Sensory Curriculum Pathway

Curriculum Intent

The Frederick Holmes Sensory learners all follow the IMPACTS Curriculum; 'this is an assessment, monitoring and target setting' framework that enables the collaborative approach from Teachers, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Music Therapists, Sensory Integration Practitioners and IPASS to develop and implement holistic, person-centred learning plans that ensure the best possible outcomes for all learners.

The IMPACTS curriculum is comprised of several areas of learning, which echo areas of development and progression documented within Education Health Care Plans and the Engagement Model (EM). Within each area: Communication, Cognition, Environmental Control Technology and Self-Advocacy the Impact Assessment System gives a clear focus for learning and the teaching of specific skills through a detailed breakdown of the skills learners need to move from Pre-intentional to Formal learners.

At Frederick Holmes School, we have the highest expectations of all our learners; the Sensory Learning Pathway provides the opportunity for all learners to develop and master the skills and knowledge required to develop from Pre-Intentional to Formal learners, so they can begin to explore and engage in subject specific learning.

The 14-19 learners class also work toward ASDAN accredited Qualifications during their time at Frederick Holmes to support preparation for adulthood.
14-16 ASDAN Sensory Transition Challenge.
16-19 ASDAN Personal Progress Diploma.

Curriculum Implementation

Communication:

Establishing conventional communication can be a lifelong task for sensory learners. The IMPACTs Curriculum and Assessment System gives a clear focus for learning and teaching of communication development and clearly outlines the skills learners need to develop from Pre-intentional to Formal communicators using; their senses, expressions, gestures, vocalisations, or more formal methods using 2D representational images, signs, symbols or words. The Communication Curriculum is comprised of 'learning strands' which enable appropriately personalised learning targets to be set for all learners: for example, a pupil who has a severe visual impairment may have consistent responses and interactions using their auditory skills, therefore targets from the 'Hearing' strand would be selected. A pupil with hearing and visual impairments will require a touch-based learning pathway, which can be facilitated using the 'Tactile' learning strand. Learners with restricted physical movement may be incredibly effective communicators using their eyes, targets from the 'Vision' strand would be set to develop their communication skills. All targets are sensitively identified reflecting the individuality, needs and preferred sensory learning style of each learner.

A responsive communication environment with attentive adults are the most important resource to teach learners communication skills. All adults working with sensory learners are responsive to any communication from them, however subtle. This communication may well be Pre-intentional but by responding to the interaction and extending it, learners can learn fundamental skills. This approach is often referred to as **Intensive Interaction**. This technique is used consistently with learners at all times during the school day and in all learning and social contexts, it may take the form of: briefly attending to someone, sharing attention and learning to extend attention skills, concentrating on a person, taking turns, having fun, using and understanding; eye-contact, physical contact, gesture, vocalisations and facial expressions. The approach works by progressively developing enjoyable interaction sequences between the interaction partner and the person doing the learning, which takes place during Sensory Stories, Let's Play sessions and 1:1 intervention. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication, this process of overlearning supports long-term memory development and enables learners to demonstrate their developing understanding and recall of these fundamental communication skills.

The use **of Body/Verbal Cues** and **Objects of Reference** are essential Communication tools used consistently with all sensory learners within Frederick Holmes school. They aid developing understanding, recognition and anticipation of daily school routines, lesson activities, transitions and when activities are about to begin and end. Each pupil has access to their own set of Objects of Reference.

Cognition

The IMPACTs Curriculum and Assessment System gives a clear focus for learning and teaching of Cognition through a detailed breakdown of the skills learners need to move from Pre-intentional to Formal cognitive understanding using; their senses, expressions, gestures, vocalisations, signs, symbols or words.

Sensory learners require the support of skilled staff to facilitate exploration of the people, objects, places and experiences they encounter each day. This helps learners to develop awareness and understanding of how to interpret and interact with the world around them. They may have difficulty in making sense of the world and need many repeated opportunities to handle and test objects, look for patterns and sequences in experiences. As learners begin to develop an understanding that they can have an effect on their world, they can be offered a much wider range of activities and objects to explore. When cause and effect has been established, early problem solving can begin. The Cognitive Curriculum includes the following learning strands: Responsiveness, Discovery, Initiation, Curiosity, Persistence and Anticipation, these essential elements are also reflected in the newly introduced statutory **Engagement Model** assessment framework.

