



**Sensory and Semi formal Pathway Handbook**  
**A guide to SENSORY AND SEMI FORMAL for**  
**EYFS**  
**at Harlow Fields School and College**

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## **EYFS Sensory and Semi-Formal Curriculum Handbook**

### **For pupils aged 4–6 at Harlow Fields School and College**

#### **Introduction**

This handbook is designed for teachers, support staff, and visitors at Harlow Fields School and College. It provides an overview of the intent, implementation, and impact of our Sensory and Semi-Formal curriculum offer for learners aged 4–6 with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and complex needs.

Teachers should use this handbook to support their planning, delivery, and assessment of all curriculum areas and ensure appropriate coverage of key developmental strands, mapped to the EYFS Framework and individual EHCP outcomes. Visitors can use this guide to understand how sensory engagement and semi-formal learning are embedded into every aspect of the school day.

#### **Our Vision**

At Harlow Fields, we are proud to deliver an ambitious, therapeutic, and person-centred curriculum for all our youngest learners. We believe every child is unique, capable, and deserving of an education that is tailored to their individual needs and aspirations. We place the child at the centre of everything we do.

Our curriculum offer for sensory and semi-formal learners in EYFS is:

- **Holistic and child-led**, designed to meet the cognitive, physical, social, emotional, sensory, and communication needs of every pupil
- **Inclusive and ambitious**, ensuring meaningful progress from each child's unique starting point
- **Therapeutic and nurturing**, recognising the importance of wellbeing, routine, and trusted relationships
- **Flexible and responsive**, with a focus on engagement, exploration, and the development of autonomy and independence

#### **Our Ethos and Approach**

We deliver a non-subject-specific curriculum, underpinned by sensory engagement, therapeutic approaches, and highly personalised learning experiences. This enables our learners to access the Early Years Foundation Stage in a way that is meaningful, enjoyable, and developmentally appropriate.

At Harlow Fields, learning is not confined to the classroom. Every part of a pupil's day is seen as an opportunity for engagement, interaction, and progress — from personal care routines and therapy sessions to snack times and transitions. Our pupils learn through doing, exploring, feeling, and being, and we honour the time and space they need to develop secure relationships and explore the world around them.

We recognise the vital role of rest, regulation, and responsive adult support. This includes recognising when to reduce demand, offer co-regulation, or build in therapeutic interventions.

### **Planning and Personalisation**

Our curriculum is individualised for every child. While we work within the EYFS framework, we do not follow a linear, age-related model of progress. Instead, we use a multi-layered approach to planning and assessment that includes:

- **The Engagement Model**, used to assess how pupils are engaging with learning in the absence of linear progress
- **HFS assessment framework**: Our own bespoke Harlow Fields assessment framework which also includes the areas of Birth to 5 matters that are relevant to our complex pupils.
- **EHCP Outcomes**, which guide the setting of Personal Learning Targets (PLTs)
- **Multi-disciplinary input**, including from therapists, healthcare professionals, families, and social care
- **Teacher-led, evidence-based observations**, recorded regularly on Earwig to track and celebrate progress

Each child has five PLTs, which are reviewed termly and updated annually. These reflect the four areas of SEND need as defined in the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and Physical Needs

The fifth target is a 'dream target', a meaningful, aspirational outcome defined by the family or child's voice, such as attending a swimming pool, eating independently, or engaging with a new communication method.

## Compliance with DfE Expectations for EYFS Learners with SEND

This curriculum fully aligns with the DfE's statutory EYFS Framework and its expectations for learners with SEND. Specifically:

- We deliver a broad, balanced, and ambitious curriculum that fosters the characteristics of effective learning: *playing and exploring, active learning, and creating and thinking critically*
- We ensure that children with SEND have full access to the EYFS, with adaptations, specialist support, and assessment tailored to individual needs
- We implement high-quality inclusive teaching, personalised care, and early intervention through the SEND Code of Practice (2015)
- Our approach is in line with the Statutory Framework for the Early Years Foundation Stage (2024), including the Prime and Specific areas of learning, adapted appropriately for each learner's profile
- We provide high-quality, accessible environments that are physically safe, emotionally warm, and communication-rich

## Working Together

Our curriculum is co-produced with families, therapists, and all professionals around the child. We believe this collaborative approach ensures that what we deliver is not only appropriate, but also truly meaningful.

We are proud of the relationships we build with our families and recognise their expertise and insight. Parents and carers are encouraged to contribute to target-setting, attend termly reviews, and engage with learning both in and outside of the classroom.

We know that the journey for each child is different. At Harlow Fields, we don't define success by milestones alone — we define it by *moments of connection, growth in confidence, emerging autonomy, and the joy of shared experience*.

This is not just a curriculum. It is a commitment to knowing each child deeply, meeting them where they are, and walking with them as they grow.

### **How is Harlow Fields School and College organised?**

The current classes within each department are as follows:

<u>EYFS &amp; Lower School</u> <u>(KS1/KS2)</u>	<u>Upper School (KS3/KS4)</u>	<u>Sixth Form (KS5)</u>	<u>Specialist</u>
EYFS: Blossom Oak Hazel Willow Beech Maple Mulberry Sycamore Olive Elm	Lea Roding Stort Avon Orwell Chelmer Thames Roman Brooke_	Kestrel Hawk Eagle	Blake Morris Shakespeare Picasso

### **Our current classes on each pathway are as follows:**

<u>Sensory/ Semi Formal</u>	<u>Semi Formal/ Formal</u>
Blossom Morris Blake Roman Thames Dahl Willow Beech Hazel Oak Mulberry Kestrel Lea Roding Shakespeare Picasso Elm Olive	Eagle Hawk Avon Orwell Chelmer Maple Sycamore Brooke

## **What does the Sensory/Semi-Formal Curriculum look like in EYFS at Harlow Fields School and College?**

*See the table of contents at the end of this document for a detailed list of activities and skills and their Intent, Implementation, and Impact.*

At HFS, our EYFS curriculum for sensory and semi-formal learners is carefully structured to meet the needs of children with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and complex needs aged 4–6. Our curriculum is shaped around the four core areas of need identified in the SEND Code of Practice, and is fully aligned with both the Statutory EYFS Framework and Birth to 5 Matters guidance.

