



Sensory class

Sensory class: Working towards independence

Amount of children: 3

Staff: -x 3 LSAs (2 LSAs are permanently attached to the class, 1 LSA changes weekly).

Needs of children:

These children are those who benefit from an environment specifically designed to suit their sensory needs. They are given lots of support, structure and modelling to help them become more independent. There is careful planning for the sensory and O.T needs of the children, as well as for their Speech and Language needs. The purposeful activities in this class are based more on sensory and therapeutic needs with academic learning built in. These activities also aim to build independence, attention and focus.

Strategies used:

Communication:

- SALT
- Makaton
- PECS
- Visual timetables
- Recording devices
- Use of 'first, then' / 'first, next, then'.
- Use of visual prompts.
- Communication boards

Learning:

- REACH targets
- TEACCH
- Colourful Semantics
- Use of workstations.

O.T:

- Use of O.T equipment
- Daily O.T activities

Life skills and independence:

- Practise of independent toileting and hand-washing routine.
- Encouragement for independent dressing e.g. putting coat on.
- Cooking
- Tooth- brushing,

Sensory needs:

- Carefully designed environment to provide the children with the space and quiet that they need.
- Frequent opportunities for sensory play.
- Daily sensory circuits
- Sensory play and sensory stories
- TACPAC
- Regular use of Resource Sensory room.
- Frequent movement breaks.

Behaviour management:

- 1:1 ELSA for specific pupils.
- Weekly 'Star of the week' certificate.
- Weekly Resource Rules certificate (be kind, work hard).

Social skills:

- Attention Autism
- Morning and afternoon emotions check in
- Social skills practice/ structured play sessions
- Use of Social stories.
- Opportunities for integration into Resource sessions.

Additional interventions:

- Music sessions
- ELSA

