

The Sensory Curriculum

The Sensory Curriculum at Sherbourne Fields School aims to develop each child to their full potential by offering an immersive multi-sensory approach to learning.

The Sensory Curriculum Framework

Throughout this booklet you will see the areas of learning that are available for our Sensory Learners at Sherbourne Fields School.

At Sherbourne Fields School, the Sensory Curriculum follows a thematic approach to learning. All of the activities and learning opportunities are derived from the topic theme. This allows the students to become fully immersed within a sensory experience, allowing the pupils to develop their sensory cognitive, communication and thinking skills in a range of contexts. These occur in the classroom, outside space and the wider community. The activities/ experiences are dependent on the individual student's needs and their preferred learning styles, so this allows the pupils to reach their full potential. Developing the student's communication (conventional and unconventional) skills is an integral part of the curriculum, your child's voice is celebrated in a wide array of activities and experiences.

There are six learning areas that the Sensory Curriculum is derived from. However, throughout all lessons and activities; communication and sensory cognitive is always at the focus. The pupils (child depending) develop their communication skills through these activities, either conventional or unconventional forms (these can include stilling, change in breathing pattern, vocalisations, change in facial expression, gesturing or purposeful eye contact). Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact.

The Sensory Class' has been designed to specifically to meet the needs of the children who have more complex learning styles. The children remain in their Sensory classrooms for the majority of their timetable. This is to enable a consistent and highly structure approach to unsure the best possible outcomes for theses targeted children. The pupils within Sensory Class' require a high level of adult support, both for their learning needs and also for their personal care. The structure within Sensory Class' means the same regular staff work with the students allowing for the building of positive relationships and in-depth understanding of individuals. Although the majority of the time is spent with the very familiar adults, the students do access planned opportunities to participate in activities with members of staff who are less familiar. To develop flexibility and to reduce rigidity. The class team are specialist in the understanding of individual's communication strategies, behaviour approaches and responding to sensory/ physical needs. This enables the assessment of progress to be outstanding and this leads to high quality next steps and target setting.

Hopefully you find the booklet useful and informative however, if you would like any further information or have any questions about the Sensory Curriculum please do not hesitate to contact your child's class teacher at the school.

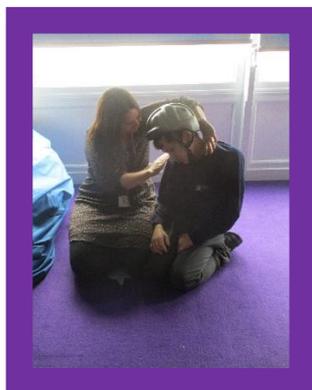
The Sensory Curriculum, 6 Learning Areas

The focus of learning for the Sensory Curriculum is communication, developing functional skills and experiencing, engaging and developing interests. The Sensory Class follow the Sherbourne Fields Sensory Curriculum, their timetable follows the six areas of learnings. The Sensory Curriculum provides an immersive multi-sensory curriculum, with the individual student's needs at the centre. This enables the learning to be tailored to the pupil's preferred learning styles.

Personal Development

Personal Development is for the pupils to show an awareness of themselves, to build positive working relationships with the staff and their classmates. There are times when this occurs during standalone lessons. However primarily this is continued to work on throughout the school day. The students are encouraged to work on their independence and self-care needs depending on their own needs. This could include tolerating support to wash their hands, pushing their hand through a sleeve or taking a loaded spoon to their mouth.

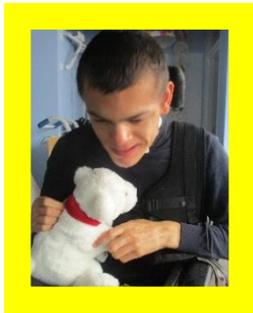
Activities include: TAC PAC, Massage Sessions, Sound bath, Intensive Interaction/Joint Interaction Session/Peer Interaction



Cognitive and Numeracy

Involves using a multi-sensory approach to Numeracy providing children with opportunities to develop and improve their sensory cognitive skills. Numeracy is present throughout the curriculum, for example emptying ingredients into a bowl, showing an awareness of cause and effect objects and able to develop object permanence. Lessons can be linked to mathematical themes including number, shapes, preposition, patterns, time and colour.

Activities include: Activities based around colour, numbers or shapes. Number songs/rhymes, financial education stories (role playing shopping), choosing activities, creating patterns and exploring patterns.



Communication and Literacy

Communication and Literacy involves giving children opportunities to experience a total communication environment. This is by communicating in both conventional and unconventional forms of communication, including intensive interaction, objects of reference, music cues, TOBI's, photos and/or symbol. It is the development encouraging children to react and response to sounds, (both object and vocal), familiar phrases/words and rhymes/songs. Children supported in their early reading skills, such as recognising themselves in a mirror, recognising their own photo and choice making etc. Making choices, dressing up as key characters and joining in with key phrases during our sensory stories.

Activities Include: Sensory Stories, Write Dance, sensory exploration, choosing activities, Interaction Session.