We ensure that all children have access to a meaningful, engaging, and developmentally appropriate offer, based on the seven areas of learning:

The Seven Areas of Learning in EYFS:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Each of these areas is woven throughout our curriculum in a way that is holistic, sensory, and personalised.

### **Curriculum Areas at HFS**

#### ***Communication and Interaction***

We adopt a Total Communication approach, recognising that all forms of communication are valid. Our pupils are supported to communicate in ways that are meaningful to them — this may include Makaton, PECs, Eye Gaze, intensive interaction, switches, eye pointing, vocalisations, gestures, objects of reference, and more.

Communication and Interaction activities may include:

- Sensory stories and shared reading experiences
- Song and rhythm work (supporting phonological awareness and social connection)
- Technology use such as Eye Gaze or switches
- Sensory-based ICT and interaction boxes

- TacPac, resonance boards, and social routines

This area links directly with Communication and Language, Literacy, and Personal, Social and Emotional Development in the EYFS framework.

### ***Cognition and Learning***

Our learners access early mathematical and problem-solving concepts through concrete, experiential activities. Learning is non-linear and driven by curiosity, exploration, and repeated exposure over time.

This area includes:

- Sensory-based Maths (volume, shape, space, time, temperature)
- Early concepts through play (e.g., sorting, matching, cause and effect)
- Music for pattern and sequencing
- Cooking for understanding change and measuring
- Exploring materials and textures

This area supports Mathematics, Understanding the World, and Literacy (in pre-writing and comprehension forms).

### ***Independence, Social and Emotional Development***

This part of our curriculum focuses on helping children to understand themselves and others, develop autonomy, and feel safe and valued in their community.

Learning here includes:

- Personal care routines (toileting, washing, dressing)
- Emotional regulation and co-regulation strategies
- Making choices and expressing preferences
- Relationships, family and community (linked to PSHE and RE)
- Recognising key people and transitions

This area directly supports Personal, Social and Emotional Development, and builds strong foundations for Understanding the World.

### ***Physical and Sensory***

Physical and sensory development is at the heart of our EYFS offer. Children explore their bodies and environment through movement, rhythm, creativity and physical interaction.



Activities may include:

- Art, music, and drama through sensory media
- Gross motor and fine motor development
- Hydrotherapy, rebound therapy, and sensory circuits
- Access to soft play, dark room, and immersive sensory rooms
- Body awareness and self-regulation sessions
- Occupational and physiotherapy integration

This supports Physical Development, Expressive Arts and Design, and Sensory Regulation, which underpins all learning.

### **Delivery in EYFS**

Each child's curriculum is based on the Engagement Model, EHCP outcomes, and their Personal Learning Targets (PLTs). Targets are embedded across all activities and assessed using meaningful evidence, captured via Earwig and reviewed with families and professionals.

Key features of delivery:

- Four to six structured lessons per day, 20–30 minutes each
- Repetition of core concepts for secure learning
- Time built in for processing, transition, and recovery
- Integration of rest, play, personal care, and therapy
- Use of SCRUFFY (student-led, creative, realistic, understood, fun, for-you) targets

### **Supporting EYFS Principles**

Our curriculum reflects the four guiding principles of the EYFS:

1. Unique Child – recognising individual strengths, preferences, and needs
2. Positive Relationships – building trusting, responsive adult-child interactions
3. Enabling Environments – accessible, safe, and inspiring sensory-rich spaces
4. Learning and Development – promoting deep engagement and meaningful progression

We also promote the Characteristics of Effective Learning:

- Playing and Exploring – through sensory exploration and curiosity-led play

- Active Learning – through repetition, motivation, and secure relationships
- Creating and Thinking Critically – through problem-solving in daily routines and activities

## **How is the Sensory / Semi-Formal Curriculum Evidenced and Assessed in EYFS?**

At Harlow Fields School and College, the assessment and evidence framework used for the Sensory and Semi-Formal pathway is consistent across the whole school, including in the EYFS department. This ensures that progress is recorded meaningfully, shared clearly with families, and aligned with each child's EHCP outcomes and developmental stage.

For EYFS learners (ages 4–6), this framework is fully compliant with the Statutory EYFS Framework and is enriched by guidance from Birth to 5 Matters. It ensures all learners, regardless of developmental level, have access to an ambitious and appropriate curriculum that values engagement, individuality, and holistic development.

### **Paperwork and Evidence**

Each week, teachers record a minimum of four evidence posts per pupil on Earwig, capturing progress and learning across the four core curriculum areas, which also reflect the four areas of SEND as set out in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Independence, Social and Emotional Development
- Physical and Sensory

For EYFS pupils, evidence is linked both to EHCP outcomes and to the seven areas of learning in the EYFS which are arranged under our 4 areas of the curriculum (as described above).

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

### **Annual Reviews and PLTs**

Each EYFS pupil has five Personal Learning Targets (PLTs):

- Four targets aligned with the four core curriculum areas above
- A fifth target that is a personalised "dream target" (e.g., to independently feed, attend a family celebration, communicate a preference, access a hydro session)

PLTs are derived from long-term EHCP outcomes, ensuring learning is focused, meaningful and responsive to the child's wider goals. Targets are reviewed and updated termly and summarised in each pupil's Annual Review report.

