



Curriculum Handbook: Physical and Sensory

A guide to the Physical and Sensory aspect
of the Curriculum at Harlow Fields School
and College

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Harlow Fields School and College: Physical and Sensory

Introduction

This handbook is created for teachers and visitors of Harlow Fields School and College (HFS&C).

- **For Teachers:** This handbook supports planning and assessment of all areas of the Physical and Sensory aspect of the curriculum, ensuring appropriate coverage of all strands and topics.
- **For Visitors:** This handbook provides insights into how the Physical and Sensory aspect of the curriculum is planned and delivered at HFS&C.

Our Vision

At HFS&C, our vision is to provide all pupils with a person-centred and therapeutic approach that ensures meaningful progress, positively impacting their health, wellbeing, and learning. We aim to create an environment where every lesson is enjoyable and aspirational, fostering independence and a sense of autonomy over learning.

We recognise the need for a broad and balanced curriculum tailored to individual needs, focusing on holistic development. Every part of the school day is viewed as an opportunity for learning and engagement, while also respecting the importance of breaks, personal care, therapy, and medical needs. All pupils are assessed and tracked using systems linked to their Education, Health, and Care Plans (EHCPs), with contributions from professionals, families, and teaching teams to set aspirational targets.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

<u>Lower School (KS1/KS2)</u>	<u>Upper School (KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
Oak Hazel Willow Beech Maple Mulberry Sycamore	Colne Lea Roding Thames Avon Chelmer Orwell Stort	Kestrel Hawk Eagle	Blake (lower) Dahl (upper) Morris (upper)

The current classes following each pathway are as follows:

Pathway	Class Names
Sensory / Engagement	Blake, Morris, Colne, Dahl, Willow
Semi-Formal	Oak, Hazel, Beech, Lea, Roding, Thames,
Formal	Maple, Mulberry, Sycamore, Avon, Chelmer, Orwell, Stort
Pathway to Life	Kestrel, Hawk
Pathway to Work	Eagle

Pathways and class allocation are discussed in departmental meetings to ensure progress is being made and so that pupils can move onto an alternative pathway where appropriate.

What does the Physical and Sensory aspect of the curriculum look like at Harlow Fields School and College?

At Harlow Fields School and College, we prioritise the physical and sensory development of our pupils with special educational needs and disabilities (SEND) as a fundamental aspect of their overall growth and learning. Our tailored programmes are designed to enhance fine and gross motor skills, ensuring that pupils can engage in a variety of physical activities that promote coordination, balance, and strength. We incorporate sensory integration techniques to support pupils in processing sensory information, which is crucial for their ability to participate fully in the school environment. Our staff are trained to create sensory-friendly spaces and activities that cater to individual sensory needs, allowing pupils to explore and engage in a safe and supportive manner. Additionally, we provide opportunities for outdoor learning and physical education, encouraging pupils to develop a love for movement and an understanding of healthy lifestyles. By focusing on physical and sensory development, we align with our vision of "Working together to Succeed," ensuring that every pupil is equipped with the skills and confidence to navigate their physical world and participate meaningfully in their education and social interactions.

Sensory and/or Physical Needs

At Harlow Fields School and College, we understand that addressing sensory and physical needs is essential for our pupils to fully engage in their learning and social experiences. Our passionate staff work tirelessly to create an inclusive environment that accommodates diverse sensory profiles and physical abilities. We employ strategies such as the use of assistive technology, sensory rooms, and tailored physical education programmes to support our pupils' needs. To ensure that this work is effective, it is vital for families to check home/school diaries daily and engage with Earwig for updates and resources that can be utilised at home. We also encourage families to attend our parent events, which provide opportunities to learn more about supporting sensory and physical needs outside of school. By integrating therapies and interventions, we ensure that each pupil receives the tailored support they require to flourish. Through our commitment to meeting sensory and physical needs, and by working closely with families, we empower our pupils to explore their potential and lead fulfilling lives beyond Harlow Fields.

Importance of Sensory and/or Physical Needs

Recognising and addressing sensory and physical needs is essential for ensuring that all pupils can fully engage in their learning and social experiences. Physical development contributes to overall health, fitness, and well-being, which are crucial for academic success. When pupils have their sensory needs met, they are more likely to focus, participate, and thrive in educational settings. For pupils with SEND, tailored interventions and support can significantly enhance their ability to access the curriculum and interact with peers. By

creating an inclusive environment that accommodates diverse sensory profiles and physical abilities, schools empower pupils to explore their potential and lead fulfilling lives.