The World around Us

The World around us, involves the children to become full immersed within a sensory experience and encouraging the children to explore and show curiosity to the world around them. The activities are often based on the topic themes, so in previous years the children have explored objects and experience with the Polar reign or become a Superhero, demonstrating their ability to melt chocolate using a microwave.

Throughout the year the pupils have the opportunity to participate in Cultural Days, this allows the students to become fully immersed into different countries and cultures.

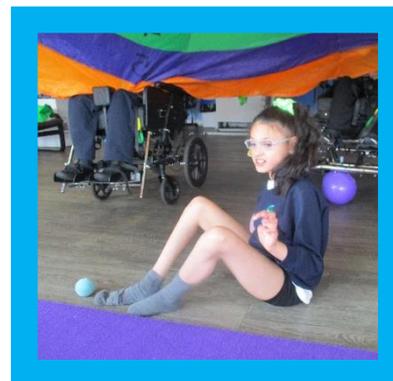
The pupils have the opportunity to experience a wide variety of different ICT equipment, including switch toys, cause and effect toys, iPads and using switches to activate everyday equipment such as microwave and hair dryer. At Sherbourne Fields we use the Switch Progression to support the children's learning. The pupils have the opportunity to go on trips in the local community.



Physical Development and Movement

Physical Development and Movement Sessions are devised in developing your child's gross and fine motor skills. For some children their physiotherapy programmes are integrated into learning opportunities.

Activities include: Music and movement sessions, swimming and games/activities such as skittles, curling, parachute games etc.



Swimming

Most of the children have the opportunity for one lesson of swimming each week. There is a swimming coach and support staff to ensure children develop confidence and individual ability safely in the water. The majority of the children love to spend time in the water, this provides a stimulating experience.



Creative Arts

Involves enabling children to explore and experience a wide range of media and materials. Pupils develop their ability to actively explore and manipulate material, grasp and use a range of mark making tools such as paintbrushes and rollers. As well as providing opportunities for them to develop their communication and sensory cognitive skills through choice making and reaching/grasping materials. The pupils are supported in cooking activities, allowing the children to use all their senses to explore the ingredients.

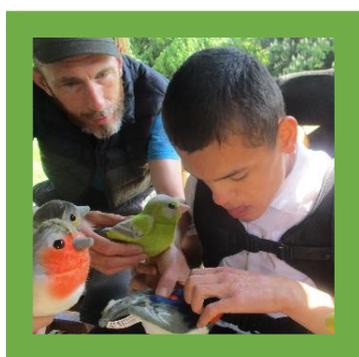
Activities include: Art and Design Projects, Cooking, Music session (see below for more details).



Music

Sensory Learners have a minimum of one music lesson a week. This is often one of the most popular activities with our students. The pupils have the opportunity to experience and explore an eclectic mixture of instruments and sound generating objects. This enables the students to explore the sounds, rhythms and textures. They also experience a range of sensory exploration as well.

Throughout the year all pupils are provided with opportunities to listen to different musicians perform, including an orchestra, rock and roll band, violin and flute duo and many more.



Themes

The themes are planned for a yearly cycle to provide a variety of activities and experiences.

Primary

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Me and my City	Are you sitting comfortably?	Stepping back in time	Ready, Steady, Cook!	Beyond my front door	The World Cup

Secondary

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All about me and my body	Fantasy Worlds	Light, Camera, Actions	Famous People	Leisure and Hobbies	Different Environments

Scrapbooks

Throughout the year, the Sensory Curriculum Team make observations about the progress of your child. They record how your child responds, and use evidence such as photographs and the pupils work, to create Scrapbooks. This provides a wealth of evidence to support the significant steps of progression taking place in accordance with the Sensory Curriculum Assessment process. Also, the team monitor your child's engagement to activities and experiences, using the Engagement Model. This allows the class team to develop a rounded knowledge of each child.

Areas of Engagement

Areas of Engagement The areas of engagement are an assessment approach used for students who are not yet engaged in subject specific learning. The recommendation for this group of pupils is that they are assessed using the 5 areas of engagement for learning. These 5 areas are exploration, realisation, anticipation, persistence, initiation. These areas can be used to support the learning of our Sensory Learners.

Environment

The Sensory Classrooms, are a bespoke classroom developed to suit the needs of the sensory learners. There is often a large safe mat area, so the pupils can explore. There is a large screen area, to support the learners, who have a visual impairment but also allow the classroom to become adapted into an immersive space. There has been the inclusion of different lighting, which has again supported the classroom to become an immersive space, also to change the feel of the room. Also allowing the classroom to become a sensory environment. The students have access to their outside space and sensory garden, so learning can take place both indoors and outdoors.

We also regularly make use of our excellent on-site facilities and have whole group activity sessions in areas such as Swimming Pool, Outside Sensory Garden and the Pets Court Yard.

Celebration of Achievements

We believe it is really important to celebrate all the achievements that the children make, whether if it is responding to a new stimulus, showing persistence with completing a shoe box task or showing interest towards their classmates.

Each term we take part in a whole school celebration of achievement, where the children get nominated for a Head Teacher award for fantastic achievements. This is celebrated during assembly.