

SENSORY	Communication	Good Health	Friends, Relationships & Community	Independent Living	Future Destinations (Employment)
EQUALS	<p><b>Sensory Story Eq. P</b> Uses a variety of multi-sensory props and visual aids. Promotes communication, anticipation and engagement through repetition.</p>		<p><b>Play Eq. I</b> Free Play and Sensory Play enables pupils to develop their play, social and regulation skills. The sessions take into account individual levels of play and the social dimensions of play.</p>		<p><b>Sensory Cookery Eq.P</b> Sensory cooking is processed based learning with the focus on the activity and the exploration of the materials, mixing them, touching, smelling, tasting, looking at them, listening to the sounds they make when moved, shaken or stirred, rather the finished article.</p>
WREN OFFER	<ul style="list-style-type: none"> <li>▪ <b>Circle Time</b> Use communication aids (switches/E-tran) to promote peer engagement, anticipation and self-awareness. Embeds students' daily timetable with the use of comm symbols and OOR</li> <li>▪ <b>Bucket</b> Gains student's attention and interest by gaining students anticipation, excitement and observation of the content of the bucket.</li> <li>▪ <b>Music</b> Students experience differentiation between rhythm, tempo, noises and sounds, using a variety of accessible musical instruments.</li> <li>▪ <b>Interaction</b> promotes positive interaction, builds relationships and communication <ul style="list-style-type: none"> <li>- <b>Play</b> Offered opportunities to explore unfamiliar pla- based activities, promoting choice and decision making and problem solving.</li> <li>- <b>Exploration</b> Opportunities to explore different textures and smells in an adapted environment.</li> <li>- <b>Relaxation</b> Relaxing music alongside a sensory massage and a diffuser to relax the senses.</li> <li>- <b>TacPac</b> Tacpac is a sensory communication resource using touch and music. This helps with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness and limited or pre-verbal level of communication.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Physio/Mobility</b> This promotes and maintains individual therapies by using a range of movements for joints and muscles. Students access their indi standing frames, wedges for prone lying and walkers in order to maintain mobility.</li> <li>▪ <b>Sensory Integration</b> focuses sensory processing from the body environment which includes; sight, hearing, touch, taste and smell. Proprioception – body awareness and vestibular awareness of movement, balance and coordination.</li> <li>▪ <b>Swimming</b> Promotes mobility through freedom of movement, body awareness and independence, with the use of floatation aids.</li> <li>▪ <b>Physical wellbeing</b> Body movement programs that promote body awareness through music and repetition, such as sensory movement and physiotherapies. <ul style="list-style-type: none"> <li>- <b>Ball games</b> Motor skills, hand eye co-ordination, turn taking and sharing</li> <li>- <b>Parachute</b> Parachute games and songs that promote socializing through fun, sharing and turn taking.</li> </ul> </li> <li>▪ <b>Free Choice - Transport</b> Opportunity for students to make individual choices supported by communication.</li> <li>▪ <b>Sensory Experience/Soft-Play</b> using bubble tube to provide a calming, relaxing, visual feedback via movement and colour. Calming environment with waterfall lights and sensory beanbags and cushions.</li> <li>▪ <b>Soft-Play</b> Opportunity to share communication aids, spacing positively with peers encouraging movement and body awareness = vestibular proprioception.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Community Visit</b> <i>Community visits entail visits and experiences for students in the local community, including local parks, and supermarkets. The visit enhances students' educational experiences and enables them to make use of and become aware of their local community.</i></li> <li>▪ <b>Relax/Massage</b> <i>Relax / Massage offer opportunities for students to enhance well-being, forge trusting relationships with staff, reduce tactile defensiveness, and enable students to build on their ability to be calm and relaxed</i></li> <li>▪ <b>Parachute</b> <i>Parachute sessions offer the opportunity for communication and self-advocacy, build hand / eye coordination and fine and gross motor skills, and develop awareness of self and of others. The sessions also promote physical wellbeing and are a fun enjoyable activity.</i></li> <li>▪ <b>Leisure</b> <i>Leisure offers the opportunity for our students to make a choice in how they spend their time, a range of activities are offered, including play, physical activities, social opportunities and time to relax and self-regulate.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Personal Care</b> <i>Personal care is an opportunity for students to communicate, give consent and develop independence skills and increase body awareness.</i></li> <li>▪ <b>Snack</b> <i>Snack offers the students a time to build communication and independence skills, spend social time with their peers and try new foods and drinks.</i></li> <li>▪ <b>Lunch</b> <i>Lunch time offers a social opportunity, in addition to building communication and independence / self-help skills.</i></li> <li>▪ <b>Choose</b> <i>Choose time offers the opportunity for our student to make choice in how they spend their time, a range of activities are offered, including play, physical activities, social opportunities and time to relax and self-regulate.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Morning routine</b> <i>The morning routine helps students transition in to school and be ready for learning. The routine offers the opportunity to greet peers and staff members and be made aware of the timetable / activities for the day, movement / sensory integration activities are offered as part of the transitional period.</i></li> <li>▪ <b>Creativity</b> <i>Creativity sessions are part of processed based learning, allowing students to experience different materials, textures and activities, with the focus being on the process of the activity and not the finished article. Creativity session link to the termly themes throughout the year and include sensory art, music and dance sessions.</i></li> <li>▪ <b>Assembly</b> <i>Assembly offers and social opportunity for students to mix with peers from other classes, share and reflect on the week and celebrate achievements and special events.</i></li> <li>▪ <b>Outside Play</b> <i>Outside play offers students the opportunity to experience play equipment, turn taking, changing seasons, sensory experiences and social interactions. The session promotes communication, physical and emotional wellbeing.</i></li> <li>▪ <b>Therapies</b> <i>Therapies are offered on a daily basis to students and follow advice from Occupational Therapists and Physio therapists, promoting physical and emotional wellbeing.</i></li> </ul>
ASDAN	<p>ASDAN Community Inclusion</p> <ul style="list-style-type: none"> <li>▪ <b>Sensory story</b></li> </ul> <p>Students engage in a weekly sensory story with a mixed group of Year 11 – 13 students from the for Sensory Provision classes, using a visual story and physical props. Topics include: The Lion, The Witch and the Wardrobe and Moana. This develops communication, literacy, and listening skills, as well as encouraging group participation.</p>				<p>ASDAN Creative Experiences.</p> <p><i>A weekly session with a mixed group of year 11 –13 students from the four Sensory provision classes. Creative experiences sessions are linked the Termly ASDAN Sensory story and offers the students opportunities to experience a range of art mediums, make choices, share resources and work as a group to create costumes and props to be used in the Sensory story sessions.</i></p>