What Does Our Physical and Sensory Offer Look Like at Harlow Fields School and College?

At HFS&C, we have 4 core areas of our curriculum, aligned with the 4 areas of need in the SEND Code of Practice set out by the DfE.

Lower School

The Physical and Sensory area includes learning experiences such as:

- **Physical Development:** Activities to enhance gross and fine motor skills through play, movement, and structured physical education.
- **Sensory development:** Activities designed to increase awareness of senses and to increase tolerance to different sensory needs.
- **Sensory Exploration:** Engaging pupils in sensory-rich experiences, including tactile play, sensory rooms, interactive learning rooms and adapted outdoor exploration.
- **Sensory Integration Therapy:** Tailored sessions to support sensory processing and regulation including sensory diets as prescribed by occupational therapy. At HFS we also support our rainbow reflexology as a tool for self-regulating, sensory development and promoting healthy mental wellbeing.

Upper School

The Physical and Sensory area includes:

- **Physical Education:** Structured physical activities aimed at developing coordination, balance, and teamwork.
- **Sensory Activities:** Opportunities for pupils to engage with sensory materials and environments, supporting their sensory processing needs.
- **Sensory Integration Therapy:** Tailored sessions to support sensory processing and regulation including sensory diets as prescribed by occupational therapy. At HFS we also support our rainbow reflexology as a tool for self-regulating, sensory development and promoting healthy mental wellbeing.
- **Creative arts:** Opportunities to develop physical development and wellbeing through sessions such as Drama, Dance and special sporting events.
- **Physical Development:** Opportunities to develop a range of fine and gross motor skills
- **Physiotherapy and Occupational Therapy:** : Activities that promote physical awareness, such as movement sessions, swimming, and outdoor activities including physio programmes, as prescribed by paediatric physiotherapists. Tailored sessions to

support sensory processing and regulation including sensory diets as prescribed by occupational therapy.

Specialist

In this area, the focus is on:

- **Sensory Integration Therapy:** Tailored sessions to support sensory processing and regulation including sensory diets as prescribed by occupational therapy. At HFS we also support our rainbow reflexology as a tool for self-regulating, sensory development and promoting healthy mental wellbeing.
- **Physical Experiences:** Activities that promote physical awareness, such as movement sessions, swimming, and outdoor activities including physio programmes, as prescribed by paediatric physiotherapists.
- **Sensory development:** Activities designed to increase awareness of the pupils' senses, and tolerance to a variety of items and sensations, delivered through sessions such as sensology and TacPac.
- **Sound and VI therapy-** Activities designed to engage the 8 senses but with a clear outcome relating to sound to support our visually impaired pupils, through sessions such as sound beam, sound boards, sound baths, interactive learning room and our specialised dark room for visual tracking. (supported by our community visual impairment teacher).
- **Creative Arts:** Activities designed to promote physical wellbeing such as Parachutes, Dance, Drama and adaptive sports. We also delivering many sessions through the means of Art, supporting sensory play and exploration.

Sixth Form

The Physical and Sensory area includes:

- **Pathway to Life:** Engaging in physical activities that promote independence and life skills, such as cooking and community outings.
- **Pathway to Work:** Developing physical and sensory skills relevant to future employment opportunities, including practical tasks and teamwork activities.
- **Sensory Integration Therapy:** Tailored sessions to support sensory processing and regulation including sensory diets as prescribed by occupational therapy. At HFS we also support our rainbow reflexology as a tool for self-regulating, sensory development and promoting healthy mental wellbeing.
- **Creative arts:** Opportunities to develop physical development and wellbeing through sessions such as Drama, Dance and special sporting events.

- Students experience weekly physical fitness activities. These activities develop student's motor skills, promote fitness and help students develop their team working skills.
Activities include table tennis, football, basketball, dance, quick cricket and tennis.

How is the Communication and Interaction aspect of the curriculum evidenced and assessed?

Paperwork and Evidence:

Each week teachers will record entries on Earwig. Teachers will record entries linked to each of the areas when on the sensory and semi-formal curriculum.

