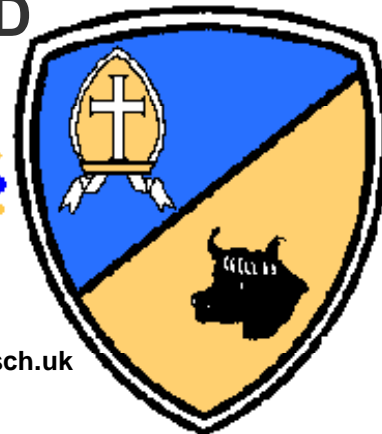


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Sensory Room Policy

St Luke's Church of England Primary School

Date: 2020

Rationale

1.1 This document provides clear guidelines for practice regarding the use of the Sensory Room at St Luke's C of E Primary School.

1.2 It outlines the people responsible for the room and their responsibilities; the philosophy and aims of the room; a description of the equipment and their uses; guidelines for using the room and its timetable and other relevant information for planning a Sensory Room session.

1.3 The Sensory Room is designed to be used as a Light Room, Immersion or Multi-Sensory Room. It may be used as area for collective worship and reflection. The room is designed to help staff achieve curriculum aims for pupils who require additional sensory stimulation and language because of their learning difficulties, short attention span, low motivation or sensory losses. It is not intended for relaxation. Sessions will need to be well-structured and are repeated to consolidate learning.

1.4 The aims of the Sensory Room sessions are as follows:

- ☞ To provide a multi-sensory experience
- ☞ To build on specific skills
- ☞ To develop understanding and listening skills
- ☞ To increase communication and language skills
- ☞ To develop sequential and processing skills
- ☞ To develop physical & cognitive skills
- ☞ To enjoy the experience of being in the sensory room

1.5 The Sensory Room provides a point of access to teaching activities, which will enable pupils to take part in regular classroom activities. The Sensory Room in itself does not present a curriculum but a way of enriching learning, developing language and communication and facilitating sensory experiences. It is one of the tools to increase a pupil's understanding of the world they live in and is intended to help pupils to achieve their learning targets and goals in other areas of the curriculum.

2 Responsible Person Details & Responsibilities

2.1 Early Years Leader/ Inclusion Leader

2.2 Duties & Responsibilities:

- (a) To ensure the policy document is read and followed
- (b) To keep the timetable up-to-date
- (c) To organise any bespoke training
- (d) To update the policy on an annual basis
- (e) To check and report broken equipment
- (f) To arrange repair of equipment
- (g) To attend relevant training
- (h) To ensure room is kept clean and tidy
- (i) To request new equipment

3 Philosophy of the Room

3.1 The philosophy of the Sensory Room is as follows:

- ☞ To provide a safe & comfortable environment for pupils to experience
- ☞ To provide respect for the equipment & for each other
- ☞ To develop communication & language skills from the reactive environment
- ☞ To develop sensory skills for pupils
- ☞ To build reactive people
- ☞ To encourage & develop imagination
- ☞ To enjoy the experience of being in the sensory room

4 Guidelines

4.1 The Sensory Room should be left clean and tidy after use.

4.2 Any defects in equipment or breakages should be reported to the Early Years Leader or Inclusion Leader.

4.3 No shoes should be worn in the Sensory Room itself. Taking off shoes, is for many pupils, a useful part of the routine.

4.4 If the equipment is used, it is important that one piece of equipment is used at one time. This will avoid over-stimulation and distraction. A second piece of equipment can be used dependent on the pupils using the room.

4.5 Careful consideration will be given to each pupil's situation to determine who and how many carers might need to be present when s/he is using the sensory room. Staff should never be alone with one pupil.

