



St Anne's School and Sixth Form College

Sensory Needs and Profile Policy

This statement was adopted in the Spring term 2017, and reviewed September 2018

1. INTRODUCTION

This policy should be read in conjunction with the Autism Policy.

At St Anne's, a large percentage of our service users have Autism. We strive to create an environment with appropriate levels of stimuli, outdoor and indoor areas and informed staff who help the pupils thrive, engage and achieve. We aim to remove barriers to learning which may be caused by the atypical development of children on the AS.

We recognise that our pupils may need support with sensory differences in

- Smell (Olfactory)
- Taste
- Touch
- Sight
- Hearing (auditory)
- Balance (Vestibular)
- Body Awareness (proprioceptive)

The pupils who are on the AS may need support with sensory overload, and so to address this, the school have developed 3 communication bases which offer limited sensory stimulation to allow the pupils to achieve.

2. ASSESSMENT

For pupils who we identify as being on the AS, Sensory Profiles are completed by staff and families in order to determine a pupil's sensory needs and preferences. This is normally informed by the EHC plan, but staff will use discretion to support all students who may have significant sensory needs. A copy of the sensory profile is available from Chris Lee, Assistant Head Teacher, Lower School.

Behaviours which are typical of a pupil demonstrating sensory seeking behaviour are:

- Fidgeting
- Rocking in chair
- Spinning

- Crashing and Bumping
- Head Banging
- Unable to sit still
- Chewing clothes
- Mouthing objects

Adaptations which may be made and identified through the sensory profile are:

- Dietary modifications
- Staff training
- Weighted blankets
- Environmental adaptations, colour, seating, use of floor space, class sizes/locations
- Communication aids
- Use of sensory circuits
- Use of sensory rooms
- Rebound therapy

3. CURRICULUM AND ENVIRONMENTAL ADAPTATIONS

We understand that pupils on the AS may need curriculum adaptations and so the school has developed 3 specific communication groups across lower, upper school and sixth form. This has meant that we are able to offer a bespoke curriculum which supports the learning style of the pupils. We are also able to consider the sensory needs that they may require support with.

Pupils have access to many different areas across the school to extend learning beyond the classroom, and the communication groups make regular use of the following areas:

- Sensory Garden
- Sensory Rooms
- Trampoline area
- Playground with climbing equipment
- Polytunnels
- Animal Care Unit
- Break-Out spaces
- School shop and Café
- Allotments
- Community Facilities
- Hydrotherapy Pool
- Kids Kitchen
- Horse Riding
- Quiet rooms

4. STRATEGIES USED WITHIN ST. ANNE'S

The school have implemented the following approaches in order to support the learning of those pupils who are on the AS.

- TEACCH
- SCERTS
- ABA
- Intensive Interaction

- PECS
- Signing
- Use of symbols
- LAMP