

Sensory Curriculum

Pupils will follow the Sensory Curriculum in Base 1 and Base 3, as well as some other individual pupils across school who are working on the informal/lower semi-formal pathway.

Pupils will be exposed to different communication opportunities in a range of sensory spaces and activities. Pupils will be exposed to different subject areas within the Sensory Curriculum, specific to their individual learning needs.

Pupils will have the opportunity to experience and develop their skills in practical situations and cross curricular opportunities.

Curriculum Coverage:

The Sensory Curriculum allows for many cross-curricular links to ensure all our pupils are able to access all subject areas.

There is a document for all teachers to access to identify these links and inform their Planning (The Sensory Curriculum Cross-Curricular Opportunities)

Planning:

Schemes of work for PSHE, Maths, Literacy and PE have been adapted and developed by school staff from various sources as listed in the overview documents for those subjects.

Annual plan for upcoming academic year drafted in June.

Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps for each subject focus within the Sensory Curriculum.

Annual plan will state which subject area and strand is being covered within the Sensory activity or space to ensure even coverage for our pupils.

Termly/half termly medium-term planning, by base staff teaching teams, will identify the learning intentions and cross curricular links for that half term. The writing of intentions is informed from levels on progression maps from the chosen subject area.

Teachers will also identify what resources need to be prepared to support pupils to achieve their learning intention, e.g. Aided Language Boards, Makaton signs and detail this on planning sheet.

Weekly differentiated planning for lesson content, specifically Movement to Music/Communication and Sensory Exploration, identifies learning outcomes for all ability groups, the theme will change each half term.

Progression Maps:

There are Progression Maps for the different subject areas that make up our Sensory Curriculum.

Teachers will use these different Progression Maps to establish cross-curricular links and use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress.

These Progression Maps are adapted from various sources and are listed on the Overview Document for each subject.

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a group at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level as well as accessing different levels of support and use of resources.

The beginning of each half term can be used as an assessment by looking at the level that the pupil was previously in for the chosen subject area to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)