



TWO RIVERS
HIGH SCHOOL



SENSORY CURRICULUM POLICY

What is the Sensory Curriculum?

The Sensory Curriculum is our learning programme for Children with Complex learning difficulties and disabilities. (CLDD)

At our Endeavour MAT special school, we have a group of children that require an inclusive curriculum: The Sensory Curriculum. The definition of complex learning difficulties and disabilities is a child with one or a combination of difficulties, including co-existing conditions such as Autism and ADHD, profound and multiple learning disabilities (PMLD), physical disabilities, sensory impairments, mental health, a medical condition and challenging behaviour. However, they also include children who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. These children can be working within the National Curriculum levels or below. Many display a 'spiky learning profile' due to the complexities of their conditions. For those children at the very early stages of cognitive development, a Sensory Curriculum is appropriate for their individual needs. Our Sensory Curriculum is an inclusive curriculum consisting of a programme of study which will be offered in a variety of situations.

For those children at the very early stages of cognitive development a Sensory Curriculum is appropriate for their individual needs. Due to the complex needs of the children requiring access to the Sensory Curriculum, a multi-disciplinary approach may be taken. This will involve agencies outside school, such as Physiotherapy Service, Multi-Sensory Impairment Support Team, Speech and Language etc. Together these agencies with the Sensory Curriculum can offer experiences which will prepare the way for development and learning in other areas of the School Curriculum.

Cognition and Learning:

Progression is intentional and planned for throughout the schools. There is a clear pathway of development from EYFS to post 16 education across the trust for all Sensory Learners.

At our Primary Schools the children are taught using a thematic approach with a new theme each half term. There is a two-year rolling programme that is followed, this also incorporates their weekly sessions of physiotherapy, speech and language therapy and occupational therapy. The Primary School curriculum is based on providing child-centered, individualised learning opportunities for all pupils through a play-based and intervention provision. We use the Cherry Garden Framework to inform and guide our delivery of the 6 areas of learning: Communication, Language and Literacy, Mathematical Development, Personal, Social and Emotional Development, Physical Development, Understanding of the World and Expressive Arts and Design.

The delivery of the curriculum is based around learning through play to engage children with active learning, exploration and becoming a critical thinker. We base pupil's individualised curriculum and goals around the outcomes in their EHCP to ensure that learning is relevant and personalised.

At our High Schools the students follow the Equals Curriculum, to prepare them for ASDAN personal progress. These curriculums are designed to meet the needs of complex needs and sensory students. Whilst there are topics assigned to each half term to ensure balance and breadth throughout the school years, subjects will only link into the topic area when suitable – no subjects will be forced and can be operated as standalone. Students will work towards recognised qualifications, ensuring high aspirations for all. All students are supported through targeted interventions. For our High Schools these include Phonics, Music Therapy, Rebound Therapy, Attention Autism, Speech, and Language Therapy.

Age appropriateness will be considered when planning and resourcing the Sensory Curriculum, but staff will also consider the developmental level of the individual before deciding on the activities to be presented. The student's interests may also be used as a way into learning and developing their skills further. Chosen activities will promote and develop all the children's senses and will develop their exploration skills.

Communication and Social Interaction:

At all schools, within learning we incorporate speech, language and communication therapy and occupational therapy, following guidance and programmes designed by our Speech Therapist and Occupational Therapist.

Teaching communication and social interaction is an important part of the curriculum and a focus of all that we do. The learners will explore and experience communication in ways that are appropriate for them and that give them a way that they can have a voice in the world around them. They will be exposed to Makaton, symbols, verbal words, use of switches and other communication aids that are recommended for the individual child, these are supported by our onsite trained staff.

Our schools focus on developing a relational and restorative approach for all learners, and this enhances our social interaction curriculum. This prepares all learners to be active global citizens.

Physical and Sensory Development:

School staff work alongside NHS therapists to enhance the programmes of study for learners. These programmes provide highly individualised targets to support pupils with their physical development and specialist equipment.

School curriculums focus on the development of gross and fine motor skills, through varied activity. This can be onsite, as PE or class learning or offsite through trips and visits or adventurous activity.

Our school environment and outdoor spaces are designed to offer support and challenge for developing a wide range of physical skills.

There are specific areas in school which cater for sensory activities, The Sensory Room, The Rebound Room, The Dark Room, The Light Room and Forest School.

Life Skills, mental health, Independence and Careers:

Independence and life skills are the core of our curriculum. They are encompassed in all aspects of the daily timetable and activities. Personal care is an important part of the pupil's day. As they develop, they will be encouraged to develop their independence in these areas, eg: walking to the changing room, getting on the bed, getting their pad from their drawer. Lunchtime and snack times are important learning opportunities where the pupils develop their manners, communicate choices, learn self – feeding skills and develop the social skill of sitting as part of a group.

At our Primary Schools, this is addressed through the curriculum area Understanding the World. We are committed to providing our children with a wealth of outdoor learning experiences that inspire curiosity and engagement. In our Forest School area, children have the chance to explore nature in a hands-on way. Pupils engage in den building and campfire activities. We also maintain strong connections within our local community, with a progression of opportunities and experiences. We visit our local areas on a weekly basis, including trips to the shops and market to practice buying healthy snack and cooking items for the class. Many of our pupils enjoy sensory walks in the local area as well as special trips further afield. Our diverse assemblies celebrate a range of different topics, ensuring that all students feel valued and represented and fully prepared for their next stage in life. We incorporate role play into our classroom learning opportunities, providing children with imaginative scenarios to explore the world around them, as well as learning about inspirational people.

At our High Schools, life skills are developed throughout the curriculum with a focus on areas such as My independence and My travel training. The curriculum is designed to best prepare the students for their next steps including the world of work and independent living skills. Career opportunities are explored from year 7 to post 16, with key speakers, trips and visits and careers fairs and advice given to all students.

The PSHE curriculum across all the schools develop the students' understanding of Mental Health and Wellbeing, students are taught approaches to develop strategies to improve their mental health and wellbeing, that they will be able to implement independently as they move into adult life.

The local community and visits are also used to develop social and life skills, and to have first-hand experiences. Life skills are a large part of preparing the pupils for a fulfilling and positive adulthood. The firsthand experiences will enhance their classroom experiences.

Assessment and Record Keeping

Teacher assessment and observation will indicate which area of the curriculum is to be addressed. Observation will be an important tool as some of the achievements that a child makes are small steps but very significant for their development. Photos along with annotations will be used to record all the steps of achievement. Teacher observations and assessments will be recorded using the Solar Program. The children's progress will be reported both on a termly and annual basis to parents.

All pupil attainment is used to further develop their individualised curriculum.