



Sensory Room Policy for Shaftesbury Primary School 2023

Jorden Foster - Acting SENCO

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1 Rationale

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

1.2 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.

1.3 The Sensory Room is designed to be used as a Light Room or Multi-Sensory Room. Both types of room, are designed to help staff achieve curriculum aims for pupils who require additional sensory stimulation and language because of their learning difficulties, short attention span, low motivation or sensory losses. It is not intended for relaxation. Sessions will need to be well-structured and are repeated to consolidate learning.

1.4 The aims of the Sensory Room sessions are as follows:

- ❖ 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

1.5 The Sensory Room provides a point of access to teaching activities, which will enable pupils 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 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.

2 Responsible Person Details & Responsibilities

2.1 Name: Jorden Foster

Position: Acting SENCo (Special Educational Needs Coordinator)

2.2 Duties & Responsibilities.

(a) To ensure the policy document is read and followed

- (b) To keep timetable up-to-date
- (c) To organise any bespoke training
- (d) To update the policy on an annual basis
- (e) To check and report broken equipment
- (f) To arrange repair of equipment
- (g) To attend relevant training
- (h) To ensure room is kept clean and tidy
- (i) To request new equipment

3 Philosophy of the Room

3.1 The philosophy of the Sensory Room is as follows:

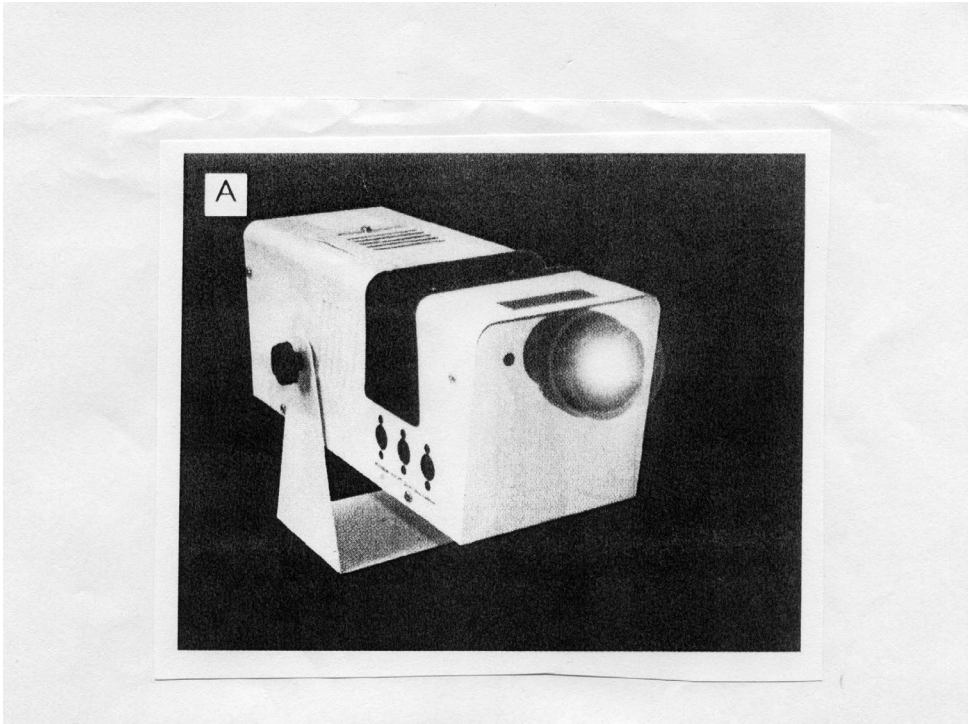
- ❖ To provide a safe & comfortable environment for pupils to experience
- ❖ To provide respect for the equipment & for each other
- ❖ To develop communication & language skills from the reactive environment
- ❖ To develop sensory skills for pupils
- ❖ To build reactive people
- ❖ To encourage & develop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

4 Description of Equipment & How to use it?

4.1 Lightning Equipment

4.11 Optokinetic Solar 250 Projector

This is one of the most popular pieces of lighting equipment found in the Sensory Room. It uses a 250-watt quartz halogen lamp. It is shone onto a wall, ceiling or floor. It uses effects wheels and lenses for projection purposes. The size of the image is determined by the distance of the projector from the viewing surface. It aids visual awareness, visual attention, scanning and tracking and stimulation as the image rotates all the time.

