



## Trinity Fields School and Resource Centre

### Policy for Sensory Provision (RfL/PMLD)

**Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.**

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

#### School context

Trinity Fields is a **Rights Respecting School**; 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. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

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

We are a **Healthy School**; 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 by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

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

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a 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 develop classroom-based research.

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

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

**Our overarching philosophy is summarised in the following statement:**

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. 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”.**

### **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
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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.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school’s policy review cycle.</b>		

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.