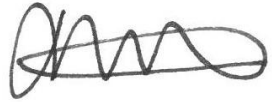
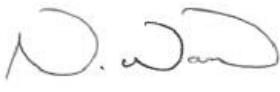




Sensory Development Policy

Last Reviewed Date:	Sept 2024	Date:	17 th Sept 2025
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Sensory Development Lead:		Date:	17/09/2025
Sensory Development Lead:			17/09/2025
Headteacher:		Date:	23/10/2025

Date of Next Review:	September 2026
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Subject Leader:	Lisa Dillon and Jessica Johnson
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Policy review

1. Aims

We aim, within the limits of available resources to:

- assess and identify individual learning sensory development needs at an early age or on entry to the school.
- identify specialist sensory input.
- differentiate the curriculum appropriately.
- make our teaching stimulating, focused and challenging, taking account of the age, gender, disability, interest, experience and identified learning needs of our pupils.
- maintain a rigorous equality of opportunity for all our pupils with regard to individual needs, gender, race and creed.
- work in partnership with the parents and/or prime carers in the education of their children.
- monitor and evaluate pupil progress.
- enable pupils to experience and enjoy life in all its fullness.

2. The Nature of Sensory Development

Sensory development is important for all our pupils. Sensory experiences are provided for all pupils through the school's broad and balanced curriculum so that all pupils receive a rich and varied learning experience.

Pupils with sensory impairments, (visual, auditory or physical or a combination of all three) will need specific support in terms of resources, environment and strategies so that they can make sense of the world around them and be able to learn.

Pupils with sensory integration difficulties will have difficulty in processing, integrating and organizing the sensory information from their bodies and the world around them. They may experience difficulty experiencing, making sense of or ignoring sensory information that is received from one or more senses (visual, auditory, tactile (touch), olfactory (smell), gustatory (taste), proprioception (body awareness and position), vestibular (balance, movement and coordination), interception (internal sensory system). Pupils with sensory integration difficulties benefit from a sensory diet which supports their ability to focus, make sense of the world around them and learn.

3. Staffing and Resources

Lisa Dillon and Jessica Johnson are the Sensory Development Lead teachers.

Sensory Studio

The sensory studio consists of four distinct areas for learning, including a UV room and a white room. Pupils have access to a variety of high tech resources, including switch operated fibre optic lights, bubble tubes, Magic Room and Magic Mirror, Magic Carpet and infinity tunnel. As well as low tech resources including wobble cushions, vibrating toys, sound makers, lights, torches and massage equipment.

In the Sensory Studio a sensory circuit has been created to meet the needs of some sensory learners, including those with sensory processing difficulties. The pupils follow the circuit,



participating in familiar fun activities, while challenging themselves to try something new. The circuit is made up of “Alerting” activities, “Organizing” activities and “Calming” activities.

The circuit helps pupils to explore their different senses – Touch, Hearing, Vision, Smell, Proprioception and Vestibular.

Eye Gaze

We use Eye Gaze technology within the classrooms. Pupils have the opportunity to explore software to encourage blank screen engagement, before learning to explore and control their eye movements to access art packages and cause and effect games. Many Eye Gaze users also use early communication software such as Grid 3.

Multisensory Curriculum

Whilst sensory experiences are provided for all pupils to enrich and support learning, we have one class which follows a bespoke multisensory early development curriculum to best meet its pupils’ learning needs. The pupils take part in a variety of activities including Swimming, Food Technology, Sherborne Movement, Music Therapy, sensory stories and songs as well as very specific individualised learning outcomes and activities.

There are a number of identified pupils within other classes around the school, who must also have access to a multisensory curriculum.

All of these pupils have 8 learning objectives that are taught across a variety of lessons and learning experiences. These repeated, cross-curricular experiences enable pupils to progress and consolidate these skills across a range of contexts.

Sensory Integration

Resources used to support individual pupils’ sensory integration needs will be tailored to their specific needs and sensory diet. Resources used may include weighted jackets and blankets, spinning sit on toys, rocker chairs and stools, squeeze machine, squeeze jackets, sunken trampolines, fiddles, chewies, physio balls and body socks.

4. Specialist Advice and Support for Sensory Impairment (visual, hearing and deafblind)

SEND Specialist Advice and Support (SEND SAS) is part of Integrated Services for Learning in Children’s Services. SEND SAS works throughout Hertfordshire to support children and young people (0-25) with special educational needs and disabilities, their families and schools or settings.

Specialist advisory teachers have additional qualifications and/or expertise in their field and are supported by a team of skilled in their area practitioners. Specialist advisory teachers support the following areas of special educational needs and disabilities at Amwell View School: sensory impairment (visual, hearing and deafblind).

5. Home-school links

Parent/carers involvement in their child’s learning is vital and as such teachers share strategies and approaches used in school.

Parents/carers are invited to join their pupils for Educational Audiology clinics held at school.



Relevant medical information is shared with school by parents, relevant health professionals, doctors and clinics.

The use of Tapestry allows parents to see strategies, approaches and progress at school in action.

6. Equal Opportunities

This policy is written with regard to the school Equality Information and Objectives Policy. Sensory approaches to learning are intended to include all pupils regardless of ability, gender, race or ethnicity.

7. Review Procedures

The policy is reviewed at least annually by the Sensory Development Leads.