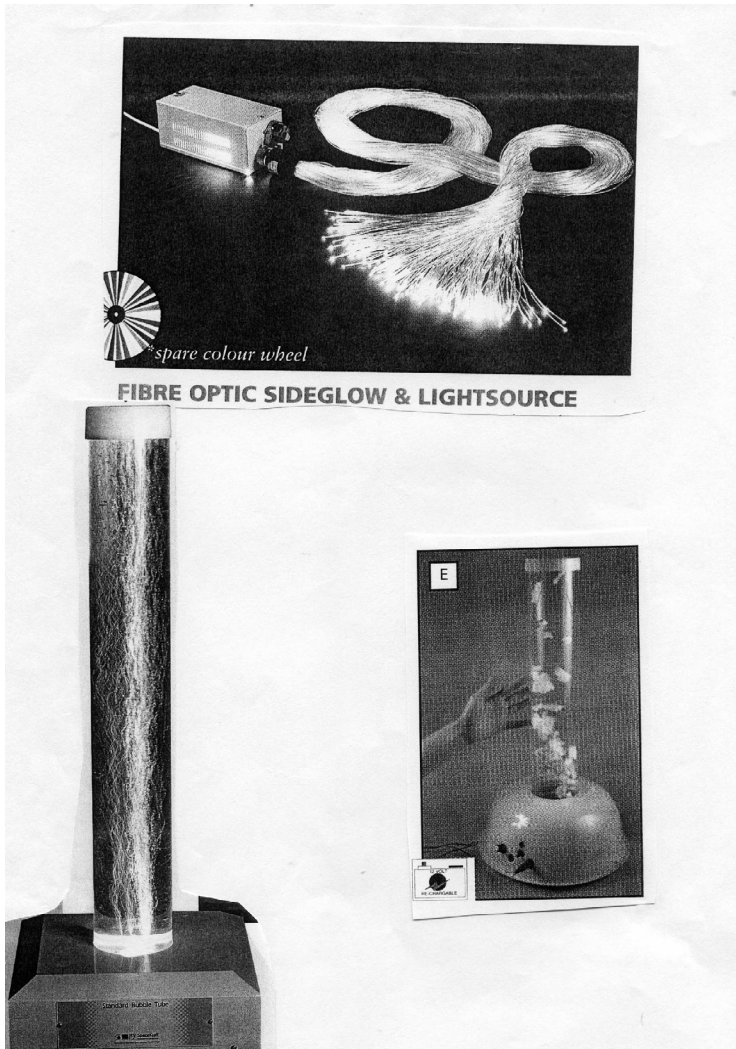


The Effects Lens are clipped onto the front of an existing lens of the projector and are as follows:

- ❖ Deflector Mirror – enables images to be deflected onto floors, ceiling and obscure planes
 - ❖ Wide angle lens – – useful in a small room as it will make the image larger
 - ❖ Kaleidoscope Lens – replaces normal lens – selects a segment of an effect repeating it as a 6 sided image
 - ❖ Flop Prism Rotator – produces a revolving and tumbling triple image
 - ❖ Panoramic Rotator – motorised prism, attached to the front of the projectors lens.
- Sends repeated images slowly around the room. 280 imaging

4.12 **Bubble Tubes**

These are available in many different sizes. The effect is a tall colour changing column of water with bubbles ascending to the surface. Water is illuminated from the base and rising air bubbles and base motor causes the tube to vibrate. Its purpose is to promote visual stimulation tracking and visual awareness and stimulate visual attention. The equipment can be used with an interactive/switch. It can also be filled with slow fluid or balls. It is best placed in a corner with reflective surfaces on walls, mirrors or reflex panels



4.13 Fibre Optic Spray (side glow)

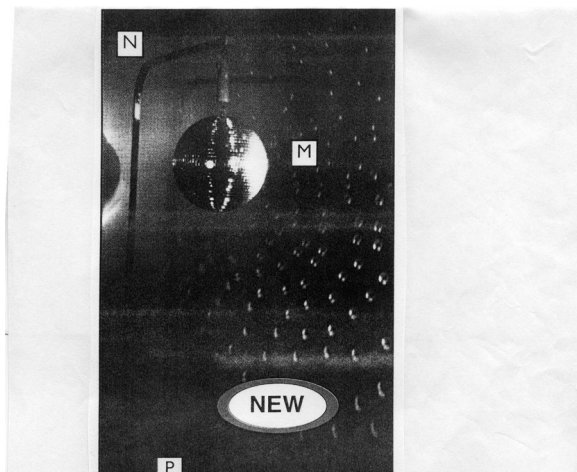
The Fibre Optic Spray consists of thousands of fibre optic strands sheathed in hundreds of 1m plastics tubes. Standard length – 2m long 100 strands. Light is emitted from a light source with a colour effects wheel. The light source causes the strands to change colour. It offers a very bright colour changing visual effect. It is safe to touch and offers a valuable tactile experience. It is used on a floor or draped from wall down to floor, or threaded through holes. The problem with the Fibre Optic Spray is tube breakage. Caps are placed on each strand to prevent breakage. A repair kit is available to repair broken strands. (See above).

