

Sir Charles Parsons School

Sensory curriculum (Sensory diet)

The Sensory Curriculum in Sir Charles Parsons school seeks to offer a sensory diet that will help the students to improve, use and integrate their sensory processing, visual, auditory, tactile, olfactory and kinaesthetic awareness and skills. We believe that students with profound and multiple learning difficulties and those with complex sensory needs benefit from this approach to learning.

All our student's individual educational plans (IEPs) identify learning targets that are informed by their needs as stated in their EHC plan. All learning targets are personalised to individual student need. A robust system of continual assessment of progress is in place to track student learning and inform new targets.

Broadly the students learning is focussed on developing:

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

Inevitably these areas are interrelated so we adopt an holistic approach to the students learning.

Planning individual learning programmes for these students is the responsibility of a highly skilled multi-disciplinary team which include education, physiotherapy, occupational therapy, speech and language therapy, the visually impaired service and health. Sensory learning passports play a large part in ensuring approaches to learning are consistent across the school.

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

- Discreet lessons daily with peers of a similar level of ability.
- Integrated learning with their pastoral group peers helping them to generalise their learning and develop socialisation skills and experience a wider world.
- Therapeutic sessions such as Tac Pac, hydrotherapy and Rebound Therapy.

Staffing ratios for delivering the sensory curriculum are appropriate to ensure high quality learning opportunities.

In all lessons targets identified in individual educational plans (IEPs) are addressed consistently.

Focus for discreet sensory lessons

These 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.

Creative exploration.

- To explore the textures and smells related to the theme.
- Experience, explore, use senses, developing physical, social and communication skills.

Music and movement

- To experience, respond to and explore different music/songs/rhymes/sounds and artefacts linked to theme.
- To develop communication 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.

The sensory curriculum delivered through subjects.

Subjects that students may integrate into include: English, literacy, maths, history, geography, science, RE, art and food, life skills and vocational learning (for older students).

In these subjects students will engage in activities to develop their:

- Sensory awareness;
- Communication skills
- Cognitive understanding
- Physical development
- Self-help and independence skills.
- Emotional and social development
- To explore and interact with objects and activities
- To communicate simple choices, likes and dislikes
- Promote emotional and social development.