PLT progress is evidenced each term via an Earwig post, with photos, written commentary, and/or videos showcasing progress towards each target. Additional learning moments are also captured throughout the week through routine observations.

### **The Engagement Model in EYFS**

Many of our EYFS learners are working below subject-specific levels and are assessed using the Engagement Model. This aligns directly with EYFS expectations for children with complex SEND, where traditional age-related outcomes may not be appropriate.

At HFS, teachers complete a full Engagement Profile for each child working at this level, recording how they present within the five key areas:

1. Exploration
2. Realisation
3. Anticipation
4. Persistence
5. Initiation

Observations are conducted every 6 weeks and are supported by video and photo evidence. These observations are closely linked to PLTs and daily routines to ensure they reflect authentic, contextual learning.

For EYFS, this model also complements the Characteristics of Effective Learning (CoEL) from the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Engagement Model**

As stated by the DFE, at HFS 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 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/ semi-formal pupils at HFS 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 sensory/ semi-formal pathway.

Examples of our engagement observation and profile is included below. Personal learning targets and profile is also included below.

## **Summary**

The assessment and evidence model for the Sensory to Semi-Formal pathway at HFS is:

- Robust : underpinned by the 4 curriculum areas and linked to EHCP outcomes, with structured weekly evidence and termly PLT tracking
- Personalised : centred on individual learning journeys, with 5 PLTs including a personalised aspiration or "dream target"
- Holistic : combining academic, physical, emotional, and sensory progress, including use of the Engagement Model for pupils not yet accessing subject-specific learning

- Transparent : recorded and shared with families via Earwig, capturing progress through photos, videos and observations

### **Use of Earwig in EYFS**

Earwig is used to capture:

- PLT progress
- Weekly curriculum engagement across the 4 areas
- Milestones or personal achievements
- Interactions with professionals and therapy sessions
- Cross-curricular evidence linked to the 7 areas of EYFS

Each child has a digital timeline, visible to staff and families, ensuring transparency and celebration of every step in their learning journey.

## Harlow Fields School and College

### Whole-School Assessment Framework

At Harlow Fields School and College, we are committed to delivering a high-quality, personalised, and meaningful education for all pupils and students, underpinned by consistent and robust assessment practice. Our bespoke assessment framework is used across all phases and learning pathways—from Early Years to Sixth Form—and ensures that every learner, regardless of their starting point, is supported to make strong, measurable, and meaningful progress.

This paper version of the framework has been developed to support teacher planning, curriculum design, and moderation. It enables staff to engage with the assessment content in a practical and accessible format when designing sessions, identifying next steps, and mapping progress.

Our framework has been created by experienced senior practitioners and draws upon a wide range of nationally recognised and evidence-informed tools, including *Birth to 5 Matters*, *B Squared*, the Sensory Curriculum, and *VB-MAPP*. For learners working within our formal pathway, the framework aligns with *Functional Skills* criteria to support real-world application, readiness for accreditation, and increased independence.

Every pupil at Harlow Fields has an individual learning profile on **Earwig**, our digital evidence and assessment platform. Staff use this system to record progress, upload photographic and narrative evidence, track Personal Learning Targets (PLTs), and plan next steps using the bespoke framework. This approach ensures that assessment is not only accurate and consistent but also personalised, dynamic, and transparent.

#### Our assessment model is:

- **Holistic** – capturing development across the four areas of need as outlined in the SEND Code of Practice:  
*Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical.*
- **Personalised** – driven by PLTs which link directly to EHCP outcomes and pupil aspirations.
- **Transparent** – with real-time tracking and progress reporting accessible to families and professionals through Earwig.
- **Progressive** – offering clear, sequential development that is ambitious, achievable, and reviewed regularly.
- **Flexible** – enabling staff to adapt approaches for each learner's unique communication style, learning needs, and physical profile.



This assessment framework underpins the high expectations we set for every learner and supports our whole-school mission: to deliver a curriculum that promotes independence, wellbeing, communication, and lifelong learning.

### **Assessment Achievement Stages**

Each area of our assessment framework is assessed using a clear and consistent **three-stage achievement model: Encounter, Engaged, and Mastered**. This model supports staff in accurately identifying, recording, and celebrating progress for every pupil, no matter their starting point or learning pathway.

#### **Encounter**

The pupil is becoming aware of a skill, stimulus, or experience but does not yet actively respond in a consistent or intentional way. This may include reflexive responses, passive participation, or increased alertness when a particular stimulus is presented.

*Example:* A pupil may turn their head or show a change in expression when presented with a familiar voice, sound, or object, but does not yet demonstrate deliberate engagement.

#### **Engaged**

The pupil is actively participating in the learning experience and beginning to show emerging understanding or intent. Responses may be prompted or supported but show growing consistency, interest, and interaction with the skill or activity.

*Example:* A pupil may begin to make choices, anticipate outcomes, or attempt a skill with adult support, showing awareness and motivation to interact.

#### **Mastered**

The pupil demonstrates secure, confident, and independent use of the skill across different contexts, with minimal or no support. The skill has become embedded and is applied functionally or generalised over time.

*Example:* A pupil uses a learned communication strategy independently in different settings or applies a life skill consistently as part of their daily routine.

This staged approach ensures we can track progress meaningfully and sensitively, celebrating the small but significant steps our learners make across their unique journeys.



