



Curriculum Intent (What do we want for the children at St Nicholas?)	Curriculum Implementation (How will we achieve this for our pupils?)	Curriculum Impact (How will we know if we have achieved this?)
<p>Sensory Integration at St Nicholas School aims to provide pupils with activities and strategies that support the meeting of their sensory needs and support them to regulate their sensory processing difficulties.</p> <p>The aim is for pupils to eventually recognise when and how they need to regulate, request the strategies that they need and independently regulate. This will need to be supported and provided by staff until pupils are able to do this independently.</p> <p>Sensory Integration aims to provide sensory and tactile activities that meet the sensory needs of all pupils, as part of a cross-curricular curriculum.</p> <p>Sensory integration is about promoting sensory processing skills. Sensory Processing is the brain's ability to process information from all the senses and connect that information with what we already know about the world around us. Sensory Integration at St. Nicholas School aims for pupils to be able to process their senses and the feedback it gives them. We aim to provide activities, experiences and equipment that supports children to do this. In many cases, this will be with adult support until they gain more independence.</p>	<p>Sensory Integration is a curriculum area integrated within a topic-based and cross-curricular curriculum. Children in Reception and Key Stage 1 follow the EYFS curriculum which is taught through a topic and play-based approach. In Key Stage 2, pupils follow an adapted national curriculum linked to topics.</p> <p>The teachers include meeting sensory needs within their planning across the day and as part of a curriculum that is modified to make it more accessible, creative and inclusive to accommodate the needs of each pupil. Each pupil's specific sensory needs are accommodated on an individualised basis in order for them to be able to access learning and engage in activities.</p> <p>St. Nicholas School provides sensory regulation support through different strategies and activities including opportunities throughout the day for individualised 'sensory diets', sensory equipment e.g. chewy toys, Thera putty, fiddle toys etc., opportunities to regulate through regular outdoor activities and play times, PE sessions which encourage physical activity and sensory activities such as tactile play and TACPAC sessions. Pupils, who it is appropriate for, have access to the sensory integration room and all pupils have access to the sensory room.</p>	<p>Sensory Integration supports:</p> <ul style="list-style-type: none">• Pupils with their sensory processing difficulties• Pupils to regulate their sensory processing needs• Staff to meet the differing needs of pupils in their classroom• Staff to understand their pupils and their needs• Pupils to be aware of and understand themselves, their needs and how to self-regulate• Pupils pursue a sense of personal identity and self-worth• The promotion of equal opportunities• The school raise pupils' awareness of the world around them• The encouragement of pupils to be independent learners who are able to assess their own achievements across the curriculum• Pupils to engage in activities and access learning• Pupils to have access to sensory and tactile activities• Pupils to be able to identify their feelings and be aware of their feelings• Pupils to be aware of the Zones of Regulation