

## Local support

Parents/Carers of children who have difficulty processing sensory information, are encouraged to attend our online **Sensory Processing Workshop**.

The workshop offers an understanding of why your child may be reacting in a certain way and strategies to help your child cope better in their environment, and engage with everyday activities.

To find future workshop sessions scan the QR code featured opposite.



## Useful resources

Useful online resources can be found at the Health Improvement Scotland's Sensory Processing webpage via scanning the QR code below:



## Further information

For further information please contact:

Children's Occupational Therapy Team  
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[www.wihb.scot.nhs.uk](http://www.wihb.scot.nhs.uk)

## We are listening - how did we do?

We welcome your feedback, as it helps us evaluate the services we provide. If you would like to tell us about your experience:



- speak to a member of staff
- visit our website: [www.wihb.scot.nhs.uk/feedback](http://www.wihb.scot.nhs.uk/feedback) or share your story at: [www.careopinion.org.uk](http://www.careopinion.org.uk) or tel. 0800 1223135
- tel. 01851 704704 (ext 2236) Monday-Friday between 10am-4pm.

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### Disclaimer

The content of this leaflet is intended to augment, not replace, information provided by your clinician. It is not intended nor implied to be a substitute for professional medical advice. Reading this information does not create or replace a doctor-patient relationship or consultation. If required, please contact your doctor or other health care provider to assist you to interpret any of this information, or in applying the information to your individual needs.

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NHS Western Isles

# Sensory Processing for children



## The 8 senses

- Seeing
- Hearing
- Touch
- Taste
- Smell
- Proprioception (awareness of body movement and position)
- Vestibular (balance)
- Interoception (feelings like hunger, thirst, emotions and pain).

Children need a wide range of sensory input for their sensory systems to develop. They use their senses to learn and interact with their surroundings. See overleaf for some **sensory box** ideas!

## Play is important!

Opportunities to play are important to promote child development and learning.

Play can build a child's ability to manage their emotions, behaviours and attention (self-regulation), which can improve engagement in education and in social interactions with their peers (other children).



Scan QR code to watch a sensory information mini series

## Sensory processing difficulties

Children with sensory processing differences are more likely to experience **sensory imbalance**.

This means it can cause difficulties in maintaining attention, following directions, engaging with peers, transitioning between activities, and managing daily activities e.g. dressing and feeding.

**Over-responsiveness** - appearing overly sensitive to certain input, such as loud noises or specific textures.

**Under-responsiveness** - not responding to sensory input as expected, such as appearing unaware of pain or temperature changes.

## Sensory seeking

Sensory seeking is a term used to describe when someone is actively seeking intense sensory input through engaging with their surroundings and environment.



This can look different for different people and may include seeking excessive movement, such as swinging or rocking, or seeking loud noises.

## Neurodivergence

Neurodivergent children may have difficulty managing their emotions, impulses and behaviours, with an estimated 80% experiencing sensory sensitivities or processing differences.

Increasing awareness of sensory differences, building sensory strategies into the day and making changes to the environment can support self regulation. This can improve the child's engagement with every day activities such as play, going to school, eating and dressing.

## Sensory boxes ideas

**Vision** - light-up toys, spinning toys, sand timers, liquid motion toys, strings of beads.

**Hearing** - musical toys, bells, rattles, shakers, bubble wrap.

**Touch** - selection of textured fabrics such as fur, silk and velvet. Textured fidget toys, tubs of slime or sand.

**Body awareness (proprioception)** - tight fitting items, chewy toys, massages, activities such as jumping crawling and rolling.

**Movement (Vestibular)** - skipping ropes, wobble cushions, moving toys, swings.