Environmental Control Technology (ECT)

This section of the IMPACTS Curriculum also supports learners Cognitive understanding of cause and effect, while also maximising individual independence skills. As with both Communication and Cognition, there are multiple learning strands that carefully breakdown the key skills learners will need to develop to progress from Pre-Intentional to Formal learners. The learning strands consider physical access, motivational effects, developing independence, switching and communication, so that appropriate targets can be selected to develop specific areas appropriate to the individual needs and abilities of learners. It also encompasses fun-filled enriching experiences with cutting edge technology including access to tablets, Eye-gaze, Immersive 4D learning environment, Food Technology room, Computing and an assortment of switch activated technology, toys and software that assists with developing independent, purposeful participation.

Self-Advocacy (Physical, Social and Emotional Well-Being)

This element of the IMPACTs Curriculum has been identified to support the most complex of our Sensory Learners at Frederick Holmes. The Engagement Model recognises that there are times young people will struggle to make progress, they may plateau or suffer from regressive conditions, this is the case at Frederick Holmes School. The very complex and unpredictable heath needs of these learners requires a more holistic approach that focuses on how learners respond to a range of sensory stimulation. Sensory stimulation is essential in enabling sensory learners to use all their senses for learning and interacting with the world around them. It nurtures the core senses of touch, taste, sight, sound and smell, our sense of self, how to touch, reach, push or pull objects in our world, this supports pupil awareness of different body movements: E.g. hoisting, rolling, using tilt in space on wheelchairs, hydrotherapy.

The increased awareness of sense of self enables learners to have a better understanding of their own bodies, how to move them and use them to connect and have an effect on their immediate environment or communication partner, as well as maintaining physical well-being and comfort. This is achieved through a range of therapeutic activities and interventions such as Body Awareness, Tac Pac, Sensory and Dance Massage, access to Rebound Therapy, Hydrotherapy, adapted cycles and personalised Physical Management programmes which are overseen by a lead Physiotherapist and Occupational Therapist and completed each day by the class teams. Skilled, responsive Key Worker staff are able to anticipate the needs of our most complex learners and respond appropriately. The Emotional, Enjoyment, Advocacy and Attachment learning strands of this area of the IMPACTS Curriculum ensures that the adult focus is on supporting and understanding how and why learners respond or act in certain ways, expressing like responses through: visual, physical connections, smiling, giggling, reaching, actively listening and dislike responses, using gestures, showing a lack of

engagement, distress, sadness. We are also able to discover if learners have important personal motivational objects or routines that must be maintained to promote and sustain emotional regulation, this allows the appropriate intervention to be put in place or referral to specialist services made, so that all learners are supported to be happy, calm, comfortable, curious, communicative and proactive learners.

Curriculum Impact

Progression is linked to the Impacts Curriculum which details the micro-steps of learning that learners need to acquire to move from Pre-Intentional to Formal Learners across Cognition, Communication and Environmental Control Technology.

To enable learners to develop the skills required to access long term memory, they are immersed in an enriching and inspiring curriculum. All learners within the Sensory phase access repeated learning activities so that they are able to begin to show signs of recall and sensory memory development. As part of the sensory curriculum offer, learners are able to repeatedly delve into sensory story-telling sequences and become characters in sensory story and drama activities. The importance of recognising sequence and pattern in the world around us, influences, Art, Music and Sensory scientific activities. Forrest school and community learning opportunities enable learners to encounter and explore the natural environment and develop our citizenship skills. Learners are supported to develop sense of self, others and developing relationships through our PSHE learning pathway. All learners also access PE, Sensology, Sensory Massage activities and have consistent daily access to Body Signs and Objects of Reference to develop communication skills.

Whilst we maintain high expectations and encourage progress in all our learners, we recognise them as individuals who have, or are still overcoming multiple barriers to learning. Considering their EHCP outcomes alongside regularly reviewed Personalised Learning Plans, ensures the progress they make is meaningful and purposeful to their development.

