



Sensory Curriculum Intent, Implementation and Impact

Our Vision

Every child has a right to understand the world around them and to make themselves understood. We trial a range of multi channel communication systems, continuously adapting them to suit the changing needs of each individual child. We aspire for every child to be able to make a choice, including to say no. Physiotherapy and communication skills are intrinsic in every day using positioning and communication equipment such as standing frames, aided language boards, wedges and eye gaze devices.

Sensory Curriculum Intent

To make clear and purposeful choices	To enable children to be as physically independent as possible	To personalise and continuously adjust learning to support the unique needs of each child.	To help children understand and impact the world around them
To communicate confidently using their preferred methods	To effectively combine meeting medical needs with social, emotional and educational opportunities	To provide children with the opportunity to develop a range of communication skills (AAC) in order to access their curriculum.	To build strong and positive relationships with the children, their families and the professionals involved in their care.

“Where learning has no limits”



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Curriculum Implementation

Sensory Curriculum

We follow the Saxon Wood Small Steps framework for Sensory Learners. As many pupils are at early levels of development, learning is linked to both the prime and specific areas of early learning combined with bespoke smaller steps to showcase the progress all pupils are so capable of making.

We capture the individuality of each child through regular and accurate observations and use these to inform immediate and future planning.

Learning Environments

Our communication rich learning environments are regularly reviewed and adapted to meet the different and emerging needs of our current learners providing them with opportunities to be independent and make choices in liaison with a range of therapeutic specialists. We have a daily class timetable that we follow with smooth transitions and each child has an individualised timetable designed to meet their social, physical, medical and academic needs.

Communication & Teaching

Our Sensory Curriculum is delivered through a mixture of structured and unstructured sessions including direct teaching, adult-led activities and child initiated activities.

We work closely with the rest of the school and therapeutic specialists and where appropriate children stream with the Enquiry pathway to extend their learning in key areas.

Pupils have a bespoke postural management programme which is adhered to daily.

Intervention strategies

We use a range of visual and communication strategies to enhance and develop crucial skills.

Strategies include:

- Music Therapy
- AAC (hand on body signing, aided language boards, Makaton, auditory & visual cues)
- Pre-Braille Skills
- Postural Management
- Adaptive equipment
- Bucket Time
- TEACCH

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Measuring Impact

The impact of this curriculum will be fully preparing all young people to leave us in year 6 after becoming increasingly aware of the world around them and be prepared for the next stage in their educational journey.

We strive for children to achieve the goals set out in their Personal Development Plans by the end of each year, making progress from their starting points. The PDP goals are set using targets from the child's EHCP as well as discussions with parents and external agencies. The Saxon Wood Small Steps Tracker is used alongside the teacher's professional knowledge of the child to make **best fit** range judgements about a child's attainment and progress.

Children will have full access to the Sensory Curriculum, with elements of the Enquiry Curriculum as appropriate, and will be happy and confident in both their learning environment and in their relationships in school.

Formative assessment takes place in the form of Earwig (our online learning journey and assessment platform). Observations are linked to either the child's learning objectives or that the learning that took place as a result of child initiated exploration. Summative Assessment takes place in the form of a termly report and annual EHCP review meetings.

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