1. Communication and Interaction
2. Cognition and Learning
3. Independence, Social and Emotional Development
4. Physical and Sensory

This can be collectively as a class or per pupil.

Annual Reviews:

Annual reviews and pupils' 5 PLT targets will link to the 4 core areas above and a fifth target is set for a personalised, dream target. This is where we ensure we are being aspirational for our pupils, aiming to set high expectations that are achievable, meaningful and life changing for each individual.

Tracking of learning (Observations and Earwig):

The engagement model observations will be completed every 6 weeks, with the personalised learning targets at the heart. Each pupil will be evaluated using the engagement model to show case progress, maintenance of skills or to express why progress may not of been achieved.

Personal learning targets will also be tracked and evidenced using earwig (see below) which will monitor and record videos, pictures and written observations of progress towards each pupil 5 personal learning targets. This will be completed once per term, but teachers will also capture evidence and learning through the 4 core areas weekly and any outstanding progress or special achievements will also be recorded through earwig. This is an online recording and tracking system that is shared with families and parents, therefore showcasing all our young people achievements, including at home.

We also monitor and track achievement levels for every post on earwig, this gives a clear picture of achievement, whether it be above expected, expected or below expected.

Earwig:

Earwig is an application designed to evidence learning, make assessments and track progress. At HFS&C, Earwig is currently used for evidence only capturing achievements towards lesson objectives, celebrating personal learning targets, and showcasing moments of personal accomplishments. Earwig is used to record work with other professionals linked to their EHCPs or personal learning targets. Evidence is then presented in a clear and structured timeline for any class, individual pupil, or area of learning across the school. Earwig is personalised to each school dependent on which evidence needs to be tracked.

For those working on the Engagement Model, it is a key tool to use as evidence and assessment should be based on observations of pupils. Targets are individualised to each pupil and capturing photos or videos provides clear evidence of learning. Earwig has been designed for HFS&C to track the 5 areas of engagement linked to the Engagement Model: Exploration, Initiation, Anticipation, Persistence and Realisation. In each record of evidence, teachers can highlight which area of engagement was shown by the pupil based on observations.

Engagement Model

As stated by the DFE, we follow and assess based on the engagement model approach which 'is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006) effective teaching, meaningful outcomes, real attainment or quality progress (Carpenter, 2010). There are 5 areas of engagement model which identifies and celebrates all pupils' progress, including more typical linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.
- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory and/or physical needs)

The 5 areas of the engagement model are:

Exploration: This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or

activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation: This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

Anticipation: This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

Persistence: This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture, and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Initiation: This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

At HFS&C each engagement model pupil will have a working document that reflects how they present to each of the above areas of engagement. This is then used to track progress using the 5 areas and a above expected, expected or below expected traffic light system. Teachers will also complete half termly observations based on pupils personal learning targets as set in their EHCP's.

Learning for our Sensory and Semi-formal pathway pupils at HFS&C is skills based, which means there is much repetition and practise and once acquired these skills are transferred to other relevant situations. For our pupils this could include eating and drinking, community access, self-advocating or environmental controls. When appropriate we use a process-based learning approach, where skills are measurable, however the Engagement model and the use of SCRUFFY targets (Student led, Creative, Relevant, Unspecified, Fun, For Youngsters) approach (promoted by Penny Lacey 2010) will also be used to support the needs of our PMLD group.

FORMAL learning assessment – MAPP

For classes following the Formal Pathway, MAPP is used alongside Earwig to track and record individual progress.

MAPP assessment is used nationally [published by Equals] that links to the EHCP outcomes for pupils. Personalised learning intentions are set in four key areas of development that correlate to the EHCP sections. Personalised learning intentions are set termly and pupils are assessed formatively across the term with summative outcomes recorded at the end of each term.

Sixth form

ASDAN Personal Progress (Pathway to life- three year rolling program)

In ASDAN Personal Progress (PP) students participate in at least one unit that is linked with the Cognition learning characteristics. Students are assessed by using the ASDAN PP Achievement Continuum and is evidenced by the student portfolio. These portfolios are moderated by a qualified ASDAN quality assurers on a termly basis.

