



Trinity Fields School and Resource Centre

Policy for Sensory Provision (RfL/PMLD)

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".

This policy is intended to supplement the Teaching, Learning and Curriculum policy with a focus on the specialist provision that is in place for pupils with profound and multiple learning difficulties (PMLD) working on Routes for Learning.

What is sensory provision?

In a broad sense any activity that incorporates the senses as opposed to traditional pen and paper work is regarded as sensory. For the purposes of this policy document we are specifically talking of pupils, mainly with PMLD, who are working at a Routes for Learning level or just above. Currently a quarter (24%) of our school population are using RfL and this figure is expected to rise incrementally year on year.

Responsibilities/staffing

The lead teacher for the sensory curriculum is **Anthony Rhys, supported by Charlene Smith, Sue Williams and Liz Jenkins**; he is responsible for the strategic planning, implementation and reviewing of how our sensory curriculum is taught throughout the school.

In addition, there are two specialist teaching assistants with responsibility for planning, delivering and assessing the sensory curriculum. They lead focused sessions for our RfL pupils and provide advice and support to staff across the school.

Class teachers and all teaching assistants also have a responsibility for delivering high quality and specialist teaching for all our RfL pupils throughout the school.

Planning

Planning for the sensory curriculum is incorporated into school planning documents. RfL targets can be referenced along with the relevant Literacy and Numeracy Framework targets and Digital Competence Framework targets.

Assessment

RfL assessments are continual throughout the year to inform pupil's IEP targets and classroom practice. RfL pupils are also assessed yearly, in May, alongside the whole school using PIVATS. At the same time an additional layer of RfL assessment is completed by our specialist teaching assistants in conjunction with the pupil's class teacher. The RfL assessment records steps gained year on year using a colour coded system together with systems for recording textual and video evidence of how these stages have been achieved to inform progression.

Teaching

All teaching is expected to be differentiated and taught according to the individual needs of any pupils with PMLD.

Currently there are three 'specialist' PMLD classes, Daisy in the Foundation Phase, Rose in the School Curriculum phase and Cedar in the 14-19 Learning Pathways phase. These classes teach the majority of pupils with more complex needs in the school within specialist, bespoke PMLD teaching environments. They follow PMLD friendly timetables according to the needs of the class with an emphasis on high quality sensory teaching and good postural diets within a specialised teaching environment.

There is a system in place where each day has its own colour and smell; this is a whole school approach used from the school foyer to the classroom. It is intended to enable pupils with PMLD to orientate themselves within the weekly cycle.

Day	Colour	Scent
Monday	Green	Peppermint
Tuesday	Purple	Orange
Wednesday	Blue	Frankincense
Thursday	Yellow	Grapefruit
Friday	Red	Geranium

As the majority of pupils on RfL with PMLD are tube fed, lunchtimes are divided into three groups: a feeding group for those who do eat and two sensory lunch groups located in "Enfys", the sensory room and Rose Class where pupils are able to engage in informal sensory activities.

Training

Full details of staff training, support and development will be found in the SDP and in the school's training database. The annual training schedule will have RfL/PMLD elements within it as identified by the sensory lead and specialist sensory teaching assistants.

Resources

The school is already well resourced to deliver the sensory curriculum. All classes and the PMLD specialist classes have sensory resources suited for their pupils. There is also a annual budget for sensory equipment that is overseen by the sensory lead and the two specialist sensory teaching assistants. Equipment is audited and needs identified yearly.

There are also dedicated sensory teaching spaces in school, one in “Enfys”, the sensory classroom where the specialist sensory teaching assistants are based together, in addition to light and dark rooms.

Policy review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of review: Spring 2021		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.