#### **Resources/ Objects**

Spikey balls  
Windmill toy when stuck to her tray  
Bells  
Light toys  
Noisy ball toy

#### **Activities**

Singing  
Nursery rhymes and Music  
Using her walking frame  
Rolling a ball to an adult  
Sensology

#### **Engagement profile**

##### **Motivators**

Name:  
Date: 2024-2025

#### **Rooms/ Environments**

Interactive Learning Room  
When she is on the move  
When she is out of her chair  
In her walker frame in the corridor

#### **Support/ Interaction/ People**

Enjoy 1-1 support  
Listens to simple verbal instructions  
Spoken and visual prompt needed  
Enjoys working with familiar adults or unfamiliar adults giving her full 1-1 attention

#### **Times/ Days/ Events**

When she is healthy  
When she has slept well  
She can tire towards the end of activities



### Exploration

#### *Curiosity*

When an object or activity is presented to Pupil X, she will lift her head and look towards it. She will then reach out for the object or activity and hold onto it. She will lift it up and down, tap it on the table or shake it to see if it makes a noise. Pupil X may also move her hands along the object or activity to feel it and will bring it towards her face to mouth it.

### Realisation

#### *Light bulb moment*

Pupil X will lift, turn and look at objects presented to her. If she is familiar with them and likes the object or activity, she will smile before reaching for them. If she wants to remain in control of the object, she will hold onto it and not give it to the adult or she will move it off the side/back of her tray.

### Initiation

#### *Spontaneity*

Pupil X will reach out and grab objects of her choice to self-select activities or objects. She will also answer 'yes' or stay quiet to indicate 'no' to answer an adult to imitate her choice. Pupil X can also initiate engagement with an object or activity by reaching for an adult's hand and moving it to the object or activity. This usually occurs when she is unfamiliar with an object.

### Engagement profile

#### Motivators

Name:

Date: 2024-2025

### Anticipation

#### *Predict*

Pupil X will anticipate by pausing and looking at the activity or object that she is familiar with. Pupil X will begin to smile or will bring her hand to her mouth before the activity or event has occurred. This is usually seen when an adult uses the phrase 'ready, steady, go'. When Pupil X is asked if she wants an activity to occur again, she will reply with an excitable or deep 'yes' vocalization.

### Persistence

#### *Continued effort*

Pupil X will continue to take part in the activity for as long as her attention is sustained. Pupil X demonstrates this by consistently reaching for the activity or stimulus and continues to do the action she has been asked. When she does not want to take part anymore, she will vocalise her unhappy noises and will pull her hands in towards her until the activity has finished.



### Exploration

During 'what's in the box?', A watched the different sensory objects inconsistently with staff prompting to retain focus. A was able to handle and operate her chosen toy at the end of the session with some physical support.

### Realisation

A smiled when she saw that a favoured toy was brought out of the box. When asked to choose a toy to explore further at the end of the session, A reached for her favoured toy independently.

### Engagement Model - Observation

Name:

Date:

Target: To attend and maintain concentration on stimulating objects / toys

### Initiation

A reached for favoured objects and toys to indicate 'more'.

### Anticipation

When bubbles were presented, A lifted her finger ready to pop them.

### Changes made

N/A

### Persistence

A demonstrated persistence when attempting to pop all of the bubbles blown.

### Next steps

Staff to reduce support, enabling A to handle and operate toys more independently.

## Personal Learning Targets

Name

Term 1 - XXXXXXXXX

<b>Communication &amp; Interaction</b> Overall target: - - -	<b>Cognition &amp; Learning</b> Overall target: - - -	<b>Physical &amp; Sensory</b> Overall target: - - -
<b>Independence, Social &amp; Emotional</b> Overall target: - - -	<b>Dream Target</b> Overall target: - - -	Insert photo

Curriculum Overview



## SEMI-FORMAL/ FORMAL PATHWAY CURRICULUM OVERVIEW

**Whole School Termly Theme (5 Year Rolling)**



**Themes Overview- per Curriculum Area** (Ensuring all assessment and skills areas are covered over a 5 year rolling, including embedding previous skills)



**Termly planning overview** (Providing intent, implementation and impact of all areas of learning including challenging ideas of those at the higher end of the pathway)



**Harlow Fields Assessment** (a bespoke assessment ladder created to ensure that pupils are making progress across all 4 areas of the curriculum – class lead to complete)



**Bi-weekly/ 4 weekly planning** (detailed breakdown of pupils assessment aims and learning intentions – class lead to complete)



**Earwig Evidence/ PLT's Assessment** – (class lead to complete)

<b>Year</b>	<b>Term 1 (PSHE focus)</b>	<b>Term 2 (Literacy focus)</b>	<b>Term 3 (Science and Maths focus)</b>
A	All About Me and My Family	Dr Seuss	The Animal Kingdom
B	Around the World	Roald Dahl	Space and The Universe
C	Step Back in Time	CS Lewis	The Natural World
D	My Feelings	David Walliams	Transport
E	Careers	Harry Potter	Scientific Discoveries and Experiments

<b><u>Sensory/ Semi-Formal Curriculum – Themes Overview</u></b>			
<b>Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>A</b>	<b>All About Me and My Family</b>  Communication and Interaction: Self advocacy skills	<b>Dr Seuss</b>  Communication and Interaction: Rhymes and Rhythm	<b>The Animal Kingdom</b>  Communication and Interaction: Pictures and Captions