Units linked with Physical and Sensory

Engaging in new creative activities

- Be involved in recognising new creative activities they can participate in
- Engage in new creative activities

Encountering experiences: creativity

- Encounter creative activities and situations
- Respond to a creative activity

My Health Being Healthy

- Know the importance of keeping themselves healthy

- Be involved in keeping themselves health

ASDAN Personal Progress Achievement Continuum

10 developmental stages	Stage characteristics	Stage descriptor
1.Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2.Early Awareness	Characterised by fleeting attention and inconsistent responses.	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3.Interest	Characterised by more consistent and differentiated reactions.	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4.Supported participation	Characterised by co-operation and engagement.	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners
5.Active involvement	Characterised by recognition, anticipation and proactive responses.	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6.Development	Characterised by remembered responses and	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They

	intentional communication.	seek attention through eye contact, gesture or action. They request events or activities.
7.Exploration	Characterised by concentration, recall and observation.	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest
8.Initiation	Characterised by established responses and conventional communication.	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore events and objects for more extended periods.
9.Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10.Application	Characterised by the application of skills, knowledge, concepts and understandings.	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. • Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions

Accreditations

HFS&C currently supports all year 12, 13 and 14's pupils to achieve a variety of ASDAN (recognised qualification across a wide range of subjects and levels, recognised across Europe) when they are below an entry level 1. ASDAN offers several units that are specifically written to support learning and progress for young people with PMLD. These units can be completed from year 10 and above.

This allows pupils at HFS&C across the sensory curriculum to gain qualifications, ensuring that our pupils on the engagement profile can achieve recognised and meaningful qualifications, providing inclusive learning and recognition of progress.

Ofsted recognises that all pupils have a right to meaningful qualifications, this allows HFS&C to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed and a total of 5 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

Units are selected from the following:

ASDAN Unit Ref	Unit title	Credit rating
EWES	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
EECR	Encountering experiences: creativity*	3
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3

EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2

<https://www.asdan.org.uk/personal-progress/>

Curriculum Overview

This section will provide a detailed overview of the Physical and Sensory curriculum across all pathways, including specific learning objectives and outcomes.

Sensory Pathway Curriculum

These topics have been picked based on a 5 year rolling programme with Autumn term relating to Independence, social and emotional development, Spring term being related to Communication and Interaction and Summer term relating to Cognition and Learning, each topic is delivered through a sensory and physical approach, ensure each area of our curriculum is widely covered. Each topic runs for the term to ensure that enough processing time is given to the students to fully experience the topic and achieve their targets.

Year	Term 1 (PSHE focus)	Term 2 (Literacy focus)	Term 3 (Science and Maths focus)
A	All about me	Dr Seuss	Nature
B	Around the World	Roald Dahl	Space
C	Step back in time	Narnia	Day and Night
D	Feelings	David Walliams	Seasons
E	Family	Harry Potter	Materials

Intent, Implementation, and Impact

This section will outline the intent behind the Physical and Sensory curriculum, how it is implemented in practice, and the expected impact on pupil learning and development.

What is it- Intention	How we do it- Implementation	Why we do it- Impact
<p>Sensology: This programme engages the sensory system and awakens the brain whilst using all 6 of the senses. Sensology was created by Flo Longhorn, who describes the sensory stimulation as one of the vital 'prerequisites to learning' that everyone needs in order to access any level of thought.</p>	<p>Sensology is matched to our termly topics at HFS, therefore each item is being revisited and encouraging reinforced learning in relation to the currently activities. An item relating to the topic is presented to stimulate each of the 6 sense, see, smell, taste, touch, hear and lastly movement- vestibular and proprioceptive. We also use repeated phrases to alert students and to encourage learning of the different areas of the body.</p>	<p>Sensology is used as an awakening session to alert the senses, it also reinforces the materials used during sensory stories and sessions. It develops self awareness, preference, anticipation, and developing relationships with staff and peers.</p>
<p>TacPac and Handy Pac: TACPAC is an integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music. It stands for Tactile approach to communication.</p>	<p>TACPAC half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal. At HFS TACPAC can be used daily but at least used weekly as a minimum, with the same staff supporting and sets are used for approximately 6 months at a time.</p>	<p>TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way. It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.</p>

