Sensory Phase

Parent Information Booklet

2026-2027

Dear Parents and Carers

Welcome to the Sensory Phase.

Whether your child is new to the phase or returning to Sensory Phase for another year, we will do everything we can to ensure that your children settle happily and quickly into their new class group. We hope that you find this booklet useful for providing information as well as an insight into the experiences and opportunities that are offered in Sensory Phase.

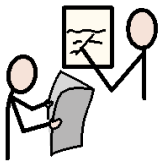
Key information

* We try to go outside every day. Please send in appropriate clothing for the day e.g. a warm coat and wellies for colder days, a sun hat and suncream for sunny days.
* Please send a full set of spare clothes all clearly labelled with their name. We have lots in fun in Sensory Phase, but accidents happen and sometimes fun things do get messy!

People who support our Sensory Phase Classes

Sensory Phase Classrooms

Sensory Curriculum



In the Sensory Phase, children access an adapted National Curriculum set within 7 core strands. The flexibility of our curriculum allows staff to meet the children's unique needs and interests. Our classes are smaller and have higher staff ratios to enable highly individualised, bespoke learning.

Children in the Sensory Phase learn through playing and exploring, being active and through creative and critical thinking, which takes place in both the indoor and outdoor environments as well as out in the local community.

Our teaching and learning covers a broad curriculum and is often delivered practically and creatively, incorporating strong cross-curricular links and embedding learning into all aspects of our school day.

Our Sensory Curriculum also aims to develop life skills to enable the children to become as independent as possible in the future. There are many opportunities for therapeutic interventions built into the children's daily routines.

Design
your

Sensory Phase Topic Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A						
Sensory Red	Knowing Me	5,4,3,2,1 Blast Off!	Pets	Over the Rainbow	Octopus Garden	Ugly Bug Ball
Sensory Yellow	Planes, Trains & Automobiles	Let's celebrate	To the moon & Back	We're Going to the Zoo	Do you Believe in Magic?	Fun in the Sun
Sensory Blue	Journeys (Transport)	Winter Festivals of Light	Magic Carpet Ride	Amazing Animals	Who do you think you are?	We're All Going on a Summer Holiday
Year B						
Sensory Red	Nursery Rhymes	Winter Wonderland	Bucketful of Dinosaurs	'Tickets Please' Transport	Food Glorious Food	Down in the Jungle
Sensory Yellow	Outdoor Adventure	Around the World	Winter Warmers	Growing Up	Teddy Bears' Picnic	Beside the Seaside
Sensory Blue	Autumn Witches and Wizards	Winter Festivals of Light	The Circus is Coming	How does your garden grow?	A pirate life for me!	Food Glorious Food

How We Learn…

Child-initiated activities - pupils are free to choose from a range of structured activities, with adult support to model engagement and skills, and to develop language and play as appropriate.

Teacher-directed activities - these are differentiated, planned activities with learning objectives, delivered with staff working with children on a 1:1 basis or in small groups.

Individual Education Plan targets - there are three personalised targets set each term and shared with parents. These are linked to your child's EHCP and therefore relate to the needs of each child. Staff will then focus on these where appropriate and they are reviewed at the end of each term.

The Sensory Curriculum: Core Strands

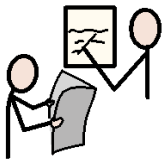
The **7 core strands are:**

Communication Development

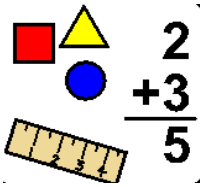
Physical, Motor and Sensory Development

Personal Social and Emotional Development

Knowledge and Understanding of the World Development



English Development



Maths Development

Creative and ICT Development

Communication Development

Communication is the central part to the curriculum and provides the link to bind all of our other core strands together.

We offer rich, stimulating environments to reach the early levels of communication. For communication to be successful it needs to be embedded into all curriculum areas. This is supported by the help of Speech Therapists and our on site Speech Therapy Assistants. At Two Rivers we believe it is paramount for communication to be embedded into all curriculum areas: providing each child with wide-ranging opportunities to communicate can result in a growth of self-esteem and confidence and increased accessibility to, as well as understanding and enjoyment of, the learning being delivered.

