Cedar Park School

Sensory Room Policy

Rationale

This document provides clear guidelines for practice regarding the use of our sensory room at Cedar Park School. It outlines the responsibilities and guideline of those using the room, the philosophy and aims of the room. This policy should be read in conjunction with the risk assessment for the equipment that is specific to the setting.

Who is the Sensory room for?

The sensory room is designed to cater for all children. There is a focus on meeting the particular needs of pupils who require additional sensory stimulation and language because of their learning difficulties, poor attention span, low motivation or sensory losses. It is a safe, comfortable and relaxing environment.

The sensory room provides 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 to achieve their learning targets and goals in other areas of the curriculum.

The sensory room is a calm quiet environment and can be used by our ELSA lead for sessions when supporting children SEMH needs. It is also a room that we use to facilitate sensory circuits that involve the disciplines of altering, organising and calming.

Purpose

- To provide a safe non- threatening environment.
- To provide a multi-sensory experience, heightening awareness and interaction or promoting relaxation.
- To build on specific skill.
- To develop understanding and listening skills.
- To increase social skills, communication and language skills.
- To develop physical, sensory and cognitive skills.
- To encourage and develop imagination.
- Motivational tool for all children within school.

Duties and Responsibilities for all staff

- To ensure the policy document is read and followed.
- To check and report broken equipment.
- To arrange repair of equipment.
- To attend relevant training.
- To ensure the room is kept clean and tidy.

Duties and Responsibilities for SENDCO

- To keep the timetable up-to-date.
- To organise any bespoke training.
- To update the policy on an annual basis.

Duties and Responsibilities for Head teacher

- To request new equipment and ensure older equipment is PAT tested as appropriate.

Guidelines

- All adults using the sensory room must have had training on the purpose of the equipment and how to use it. At Cedar Park we use the theory of alerting, organising and calming when creating bespoke activities for our children.
- A timetable is established based initially on pupils with the greatest need.
- Pupils should not be left alone in the sensory room at any time.
- Adults must safeguard themselves and not work alone with a pupil, out of sight, and ensure doors to the sensory room are left open. Adults to have a radio when working on a one to one basis.
- The sensory room should be left clean and tidy after each use (please leave as you would wish to find).
- Any defects in equipment or breakages are to be written down and reported to the SENDCo.
- Follow guidelines to ensure the correct equipment is used for the intended purpose of the session, e.g. calming or interactive. Over-stimulation and distraction can occur if several pieces of equipment are on at the same time.
- Pupils are not to be taken to the sensory room if they are distressed, as this is a risk to the pupil, staff member and equipment,
- The sensory room is **not to be used** as a time-out room for calming pupils when they are in crisis.
- The sensory is a learning space not a playroom.