



Sensory Integration Policy

St Nicholas School is a UNICEF Rights Respecting School with Gold Status and promotes rights respecting values in all its policies



The Governing Body of St Nicholas School formally adopted

this Policy on March 23rd 2023

It will be reviewed March 2025 unless otherwise advised

Signed _____

Head Teacher

Signed _____

Chair of Governors

Introduction:

At St. Nicholas School we recognise that many children who attend our school have sensory processing difficulties and have sensory needs. Pupils with autism are likely to display sensory processing difficulties but other pupils may also display difficulties too.

Sensory processing is the ability to process, interpret and appropriately use, the information we receive through our senses – smell, taste, tactile, auditory, visual, vestibular and proprioception. Sensory processing allows us to regulate our arousal levels e.g. calm, alert., to carry out fine and gross motor movements and to process and react to relevant sensory information and stimuli.

Struggles in regulating sensory processing may manifest in different ways. Pupils may display sensory processing difficulties through behaviour, refusal to work and engage in activities, becoming upset and/or hyperactive, being under responsive etc. This can then become a significant barrier to learning and engagement in learning.

Intent:

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.

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.

Sensory Integration aims to provide sensory and tactile activities that meet the sensory needs of all pupils, as part of a cross-curricular curriculum.

Implementation:

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.

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 child. Each child's specific sensory needs are accommodated on an individualised basis in order for them to be able to access learning and engage in activities.

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.

Impact:

Sensory Integration supports:

- 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

Inclusion

At St. Nicholas School, we aim to provide an inclusive curriculum that will meet the needs of all pupils, where the teaching and learning, achievement and well-being of every child matters. All pupils have equal access to the curriculum regardless of ability. All pupils have their individual needs met in an appropriate way for them.

Equal Opportunities

All pupils have equal access to the curriculum St. Nicholas school provides. All pupils have equal access to the support available for their sensory processing difficulties and needs. We pay particular attention to ensuring there is no gender bias in materials, including ICT and the provision we provide. We ensure the positive role models of gender, race, culture, ethnicity and disabilities.

Health and Safety

Staff are broadly aware of the needs of our pupils and are given training. Children who need to use the equipment in the sensory integration room, especially the swing, are identified and the staff who work with those children are given training in the use of that equipment. Only staff who have had training in the use of the swing, can use the swing with the identified children.

Teacher Assessment

Assessment is an integral part of teaching and learning. It is the responsibility of the class teacher to assess all pupils in their class. We are continually assessing pupils and recording

their progress. This allows us to match the correct level of work to the needs of the pupils ensuring progress. This is also relevant to sensory integration in terms of the support and provision that each child needs.

Where possible, pupils should be involved in assessing their own work and progress. This might include the 'Traffic Light' system or discussion during plenaries about the pupils' learning. This may also include them communicating which strategies and support helps them to regulate their sensory needs.

Home/School Links

Our relationship with parents is very important when supporting their child's sensory processing needs. We involve parents in their children's learning by:

- Providing regular parents' evening, which give them verbal and written feedback.
- Providing verbal and written feedback on progress during EHCP meetings.
- Providing weekly newsletters
- Providing an end of year report.
- Discussing the use of sensory equipment such as chewy toys, fiddle toys, ear defenders etc. and asking for parental permission to use with their children.

Multi-disciplinary Approach

St. Nicholas School values the role and expertise of other professionals such as Speech and Language Therapists and Occupational Therapists. We work with these professionals to help provide the support our pupils require.