Throughout the Sensory Phase, we apply a Total Communication approach, combining spoken language with the use of AAC (Augmentative and Alterative Communication), incorporating: Makaton, objects of reference, photographs, symbols and assistive technology. We work hard to give each individual the chance to develop their preferred mode of communication and experience successful communication with those around them.

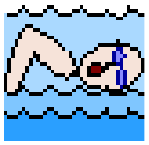
Physical, Motor and Sensory Development

We aim to give the children time every day to develop physical skills, both inside and outside the classroom, using a diverse range of equipment. For children with particular developmental needs we also incorporate physiotherapy and occupational therapy programmes into their daily routine.

Our onsite Occupational Therapy Assistant works with children across the phase in 1:1 sessions, to help with any concerns raised by parents or teachers. They are also able to provide specialist equipment for use within the classroom to practice fine and gross motor skills, as well as to provide pupils with stimulation and sensory awareness of their environment. The Sensory Phase classrooms are set up to include opportunities for sensory regulation throughout the day, through equipment such as swings, spinning chairs and trampettes.

Our onsite Physiotherapy Assistant works with particular children across the phase on a 1:1 or small group basis, to offer bespoke physiotherapy programmes. The Physiotherapy team visit school regularly to assess and evaluate progress with these children.

Sensory swimming lessons are also provided for KS2 children in our phase.



Personal Social and Emotional Development

This area, taught through daily activities and a specialised PHSE scheme, allows the children to develop an awareness of themselves and others around them, as well as the environment they live in. We use So Safe, Jigsaw, EQUALS and My Happy Mind schemes to help us stay safe and understand ourselves. The children are encouraged to take part in a wide range of activities to provide them with the knowledge, understanding, skills and self esteem to make the most of their abilities.

Our citizenship activities aim to give pupils the knowledge, skills and understanding they need to lead as confident, healthy independent lives possible and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum, contributing fully to the life of their school, families and communities.

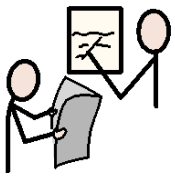
Knowledge and Understanding of the World Development

Sensory children will have the opportunity to develop an awareness of the world around them through practical - and often messy - activities! Learning will focus around key Science, Geography. History and Religious Education topics. The children will go on a range of visits to our local community to enjoy different experiences and apply their learning practically.

Creative and ICT Development

We aim to give our sensory children the opportunity to explore and investigate a wide range of media and materials. Activities covered include Music, Art and DT, role-play, dance, drama - as well as the sensory room to stimulate senses and develop imagination.

Information Technology is a crucial tool for communication and learning in the Sensory Phase. The development and use of communication aids and technology such as Eye Gaze, touch screen, iPad, Interactive White Board, computers and switches can support individualised and accessible learning.



English Development

English teaching encompasses reading, writing and communication and is taught through both individualised structured activities and child-led semi-structured play activities. A focus on developing key skills in English is also embedded throughout our daily routine, whether this be during good morning communication songs, choosing snack or developing motor skills for writing during rebound therapy for instance!

We aim to provide a rich, stimulating environment with the use of a broad range of multi sensory resources to help our children develop their English skills.

Reading skills for our phase help the children connect to their immediate environment as well as developing skills necessary to communicate their wants and needs - reading symbol cards for instance. We read plenty of stories and deliver these in a multisensory approach to help engage the children. We use the Super Sounds pre-phonics programme to deliver sessions based around songs, stories and games, to create a firm foundation for more formal phonics teaching with Bug Club Phonics.

Writing begins with fine motor skills which can then be built upon to hold a writing implement. The curriculum provides opportunities to make marks where ever possible. This may mean your child enjoys a messy activity and we suggest spare clothes are sent into school!

Maths Development

Numeracy and maths is more than number. It is a way of thinking and expressing ideas and applying knowledge to solve problems. This strand is taught through focused, child- specific activities - during TEACCH activities for instance - as well as within a variety of activities throughout the daily routine (including meal times and outdoor play).

