

## **Sir Charles Parsons Sensory Curriculum**

The sensory curriculum at Sir Charles Parsons School is part of the whole school curriculum. It offers a sensory diet that helps students to improve, use and integrate their sensory processing, visual, auditory, tactile, olfactory and kinaesthetic awareness and skills. We believe that students with complex learning difficulties and disabilities benefit from this approach to learning.

All our students Individual Education Plans (IEPs) identify learning targets that are informed by their needs as stated in their Educational Health Care Plan (EHC). All learning targets are personalised to individual need. A system of continual assessment of progress is in place to track student learning and inform new targets

Teaching and learning of complex needs students relies on the following essential features:

### **Individuality**

- Listening to the student. The sensory curriculum should empower individual students to be as active as possible in their learning. We endeavour to
- Build our teaching and learning on positive relationships with a student
- Develop learning on individual objectives and self-expression
- Develop students communication and self-expression
- Developing a knowledge of students and their learning needs and styles.
- Focus on developing skills and capabilities

### **Motivation**

Students who are curious about the world around them are able to learn. Motivation grows from experiences, interactions with people and the environment. We try to

- Use appropriate consistent teaching approaches
- Offer choices
- Deliver fun and engaging learning experiences
- Deliver the curriculum in a relevant learning setting.

### **Delivery**

Learning happens when

- Specialist environments are created to meet specific learning tasks
- The pace is right for each individual student
- A varied curriculum is accessible and offers lots of opportunities for learning
- Learners are active
- Students learning targets are appropriate realistic and promote progress
- The curriculum and its delivery is interesting, engaging, inspiring, motivating and stimulating.
- The opportunity for the unplanned is allowed to happen.

## **Working Partnerships**

- Co-operation with parents, therapists, pastoral staff and other agencies ensures shared feedback providing information that is necessary for an accurate assessment, planning and consistency throughout the school

The sensory Curriculum is focused on developing the students

- Sensory awareness
- Communication skills
- Cognitive understanding
- Physical development
- Self-help and independence skills
- Emotional and social development.

The sensory curriculum is delivered by a team of skilled staff who understand the student's abilities and needs in a variety of ways:

- Daily sessions with peers of a similar level of ability
- Integrated learning with their pastoral peers helping the students to generalise their learning and develop socialisation skills and experiences of the wider environment.
- Therapeutic sessions such as Tac Pac, hydrotherapy, rebound therapy, physiotherapy and intensive interaction sessions.

## **The focus on the sensory curriculum sessions**

The lessons follow a termly theme and include:

### **Sensory Awareness of self**

- To become more aware of themselves through a series of movements, developing physical skills.
- To develop communication and interaction skills with staff and peers alike.

### **Creative exploration**

- To explore and respond to stimuli presented by the physical world (people, objects, activities) and develop the senses.
- To develop the exploration, location and manipulation of objects/textures/smells showing an awareness, focus and interest through engagement.
- To develop physical, social and communication skills.

### **Music therapy**

- To experience, respond to and explore different music/songs/rhythms and sounds and artefacts linked to the theme.
- To develop communication skills, physical skills and cognitive understanding.

### **Tac Pac**

- To explore and be aware of themselves, their environment and other people
- Sensory Stories
- To engage with stories through sensory activities and simple narratives.
- To be at the centre of these stories.
- To begin to develop an understanding and engagement with sequential elements, to actively participate in them.

### **Sensory Zumba**

- To develop an awareness of different parts of the body
- Moving co-actively with an adult
- Increase range of intentional movements
- Develop physical control
- Developing imitation skills
- Developing physical movement skills

### **Planning and Assessment**

- Weekly schemes of work
- Objective and IEP target sheets individualised for each student and completed during/after each session
- Where Am I Now –personalised sheet in each file.
- WOW Moment sheet – filled in when a student has achieved a ‘WOW’ moment.
- Engagement sheet filled in half termly
- Routes for learning sheets completed and updated termly.
- End of year overview of progress completed for each student.

### **Routes for learning assessment tool.**

There are seven key milestones in a child's development. When assessing student's progress the seven milestones provide us with an appropriate context of early development.

- Noticing stimuli
- Responding consistently to one stimulus
- Contingency responding
- Contingency awareness
- Object permanence
- Selecting from two or more items
- Exerting autonomy in a variety of contexts.

### **The Engagement Profile.**

In situations where the student does not currently engage with any learning activity, the Engagement Profile can be used to structure an informal assessment of the kinds of activities the student does engage with constructively. The findings can be used to indicate starting points from which to engage the student in learning.

There are seven indicators within the engagement scale that we use to record student's progress towards.

- Awareness
- Initiation
- Curiosity
- Anticipation
- Discovery
- Investigation
- Persistence