4.14 Fibre Optic Torches

These are small stick torches that have a spray of fibre optic strands at its end.

4.15 Mirror Ball

This is a silver ball that can be rotated. It is used in conjunction with a Pin spot Lamp.



4.16 Other Lighting Equipment

This can include Christmas Tree Lights; Infinity Tunnels; Reflective/Patterned Panels; Flashing Lights

4.17 Use of UltraViolet Light (UV)

4.18 In ordinary daylight, materials that have fluorescent colours are 5 to 8 times brighter than ordinary colours. When these colours are illuminated by ultraviolet light they become 30 times more visible.

4.19 1 hour of UV light = 24 seconds of summer sun

4.20 UV lights are not to be used with epileptics. Avoid long exposure.

4.21 UV lighting is used with fluorescent objects or white material (eg. Face paints, putty, balls, white gloves).

4.22 Aims of UV Lighting are:

- ❖ To encourage learning in an optimal lighting environment
- ❖ To aid the development of the Sense (ie vision)
- ❖ To provide a dynamic media in order to visually compare, accept, reject and associate what is seen

4.3 Switches - General Guidelines for Switch Use

4.31 What is the purpose in using a switch?

The equipment can all be plugged into the mains and turned on and off by a socket switch, as we use for a radio etc. The purpose of a switch is to facilitate use by pupils who cannot use regular access, because of physical difficulties, because of safety, or because of lack of understanding of equipment at a distance from the source of the action.

4.32 Choosing a switch

In deciding what switch to use, consider the following –

Will the pupil be interested in the effect the switch produces, or only in the action of the switch itself? Will the child relate their own actions on the switch to the effect it will produce for

example, some pieces of equipment will be sited away from the switch, the light rope, hanging on the wall, or the projector, if projected on the wall, may seem a very long way from the pupil's own action. Switches need to be near the equipment it is to operate.

4.33 Using a Switch

There are several ways in which switches can be used. The most common method is the 'Direct Mode' operation, where the pupil holds down the switch in order for the equipment to function. When it is released the equipment stops.

Sometimes the pupil will have control of the equipment through a switch which will enable the pupil to turn it on and off. This is the 'Latched Mode'. This is likely to be when the pupil is learning about their ability to control their environment, and making choices about what to do in it.

Sometimes the pupil will be learning to use a switch to give a motivating experience, from which she will be learning about causes and effect. In this case, the adult will also use the switch to turn off the equipment after a short time lapse – about 15-20 seconds will probably be sufficient. The pupil will then be motivated to turn it on again. (This type of programme may also be used for communication skills – for example in encouraging vocalisation). This is the 'Timed Mode'.

5 Guidelines and Timetable

5.1 The Sensory Room should be left clean and tidy after use.

5.2 Any defects in equipment or breakages should be reported to Genty Osborne

5.3 No shoes should be worn in the Sensory Room itself. Taking off shoes is for many pupils a useful part of the routine.

5.4 If the equipment is used, it is important that one piece of equipment is used at one time.

This will avoid overstimulation and distraction. A second piece of equipment can be used depending on the pupils using the room.

5.5 If the room is used for light stimulation it is important that a visual response record sheet is used to record responses

5.6 Ventilation will make a room a comfortable place to work in. some rooms can get very hot, depending on the activity and equipment used. In many rooms you have the addition of soft floor and wall padding which will insulate the heat.

5.7 Air conditioning is the best option for the Sensory Room, but the restriction on most budgets will mean that fans will be the most cost-effective option. Extractor fans will work well but look out for the ones that let in too much light when you pull the cord to start it off as noise is a problem with an extractor fan. If the budget will not stretch to extractor fans, then the windows and door could be opened after a session. Any movement of air is better than none. Be careful of the noise of the ventilation as this can distract pupils in their learning.

5.8 Timetable (See example)

6.2 Sensory Learning Planning Record

Week beg:		Sensory Learning Planning Record			
Session Leader:					
Date	Stimulus	Skills	Key vocabulary and signs	Equipment	
Evaluation:					