We aim to provide the children with the foundations that they will need for later numeracy skills, by developing counting skills and their understanding of number through practical activities and play.

We embed simple maths vocabulary into our daily routine, during other lessons and play times, including numbers, colours, shapes, pattern and capacity.

Assessment

We use Evidence for Learning to record information about your child's learning and assess against our Endeavour Steps to capture small steps in progress within each curriculum area. Alongside this, in In Sensory Phase, we also use the Engagement Model to gain insights into how the children individually access learning and are motivated to engage with the curriculum through 5 key areas: 'exploration', 'anticipation', 'realisation', 'persistence' and 'initiation'.

Your child's assessment record will follow them through school, so that we have a clear record of their learning journey.

Please note, we take photographs and videos as part of our observations and it may be possible that your child is included in a photograph of an observation of another child. However, these photos will not be released outside of school unless you have given permission for this.

Outdoor Learning

Regular Outdoor Learning takes place throughout the Sensory Phase, with children having access to our onsite Petting farm, Forest School and Wellies to Bellies garden. All classes have regular lessons in these areas, as well as outdoor play areas and regular outdoor community visits.

Independence Curriculum

We maximise opportunities throughout the day for the children to develop their independent skills. The children are encouraged to practise different life skills each term to ensure they can be as independent as their abilities allow. In Sensory Phase, children will do this through designated lessons and their daily routines in school: this will include skills such as finding their own belongings, dressing and feeding. Life skills provide the foundation to ensuring our children can realise their potential and access a more independent adult life, ensuring they can stay safe and happy. You can find a copy of our Independence Curriculum on the school website. This has a list of the key skills and achievement steps we work towards so that you can support with these at home too.

Community visits

Each class is provided with a regular session to use one of our school minibuses to access the community. These visits provide opportunities to enhance, extend and apply the learning that takes place in the classroom. They also give us the chance to help the children experience and learn what is expected in places such as supermarkets, cafes, shops and local parks. This is an ideal time to develop independent life skills in a real-world context.

Rewards and Recognition

Superstar Learner Awards

Every week a child from each class receives a Superstar Learner Award. These children receive a certificate in Assembly and have the opportunity to celebrate and share their successes with a member of the Senior Leadership Team. Their names will also appear in the Monthly Newsletter.

House Points

All children at Two Rivers Primary are placed into one of our four houses. House points are awarded for hard work, kindness, good manners and other special achievements, with the children being given a gold coin to add to their house box. All members of the house with the most coins at the end of each week will get a treat. This is a fantastic opportunity for children to experience working as a team.

Shared Spaces

The Sensory Phase classes enjoy access to a number of shared spaces in school which provide opportunities for both learning and therapeutic experiences. These include: the school library, the wellbeing lodge, the 'plants to plates' garden, the rebound room, the sensory dark room, the farm and the therapy room.

Therapies

At Two Rivers we believe in helping your child to develop emotionally, socially, independently and academically.

Music therapy - each class within the Sensory Phase receives weekly group sessions with our Music Therapist, Carlense. He provides the children with opportunities to experience and engage in music making, to promote communication, socialisation, self-expression and regulation

Holistic therapies - Many of our Teaching Assistants are trained therapists in massage and children in Sensory Phase have the opportunity to visit The Therapy Room. These may be regular, timetabled sessions or ad-hoc visits to support pupils at times when we feel it may be beneficial to their wellbeing.

Rebound therapy - Each class has a designated time each week to use our onsite trampoline room for Rebound therapy. Here they are able to develop their communication and interaction skills, as well as physical skills.

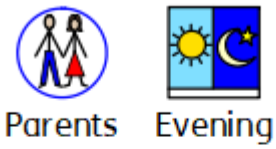
Animal therapy - We have a small petting farm within the school grounds that is home to chickens, rabbits and guinea pigs. All classes have the opportunity to visit the farm each week so that the children can enjoy handling and helping to look after the animals. We also have regular visits from Millie, the therapy dog.

