



## Overview of LRC 1 Sensory Curriculum



## Introduction

Our Sensory Curriculum pathway is designed for the youngest children within the LRC. The curriculum is guided by Routes for Learning and Pre Progression Steps, however there is a focus on establishing the behaviour for learning needed in order to access these areas of learning.

We develop these abilities through a combination of learning through play, a continuous provision approach, the use of multi-sensory stimuli to engage and support regulation and, when children are ready, elements of more formal learning are introduced.

The children may have limited receptive and expressive language, sensory processing difficulties, and some may use their behaviour as their main mode of communication. Classes within the LRC are grouped by need and not by chronological age, as we recognise this allows us the opportunity to personalise to learners' needs more effectively.

Our vision for this pathway is to create daily experiences which are nurturing and safe, offer a stimulating yet calming multi-sensory environment that supports regulation, and through the relationships fostered with teaching staff and other children, give the pupils an intrinsic motivation to engage. The activities provided aim to develop their communication, social skills and behaviour for learning as we believe that when we effectively support progress in these areas, we best prepare our learners for their next steps in school life.

## Areas of the Curriculum

| 4 areas of ALN:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4 targeted AoLEs       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LLC                    |
| Physical and Medical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mathematics & Numeracy |
| Communication and Interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Expressive Arts        |
| Cognition & Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Humanities             |
| <p>We put 'anxiety level and self-regulation' at the heart of our daily practice, as we recognise that unless this prevalent issue is addressed and managed, our learners will not be able to effectively access any areas of the curriculum. We recognise that many of our pupils when dysregulated may show self-injurious behaviours such as biting themselves, pinching themselves, scratching themselves or even head banging. We help support pupils during times of dysregulation and regulation. We do this by:</p> <ul style="list-style-type: none"><li>- Supporting pupils to access their learning environment calmly</li><li>- Offering soft starts to each morning with children able to access favoured places and activities</li><li>- Having key staff available</li><li>- Using initial activities gauge pupils' mood and ability to engage</li><li>- Offering appropriate activities to children and help them to attend to activities</li></ul> |                        |

- Having consistent routines and activities which support pupils' ability to predict what comes next
- Using photographs, OOR and visuals support pupils to engage
- Transitional songs that help pupils to understand when one activity is finished and to move on to the next activity
- Using communication that is clear and purposeful and supported by signs or visuals as necessary
- Sensory play and sessions that support pupils to explore and engage
- Providing opportunities to access preferred items, objects and songs
- Supporting the development of social skills E.g. Waiting, turn taking, sharing.

### **Activities in LRC 1:**

Children will experience a broad and balanced curriculum offer through play-based teaching and learning. Implementing the Sensory Curriculum approach and relevant sensory activities will enable children's self-directed exploration. Staff lead learning experiences through responsive interactions and modelling. There is a key focus on the prime areas of learning in the EYFS framework to develop children's key skills. The EYFS specific areas, including mathematics and literacy, will mainly be delivered during 'learning through play'. A range of activities will include experiences relating to the whole-school themes each term.

### **Environment**

The classroom learning environments are designed to support the learners and their individual needs so each classroom is set up differently. This supports the children in their early learning skills and development. The Harbwr consists of a main teaching room, where activities are often delivered using a carousel approach, enabling the children to access lots of different activities to maintain their attention and interests. There is a sensory room which is used for additional support, one to one teaching opportunities or a calming quieter area. There is an accessible outdoor area that is used year-round.

### **Communication**

Through excellent relationships with the children, we are able to interpret their needs and wants. Every opportunity is taken through a total communication approach to support and develop communication, for example incorporating gestures, the use of photographs, and objects of reference leading into symbol exchange systems, communication grids, signing and where possible use of language.

### **Literacy and Mathematics**

Within the Sensory Curriculum Literacy, and Maths are taught daily through hands on activities. Literacy lessons sometimes incorporate the Read Write Inc scheme. An example of a literacy activity may include finding letters in a sensory tray, mark making,

looking at books and enjoying stories and rhymes. Most learners are working within the mark making stage. Some children are sight reading words.

Maths is delivered in a similar practical way, the children explore early number recognition and skills through number songs, role play, sensory play, writing numbers, stacking towers, ordering numbers, experimenting with weighing scales and finding patterns. We explore real life experiences by problem solving and learning through play.

### **Measuring and Evidencing Progress**

Assessment is ongoing and recorded on BeSquared an online platform provided by the LA. Staff link progress to the long-term outcomes of a child's IDP. Progress towards these is broken down into 'Small Steps' which are reviewed termly and then updated for the pupil when secure. To ensure robust and challenging Small Steps are set for our children, teaching teams and a range of other professionals meet on a regular basis, and parents are consulted as appropriate.

### **Thematic Rolling programme**

We have been chosen to trial a Sensory Curriculum for this group of learners and are following a thematic approach to planning learning experiences. The termly topic provides an overarching theme, which is used as a vehicle to deliver cross-curricular, multisensory learning experiences for our learners. This creates opportunities for repetition, to allow our learners to develop a greater understanding and to respond to a range of stimuli. Our current and future themes are:

|              | <b>Autumn</b>  | <b>Spring</b>         | <b>Summer</b>           |
|--------------|----------------|-----------------------|-------------------------|
| <b>25/26</b> |                |                       | Weather                 |
| <b>26/27</b> | Toys           | Spring & Growth       | Creatures Great & Small |
| <b>27/28</b> | Colour & Light | Communities & Culture | On the Move             |
| <b>28/29</b> | Journeys       | Houses & Homes        | Out & About             |