	<p>Cognition and learning: Light and Shadows</p> <p>ISE: Care for others</p> <p>Physical and Sensory: Making things work</p>	<p>Cognition and learning: Exploring sounds</p> <p>ISE: Making choices</p> <p>Physical and Sensory: Stopping and Starting</p>	<p>Cognition and learning: Shape</p> <p>ISE: Life cycles</p> <p>Physical and Sensory: Over and Under</p>
<b>B</b>	<p><b>Around the World</b></p> <p>Communication and Interaction: Stories from other cultures</p> <p>Cognition and learning: Material</p> <p>ISE: Celebrations</p> <p>Physical and Sensory: Moving in different ways</p>	<p><b>Roald Dahl</b></p> <p>Communication and Interaction: Modern stories</p> <p>Cognition and learning: Sorting</p> <p>ISE: Humour</p> <p>Physical and Sensory: Taste and Textures</p>	<p><b>Space and The Universe</b></p> <p>Communication and Interaction: Sharing my opinions</p> <p>Cognition and learning: Patterns</p> <p>ISE: Making Friends</p> <p>Physical and Sensory: Spinning</p>
<b>C</b>	<p><b>Step Back in Time</b></p> <p>Communication and Interaction: Traditional Tales</p> <p>Cognition and learning: Time</p>	<p><b>CS Lewis</b></p> <p>Communication and Interaction: Poems</p> <p>Cognition and learning: Measure</p>	<p><b>The Natural World</b></p> <p>Communication and Interaction: Non Fiction</p> <p>Cognition and learning: instruments</p>



	<p>ISE: My history</p> <p>Physical and Sensory: Light and Sound</p>	<p>ISE: My likes and Dislikes</p> <p>Physical and Sensory: Balancing</p>	<p>ISE: Looking after my environment</p> <p>Physical and Sensory: Moving objects</p>
<b>D</b>	<p><b>My Feelings</b></p> <p>Communication and Interaction: My thoughts and feelings/ diaries</p> <p>Cognition and learning: Position</p> <p>ISE: Managing my emotions</p> <p>Physical and Sensory: My sensory needs</p>	<p><b>David Walliams</b></p> <p>Communication and Interaction: Songs and Lyrics</p> <p>Cognition and learning: Texture</p> <p>ISE: Shared play</p> <p>Physical and Sensory: Gross motor skills</p>	<p><b>Transport</b></p> <p>Communication and Interaction: Instructions</p> <p>Cognition and learning: Number</p> <p>ISE: My community</p> <p>Physical and Sensory: Rolling</p>
<b>E</b>	<p><b>Careers</b></p> <p>Communication and Interaction: Making Choices</p> <p>Cognition and learning: Money</p>	<p><b>Harry Potter</b></p> <p>Communication and Interaction: Fantasy</p> <p>Cognition and learning: Weather</p> <p>ISE: Role play</p>	<p><b>Scientific Discoveries and Experiments</b></p> <p>Communication and Interaction: Group work and sharing</p> <p>Cognition and learning: Cause and Effect</p>

ISE: Routines		ISE: Health and Growing
Physical and Sensory: Fine motor skills	Physical and Sensory: Combining movements	Physical and Sensory: Climbing

### **Expectation within classroom timetables:**

Total of 20 structured lessons per week (4 per day)

Registration is allocated for 30 minutes at the start of the day; this includes either sensory registers or circle time and also allows for any personal care or positioning needs.

There is also a further allocation of 2 sessions for personal care, additional support with feeding, community snack and sensory engagement.

There are also 3 sessions of structured play, break and lunch times and transitions for the end of the day.

Area of Learning	Sensory/ Semi Formal	Semi formal/ Formal
Communication and Interaction	Sensory Story Massage story TacPac Early reading and phonics	English x3/4 (including 1 library session) Phonics x2
Cognition and Learning	Sensology Maths experiences Music Attention boxes ICT/ Cause and effect	Maths x3/4 Science Computing

Independence, Social and emotional	PSHE/ Hygiene Community Food Tech Collaborative play	Food Tech RSHE/ ASDAN Wellbeing (Including TacPac) Community
Physical and Sensory	PE/ parachute/ Dance Art Reflexology Sensory Room/ ILR Sensory/Messy Play Soft play Swimming	PE (Including swimming) Creative arts (Music, Drama and Art) Reflexology/ Sensory room

**Timetable example:**

	9.00-9.30	9.30-10.00am	10.00-10.30am	10.30-11.00am	11.00-11.30am	11.30-12.00pm	12.00-1.00pm	1.00-1.30pm	1.30-2.20pm	2.20 - 2.50	2.50-3.00pm
		Structured lesson	Personal care/ assisted feeding		Structured lesson	Structured lesson		Personal care/ assisted feeding	Structured lesson		
Monday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play	Snack and Break/ structured/ collaborative play-	Cognition and Learning Maths Experience	Cognition and Learning Maths Experience	Lunch/ Break/ structured/ collaborative play-	Cognition and Learning Attention Boxes	Physical and Sensory Art	Structured play/ collaborative -	Transition

Tuesday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play		Independence, Social and Emotional Development Community	Independence, Social and Emotional Development Community		Physical and Sensory Reflexology	Cognition and Learning ICT		Transition
Wednesday	Registration	Communication and Interaction Massage Story	Independence, Social and Emotional Development PSHE/ Hygiene		Communication and Interaction Sensory Story	Communication and Interaction Sensory Story		Physical and Sensory Soft Play	Cognition and Learning Music		Transition
Thursday	Registration	Communication and Interaction TacPac	Physical and Sensory Messy Play		Independence, Social and Emotional Development Community	Independence, Social and Emotional Development Community		Cognition and Learning Sensology	Independence, Social and Emotional Development Food Tech		Transition
Friday	Registration	Cognition and Learning Attention Boxes	Physical and Sensory Messy Play		Physical and Sensory Swimming	Physical and Sensory Swimming		Physical and Sensory PE	Physical and Sensory PE		Transition