Home-School Communication

Home-school communication is very important to us and we value opportunities to work together to support the children in Sensory Phase. Every parent has the chance to communicate with their child's class teacher on a daily basis using Class Dojo, which offers the opportunity to directly message teaching staff and interact with the newsfeed posts. We also use Class Dojo to send home information about learning and events that have taken place at school, so you can share these at home too.

ClassDojo

We hold two formal Parents Evenings each year in the Autumn and Spring Terms. We also offer an informal Coffee Morning in the Summer Term. These meetings provide an opportunity for you to discuss your child's IEP targets and look at the work in their books. In addition to these, you will be invited to an annual EHCP Review meeting and will receive a written report detailing your child's progress .



Our aim is for school and home to work as a partnership.

If there are any problems that need to be discussed, please discus these initially with your child's Class Teacher. If the issue is still not resolved, a member of the Senior Leadership Team will be happy to help. Should you wish to arrange a meeting with the class teacher, please do not hesitate to contact the office or send a message on the Endeavour App and your child's class teacher will contact you at their earliest opportunity.

Topic Overviews, and Homework

At the beginning of each half term, you will receive an overview of the topics being covered across the curriculum in your child's class. This will provide you with an insight into what your child is learning, the key vocabulary we're using in school and will enable you to share this at home. There will also be ideas for you to engage in some home learning, linked to the work we are doing in school each half term.

School Newsletter

We send home a copy of The Two Rivers Newsletter once a month which will share news and photos about the classes and whole-school events. This will also provide reminders for important dates and up and coming events.

School Website

Our school website has lots of information which you might find useful. Please do visit the website regularly, as we frequently add and update information.

www.tworiversschool.net

Facebook Page

Please like and follow the school closed Facebook page 'Two Rivers School' - we share information about events, learning and reminders.

School Office

Please contact the school office if you have any questions or queries.

Telephone: 01827 426123

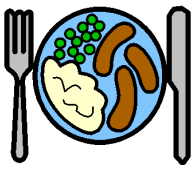
Email: office@tworiversschool.net

Food and Drink

Snacks and Magic Breakfast

School provides water and squash to drink, along with a selection of breakfast items including toast, bagels, porridge and cereal, as well as fresh fruit. Additional snacks, such as raisins and breadsticks, are available where needed

Allergen advice: please make sure that you make us aware of any allergies that your child has so that we can accommodate these at snack time.



Dinner time

School dinners are available to all children and individual dietary needs can be catered for. Alternatively, children can bring their own packed lunch. Please label lunch boxes clearly. The children eat with their class group in the classroom and are supervised and supported by staff. All KS1 children within Sensory Phase are entitled to a free school meal, so we encourage these children to try a school dinner if they would like to.

Personal Care

Staff are available throughout the school day to support the children with personal care. If your child wears nappies, we ask that you send in a supply of nappies and wipes for us to use at school. We can store one pack of nappies per child in class and will let you know when your child is running low via Class Dojo.

Health

If your child is ill and has an infection you are asked to keep them at home and inform school.

Children who have had infectious diseases will be allowed to return to school once the infection period has expired.

Parents are asked not to bring their child to school if they have had sickness or diarrhoea **until 48hrs after the last episode.**

If a child becomes ill at school, we will speak to the school nurse for advice and then contact you if it is necessary to collect your child.

Administration of Medicines

A form for general medicines is included in the school welcome pack for plasters, nappy creams etc for you to sign.

A permission slip must be completed in order for the school nurse to administer medicines including asthma inhalers.

All medicines must have a pharmacy prescription label on if they are to be administered during the school day.

All children with a known medical condition will have a Care Plan produced by the school nurse.

For further information contact:

Two Rivers Primary School

Quince

Amington

Tamworth

Staffordshire

B77 4EN

Tel. 01827 426123

Educate, Communicate, Celebrate

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Created by: Alison Taylor

TWO RIVERS

PRIMARY SCHOOL

Endeavour

Multi-Academy Trust