Engagement Model Areas	IMPACTS Pre-Intentional	IMPACTS Intentional	IMPACTS Formal
Exploration	At the earliest stages of the Pre-intentional level, learners will be present during the activity, however their participation will by fully prompted by TA's and Teachers. Learners are very likely to be passive and may only demonstrate startle or reflex responses to an activity, where this is the case, learners are not yet at a level that indicates progress within the EM. Please ensure you refer directly to the definitions within the EM Guidance. As learners progress across this stage, learners will begin to demonstrate similar responses to specific stimuli observed by a key familiar adult, they may begin to experiment with different observable means of **exploration** through fleetingly responding	At the earliest stages of this level, learners will begin to show a definite awareness of their environment and of how to discover more about people/objects/activities/places through preferred exploration strategies. Learners will show clear intention to **explore** aspects of objects, people, stimuli and learning activities using a single sensory system or strategy, tracking, visually fixating, reaching, holding, actively investigating. Learners will begin to show like/dislike responses. As learners progress along this level, they will discover/ **realise** that they can use their **exploration** skills in increasingly complex	At the earliest stages of this level, learners will be able to consistently demonstrate a complex range of **exploration** and interaction strategies to actively join in with a range daily routines and different lesson contexts. Learners will anticipate exploring and interacting with objects when visual/auditory and tactile prompts are reduced and removed. Learners will demonstrate a consistent understanding **(realisation**) of how to explore and interact with objects/people to bring about a desired effect/outcome following an appropriate sensory cue/reduced cues/cues removed. Learners will consistently maintain their attention and alertness **(Persistence 20 mins min)** to explore

	and investigating using their preferred sensory skill supported by a very familiar member of staff, though not consistently. This may be the emergence of curiosity, exploration and can be referred to in this way.	ways, involving a number of sensory systems or strategies to engage with staff and objects, learners will be able to repeat skills and sustain their attention **(persistence)** during activities to learn more about them, with different people, in different places and at different times of the day.	and experience a range of sensory props, actions and stimuli in a range of lesson activities, at different times of the school day, week, in different learning environments and with different members of staff.
Realisation	At the earliest stages of the Pre-intentional level, learners will be present during the activity, however their participation will by fully prompted by TA's and Teachers. Learners are very likely to be passive and may only demonstrate startle or reflex responses to an activity. As learners progress across this stage, they will begin to demonstrate similar responses to specific stimuli observed by a key familiar adult, they may begin to experiment with different observable means of realisation through fleetingly responding and investigating very specific stimuli, though not consistently. This may be the emergence of responsiveness/realisation and can be referred to in this way.	At the earliest stages of this level, learners will begin to show **realisation** of people/objects/activities/places and an intention to **explore** aspects of learning activities using a single sensory system or strategy. Learners will begin to show like/dislike responses. As learners progress along this level, they will **realise** that they can use their **exploration** skills in increasingly complex ways, involving a number of sensory systems or strategies to engage with staff and objects, learners will be able to repeat skills within a session and sustain their attention for longer periods. Learners will begin to show recall of specific objects, lesson activities or sequences and may **anticipate** stimuli/responses/interactions with different members of staff following the use of visual/auditory or tactile cues.	At the earliest stages of this level, learners will be able to consistently demonstrate realisation and recall of a complex range of exploration and interaction strategies to actively join in, during a number of different lesson contexts. Learners will demonstrate a consistent understanding **(realisation**) of how to interact with objects/people to bring about a desired effect/outcome following an appropriate sensory cue, learners may show consistent responses when prompts are reduced and removed. Learners will show realisation of routine activities through excitement and anticipate elements of familiar learning activities. Learners will consistently maintain their attention and alertness **(Persistence 10 mins min)** during turn taking activities and lesson sequences. As learners progress along this level they will realise that they can copy modelled actions and use recall of these actions to spontaneously request **(initiate**) interactions (no cues required) and observe the effects with interest.
Anticipation	At the earliest stages of the Pre-intentional level, learners will be present during the activity, however their participation will by fully prompted and supported by TA's and Teachers. Learners are very	Following the consistent use of Objects of Reference, Body Signs and repeated exposure to set routines, lessons and activities; learners will begin to show recall of specific daily routines, lesson activities and interaction	Learners at this level will demonstrate a clear awareness of daily structured routines. This might be as direct result from the consistent use of Body Signs/verbal cues/personal motivation objects and very familiar learning/social routines. Learners will

