
Sensory Room Policy

November 2015

This policy provides clear guidelines for practice regarding the use of the Sensory Room at Feltham Hill Infant and Nursery School.

Prepared by: Head of Centre with Centre Staff

Discussed with: SLT October 2015

Agreed with Governors: Shared Space

To be reviewed and updated: November 2017

The Sensory Room is designed to be used as a Light Room or Multi-Sensory Room. Both types of room are 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 need to be well structured and repeated to consolidate learning.

The aims of the sensory room are as follows:

- To provide a managed multi-sensory experience to accommodate and provide control over:
 - Sight (vision)
 - Sound (auditory)
 - Smell/taste (olfactory)
 - Touch (tactile)
 - Self-awareness (proprioception)
 - Balance/movement (vestibular)
- To build on specific skills
- To develop sensory modulation and management
- To develop understanding and listening skills
- To increase communication and language skills
- To develop sequential and processing skills
- To develop physical and cognitive skills
- To support the attainment of SCERTs targets

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 does not present as 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 achieve their learning targets and goals in other areas of the curriculum.

Philosophy of the Room

The philosophy of the Sensory Room is as follows:

- To provide a safe & comfortable environment for pupils to experience
- To provide an immersive learning experience
- To provide respect for the equipment and each other
- To develop communication and language skills from the reactive environment
- To develop sensory skills for pupils
- To build on self-awareness and awareness of others
- To develop reciprocal interactions
- To provide control over their environment
- To encourage and develop imagination

Equipment

Description	Purpose
<u>Bubble Tube</u> <ul style="list-style-type: none"> ○ Remote control 	<ul style="list-style-type: none"> • Listening and attention skills • Receptive and expressive skills • Concepts of colour, verbs, on, off, up, • Develop of Subject, Verb, Object sentences
<u>Rotating Projector</u>	<ul style="list-style-type: none"> • Naming objects and colours
<u>A3 LED Light Panel</u>	<ul style="list-style-type: none"> • Attention skills
<u>Aromotherapy Diffuser</u> <ul style="list-style-type: none"> ○ Lavender 	<ul style="list-style-type: none"> • Sensory and emotional regulation
<u>Laptop Sound Machine</u> <ul style="list-style-type: none"> ○ Room speakers ○ Bed speakers 	<ul style="list-style-type: none"> • Multisensory experience • Sensory modulation
<u>Light Cube</u> <ul style="list-style-type: none"> • Remote control 	<ul style="list-style-type: none"> • Listening and attention skills • Receptive and expressive skills • Concepts of colour, verbs,
<u>Yoga Ball</u>	<ul style="list-style-type: none"> • Core strength skills • Gross motor skills
<u>Yoga Mats</u>	<ul style="list-style-type: none"> • Guided yoga sessions
<u>Scooter Board</u>	<ul style="list-style-type: none"> • Gross motor skills • Developing core strength
<u>Balance Board</u>	<ul style="list-style-type: none"> • Gross motor skills • Developing core strength
<u>Spinning Top</u>	<ul style="list-style-type: none"> • Balance and movement • Developing self awareness • Gross motor skills • Developing core strength
<u>Music Box</u> <ul style="list-style-type: none"> ○ Bells ○ Harmonica ○ Cymbals 	<ul style="list-style-type: none"> • Listening and attention skills • Receptive and expressive skills

<u>Tactile Box</u> <ul style="list-style-type: none"> ○ Twist and pulls ○ Soft square emotions 	<ul style="list-style-type: none"> ● Developing strength ● Emotions happy/sad ● Differences
<u>Vision Box</u> <ul style="list-style-type: none"> ○ Torches ○ UV gloves ○ Glow up duck 	<ul style="list-style-type: none"> ● Listening and attention skills ● Receptive and expressive skills

Guidelines and Timetable

1. The Sensory Room should be left clean and tidy after use.
2. Any defects in equipment or breakages should be reported to Centre Staff
3. No shoes should be worn in the Sensory Room, taking shoes off is a useful part of the routine.
4. If 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 depending on the pupils using the room.
5. Ventilation will make a room a comfortable place to work in. The Sensory Room can get very warm, depending on the activity and equipment used. Windows and the door should be left open after a session.

Week beg:		<u>Sensory Learning Planning Record</u> Group/Individual		
Session Leader:				
Date	Stimulus	Skills	Key Vocab	Equipment
Evaluation				