

# Brookhurst Primary School

*A place to think and grow* 



## Sensory room Policy

January 2024

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## **Statement of intent**

Brookhurst Primary School understands that all pupils learn differently, and we endeavour to cater for these differences – that's why we have established a sensory room to help ensure our curriculum is accessible to all our pupils. In the sensory room, pupils are provided with a safe and engaging space in which they can develop their sensory skills.

By adhering to this policy, we will aim to ensure the continuous development of our curriculum offering, so that all pupils have equal opportunities to learn in a stimulating and supportive learning environment.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 15 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Equality, Equity, Diversity and Inclusion Policy
- Health and Safety Policy
- Complaints Procedures Policy
- Behaviour Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Ensuring the school offers equal opportunities for all.

The headteacher is responsible for:

- Conducting, in liaison with the sensory room supervisor a thorough risk assessment of the sensory room.
- The day-to-day implementation of this policy.
- Ensuring the sensory room is safe and complies with all health and safety requirements, in line with the Health and Safety Policy.

The sensory room supervisor is responsible for:

- Conducting, in liaison with the headteacher, a thorough risk assessment of the sensory room.
- Assessing how the needs of individual pupils can be met by using the sensory room.
- Delivering effective training to all staff who supervise the sensory room.
- Ensuring the sensory room is kept clean.
- Conducting visual electrical inspections in the sensory room, to ensure electrical equipment is safe.

- Establishing the access arrangements to the sensory room, including how long the sessions will last.
- Ensuring all equipment is fit for use and removing anything that is not.
- Liaising with parents to ensure pupils utilise the sensory room in a way that is beneficial to individual pupils.
- Liaising with the SENCO where necessary.
- Communicating with parents on how the school believes the sensory room can be used to benefit their child.

The SENCO is responsible for:

- Identifying pupils who may benefit from spending time in the sensory room and informing the sensory room supervisor.
- Liaising with the sensory room supervisor and teachers where necessary.
- Determining the frequency at which a pupil is permitted to access the sensory room.
- Training teaching staff on how to effectively work with pupils with SEND.

Teachers are responsible for:

- Identifying pupils who may benefit from spending time in the sensory room and informing the sensory room supervisor.
- Assisting with supervising the sensory room following training from the sensory room supervisor.
- Ensuring the sensory room is left tidy when they finish their supervision duties.
- Promoting positive behaviour when pupils are using the sensory room.
- Ensuring pupils are safe when they are supervising the sensory room.

Parents are responsible for:

- Liaising with the sensory room supervisor to ensure their children are utilising the sensory room effectively.

Pupils are responsible for:

- Behaving appropriately when using the sensory room.
- Respecting the equipment in the sensory room and not causing damage to any resources.
- Listening to the sensory room supervisor at all times.
- Providing feedback to the sensory room supervisor so that the school can continue to develop its usage and effectiveness.

### **3. Aims and objectives of the sensory room**

The sensory room will be used to:

- Create a calming environment where pupils can learn.
- Stimulate learning.
- Provide an uncluttered and engaging environment where pupils can develop their sensory and social skills.

Through using the sensory room as per the specific needs of pupils, the school will enable all pupils to access the curriculum, which will ensure they can reach their full potential.

The sensory room will be used to help stimulate and maintain pupils' curiosity and enjoyment in their education.

By using the sensory room, the sensory room supervisor will aim to identify and assess pupils' needs and provide the appropriate support.

The sensory room will aim to help pupils with social, emotional and mental health difficulties, in line with the school's Social, Emotional and Mental Health (SEMH) Policy.

The sensory room will focus primarily on the following senses:

- Touch
- Vision
- Sound
- Balance

## 4. Curriculum

While the sensory room will be used primarily for pupils with SEND, the school understands that many pupils are likely to benefit from its use. As such, the sensory room may be used by all pupils, as deemed appropriate by the sensory room supervisor.

The sensory room will aid teachers in delivering a broad and balanced curriculum by:

- Providing a controlled area in which teachers can reduce or subdue conflicting sensations to enhance a pupil's concentration capability.
- Providing a space that aims to cater for the individual needs of all pupils.

## 5. Access

The sensory room is located within the inclusion area next to the SEND office.

Using the record of pupils who can use the sensory room, the sensory room supervisor will develop a timetable that ensures the following:

- The sensory room is utilised by no more than one pupil at a time
- There is at least one member of staff with each group of pupils in the sensory room
- Pupils are allocated enough time using each piece of equipment so that they can benefit from its use

The sensory room will be accessible to all, including those in wheelchairs, e.g. not located up a flight of stairs.

The frequency at which a pupil attends a sensory room session will be determined on a case-by-case basis by the sensory room supervisor and SENCO, if appropriate. Some pupils may require a daily session, whereas others may require more or less frequent visits.

The sensory room will be large enough that it is not likely to cause claustrophobic distress to pupils.

Where the sensory room is used for one-to-one tuition, the Child Protection and Safeguarding Policy will be adhered to at all times, e.g. the door will be left open.

Doors will not be locked when the sensory room is in use.

The sensory room's usage will be in accordance with the school's Inclusion Policy.

