

Ysgol Greenfield School

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL



"Opening doors to the future"

GREENFIELD SCHOOL

Sensory Policy



' Opening Doors To The Future '
' Agor drysau i'r dyfodol'

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Our Vision

'Opening Doors To The Future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Kindness
- Creativity
- Respect
- Well-being
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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DEFINITION

The term “multisensory learning” suggests that the more the opportunity is given to use a number of senses, the richer the associations will be and the more effectively learning will take place.

The recognition of and response to, preferred learning styles is an established practice. At Greenfield School this concept is extended and refined in order to meet the complex and often unique needs of pupils. Sensory dysfunction and processing problems affect many pupils. Physical and sensory impairments have a profound impact upon the learning and social and emotional development opportunities of a significant number of pupils. Understanding the potential impact, upon learning, of the compounding effects of sensory problems, is a statutory requirement for teachers working in specialist settings. Carefully designed teaching methods, approaches and environments are recognised as essential in the provision of education for all pupils at Greenfield School and support every area of the curriculum. Sensory-based teaching and learning is integral to the school day and beyond, through effective home/school links to develop experiences e.g. shared programmes, parent workshops, home visits. These include visual, auditory, tactile, proprioceptive, vestibular, olfactory and gustatory senses and the experiences to support pupils learn: increased independence, participation, understanding of the world and communication.

PROVISION OF MULTISENSORY LEARNING VIA EFFECTIVE STAFF INPUT

All staff coming into contact with the pupil’s impact upon each pupil’s learning opportunities. Through a variety of approaches, teaching methods and organisational strategies staff will:

- Give pupils the opportunity to learn at an individual pace within an inclusive setting.
- Enable pupils to develop effective learning strategies.
- Ensure that pupils build upon learning and social development through a progressive, non-fragmented and meaningful curriculum.
- Give pupils the opportunity to communicate at all times using a range of modes which are recognised and valued.
- Encourage and facilitate all pupils to be active participants in their education and social/emotional development.
- Be responsive to agreed approaches and communication techniques.
- Show understanding of the impact that profound and multiple disabilities and potentially life-threatening conditions can have upon learning opportunities.
- Seek to reduce this through the provision of appropriate and effective learning environments for multi-sensory learning.

PROVISION THROUGH CURRICULUM PLANNING AND ADAPTATION

A multisensory teaching and learning environment responsive to the needs of individuals considers the following:

- Acoustics, lighting, colour, contrast, temperature, seating and space. As far as possible the school seeks to make adaptations to meet individual needs. Staff will be aware of these implications for the individual.
- Curriculum content, whilst giving breadth of experience, seeks to be meaningful to all the pupils.
- That skills and understanding will be built upon and extended through effective target setting information-gathering, assessment and planning.
- Communication that will react and respond to the individual.
- Recognition that individuals will need differing amounts of time, support and pace of presentation to process information. Emphasis within the curriculum will vary from pupil to pupil.

- Develop appropriate opportunities so that the individual's social and emotional needs are developed and met.

IDENTIFICATION OF INDIVIDUAL NEEDS, TARGET SETTING AND ASSESSMENT

The school seeks to achieve this by:

- Recognising that all pupils are likely to benefit from a sensory-based curriculum.
- Emphasising the importance of skilled observation.
- Recognising that sensory impairment may fluctuate or may not be immediately obvious.
- Informed interpretation of the conditions, difficulties and health considerations of individual pupils and how they may impact upon learning.
- Ensuring that key information is accessible through One Page Pupils Profiles, Personal Passports etc.
- Fostering close and effective multi-disciplinary teamwork through time allotted to meet and share information.
- Recognising the essential role of parents as partners in the education of their child in the interpretation and evaluation of teaching programmes and outcomes and target setting. This is achieved by IEP sent home termly, Parents Evenings, Annual Reviews, and close daily contact via home/schoolbooks telephone links etc.
- Fostering links between home and school which are ongoing, rich in information-sharing and are flexible and supportive.
- Parent workshops
- Training staff to make skilled use of appropriate assessment tools.
- Setting individual targets which are appropriate, measurable, achievable and regularly monitored. Through the use of Routes for Learning and B2
- Utilising the Foundation Stage curriculum and Ages to Stages in the Foundation Stage and Pre-school
- Recognising where and how the individual pupils can develop their social and emotional skills, using, VBMAPPs and Applied Behaviour Analysis

STAFF TRAINING

The school recognises that skilled staff who are well trained, knowledgeable and responsive to new approaches and techniques are vital in supporting pupils with complex needs

All staff are supported and encouraged to take training opportunities provided by INSET, in-school workshops and professional development programmes.

ACCESS TO SPECIALIST STAFF

The following staff support and complement multisensory teaching and learning at the school:

S< (Speech and Language Therapy) and S< assistants

Physiotherapist and Physiotherapy Assistant

Occupational Therapist and Occupational Therapy Assistants

Music Therapist

Teaching Assistant trained in Massage Therapy

Teacher of the hearing impaired

Teacher of the Visually Impaired

ICT technician

Feeding Clinic

School nurse

Access to gastrostomy nurse G. Turtle

Access to Teacher of the Hearing Impaired

Access to Applied Behaviour Analyst and Communication Specialist

Effective teamwork between teacher, teaching assistants and specialist staff is recognised as being central to the provision of effective education for all pupils.

RESOURCE AREAS

The following areas are specifically designated to enhance learning through multisensory teaching:

- Immersive Room
- Music room
- Optimusic room
- Sensory garden
- Hydrotherapy Pool with Spacecraft “Sensory Magic Show” equipment
- Sensory Play area
- Curriculum rooms equipped with height adjustable sinks, sound enhancement etc.

SPECIALIST EQUIPMENT, RESOURCES AND APPROACHES SUPPORTING MULTISENSORY TEACHING AND LEARNING

These include:

- A range of additional and augmentative communication resources including individual accessible software, Clicker 5/6, Sound Beam, Eye Gaze
- Trampolining (Rebound Therapy)
- Boccia
- Music Therapy programmes
- Touch Therapy
- Portable sensory equipment
- A comprehensive range of Communication aids and equipment
- Switches, timer and power link boxes
- Switch toys
- Adjustable height computer trolleys
- Tac pac
- Sensory story packs
- Range of tactile books
- Resonance boards
- Sloping desks
- Black out facilities in some rooms