## **Glossary**

<b>What is it- Intention</b>	<b>How we do it- Implementation</b>	<b>Why we do it- Impact</b>
<p><b>Sensory Stories:</b> A simplified story or poem that is paired with OOR's and or sensory items that appeal to as many of the senses as possible. The story is told mirrored with items that help bring the story to life.</p>	<p>Sensory stories take place at least once a week and these are written and planned in line with the termly topic. The story may stay the same for the term with small changes or when looking at an Author as a topic, multiply stories may be explored. All sensory stories are delivered with repetition, turn taking and expressing likes and dislikes. Items are used which represent each area of a story, for example a water spray and umbrella to represent raining.</p>	<p>Sensory stories ensure that early reading, phonics and a love for books and stories are encouraged and developed. Sensory stories are an integral way to deliver our pre-phonics and comprehension for our sensory/ semi-formal pupils.</p>
<p><b>Shared Reading:</b> Peer to Peer reading- this can be other SENSORY AND SEMI FORMAL pupils sharing choices and books with their peers and reading with the support of staff or pupils from other classes and pathways reading aloud to our SENSORY AND SEMI FORMAL pupils.</p>	<p>Small group and paired settings provide opportunities for all pupils to select a book of choice and either develop listening skills whilst being read to and develop social skills when listening to other pupils read.</p>	<p>Shared reading promotes partnerships with other pupils and classes/pathways, this also provides great opportunities to develop social skills, social understanding and develops listening skills, attention skills and transition skills, across the school.</p>

<p><b>Massage Stories:</b> Combines clothed massage and touch to the back, should, arms, legs feet and hands, with stories, songs and poems which aims to promote positive touch and tolerance with permission given.</p>	<p>Massage stories are used to promote the stories used within sensory stories and shared reading. This reinforces the story and termly topic, exploring it in as many sensory approaches as possible. Massage stories are delivered when pupils are receiving physiotherapy, mat work or when seated. Massage stories can also be made and adapted for other areas of the curriculum. For example when reading a story about space, the drum movement might be used to represent landing on another planet.</p>	<p>Massage stories nurture positive touch and can be linked and adapted to the topic and or curriculum. Massage stories also help to promote and embedding skills such as body awareness, releasing tension and relaxing the mind and body, stimulating the senses, helping to improve focus and concentration and build meaningful relationships between peers and pupils and staff.</p>
<p><b>Vocal work, Makaton and Early Phonics (pre-phase and phase 1):</b> Vocal work is the encouragement of early sounds, noises and the act of mirroring these back to pupils. Makaton is part of our total communication approach and is used when appropriate/ level dependant. Our SENSORY AND SEMI FORMAL pathway pupils explore phonics are the pre-phase level and this includes environmental sound, responding to own voices and sounds as well as showing preferences.</p>	<p>Phonics and Vocal work are embedded in every part of our school day, both at a planned and a spontaneous level. Planned sessions include embedding the pre-phase markers and opportunities into our communication session and providing an opportunity to explore a sound element within each lesson. This may be through music, copying sounds, noises from a book or environmental sounds.</p>	<p>Our sensory/ semi- formal pathway pupils are at the pre-phonics and phase 1-2 stage of leaning. They are exploring and responding to a variety of sound and are encouraged to show preference to beginning to develop their early phonics awareness and understanding.</p>

<p><b>ICT and Cause and Effect:</b></p> <p>ICT at HFS aims to promote the use of all forms of communication, AAC low and high tech, switches, the VI room, eye gaze and environmental control. The skill of cause and effect is based on early development, problem solving and increasing awareness. Cause and effect is when a child starts to recognise that a movement, action or something they do, can be rewarding as it makes something else happen.</p>	<p>Our ICT lessons are timetabled weekly at HFS and we have access to the ICT suit, enabling all pupils to work one to one on a computer with adapted switches, this allows for exploring and assessing the use of cause and effect and AAC/high tech communication aids. We also have a variety of environmental controls that are offered during our ICT sessions and run a carousel form of learning, with different ICT station (The eye gaze, the VI room, switches station and the computers and smar5t boards). We also use AAC, eye gaze and environmental controls during nearly all lessons and throughout the day to promote choices and total communication.</p>	<p>ICT is integral to our total communication approach and therefore it is offered and encouraged to be spontaneous throughout the school day. Specific skills such as developing awareness of technology, using technology in the modern day and assessing AAC are worked on during sessions when the equipment is available.</p>
<p><b>Sensology:</b></p> <p>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</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>

	to encourage learning of the different areas of the body.	
<p><b>Intensive Interaction:</b>  II is a communication approach used to help children at the early levels of development. There is no desired outcome, and the interaction is completely pupil led but facilitated by an adult. Dave Hewett is the founder of Intensive Interaction Institute, and he describes Intensive Interaction as a play-based approach that works towards aiding the development of a child's early pre-speech communication and social skills</p>	<p>Teaching sessions of II are fun filled, playful and enjoyable, and both planned and spontaneous. At HFS this session are used during rest periods, breaks or processing times and pupils are encouraged to initiate the interaction, this can look like mirroring voices, singing, movement, affection and be including during physiotherapy sessions. The adult will exaggerate the mirroring, and wait for a response, in order to create a 'communication moments'.</p>	<p>Intensive interaction is part of our total communication approach and works on developing skills including, social development, turn taking, sharing space, eye contact and a feeling of safety and autonomy over the pupils needs, wishes and opinions.</p>
<p><b>Augmentative and Alternative Communication (AAC) and Eye Gaze:</b>  AAC is supported by our speech and language specialists, and we use a variety of high and low tech devices during sessions and throughout the school day.  Eye gaze is a form of AAC that uses the means of eye movement alone, the Eye Gaze device enables users to access hands free communication without requiring any further body movement, allowing users to independently</p>	<p>AAC is used throughout the school day, and the eye gaze is set up for one to one use and practise at all times for those pupils that have been assessed and the eye gaze is suitable. Staff are able to support pupils to progress through the cause and effect programme of learning which supports pupils to progress on to simple choice boards and later progress onto more complex communication boards and books.</p>	<p>Both AAC and Eye Gaze support pupils with our total communication approach. Pupils are supported to explore a variety of devices that aid communication, whilst still ensuring that all of low tech and non tech communication is practised and observed.</p>



