

ASHGATE CROFT SCHOOL

SENSORY CURRICULUM POLICY



Approved by Curriculum & Progress Committee meeting: 17th November 2016

Minute No.: 46.9/16 (C/P)

To be reviewed by: Autumn 2018

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), the National Curriculum (NC) and the Foundation Learning Curriculum 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.
- Curriculum Domains (National Curriculum subject equivalency):-

1. Social relationships and emotional development (English, Personal, Social, Health and Economic Education (PHSE) and Citizenship, Religious Education (RE))
 2. Communication (English)
 3. Conceptual development (Maths, Science, Design and technology, Computing)
 4. Sensory responses (Art and design, Design and technology, Music, Physical Education (PE))
 5. Understanding of time and place (Geography, History)
 6. Orientation, movement and mobility (Geography, PE)
 7. Ownership of learning (PSHE and Citizenship, Computing)
 8. Responses to routines and changes (Maths, Science, Music)
- Teachers can use their discretion when deciding which domain to use when setting targets for a specific area of the EYFS/National/Foundation Learning curriculums.
 - Every student has individual Learning Outcomes sheet with targets taken from the appropriate domains and phase of the (Multi-Sensory Impairment) Sensory Curriculum.
 - Learning Outcomes sheets for English, Mathematics, Science and Computing have space to add photographs to demonstrate the student's development and interaction with their learning over the term (see Appendix 1).
 - 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

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/ blocks of work. Throughout the year the Sensory Curriculum leader will moderate work/Learning Outcome sheets from classes in school and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels. In addition to this:

- In the EYFS each child's progress should be assessed against the relevant EYFS Early Learning goals each half term 3 times yearly alongside regular teacher assessment using the Sensory Curriculum (MSI) assessment tool including adding data to the progress graphs 3 times yearly. Data should be passed to assessment co-ordinator (see the EYFS policy for more details).
- In Key Stage 1,2,3 and 4 assessed through regular teacher assessment using the Sensory Curriculum (MSI) assessment tool including adding data to the progress graphs 3 times yearly. Attainment levels are reported in the annual review.
- In Key Stage 5 pupils are assessed through regular teacher assessments using the Sensory Curriculum (MSI) assessment tool including adding data to the progress graphs 3 times yearly. Attainment levels are reported in the annual review.

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 Sensory Curriculum (MSI) assessment and are welcomed to contact the student's teacher to discuss the Sensory Curriculum.

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>

A Curriculum for Multi-Sensory-Impaired Children

MSI Unit Victoria School Birmingham – Heather Murdoch

UN Convention of the rights of the child