



Chadsgrove School

Sensory Impairments Policy

September 2019

Policy No: 37

This policy will be reviewed annually by the governing body

Next Review Date: September 2020

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1. Introduction

1.1. The following statement forms the basis of the education that is offered to pupils with a sensory impairment at Chadsgrove School:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.' SEND Code of Practice: 0-25 years (DfE, 2015)

1.2. At Chadsgrove School, we recognise that pupils with a Hearing Impairment (HI), Visual Impairment (VI) or Multi-Sensory Impairment (MSI) require specialist teaching and interventions in order for them to progress and flourish in their curriculum pathway.

1.3. It is also noted that some pupils with Profound and Multiple Learning Difficulties (PMLD) may benefit from such specialist support, even when they are not specifically diagnosed with a MSI, due to the difficulty that they may experience in integrating sensory information effectively.

2. Purpose

2.1. The purpose of this policy is to outline the support available for pupils with Sensory Impairments at Chadsgrove School.

3. Aim(s)

3.1. This policy has the following aims to ensure that:

- Those who teach pupils with Sensory Impairments have the appropriate training and support
- Pupils with a Sensory Impairment have access to additional support or interventions from specialist staff, including advice from Babcock Prime Education Services Sensory Impairment Team
- Information regarding pupils with a Sensory Impairment is updated and shared appropriately
- The necessary resources for these pupils are available in school and used effectively to ensure the best possible outcomes

4. Wider school aims/ethos

4.1. This policy supports our school aim of 'offering a broad, balanced, engaging and enriching curriculum, which is highly differentiated and personalised in order to meet each child's individual needs'. (Chadsgrove School Self-Evaluation Form 2018)

5. Consultation

5.1. This policy was written by Melanie Bullivant, PMLD Leader, in consultation with:

- Angela Macvie, Deputy Head
- All teaching staff
- Babcock Prime Education Services Sensory Impairment Team

6. Sources and References

6.1. The following sources and references have been used to support the development of this policy:

- Department for Education (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 Years. London: DfE.
- A curriculum for multi-sensory-impaired children from MSI Unit Victoria School Birmingham (2009) London: Sense
- National Sensory Impairment Partnership website (<https://www.natsip.org.uk/>)
- Babcock Prime Education Services Multi-Sensory support services (<https://www.babcockprime.co.uk/disadvantaged-and-vulnerable-learners/multi-sensory>)

7. Roles and Responsibilities

7.1. The following groups of people are involved in implementing this policy:

Governors

- Governors are responsible for reviewing this policy annually and meeting with the MSI Leader where necessary to discuss strengths and areas for development.

The Head Teacher

- The Head Teacher is responsible for monitoring the work of the MSI Leader, through the Performance Management Cycle.

The MSI Leader

- The MSI Leader is responsible for ensuring that information regarding pupils with Sensory Impairments is updated and available to all relevant staff, maintaining links with the Babcock Prime Education Services Sensory Impairment Team, liaising with the Visual Impairment Co-ordinator in school and ensuring adequate resources are available to support teaching and learning.

Class teachers

- Class teachers are responsible for ensuring that pupils with sensory impairments in their classes are effectively supported through detailed planning, differentiation and personalisation of learning activities.

Teaching Assistants

- Teaching Assistants are responsible for supporting pupils' learning and well-being, by following the guidance of class teachers

8. Planning

- 8.1. Information regarding pupils with specific sensory impairments is recorded on their individual Communication Profiles; these are updated annually by class teachers, in consultation with the Leader for Alternative and Augmentative Communication.
- 8.2. Medium Term Planning, written by class teachers, contains information regarding curriculum impact for pupils: within this, personalised outcomes for those pupils with Sensory Impairments is recorded as appropriate.
- 8.3. The VI Co-ordinator plans individual support for allocated pupils; her timetable outlines when this support takes place on a weekly basis and she completes the planning for these sessions, following advice, as appropriate from Babcock Prime Sensory Impairment Service.