<p>navigate their communication programme of choice. The device tracks the eye movements made by an individual, replicating their gaze on the screen like the movements of a mouse</p>		
<p><b>TacPac and Handy Pac:</b> 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.</p> <p>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>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>TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way.</p> <p>It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.</p>

<p><b>Circle Time:</b> Circle time is a planned communication session, allowing pupils to greet each other, or say goodbye, and encompasses routine and times. It focuses pupils on where they are and what they will be doing next. It is a dedicated time for social communication.</p>	<p>Circle time can look different across different across different class and age ranges, but it aims to include: Accessible materials, OOR's, visual aids, music and movement, consistent language, talking about and identifying feelings and emotions.</p>	<p>There are many skills that are developed during circle time, for example: Social interaction, turn taking, knowing where we are in space and time, days of the week, awareness of peers, to increase tolerance of sitting I a group, build vocabulary, increase attention and awareness of routine.</p>
<p><b>Attention and Learning Boxes:</b> 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 SENSORY AND SEMI FORMAL 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><b>Maths Experience:</b> Maths experiences are a fun and engaging way to problem solve and use early developing maths skills. This may take the form of food, messy play,</p>	<p>At HFS sessions are planned to encourage a variety of maths related skills through a variation of activities, this may include, music, physical education and movement, counting and</p>	<p>Maths skills are embedded within all areas and activities, ensuring a holistic non subject specific approach to curriculum subjects. These embedded skills aim to promote and provide opportunities for pupils to show</p>

exploring weather, counting using instruments or making sense of the world around them . It also aims to include direction, time, speed, patterns, colour and shapes.	rhythming sessions, exploring the outdoors and regular opportunities during activities to count, explore shapes, size, speed, volume, texture, time and direction.	awareness and engagement in areas such as time of the day, days of the week, colours of the seasons, stop and go, hearing and experiences numbers, object permanence, anticipation to start and finish, musical signifiers, cause and effect, problem solving skills.
<p><b>Music- Sound beam, Soundboards, Singing, and Sound baths:</b></p> <p>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 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. 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>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 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</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, 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>

	<p>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><b>Messy Play:</b></p> <p>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><b>Community Visits:</b></p>	<p>Our community visits are scheduled to take place weekly within our SENSORY</p>	<p>Community visits provide the correct environment to work on transferring skills learnt</p>

<p>Our community visits aim to provide our pupils with the opportunity to contribute to their local society and to have regular exposure to the outside world.</p>	<p>AND SEMI FORMAL department. Each visit is either within walking distance or a short minibus ride away. All Pupils will be risk assessed and supported on a 1 to 1 basis to experience both the immediate community and the local community, with guidance and reassurance in mind. All pupils will plan to visit a variety of local areas, such as the salvation army, the local supermarket parks and libraries. They will also take part in visits to different sensory areas such as the forest, wildlife parks, theatre experiences and topic related trips.</p>	<p>in the classroom and school environment. It also ensures that our pupils build meaningful relationships with those in the local community, local groups and others that have similar needs and experiences to them. It also provides exposure to different cultures and religions.</p> <p>A variety of skills are developed by attending community visits such as, social skills, communication and expressing a preference, the sensation of travelling including on transport and exploring a variety of outdoor senses.</p>
<p><b>PSHE and RE:</b> PSHE and RE cover a variety of activities at HFS, these include planned experiences where other cultures and religions are explored and also spontaneous interactions regarding physically, social and emotional wellbeing. Our PSHE lessons often present as many other activities as described in this section.</p>	<p>At HFS, RE and PSHE is embedding within our sensory stories each term and this allows for a holistic and sensory approach to be taken when looking at the religions and cultures around the world. It is also embedded when we visit the community and take part in local groups, churches, trips and special occasions. All lessons are encouraged to be practical, with positive activities instead of feeling like a chore (for example personal hygiene) and social and emotional develop opportunities are present throughout each school day.</p>	<p>Skills developed during embedded PSHE and RE lessons include, being aware of themselves, independence skills, how to support themselves, learning about a range of cultures and being exposed to others beliefs. We also promote that respect is learnt, an awareness to differences and expecting these, supporting autonomy and promote a healthy lifestyle.</p>

<p><b>Partnerships with other classes:</b> We encourage and promote our sensory/ semi-formal pupils to engage with all other classes when safe to do so, this includes but is not limited to shared reading sessions, joint events, joint TACPAC and sensory sessions, other pupils supporting with sensory play and building peer relationships in the community.</p>	<p>When we work on our partnerships across classes at HFS with our sensory/ semi-formal pupils we ensure that it is safe to do so and will promote positive experiences and outcomes for all pupils involved. We take great pride in sharing all pupil's contribution across our school and peer to peer interaction is always encouraged, new opportunities continue to be established and we will continue to have shared sessions.</p>	<p>Shared classes encourages interactions and socialisation not just in school but outside in the community too. As a community, parents and pupils live, socialise and attend events together and by ensure we are mirroring this in school in is preparing our pupils for transitions and transferable skills. It also builds meaningful relationships and an awareness to other around them.</p>
<p><b>Independent Learning Skills (ILS) and self advocacy skills:</b> Giving pupils the skills and knowledge to support themselves as much as possible. This is a softer activity that is often embedded or used during break, rest and intervention time.</p>	<p>ILS is designed to promote pupils to witness others demonstrate actions independently and then being encouraged, supported, and celebrated to take small steps towards their own independence. St HFS this can look like a variety of things but is usually around physical movement (reaching for an item, pressing a switch to turn something on, or using their walker or standing alone) eating and drinking (feeding self, hand over hand feeding, expressing more or stop) and self-advocating (express yes or no, more or less or a preference). It also allows a form of learning to take place during</p>	<p>These skills and activities promote confidence in our pupils and boost self-esteem and mental health. IT celebrates the small achievement that to them, families and staff are huge achievements.</p>