	<p>Pupils have show great enjoyment when participating in TACPAC and pupils are showing clear anticipation when the session starts. Each piece of music is designed to evoke a mood or emotion and to match the character of the physical/ tactile sensation. It is important to keep to the beat of the music as it enables the pupils to recognise, anticipate, predict pattern and sequence of touch.</p>	
<p>Attention and Learning Boxes: Attention and learning boxes or buckets is an intervention which aims to engage pupils using fun and highly motivating visual, auditory or tactile items, to communicate with those around them. The primary aim is to have fun with items that can be explored as independently as possible.</p>	<p>At HFS attention and learning boxes can look different across different classroom settings. Within the PMLD classrooms these are often in the form of smart toys, colour boxes, number boxes, shape boxes, building boxes or book boxes. Ach box aims to provide thee pupils with a variety of sensory items which can be explored as a table top, mat or floor activity. This is often used during rest or break periods whilst other interventions are occurring in the classroom.</p>	<p>Having attention and learning boxes on offer ensures that tabletop learning continues whilst other interventions are occurring. It provides an opportunity for sensory exploration to occur either individually, paired or as a group, in turn prompting social communication, turn taking and exploring key areas of development like colours, shapes and numbers. These sessions also provide time for modelling play and enjoyment. Staff are encouraged to explore boxes with pupils and extend anticipation and engagement.</p>
<p>Music- Sound beam, Soundboards, Singing, and Sound baths: Sound beam is touch free device that translates movement into music and sound. It can pick up the smallest of movements, allowing everyone to have</p>	<p>The sound beam has an invisible sensor beam that picks up large and small movements, the sensors can be moved to point at any area of the body, even picking up blinking and breathing. This allows pupils to create sound with even the</p>	<p>All musical sessions aim to create an opportunity to learning and experience: Cause and effect, connect movement to sound, make choices and show preference, communicate, and interact, show anticipation,</p>

<p>the opportunity to play and create music independently.</p> <p>A sound board is a large wooden board with a rim which allows sound to resonate. Pupils can sit or lay on the boards or sit around them in a group.</p> <p>Sound baths and singing bowls are a used a form of relaxation and meditation, they provided a deeply immersive experience, often used in sound and healing therapies.</p>	<p>smallest of movements, the range of movement will increase the sound variations and the sounds produced can be changed to different instrumental sounds and recorded.</p> <p>Soundboards are used to explore music and its vibrations, pupils are encouraged to sit or are hoisted onto boards to explore different tempo's, volumes, sounds, and textures (such as scrapping, banging, tapping, and the sounds produced using different items). This is also often linked to the termly topic, such as around the world- listening to Chinese music. Pupils are encouraged to respond to staff creating actions on the boards.</p> <p>Sound baths and singing bowls are used as part of relaxation and sensory sessions, with the aim to create a deeply-immersive, full-body listening experience that intentionally uses sound to invite gentle yet powerful therapeutic and restorative processes to nurture the body and mind. The experience begins with each person lying down or being hoisted down into a comfortable position with a pillow and a blanket and the lights off. or seated in a comfortable position, often with a blanket and an eye mask.</p>	<p>attention, time and sequencing and an awareness to themselves and the world around them.</p> <p>Music is used a fun and enjoyable way to motivate learning, relaxing or engaging with the world around us.</p>
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<p>Messy Play: Messy play is the exploration of a range of textures and materials. This is a sensory experience that allows pupils to explore how things feel, smell, taste and sound in a free, fun and enjoyable form. It nurtures curiosity and can be an inviting way to engage pupils with multi-sensory needs.</p>	<p>At HFS messy play is used in line with the termly topics and themes that occur throughout the year, such as Halloween, Christmas, winter, and summer. We use a variety of materials such as, wet, and dry materials, food play, paints and malleable materials. Play is encouraged to be independent but adult modelling is used as needed.</p>	<p>Messy play is key in helping children of all ages and needs develop. It provides our pupils with an exciting tactile and sensory experience that can be tailored to suit the pupils needs, likes, age and range of movement. Messy play develops a variety of skills including enhancing learning, developing language, creativity, movement and coordination, independent play and developing concentration and encouraging social interactions.</p>
<p>Mindfulness, Yoga, and Stretch and sooth: Each of these activities aims to help maintain a healthy physical wellbeing and encompass our daily physiotherapy programmes. It also provides a programme of movements that can be accessed when sat, laying or in specialist equipment.</p>	<p>At HFS we have group wheelchair Yoga and have access to seated yoga at the salvation army as part of our community visits. We include mindfulness breathing techniques and all activities are through guided supported to the pupils, encouraging them to move their bodies without support and support is used when needed.</p>	<p>Our PMLD pupils often have individual exercise and physiotherapy/ and or occupational therapy programmes. This session allow all pupils to receive a tailed stretch programme as a group, whilst still following and delivering to their own needs. It promotes healthy wellbeing, self awareness and builds confidence to try new positions and stretches that offer comfort, either for relief from pain, maintaining movement or preparing for learning.</p>
<p>PE, parachutes, Dancing/ Performing Arts: PE at HFS for our PMLD pupils includes adapted sports, dance and performing arts. This includes workshops, team games, special Olympics games and exploring music and dance.</p>	<p>Our pupils take part in a least one PE based lesson each week, including activities such as Boccia, table tennis, adapted ball games, wheelchair football, beanbag throwing, dance, music machine, pom pom dancing, supported finger gym, parachute games and drama.</p>	<p>Physical activity is an important part of the school week and all PMLD pupils are encouraged to take part I adaptive sports, games and teamwork, which develops social skills, orientation, functional movement, celebrating others and achievements.</p>