## **6. Risk management**

The sensory room supervisor will conduct a thorough risk assessment in liaison with the headteacher.

As the sensory room's use will be adapted depending on pupils' needs, the risk assessment will be reviewed annually and updated following any changes to the use of the sensory room, e.g. new equipment.

The sensory room supervisor will ensure the room is clean and safe following each session. The cleaning staff will clean the sensory room every day after pupils have left the school.

The sensory room supervisor will conduct daily visual electrical inspections to ensure wires are not a trip hazard and all electrical equipment is being used safely. At the start of each day, the sensory room supervisor checks all equipment to ensure it is safe to use. If faulty or damaged equipment is found, it is removed immediately, and the sensory room supervisor is responsible for getting it repaired or replacing it.

All supervising staff will receive annual training from the sensory room supervisor to ensure they understand how to use the sensory room effectively.

As the sensory room will primarily be used by pupils with SEND, supervising staff will receive annual training from the SENCO on how to effectively work with pupils with SEND.

All supervising staff will be familiar with the Special Educational Needs and Disabilities (SEND) Policy.

If pupils with medical conditions are using the sensory room, supervising staff will be aware of how their conditions may affect their usage of the room. Staff will act in line with the school's Supporting Pupils with Medical Conditions Policy at all times.

The Child Protection and Safeguarding Policy will be adhered to at all times.

## **7. Principles of use**

The sensory room will not be used as a behaviour management method, e.g. an isolation room. All access arrangements, as outlined in the [Access](#) section of this policy, will be adhered to at all times.

Teachers will give advice as to where pupils would benefit from spending more time. The supervising staff will ensure that pupils spend enough time at the relevant stations to make sure pupils are benefiting from the activity.

Pupils will be informed that, while the sensory room provides an engaging and stimulating place for learning, they are expected to behave in accordance with the school's Behaviour Policy.

## **8. Monitoring and review**

The policy is reviewed on an annual basis by the headteacher, in conjunction with the sensory room supervisor.

Any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is January 2024.



## Consent Letter for Parents

Address line one

Address line two

City/town

Postcode

Date

**RE: Consent form for pupils using the sensory room**

Dear name of parent,

We are writing to you as the school believes that your child would benefit from spending 30 minutes a day in our sensory room. Please find attached an [Assessment of Pupil Needs](#) document – we have outlined in this document how we think the sensory room can help your child. If you have further questions, please feel free to contact the sensory room supervisor on contact number.

The core functions of the sensory room are to:

- Create a calming environment where pupils can learn.
- Stimulate learning.
- Provide an uncluttered and engaging environment where pupils can develop their sensory and social skills.

Through utilising the sensory room, we aim to help pupils develop their sensory skills in an engaging, safe and stimulating room. For example, some of our pupils have difficulties with balance – by spending some time every day in the sensory room, we are developing this skill.

Please complete the included consent form and return it to the school office as soon as possible. Once we have received your response, the sensory room supervisor will contact you on the number provided to arrange a meeting where you will be invited to discuss further how your child will use the sensory room.

Thank you for taking the time to read this letter.

Kind regards,

Name

Headteacher

Signature

## Assessment of Pupil Needs and Consent Form

As the sensory room should be used by pupils based on their specific needs, the school uses the below table to assess how pupils' needs can be met by the sensory room.

**[For the sensory room supervisor to complete; however, ensure this is sent to parents with the letter above]**

<b>Name of pupil:</b>	
<b>Year group:</b>	
<b>Details of any SEND or other needs, e.g. trauma:</b>	
<b>How can the sensory room help the pupil?</b>	
<b>Is the equipment already in the sensory room or will it need to be purchased?</b>	
<b>If the equipment will need to be purchased, please provide further details, e.g. cost, installation details, health and safety considerations:</b>	
<b>Signature:</b>	
<b>Job role:</b>	

**[For parents to complete]**

<b>Do you consent for your child to attend the sensory room for <u>30 minutes every day</u>?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If you selected yes, please complete the below sections.</b>		
<b>Has your child expressed any issues that they want help with? Please provide details.</b>		

**How would you like the sensory room to be used to benefit your child?**

**Signature:**

**Name:**

**Relationship to pupil:**

**Contact number:**

Please return this slip to the [school office](#), where it will be given to the sensory room supervisor. The sensory room supervisor will be in contact with you on the number provided to arrange a meeting to discuss your child's needs.

## **[New] Equipment Log**

The table below indicates what equipment can be found in the sensory room, what its function is and any further comments regarding the equipment. This log is maintained so that health and safety checks can be made effectively, and the school can identify how a new pupil may benefit from the resources.

<b>Equipment/stations</b>	<b>Function</b>	<b>Comments</b>
<u>White board</u>	<u>Allows pupils to develop their motor skills</u>	<u>The board is quite old and dirty now – a replacement is being sought.</u>
<u>Building brick wall</u>	<u>This allows motor skills to be developed as well as enhances creativity and instruction following skills</u>	
<u>Bouncing balls</u>	<u>Bouncing on gym balls provides pupils with a full body input; however, it can overstimulate some pupils</u>	<u>Several of the balls are flat. They are being mended.</u>