9. Teaching

- 9.1. Pupils with Sensory Impairments are taught in whole class sessions, with their peers. They receive support from trained teaching assistants.
- 9.2. Pupils' Education Health and Care Plans contain information regarding their sensory impairments; the provisions contained in these documents outline the nature of support required in order to ensure that they are able to access the curriculum and make progress in their learning.
- 9.3. Pupils with sensory impairments are able to experience a 'total communication environment', which includes aspects of using on-body signing, sensory cues and objects of reference in order to support their sensory needs.

10. Organisation

- 10.1. In addition to the curriculum, pupils with sensory impairments have access to a range of interventions, including timetabled sessions with the VI Co-ordinator and the chance to access a variety of sensory experiences such as the Multi-Sensory Room.

11. Training/ CPD

- 11.1. Internal and external training opportunities are offered to all staff, as appropriate, in order to develop their expertise in teaching and supporting pupils with Sensory Impairments. The impact of this is that pupils experience a rich diverse curriculum that results in improved outcomes. The Senior Leadership Team ensure good practice is disseminated and staff skills enhanced.
- 11.2. Several staff, including the MSI Leader, the VI Co-Ordinator, class teachers and teaching assistants, have recently completed the OLT(On-Line Training) Multi-Sensory Impairment Course from Babcock Prime.

12. Equal Opportunities

- 12.1. Chadsgrove School seeks to create a supportive environment which is free from discrimination and which encourages all pupils and staff to participate fully in the life of the school:
- The school curriculum is broad, balanced and relevant to all pupils
 - Varied teaching styles are incorporated to suit pupils' learning styles
 - All pupils have equal opportunity and choice of extra-curricular activities
 - All pupils are offered a range and choice of appropriate leisure activities

13. Health and Safety

- 13.1. In addition to the general health and safety practices of the school, the following policies may be particularly pertinent with regard to the health and safety of pupils with Sensory Impairments:
- Medicines and Medical Interventions (Policy Number 91)
 - Manual Handling (Policy Number 49)

14. Including Parents

- 14.1. Parents are encouraged to maintain regular communication with class teachers regarding their child's progress and well-being. This includes:
- Daily written comments in each pupils' Home/School Book
 - Termly Parents' Evenings
 - Annual Reviews and Reports
 - Invitations to ongoing events such as Awards Assemblies, Family discos, Coffee Mornings, Family craft sessions etc.

15. Resources:

- 15.1. Pupils have access to a range of resources, including:
- Whole school resources such as the Hydrotherapy Pool, Multi-Sensory Room, Music Room, Rebound Room and Food Technology Room
 - Sensory resources, located in the PMLD classrooms, which particularly include visual, auditory and tactile resources

16. Assessment and Moderation

- 16.1. All pupils are assessed in line with their current Curriculum Pathway; the ways in which pupils are assessed depends upon whether they are following a Formal, Semi-Formal or Pre-Formal curriculum.
- 16.2. Detailed assessment information can be found in the Assessment, Recording and Reporting Policy (Policy Number 43).
- 16.3. In addition to teachers' assessments, pupils with Sensory Impairments may also be assessed by teachers from Babcock Prime Education Services Sensory Impairments Team. Currently, Linda Webb and Claire Manford work closely with the school to carry out these assessments and to provide ongoing support for class teachers.

17. Monitoring and evaluation

17.1. Class teachers' Medium Term Plans are monitored on a termly basis by the Senior Leadership Team and Phase Leaders.

17.2. Work scrutiny is carried out on a termly basis by the Senior Leadership Team and Phase Leaders.

18. Linked policies

18.1. The Sensory Impairments Policy should be read in conjunction with the following policies

- PMLD (Policy Number 26)
- Marking and Feedback(Policy Number 98)
- Monitoring and Evaluation of Teaching and Subject Co-Ordination (Policy Number 72)
- Assessment, Recording and Reporting (Policy Number 43)

19. Monitoring and Review

19.1. This Policy is reviewed on an annual basis by the Sensory Impairments Curriculum Leader and Governing Body.

19.2. This policy was written in September 2019 and will be reviewed in September 2020.