<p>Art: Art at HFS is an opportunity for our PMLD pupils to be creative and explore all forms of crafts. Art is large part of the activities that deliver the more embedded skills as discussed in this section.</p>	<p>Our pupils take part in a variety of art, craft and creative based lessons throughout the week. The termly topic is explored through creative means including but not limited to, painting, exploring materials, mark making, sticking, cutting, creating display items and sensory play.</p>	<p>All fine and gross motor skills are explored during our creative lessons, and it also allows for other skills that have been covered across different activities to be revisited. It also allows for all areas of physical development to be embedded and creates a fun and inclusive environment where all pupils are encouraged to express their creative sides.</p>
<p>Reflexology: Functional reflex therapy- staff are trained and continue to be supported by Lorraine Senior, a dedicated reflexologist who has developed a programme for learners with additional needs to access functional reflexology I the classroom.</p>	<p>The structured, positive touch, adult led activity can be easily implemented into the classroom environment. Delivered primarily to support the wellbeing of the pupil, the activity can be used to address individual and class targets and provide a link to topics and curriculum areas. At HFS we have been lucky enough to have had Lorriane as part of our visiting staff and we continue to have weekly session on both pupils' hands and feet.</p>	<p>The repetitive relaxation movements encourage the receiver to feel good. Being in a better frame of mind may help them to focus, to engage and cope with ongoing activities and challenges. It also helps to build trusting relationships with adults and peers and in time can be transferred to peer-to-peer work as part of our partnership's activities and programme.</p>
<p>Sensory- Interactive learning room (ILR) Dark room/ VI room, Sensory room and Soft play: Our ILR room is an immersive and interactive room that is used to explore the sensory ICT and termly topics. The ILR room is adaptable for those that need limited sensory input and those that need a multi-sensory approach. We also have</p>	<p>Mostly all of our PMLD pupils have sensory targets, and these different environments allow for their progress and development to the transferred and explored in less familiar places. Pupils ae supported on a one-to-one basis to access any or all the rooms throughout the week when it is appropriate for their need. Changes to the rooms are made to adjust</p>	<p>Our PMLD pupils benefit from having a variety of controlled spaces to practise their skills in using their senses. This also allows for maintaining and improving visual and auditory skills, without distractions and develop a sensory response to other environments. These sessions also allow for confidence building and for pupils to learn to be persistent. It also promotes social skills (spending time with their peers) physical development</p>

<p>the use of our soft playroom which enables pupils that are ambulant to explore the vestibular and proprioceptive movements in a safe and soft environment.</p> <p>Our Dark VI room is a space that is completely dark and allows for light tracking to take place. It is also used as a sensory room to engage pupils in visual movement, sound, and multisensory environments without other distractions, allowing for all the senses to be explored.</p>	<p>to the sensory input required and pupils are encouraged to express preference and communication. These sessions are to varying in their activities but are all fun and motivating to explore and engage. Play is modelled and pupils are scaffolded to develop skills in their interactions with others and in physical areas.</p>	<p>(develop co-ordination) communication (expressing likes and dislikes) sensory stimulation (exploring different textures and materials, helping to develop their understanding of the world around them) and its fun!- our Pupils learn best when they are enjoying themselves.</p>
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