

MULTI-SENSORY LEARNING POLICY

DEFINITION

This policy was developed from The Profound Education Curriculum 2010. The term “multisensory learning” suggests that the more the opportunity is given to use a number of senses, the richer the associations will be and the more effectively learning will take place.

The recognition of and response to, preferred learning styles is an established practice. At St. Nicholas school this concept is extended and refined in order to meet the complex and often unique needs of pupils. Sensory dysfunction and processing problems affect many pupils. Physical and sensory impairments have a profound impact upon the learning and social and emotional development opportunities of a significant number of pupils. Understanding the potential impact, upon learning, of the compounding effects of sensory problems, is a statutory requirement for teachers working in specialist settings.

Carefully designed teaching methods, approaches and environments are recognised as essential in the provision of education for all pupils at St. Nicholas School and support every area of the curriculum. Sensory-based teaching and learning is integral to the school day and beyond, through effective home/school links to develop experiences eg shared programmes, lending of resources, home visits. These include visual, auditory, tactile, proprioceptive, vestibular, olfactory and gustatory senses and the experiences to support pupils learn: increased independence, participation, understanding of the world and communication.

This statement reflects the ethos and philosophy of the school.

PROVISION OF MULTISENSORY LEARNING VIA EFFECTIVE STAFF INPUT

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

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

PROVISION THROUGH CURRICULUM PLANNING AND ADAPTATION

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

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

IDENTIFICATION OF INDIVIDUAL NEEDS, TARGET SETTING AND ASSESSMENT

The school seeks to achieve this by:

- Recognising that all pupils are likely to benefit from a sensory-based curriculum.
- Emphasising the importance of skilled observation.
- Recognising that sensory impairment may fluctuate or may not be immediately obvious.
- Informed interpretation of the conditions, difficulties and health considerations of individual pupils and how they may impact upon learning.
- Ensuring that key information is accessible through pupil profiles, personal passports etc.
- Fostering close and effective multi-disciplinary teamwork through time allotted to meet and share information.
- Recognising the essential role of parents as partners in the education of their child in the interpretation and evaluation of teaching programmes and outcomes and target setting. This is achieved by regular meetings, annual reviews, Shared Goals, and close daily contact via home/school books telephone links etc.
- Fostering links between home and school which are ongoing, rich in information-sharing and are flexible and supportive.
- Parent workshops
- Training staff to make skilled use of appropriate assessment tools.
- Setting individual targets which are appropriate, measurable, achievable and regularly monitored. The approach of Shared Goals (multidisciplinary target setting in key skills) for pupils identified as having complex needs.
- IEP and assessment of progress differentiated to access the curriculum.
- Shared Goals and SOLAR Assessment tool with reference to 'P' levels (P1(I) – P8(II))
- Use of supporting assessment materials from Welsh Routes for Learning.
- Utilising the Foundation Stage curriculum and Ages to Stages in the Foundation Stage and Pre-school
- Recognising where and how the individual pupils can develop their social and emotional skills, using, where appropriate the LEUVEN scales of well-being and involvement.
- Members of a consortium PMLD group focussing on assessment and curriculum.

STAFF TRAINING

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

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

ACCESS TO SPECIALIST STAFF

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

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

Technical Therapy assistant

Physiotherapist and Physiotherapy Assistant

Therapy assistants

Occupational Therapist and Occupational Therapy Assistants

Music Therapist

Teacher trained in Reflexology

Teaching Assistant trained in Massage Therapy

Teacher trained in Play Therapy

Teacher of the Visually Impaired

Specialist art teachers

Specialist teaching assistants with knowledge within the area of MSI

ICT technician

Eating and drinking specialist team

School nurse

Access to gastrostomy nurse/dietician

Access to Teacher of the Hearing Impaired

Access to local CAT (Communication and Technology) team for pupils who may require specialist communication equipment

Access to specialist nurse to support with specialist input and complex, medical conditions i.e. chest physiotherapist, oxygen, gastronomy.

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

RESOURCE AREAS

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

Physical and Sensory room containing Helping Hands hoist system and specialist equipment including sensory integration spin/swing equipment

Soft Play Room, Gym/Sensory Integration Room

Multisensory room

Optimusic room

Sensory garden

P & S Room

Sports Hall with Spacekraft "Sensory Magic Show" equipment

Hydrotherapy Pool with Spacekraft "Sensory Magic Show" equipment

Sensory Play area

Curriculum rooms equipped with height adjustable sinks, sound enhancement etc.

SPECIALIST EQUIPMENT, RESOURCES AND APPROACHES SUPPORTING MULTISENSORY TEACHING AND LEARNING

These include:

A range of additional and augmentative communication resources including individual accessible software, Clicker 5/6, Sound Beam, Symwriter, Communicate in Print.

Theraplay

Sensory PE

Trampolining (Rebound Therapy)

Boccia
New Age Kurling
Sherbourne
Music Therapy programmes
Interactive Whiteboards
Portable sensory equipment
A comprehensive range of Communication aids and equipment
Switches, timer and power link boxes
Switch toys
Adjustable height computer trolleys
Tac pac
Sensory story packs
Range of tactile books
Resonance boards
Hand Function
Task lighting
Sloping desks
Black out facilities in some rooms
CCTV (on loan)
Sound beams
Visual Stimulation videos
Sensory Integration Games
Write Dance
Intensive Interaction programme
M.O.V.E programme and equipment and group sessions
Fizzy Programme
Beam Programme
Exploring Access
Exploring Quality
Active Education Programme (which utilises conductive education equipment)
Clever Hands programme/Clever Fingers programme
RNIB sessions, mobility and orientation KAB
Sensory Music Sessions
Intensive Interaction Programme
Sensory Music, Art and Drama
Individual and group Hydrotherapy sessions
Halliwick Swimming Programme
Sensology Programme

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the

basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Safeguarding
Curriculum Policies
Teaching and Learning
Moving and Handling
Health and Safety
Hydrotherapy
PARC

ANGELA PIKE
REVIEWED SEPTEMBER 2013

APPENDICES (ON FILE)

SOW FOR SENSORY FROM EACH KEY STAGE BASED ON A SENSORY CURRICULUM	- Angela Pike
MOVE – LINK – MOVE Policy	Stephen King
SHARED GOALS	Gillian Newport
ACTIVE EDUCATION	Judit Seebok Rose
SENSORY MUSIC	
MUSIC THERAPY	Joy James
HALLIWICK SWIMMING (SENSORY/LEISURE SWIM)	
INTENSIVE INTERACTION	Yvonne Meredith
SENSORY MODULATION	Yvonne Meredith
REFLEXOLOGY	Brid Browne
REFERRAL/RECORDING/SHARED GOALS/RISK ASSESSMENTS/ MEDICAL FORMS	
THERAPLAY AND EXPLANATORY RATIONALE	
REFERRAL SENSORY MASSAGE	Adele Gisby