

# PRESFIELD HIGH SCHOOL



## Sensory Policy

Date Ratified: *24<sup>th</sup> March 2021*

Date for review: *24<sup>th</sup> March 2024*

Signed:

A handwritten signature in black ink, appearing to be "Alan Jones", written over a white background.

**Chair of Governors**

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 for learning. Students have sensory needs such that they must learn to develop each of their senses individually and in combination. 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, vestibular and tactile experiences. This method gives rise to new learning, using all the senses to access the curriculum and makes learning fun!

We offer a range of activities, which include:

- Sensory room.
- Swimming.
- Art and crafts room.
- Music room.
- Cookery Room
- Alert Program
- Immersive area
- Other activities on occasion i.e. sensory outings walks/activities.

These specialist areas are used by individuals and small groups to develop their multi-sensory experiences and awareness.

### **Autistic Spectrum Condition (ASC)**

In order to fulfil the schools aims for pupils with Autistic Spectrum Condition (ASC) we believe that children with ASC:

- Have unique learning styles.
- Need a teaching and learning setting that is highly structured.
- Need teaching approaches/tasks adapted and structured to capitalise on their visual strengths.
- Require work to improve their social understanding.

It is also essential that parents, other professionals and teachers work collaboratively to ensure consistency of approach.

To meet the needs of pupils with ASC, they must have opportunities to:

- Develop an appropriate functional communication system.
- Manage their behaviour, including stress and anxiety, through highly structured approaches.
- Follow programmes which capitalise on their strengths as visual learners.
- Extend their ability to play both developmentally and socially.

Increase their social understanding.

- Learn about their emotions and the emotions of others including, when appropriate, work on mind reading.
- Become independent learners.
- Begin to address any sensory anomalies and have sensory integration work if it is felt to be needed.
- Generalise skills across situations/settings.

### **Policy**

The sensory and Therapeutic Curriculum encompasses the traditional therapies of speech and language therapy and occupational therapy. Our Speech and Language therapist works individually and with groups of children to implement required Therapy and support learning strategies within the school. Our Occupational Therapist also works with individuals and classes, implementing the Alert Programme - a sensory-based strategy that empowers students to monitor and modify their arousal levels. The Occupational Therapist completes Sensory Profiles, consisting of sensory diets and sensory strategies for the classroom and home. These Sensory Profiles are individually tailored to each student's specific needs after input from the student, parent/guardian(s), staff and clinical observations by the Occupational Therapist. Longer Sensory Assessments may be conducted following referral through Annual Review to the Occupational Therapist. This is monitored and reviewed at the Annual Review. The Occupational Therapist also offer individual support strategies and practice to students on a required level of need as directed and referred.

The sensory assessment aims to implement support at three levels to target need: **universal**, for all students; **targeted** provision for those requiring particular input and **specialist** support including direct intervention by the Occupational Therapist and support staff. We are also accredited by the National Autistic Society who ensure our school is working within their guidelines of being an Autism friendly environment.

### **Objectives:**

- 1) To enable each pupil to access the curriculum so that they can reach their full potential and enhance their self-esteem.
- 2) To stimulate and maintain pupil curiosity, interest and enjoyment in their own education.
- 3) To identify needs, assess and provide the most effective support as early as possible for pupils on the Autistic Spectrum and those with learning difficulties.
- 4) To involve parents and pupils in the assessment and delivery of individual needs remediation and to strive for close cooperation between all agencies concerned.

5) To teach using a multi-sensory approach and to encourage students to discover their individual learning styles.

6) To ensure all staff are aware of the different types of Autism specific and special educational needs (SEN), in order to make suitable provision in their curricular areas. Awareness should be promoted through information being shared with support staff and other agencies in staff meetings, Multi agency meetings and through INSET and training sessions.

7) To meet the individual needs of all pupils by offering appropriate forms of educational resources

8) To encourage a 'Whole School' approach to the provision of support for pupils and to foster an atmosphere of tolerance and understanding together with high expectations.

9) To ensure that there is no discrimination against pupils on the Autistic spectrum or those with any physical, sensory or learning difficulty in the learning environment, whilst taking into account the constraints of the school building.

### **Review**

1) All pupils must have an annual review of their EHCP to which the pupil, parents and staff will be asked to contribute.

2) All pupils will have shared targets by the class teacher that will be reviewed with parents.

3) Formal assessments for core subjects and foundation subjects will be completed by the class teacher.

4) All pupils will have a sensory profile monitored by their class teachers.

5) All pupils' sensory profile will be used to identify sensory needs and targets.

6) All pupils have an LSP (Learning Support Plan) which is shared with parents and contains pro active and reactive strategies which can be sensory linked.