

Sensory

Rationale

Our sensory curriculum is devised to encourage the development of:

Motor/Gross Motor Skills

Physical Sensory skills

Tactile awareness

Position tolerance

Sensory integration

Controlling movement

Physical orientation and mobility skills

Understanding cause and effect

Developing visual and auditory discrimination skills

Communication

We like to give our students opportunity to develop skills within everyday contexts and for a range of purposes. Therefore the students experience Leisure and Social sessions, Sensory Cooking, Sensory Textiles, Sensory Dance and Drama as well as the development of core areas including Communication, Sensory Maths, Stories, Science and Physical and Personal wellbeing.

We learn about our environment and ourselves through our senses of vision, hearing, smell, taste, touch and movement. Without any one of these we are limited in our capacity of learning. We aim to provide a stimulating multi-sensory curriculum for all our students who will benefit from this approach, to encourage more awareness of visual, auditory and tactile experiences. They will understand that their actions have consequences which not only affect themselves but others around them. This method gives rise to new learning, using all the senses to access the curriculum and makes learning fun! We endeavour to ensure that the work provided is age appropriate in terms of both the learning contexts and the resources used. We aim to provide all team members with positive and constructive feedback on a regular basis, to ensure their confidence and passion for teaching continues to flourish. Every effort is made to make the curriculum accessible and relevant to the needs of each individual student. This will be achieved by planning, teaching and evaluating a wide variety of imaginative, age-appropriate activities which ensure that learning is engaging and enjoyable.

We wish to enable each pupil, whatever the degree of special need, to access the curriculum so that they can reach their full potential and enhance their self-esteem and to stimulate and maintain pupil curiosity, interest and enjoyment in their own education.

Accreditation

Students work on various AQA units with a sensory content, and the "Multi Sensory Experience" section of ASDAN "Towards Independence" modules.

Sensory Curriculum delivery

- 1: Multi sensory approach to a varied, relevant and balanced curriculum, including specific sensory lessons such as Tac Pac and individual Routes for Learning programmes.
- 2: Using specialist multi sensory environments in school, such as sensory room, multi sensory drama studio, Hydro therapy pool, specialist outdoor play area and sensory garden and ICT room.
- 3: Through use of multi sensory specialist equipment such as bubble tubes, 3d cinema, specialist outdoor play equipment, and touch screens
- 4: Through using specialist staff, high staff pupil ratio, and personalised timetables for some.
- 5: Use of hydrotherapy and rebound therapy with appropriate programmes
- 6: Regular access to physiotherapists and staff familiar with physiotherapy programmes enabling them to deliver them to a high standard, and being confident and knowledgeable in use of specialist physiotherapy equipment
- 7: Access to the wider community through regular visits to stimulating environments
- 8: Regular access to theatre productions and performances produced by pupils in school, within our excellent multi sensory theatre auditorium
- 9: Input of speech and language service and use of communication aids.

Curriculum links Students access all the subjects of the curriculum through a multi sensory approach