



# SENSORY ROOM POLICY

Document prepared by	: Maya Hamoud- SENDCo
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## I-Introduction

This document provides clear guidelines for practice regarding the use of the Sensory Room at ICE School.

It outlines the people responsible for the room and their responsibilities; the philosophy and aims of the room; a description of the equipment and their uses; guidelines for using the room and its timetable and other relevant information for planning a Sensory Room session.

The Sensory Room provides a point of access to teaching activities, which will enable SEND students to take part in regular classroom activities. The Sensory Room in itself does not present a curriculum but a way of enriching learning, developing language and communication and facilitating sensory experiences. It is one of the tools to increase students' understanding of the world they live in and is intended to help them to achieve their learning targets and goals in other areas of the curriculum.

## II- Aim of the Sensory Room :

The Sensory Room is designed to be used as a Multisensory Room.

Currently, we have one sensory room in the Kindergarten Section.

The room is designed to help staff achieve curriculum, as well as its importance to support students who require additional sensory stimulation and language because of their learning difficulties, short attention span, low motivation or sensory losses. It is also intended for relaxation and for releasing frustration. Sessions will need to be well-structured and are repeated to consolidate learning

\*The aim of the Sensory Room sessions is:

- to provide a multi-sensory experience
- to build on specific skills
- to develop understanding and listening skills
- to increase communication and language skills
- to develop sequential and processing skills
- to develop physical & cognitive skills
- to enjoy the experience of being in the sensory room

## III- Accessibility of the Sensory Room:

The sensory room will be accessible based on a fixed schedule planned by teachers and SENDCo. Students who are on the spectrum (ASD), students who have behavior difficulties and students who have sensory integration deficiency will use the sensory room.

This ultimate goal is to make the room accessible for KG students – to be decided and discussed in term three.

## IV-Responsible Person Details & Responsibilities : SENDCo

Duties & Responsibilities:

- To ensure the policy document is read and followed
- To keep the timetable up-to-date
- To organize any tailored training
- To update the policy on an annual basis
- To check and report broken equipment
- To attend relevant training
- To request new equipment

V- Philosophy of the Sensory Room is as follows:

- To provide a safe & comfortable environment for students to experience
- To provide respect for the equipment & for each other
- To develop communication & language skills from the reactive environment
- To develop sensory skills for pupils
- To build reactive people
- To encourage & develop imagination
- To enjoy the experience of being in the sensory room

Guidelines

- The Sensory Room should be left clean and tidy after use.
- Any defects in equipment or breakages should be reported to the Bursar and SENDCo
- No shoes should be worn in the Sensory Room
- If the equipment is used, it is important that one piece of equipment is used at one time. This will avoid over-stimulation and distraction.
- Careful consideration will be given to each student's situation to determine who and how many carers might need to be present when s/he is using the sensory room.

VI- Description of the equipment:

<b>Material</b>	<b>Benefits</b>
punching bags	-Help in releasing frustration and staying -focus on one thing -Help students get all their emotions out
Ropes (similar to gym ropes)	-Provide stress relief and feedback to the joints
Puzzle mat	-Safety of the students and help in controlling the sound
Covering the light –shades on the ceiling	Change the light and students will feel the change
Bouncing balls	-Give students sensory input -Provides calming and deep-pressure touch (squishing)
Swing	-calming movement (under process)
Crashing pads	-safe space to crash into -offers full-body tactile stimulation
Walking path	-work on balance and coordination -Promotes balance and body awareness
Trampoline	-Helps develop much needed gross motor skills. As students jump, the rebounding action helps to improve balance, encourages muscle development, and strengthens bones and joints