres (1972; 2005)*
- Proposes that the brain's ability to organise sensory input underpins attention, behaviour, and learning
- Vestibular and proprioceptive input (movement and "heavy work") are particularly important for regulation

2. Optimal Arousal & Learning
- Originated by *A. Jean Ayres (1972; 2005)*
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- Vestibular and proprioceptive input (movement and "heavy work") are particularly important for regulation

3. Self-Regulation & Co-Regulation
- *Shanker (2012)* highlights that children require structured support and repeated routines to develop regulation skills
- Adult-guided, predictable sequences (like Regulation Routes) strengthen these skills over time

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Evidence from Practice & Applied Research

Occupational Therapy & NHS Guidance
- NHS Children's Occupational Therapy services recommend sensory circuits as a **daily intervention (10–15 minutes)** to support readiness for learning
- Circuits are particularly effective for pupils with:
    - Attention and concentration difficulties
    - Sensory processing differences
    - Regulation and behavioural needs

Griffin, K. (2021) – SEN Magazine
- Sensory circuits support pupils in achieving an appropriate level of arousal for learning
- Structured movement combined with "heavy work" improves focus and engagement

Sensory Inclusive Schools (2004)
- Recommends all pupils benefit from a sensory circuit at the start of the school day
- Emphasises routine and consistency as key to impact

Horwood, J. – *Sensory Circuits: A Sensory Motor Skills Programme for Children*
- Identifies the three-stage model (Alert, Organise, Calm) as essential
- Highlights improvements in:
    - Motor coordination
    - Attention span
    - Behaviour regulation

What the Research Shows in Schools

Across education and therapy settings, structured sensory circuits are associated with:

- Improved **time on task** and sustained attention
- Reduced **fidgeting and low-level disruption**
- Improved **transitions between activities**
- Increased **engagement in learning**
- Better **emotional regulation**, particularly in pupils with SEND

Short, consistent movement interventions (10–15 minutes) are shown to be most effective when:

- Delivered daily
- Structured and predictable
- Matched to pupil need
- Followed by calming/regulating input

Why The REGULATION Collection™ Works

The REGULATION Collection™ translates this evidence into a **practical**, **school-ready system**:

- **Clear structure (Alert > Organise > Calm)** aligns with established theory
- **Physical, visible pathway (mat-based circuit)** supports consistency and independence
- **Staff-guided delivery** ensures co-regulation and modelling
- **Repeatable routines** build long-term regulation skills

This combination of **evidence-based sequencing + practical implementation** is what drives impact in real school environments.

Whole School Implementation

1. Universal Provision (Wave 1)

The Regulation Routes can be embedded into daily school routines:

Suggested Timings:
- Start of the day (highly recommended)
- After lunch or break times
- Between lessons as a reset
- As an activity for wet play

Delivery Models:
- Whole-class guided routine (teacher-led)
- Corridor or hall-based rotation

Key Principles:
- Consistency is essential
- Follow the full 3-phase sequence
- Model expectations clearly
- Keep sessions to 10–15 minutes

2. Targeted Provision (Wave 2 – SENCO Led)

The routes can act as the foundation of a structured sensory intervention programme.

Who it's for:
- Pupils with attention difficulties
- Sensory processing needs
- Regulation challenges
- SEMH needs

Delivery:
- Small group (2–6 pupils)
- Led by SENCO or trained staff
- Timetabled daily or multiple times per day

Implementation Steps:
1. Identify pupil need (e.g. high arousal, low alertness)
2. Set a measurable goal
    - Example: "Pupil will remain engaged for 15 minutes of lesson input"
3. Select appropriate route
4. Monitor and adapt intensity of activities
5. Review impact regularly

Monitoring Tools:
- Behaviour logs
- Time-on-task tracking
- Staff observation
- Pupil voice

3. Intensive Provision (Wave 3)
For individual pupils requiring higher support:
- 1:1 delivery
- Modified sequence (e.g. move directly to CALM phase if needed)
- Personalised pacing and repetition

Extending the Routes (Adaptations & Enhancements)

As part of the pack, each Regulation Route includes a downloadable Adaptations & Enhancements guide containing practical ideas to support differentiation, progression, and flexible delivery.

Each guide includes specific adaptation and extension suggestions for every route and individual mat activity, helping staff tailor delivery to pupil need, age group, and ability level while maintaining the core Alert > Organise > Calm structure.

Here are some generic ideas that can be used across any route:

Classroom Extensions

- Add music for rhythm and engagement
- Use timers or visual cues
- Incorporate subject links (e.g. counting, spelling during movement)

SEND Adaptations

- Increase repetition of calming activities to support regulation and readiness
- Provide visual schedules, symbols, or step-by-step cues to support understanding and independence
- Use individual activity cards to scaffold sequencing and transitions through the circuit
- Combine routes with obstacle courses to add structure, variety, and engagement
- Incorporate additional equipment such as balls, cones, skipping ropes, and sensory materials (e.g. sand or beanbags), and include calming supports such as cosy blankets during the breathing/calm mat
- Adjust intensity of alerting activities to meet individual sensory and regulation needs, increasing or reducing challenge as appropriate

Challenge Progressions

- Increase duration or repetitions
- Add dual-task challenges (movement + thinking)
- Introduce peer leadership roles

Key Success Factors

- Consistent daily use
- Staff training and understanding
- Clear structure and routine
- Adaptability to pupil needs
- Monitoring impact over time

Conclusion

The REGULATION Collection™ provides schools with a **practical, evidence-informed approach** to supporting pupil regulation, behaviour, and readiness for learning.

By embedding structured sensory circuits into daily routines, schools can create a more inclusive environment that supports all learners — from universal provision through to targeted SEN intervention.

The result is simple but powerful:

Calmer pupils. Better focus. Improved learning outcomes.

Roll out. Regulate. Reset.

Other Useful Books and Resources:

- Sensory Integration: Theory and Practice – *Anita Bundy and Shelly Lane (2019)* https://amzn.eu/d/0c38Y03a
- Sensory Circuits: A Sensory Motor Skills Programme for Children – *Jane Horwood (2009)* https://amzn.eu/d/0ilT4zJQ
- Success with Sensory Supports: The ultimate guide to using sensory diets, movement breaks, and sensory circuits at school - *Kim Griffin (2023) Foreword by Dr Emma Goodall* https://amzn.eu/d/007O1TDa
- Cosmic Kids Yoga – YouTube https://www.youtube.com/@CosmicKidsYoga
- Just Dance Kids – YouTube
- Jump Start Jonny – https://www.jumpstartjonny.co.uk/home