	personal care, therapy interventions and medical interventions.	
<b>Mindfulness, Yoga, and Stretch and sooth:</b> 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.	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.	Our sensory/ semi-formal 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.
<b>Assemblies, Choir and Special events:</b> Our pupils attend weekly choir with the pupils across upper school, this is an inclusive weekly event with singing, signing, musical instruments and body percussion. They also attend termly special assembly where their personal achievements are celebrated and sensory activities are held to be explored with close families and friends. We also join all school events such a world book day, maths day, sports day and we are lucky to be part of the Essex	All our events at HFS are inclusive for all pupils. Where appropriate for physical or sensory needs adaption to special events are made and pupils are always encouraged to attend.	Social skills, sharing achievements, and building confidence are all skills that are focused on during a special events days or sessions/ assemblies.

initiative for reading with the travelling librarian.		
<p><b>Important people, Family and support:</b></p> <p>Each academic year our sensory/ semi-formal pupils take part in either termly or special sessions that focus on the people around us, those that help us and those that are special to us.</p>	<p>These sessions aim to allow pupils to explore what family means to them, where they are safe, what their homes look and feel like and who they have in their immediate circle of support. It allows pupils to show autonomy over their support, express how they feel about their support and are aided to express any changes or opinions. They are also able to explore people in the community who they may interact with but who may be unfamiliar to them, such as, police, fire department, paramedics, opticians, dentists, doctors and nurses.</p>	<p>The aim of these sessions is to support pupils to explore unfamiliar but important people and for them to develop an awareness of and a form of communicating with them. Be this through AAC or other forms of communication. Pupils are also able to share their loved ones, their stories and their experiences through the helps of parents and carers.</p>
<p><b>Body Awareness, Personal Hygiene, and Sex Education:</b></p> <p>Body awareness, sex and relationships, and hygiene lessons are different for every pupil at HFS and our sensory/ semi-formal pupils will be assessed depending on development as well as age as to when it is appropriate to start.</p>	<p>At HFS some of the content will be tiered and skills begin with developing an awareness of self before progressing onto an awareness of others and relationships. sensory/ semi-formal pupils will take part in a hygiene based session that when appropriate will include sex and relationship education. Consent is a part of daily school life for all our sensory/ semi-formal pupils and this lays the foundations for a healthy</p>	<p>There are three areas of skills that are embedded during these sessions, they are:</p> <ul style="list-style-type: none"> <li>- Developing self-awareness and my body</li> <li>- Relationships and wellbeing</li> <li>- Keeping safe and consent</li> </ul> <p>The majority of pupils are HFS are very vulnerable and especially our sensory/ semi-formal pupils require support with all forms of personal care, therefore by establishing the skills above we are supporting our pupils to</p>



	building blocks and scaffolding to develop an understanding of sex and relationships.	have a better understanding of themselves, their bodies and their wishes.
<b>Outside learning, Community safety, Road Safety and Home Awareness:</b> Pupils at HFS are offered daily time outside and our sensory/ semi-formal pupils are offered access to safe outdoor areas (weather and health dependant) as well as community visits, offering experiences including road safety and community safety and learning. Sensory/ semi-formal pupils also explore home safety during visits to the food technology room.	We are in the process of developing a sensory/ semi-formal outdoor space that will allow our pupils to safely access the outdoor areas and further explore a sensory garden, playground activities and covered areas. Our pupils regularly access the musical outdoor areas across the school and they also explore the wide variety of plants and flowers during the warmer months. At HFS our sensory/ semi-formal pupils experience road awareness when accessing the community, supported by staff to explore crossings, road surfaces, vehicle sounds and the basic safety rules. They also explore variety of home equipment, including cooking, washing, cleaning and tidying in the food technology and classroom areas.	Outdoor learning, community learning and home/ road safety are all opportunities for our pupils to explore danger awareness, social interaction and building relationships/ developing relationship skills.
<b>PE, parachutes, Dancing/ Performing Arts:</b> PE at HFS for our sensory/ semi-formal pupils includes adapted sports, dance and performing arts. This includes workshops, team games, special	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,	Physical activity is an important part of the school week and all sensory/ semi-formal pupils are encouraged to take part I adaptive sports, games and teamwork, which develops social skills, orientation, functional movement, celebrating others and achievements.

Olympics games and exploring music and dance.	supported finger gym, parachute games and drama.	
<b>Art:</b> Art at HFS is an opportunity for our sensory/ semi-formal 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.	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.	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.
<b>Reflexology:</b> 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 in the classroom.	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 Lorraine as part of our visiting staff and we continue to have weekly sessions on both pupils' hands and feet.	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.
<b>Sensory- Interactive learning room (ILR) Dark room/ VI room, Sensory room and Soft play:</b> Our ILR room is an immersive and interactive room that is used to explore	Mostly all of our sensory/ semi-formal pupils have sensory targets, and these different environments allow for their progress and development to be transferred and explored in less familiar	Our sensory/ semi-formal 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

<p>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 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>places. Pupils are 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 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>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 (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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