

# ASHGATE CROFT SCHOOL

## SENSORY CURRICULUM POLICY



Approved by Curriculum & Progress Committee meeting:

Minute No.: 13.5/19 (C/P)

To be reviewed by: Autumn 2 2020

### Introduction

#### Purpose

This policy is intended to ensure that pupils who need to access the Sensory Curriculum are given an awareness, experiences and learning skills they need to access the Early Years Foundation Curriculum (EYFS) and the National Curriculum (NC) successfully. This policy outlines the purpose, nature and management of the Sensory Curriculum taught at Ashgate Croft School.

#### Aims

- All staff working in classes where the Sensory Curriculum is implemented have an understanding of its implementation and the rationale behind it.

The Sensory Curriculum aims to:

- Outline the skills many pupils need to learn in the area of sensory development.
- Outline sensory learning as a teaching and learning approach.
- Ensure equality of opportunity is provided for all within the school.
- Recognise and value the qualities, abilities and dignity of each individual.
- Provide a high quality and appropriate environment in which all pupils are encouraged to develop to their full potential.
- Provide a relevant, broad and balanced curriculum.
- Encourage the greatest possible independence of thought and action.

### Procedures and Practice

#### Teaching

#### *Planning*

- Teachers complete a Medium Term Plan with appropriate activities highlighted that offer learning through the senses.
- Four key areas of assessment following the Rochford Review; **engagement, communication, social and emotional** and **sensory and physical operation**. The areas are as follows:

- Responsiveness
- Curiosity
- Investigation
- Discovery
- Anticipation
- Persistence
- Imitation
- Expressive communication
- Receptive communication
- Social affection
- Emotional affection
- Visual
- Auditory
- Tactile
- Olfactory/Gustatory
- Vestibular
- Proprioception
- Fine Motor
- Gross Motor

Engagement

Communication

Social and Emotional

Sensory operation

Physical operation

- Teachers complete a Short Term Plan (STP) on a weekly basis giving more detail of resources, staffing and groupings and details of how the Sensory Curriculum is to be implanted in each session.

#### EARLY YEARS FOUNDATION STAGE (EYFS):

What: Students follow the same curriculum and timings as the Primary Department.

When: Throughout all taught sessions a sensory approach to learning should be available giving all students access to the learning opportunities.

#### PRIMARY DEPARTMENT (Key Stages 1 & 2):

What: Students follow the long term topics plan for the Primary Department

When: Throughout all taught sessions a sensory approach to learning should be available giving all students access to the learning opportunities.

#### MIDDLE DEPARTMENT (Key Stage 3):

What: Students follow the long term plan for the Middle Department.

When: Throughout all taught sessions a sensory approach to learning should be available giving all students access to the learning opportunities.

## UPPER DEPARTMENT (Key Stage 4-5)

What: Students follow the long term plan for the Upper Department and the Foundation Learning Curriculum.

When: Throughout all taught sessions a sensory approach to learning should be available giving all students access to the learning opportunities.

### Assessment

Pupils will be assessed on the B2 Engagement steps. Due to the needs of our sensory pupils we wanted to ensure that when assessing them we allowed for small steps of progression to be evidenced and so we will be marking children as 'aware', 'engaged' or 'mastered' when working on a target - please find definitions below:

*Aware – The pupil is aware that there is something going on, depending on the level of the pupil, it could be a brief change in facial expression or a glance over while they are involved in their own activity or they show a brief response to the stimuli but may not engage with it.*

*Engaged – The pupils is now involved ready to join in, again depending on the level will depend on how it is used, it could be use as full physical support, or it could be full verbal prompting, imitating etc. It could be the pupil being more cooperative, even leading the activity with slightly physical support. If using verbal prompting, the amount of prompting is reduced*

*Mastered – You are confident the pupil can achieve the skill, they have demonstrated the skill a number of times and you are confident they can do it with little to no prompts.*

Across school in classes that follow the sensory curriculum, a retrospective target setting approach will be used. Instead of setting targets that we expect pupils to achieve we will be supplying pupils with experiences and then assessing the skills that they have shown throughout that activity and then building on this to develop those skills further. Throughout the year we will be gathering evidence for the assessment through Evisense; this is an app that allows teachers to take pictures or videos of children experiencing an activity and doing their work, write a comment and then link it to suitable targets on the Engagement Steps. Pupils will be assessed and added to the data tracking two times yearly. Attainment levels will then be reported in the annual review and in annual reports.

Throughout the year the Sensory Curriculum leader will moderate work from classes in school and teachers take part in moderating each other's levelling of work in order to ensure the assessment system continues to be appropriate and teachers are levelling accurately.

### Role of the Subject Leader

- To participate in relevant training to support a broad knowledge of The Sensory Curriculum across all ages and abilities in school.

- Work with Deputy Head/Assistant Head to monitor progress of the Sensory Curriculum.
- To meet with teachers using the Sensory Curriculum 3 times per year to discuss its implementation.
- To support teachers in ensuring the Sensory Curriculum is delivered effectively across the school, this may include peer observations of/shadowing good practise.

### Parent/Carer Involvement

- Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this should include sensory ideas and activities for students working in the Sensory Curriculum.
- As stated above parents/carers are informed of progress the student is making towards the Engagement Steps assessment and are welcomed to contact the student's teacher to discuss the Sensory Curriculum.
- Parents will have access to their child's Evisense area

### Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

## **Children's Rights**

Taken from the United Nations (UN) conventions of the rights of the child within the Sensory Curriculum the children's rights which are developed are:

Article 6 - Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 8 - Governments must respect every child's right to a name, a nationality and family ties.

Article 12 - Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 20 - If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 23 - Children with disabilities are provided support to participate.

Article 28 – The right to education.

### Monitoring of the policy

Monitored by subject leader.

Teachers (for teachers implementing the Sensory Curriculum) meetings will be organised by subject leader each term.

## **REFERENCES**

Fairfield School Sensory Curriculum Policy

<http://fairfields.northants.sch.uk/wp-content/uploads/2013/03/Sensory-Curriculum-Policy.pdf>

Engagement and Progression Steps

Rochford Review 2018

UN Convention of the rights of the child

Evisense