

## What is sensory learning?

Any learning which uses one or more of the senses. Hearing, touch, smell, taste, vision as well as the less common, proprioception (sense of where you are in space) and vestibular (balance and gravity). At Trinity Fields School, sensory learning is a key part of the school day for many of our learners. Repetition of each area of sensory learning develops pupil's anticipation. Each day has a different colour and smell. This enables the pupils to identify what the day is by smell and colour.

### **Monday: Green: Peppermint:**

Peppermint oil is a digestive aid and can be used to help with colic. It's known to help cool fevers and act as a decongestant for colds.

### **Tuesday: Purple: Orange:**

Citrus oils are mood-enhancing oils, and they smell wonderful!

### **Wednesday: Blue: Frankincense:**

Good for infections because of its anti-bacterial properties and is often used with respiratory congestion.

### **Thursday: Yellow: Grapefruit:**

Citrus oils are mood-enhancing oils, and they smell wonderful!

### **Friday: Red: Geranium:**

It is uplifting and gentle.

## Why sensory learning?

- Engages our learners
- Develops awareness and anticipation
- Increases our capacity for learning
- Provides a context of learning
- Encourages pupils to develop their independence whilst being developmentally appropriate
- Enables pupils to explore the world
- Fun!

## **Trinity Fields is a Rights Respecting School**

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

This approach enables all pupils to access and enjoy the following articles of the convention:

### **Article 12:**

Every child has the right to be heard.

### **Article 28:**

Every pupil has the right to an education.

### **Article 29:**

Education must develop every pupil's personality, talents and abilities to the full.

### **Article 42:**

Every pupil has the right to know their rights.

*For further information please speak to the class teacher or the sensory coordinators:*

*Anthony Rhys (Teacher)*

*Sue Williams (Specialist Support - Sensory)*

*Liz Jenkins (Specialist Support - Sensory)*

### **For further information:**

[www.touchtrust.co.uk](http://www.touchtrust.co.uk)

<https://tacpac.co.uk>

<https://www.positiveeye.co.uk/>

<http://naturemoms.com/blog/2012/06/01/10-best-essential-oils-to-use-for-kids/>

## **Parent/Carers' guide to**



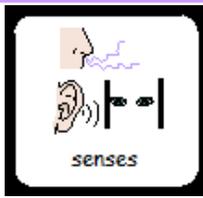
# **Sensory Learning**

*Working together in a changing world,  
creating success for all.*

## Sensology

Sensology is a daily experience which awakens the sensory systems. Within a Sensology session, there will be a specific activity to stimulate each of the five senses as well as a 'doing' action which incorporates the vestibular and/or proprioception senses. Pupils develop their recognition of which parts of the body they use for each sensory system.

The Sensology workout prepares the sensory systems for further work, meaning it is an ideal activity for the beginning of the day or session. Staff in Trinity Fields create their own themed Sensology workouts which link sensory stimuli with the context for learning for the term.



## Touch Trust

Touch Trust is a registered charity based in Cardiff's Millennium Centre. It is a creative music and movement programme for individuals with learning disabilities, ASD, complex needs and behaviours which challenge. The programme is broken down into six sections, each section being as important as the rest.



1. Welcome
2. Breathing and massage
3. Percussion
4. Dance
5. Authentic movement
6. Relaxation and goodbye

There are currently two Touch Trust facilitators in school, Emma Miles and Sue Williams.

## TACPAC

TACPAC is a commercially available sensory communication programme. It combines the sense of touch with music through social interaction. It is a structured programme which encourages pupils to develop their communication skills. It takes place in an emotionally safe environment, clear of other sensory interferences.

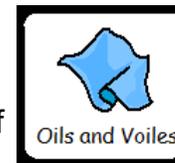
TACPAC enables pupils to develop their knowledge of what is coming next, listening to the start of the music and linking with the appropriate sensory stimuli. It is delivered via an interaction between two people - a giver and a receiver.

Staff in Trinity Fields also create their own themed TACPAC's which relate to the context of learning for the term.



## Atmospherics (Oils and Voiles)

Atmospherics uses a combination of music, colour fabrics and smells to stimulate the senses. It engages pupils to link a colour fabric with a linked scent and develops their body awareness as the coloured fabric is wafted over different parts of the body.



## Assistive Technology

A wide range of technologies are used to assist pupils including switches, iPads and interactive musical equipment. The aim of these are to enable and enhance the pupils interactions with the world around them.



## Positive Looking

Positive Looking is a commercially available framework of visual development. Within Trinity Fields, staff work closely with the Vision Impairment Service to identify the area of visual development that pupils are working within. It also works on early communication skills. Staff use the Positive Looking framework to ensure activities throughout the day promote pupil's use of vision. Pupils also work on their vision targets in a weekly vision specific session.



## Sensory Cooking

When undertaking cooking activities, the sensory elements of cooking are promoted throughout. Pupils get the opportunity to feel, smell and taste (where appropriate) each of the ingredients. Pupils use switch adapted cooking utensils and equipment which enable them to develop their knowledge of cause and effect.



## Sensory Stories

Sensory stories use all the senses to enable the pupil to engage with the story. Repeating the story regularly develops pupil's understanding of anticipation and encourages pupils to participate more independently. Trinity Fields has a number of commercially available stories and staff also write and produce their own based on popular children and young adult's books based around the context of learning.