	likely to be passive and may only demonstrate startle or reflex responses to an activity. As learners progress across this stage, learners will begin to demonstrate similar responses to specific stimuli/people and or places observed by a key familiar adult, they may begin to experiment with different observable means of recognition/anticipation of events or people through fleetingly responding/noticing and investigating, though not consistently. This may be the emergence of anticipation and can be referred to in this way.	sequences and **anticipate** stimuli/responses/interactions with different members of staff at various times of the school/day week. Learners will be able to apply skills to several different contexts and will begin to show awareness of cause and effect during ECT sessions, through intentionally activating switches and responding to effects.	continue to show signs of recognition and anticipation of routines, even when prompts are reduced and removed. Learners will be able to demonstrate consistent anticipation of events at different times of the day/week while supported by different members of staff and less or unfamiliar people. Learners will be able to show a consistent understanding of cause and effect, in a wide range of activities when supported by less familiar members of staff.
Persistence	At the earliest stages of the Pre-intentional level, learners will be present during the activity, however their participation will by fully prompted by TA's and Teachers. Learners are very likely to be passive and may only demonstrate startle or reflex responses to an activity. As learners progress across this stage, they will begin to demonstrate similar responses to specific stimuli observed by a key familiar adult, they may begin to experiment with different observable means of **Persistence** through brief repeated responses using their preferred sensory skill, though not consistently. This may be the emergence of Persistence and can be referred to in this way.	At the earliest stages of this level, learners will begin to show a **realisation** that they can interact with people/objects/activities/places and an intention to **explore** aspects of learning activities using a single sensory system or strategy. The combination of these skills will enable learners to develop their own ways of repeating responses to show **Persistence.** Learners will begin to show like/dislike responses. As learners progress along this level, they will **realise** that they can use their **exploration** skills in increasingly complex ways, involving a number of sensory systems or strategies to engage with staff and objects, learners will begin to anticipate routines and will consistently repeat intentional responses and sustain their attention **(persistence)** during activities to initiate more of favoured activities and to learn more about them, with different	At the earliest stages of this level, learners will be able to consistently demonstrate a complex range of intentional responses and interaction strategies to actively join in, during a number of different lesson contexts. Learners will use skills to extend their attention and show **Persistence.** Learners will demonstrate a consistent understanding **(realisation**) of how to interact with objects/people to bring about a desired effect/outcome following an appropriate sensory cue, they will persist until they have achieved a desired outcome. Learners will consistently maintain their attention and alertness **(Persistence 10 mins min)** during turn taking activities and lesson sequences and **anticipate** responses following body signs/objects of reference/visual/auditory cues.

		people, in different places and at different times of the day.	
Initiation End Points	At the earliest stages of the Pre-intentional level, learners will be present during the activity, however their participation will by fully prompted by TA's and Teachers. Learners are very likely to be passive and may only demonstrate startle or reflex responses to an activity. As learners progress across this stage, they will begin to demonstrate similar responses to specific stimuli observed by a key familiar adult, they may begin to experiment with different observable means of **initiation** through fleetingly responding and investigating, though not consistently. • Learners will show consistent awareness of their own hands/fingers. • Learners will show awareness of high contrast, single moving objects. • Learners will show a consistent response to 1 interaction/object/activity/game. • Learners will alter vocalisations to communicate their needs/express feelings. Pain, tired, hungry, happy.	At the earliest stages of this level, learners will begin to show repeated awareness of people/objects/activities/places and make requests (initiate) to repeat aspects of learning activities using a single sensory system or strategy. Learners will begin to show like/dislike responses and initiate 'more' of preferred activities, through their preferred communication strategy. As learners progress along this level, they will realise that they can use their **initiation** skills involving a number of sensory systems or strategies to engage with staff and objects. Learners will consistently show like/dislike responses. Learners will begin to show recall of specific lesson activities or sequences and **initiate** interactions with stimuli with different members of staff at various times of the school/day week. • Learners will pick up and release objects with accuracy. • Learners will anticipate responses to 3 Body Signs consistently. • Learners will transfer their gaze between object and adult. • Learners will use a consistent strategy to request 'more'.	At the earliest stages of this level, learners will be able to consistently demonstrate a complex range of interaction strategies to actively join in and **initiate** activities during a number of different lesson contexts. Learners will demonstrate consistent understanding of how to interact with objects/people to **initiate** a desired effect/outcome following an appropriate sensory cue. Learners will consistently maintain their attention and alertness, during lesson sequences and anticipate responses following body signs/objects of reference/visual/auditory cues. As learners progress along this level, they will copy modelled actions and use recall of these actions to spontaneously request **(initiate**) interactions and observe the effects, when working with different members of staff at different times of the day/week. • Learners will demonstrate consistent understanding of 7 Objects of Reference in different environments. • Learners will select: object/ photo/ symbol (from choice of 2) to indicate need/want. • Learners will start and end interactions (smiling and making eye-contact).

	• Learners will alert/attend/calm to music. • Learners will show consistent responses to 4 sensory stimuli.	• Learners will consistently take turns vocalising with an adult/peer. • Learners will sustain their attention for 5 minutes.	• Learners will use prior knowledge to actively engage. • Learners will show awareness of number when given contextual cues (number songs). • Learners will hold books, turn pages and attend/look/feel the pages. • Learners will take turns and share objects with others. • Learners will consistently express likes and dislikes. • Learners will sustain their attention for 10 minutes.

Frederick Holmes School