

HAZELBECK SCHOOL - SENSORY CURRICULUM

THE WAY WE WORK AND INTERACT

Get to know each individual.

Work in a burst pause response both within and between activities.

Respect a student's right to say 'no'.

Give processing time.

Use HAND UNDER HAND.

Put yourself in their shoes.

Build on the principles of INTENSIVE INTERACTION:

- Build positive and trusting relationships
- Have a shared enjoyment of activities and space
- Let the student lead – give them control
- Be responsive and attentive
- Work at an appropriate pace for each individual
- Enter their world and join them in the journey to widen their world
- Value attempts to communicate and engage.

KEY DRIVERS

Engagement – Communication – Independence

Widening students' world

Understanding they can control their environment and have a voice

Leads to independence

AN ENGAGING AND MOTIVATING ENVIRONMENT

Consistent, clear routines – leads to anticipation – leads to understanding of cause and effect.

Organised resources – accessible to students and staff and well maintained.

Personal resources – where appropriate they should always have the same things, in the same place – anticipation – object permanence.

MOTIVATING – gives a reason to explore and move.

Meets students' needs eg. Continuous provision only works well for ambulant students.

Encourages active participation and independent movement and exploration.

Provides many opportunities to have the same/similar experiences.

Ensures student comfort – changes of position, welcoming, safe – good environment for learning.

HOW WE COMMUNICATE

Know the student's individual level of communication

Use amount and type, type and volume of language appropriate to individual student.

Have visual/tactile/ICT resources available to reinforce and promote communication.

Be consistent

Respond immediately to communication attempts.

FOCUS AREAS

There should be at least one target for each of the following four areas. Activities throughout the day should allow all of these targets to be met. Each target should be able to be met in the majority of lessons – no one lesson is likely to only meet one target. They should build on what a student can do and thread into all learning opportunities throughout the day.

COGNITION

Awareness – Engagement – Cause and Effect – Object Permanence

COMMUNICATION

Expressive – Receptive Interaction

PHYSICAL DEVELOPMENT

Fine and Gross motor skills – Body Awareness – Mobility

PERSONAL, SOCIAL AND INDEPENDENCE, RSE

ACTIVITIES/SESSIONS

Coactive exploration, Art, Music, Sensory/messy exploration, Outdoor learning/learning walks, Switch work, Cooking, Construction, Musical Interaction, Intensive Interaction, Rebound, Sensology, Sensory stories, Rebound, Hydrotherapy, Developmental and Independent movement, Coactive movement, Body awareness, Jabadao, Paired/small group games, Snack, lunch, hygiene, hair care, washing and showering, dressing and undressing, ipads, visual/light programmes, hearing/sound programmes, Massage, Water play, Dance, Self-regulation/relaxation sessions, Resonance boards.