



Kemball School

"We can because we try"



Pathway Standards Multi-Sensory Towards Adulthood 2026-2027

Multi-Sensory Towards Adulthood Education

Lead: Kathy Walsh

Classes: Maple and C3

Vision

Kemball's Multi-Sensory towards adulthood classes aims to give young people the skills to lead meaningful adult lives. Carefully thought out planning provides opportunities for learners to take ownership of their learning and have 'a voice' when moving into the adult world.

Curriculum

The curriculum follows a fully preparing for adulthood curriculum which has the following overarching areas;

Employability

Learners run a snack shop for other classes as part of their work experience. They also take part in sharing good practice through visiting care provisions and sharing familiar sensory stories here. This assists in building up positive relationships within communities. Classes also assist in running disability awareness sessions in local primary schools with the aim to give a practical insight into understanding areas of disability and developing empathetic relationships.

Independence

Learners are given maximum opportunities to be as independent as possible. A large focus is on assistive technologies and giving opportunities to use them in a variety of contexts.

Community Inclusion

This area has strong links with the activities provided towards employability. Learners are also able to access communities within school and are active in preparing and executing activities for students around the school. Examples of these activities may be in preparing a giant sensory digestive system in the hall or providing activities explaining where chocolate comes from.

Keeping Healthy

Due to the complex health needs of learners keeping healthy is a major focus. Staff assist learners in following their individualised programmes surrounding physiotherapy and movement management. These programmes usually involve accessing equipment such as standing frames, walking frames, leg gators, back braces, wedges and Acheeva beds. Rebound therapy, hydrotherapy and physiotherapy rolling programmes are also included as part of individualised timetables.

Positive touch sessions are also a focus in within classes. Learners are often very touch resistant and these weekly sessions allow a 'safe space' for staff to assist in passive movements/massage. Students are also encouraged to eat healthy snacks and try new foods.

Communication/sensory

Learners are encouraged to communicate likes and dislikes through the use of responses (ie eye pointing/reaching) or through assistive technologies at least weekly as part of a structured communication session. Other choosing opportunities are also given regularly as part of all curriculum areas. Speech and language professionals assist staff in moving learners forward where needed. Communication/sensory is also taught as part of sensory room slots. Learners are encouraged to take control of their sensory environment through using switches/vocalisation. Where appropriate learners also access positive looking sessions where learners are encouraged to extend their use of vision through structured 'looking' activities. A sensory story is also accessed regularly in order to assist students in experiencing/exploring their senses/communicating likes and dislikes. Students take part in weekly write dance, shared literature and a continuation of phonics knowledge where appropriate.

Core Subjects

Learners access topic sessions as part of an over-arching termly topic. Topics are carefully selected to allow for relevant and current learning. Students also access 2 'options' sessions per week where they have opportunities to extend learning in areas of interest. Parents and carers have an input in these 'option' choices also.

Activities within each area

Employability

Running a snack shop

Students in Maple/C3 run a weekly snack shop for half the year each. This is for other classes within school. Typically 2 classes attend and these classes remain consistent throughout a half term. Students are expected to take orders, plate up food and tap spoons together to alert 'customers' of orders that are ready. Skills developed within these sessions include building confidence within new environments, building up relationships with peers, tracking skills, developing eye contact and turn taking and gross and fine motor skills.

Sharing sensory stories in the community

Students engage with community providers such as care homes/colleges. Due to safe staffing and the size of the minibuss only 3 to 4 students attend a weekly session and this is rotated. Students take props for a familiar sensory story with them and share this in differing environments such as colleges, respite provisions and day care centres. The aim of these sessions is to develop students confidence and to make a difference in our communities.

Disability awareness sessions

Again due to the logistics of students accessing the buses this is something 3 to 4 students complete weekly. The sessions take part with groups of around 15 primary students within the school. These sessions may also take place in colleges with students learning to be teaching assistants. Equipment is taken along and the students accessing the session from the primary school have the opportunity to have a try using the equipment such as a wheelchair, communication aids and glasses simulating visual impairments. The session is run in a way to highlight consent and the differing ways people can give.

Independence**Independence sessions**

A weekly session focuses on individual targets for students including those towards independent learning. Tasks may involve activating touchscreens, tolerating VR headsets, using a switch to activate a foot spa, tracking differing coloured lights or sounds and removing items from trays. There is a big focus on assistive technologies within these sessions and in moving students forward in their use of these technologies.

Community Inclusion**Community Walks**

Students are encouraged to access their local community as much as possible through walks. These are weather dependent and permission is sought at the start of the school year for each pupil. Students may access a local café at Willowbarns, the Hem Heath or shops within the local square.

Disability Awareness sessions

See employability

Sharing stories in the community

See employability

Cultural Studies

See Core Subjects

Keeping Healthy

Individual physiotherapy programmes are present for each pupil which are written by physiotherapists. A tick sheet records when students access swimming/hydrotherapy, rebound therapy and rolling/sit to stand programmes. Positive touch (see communication and sensory) also supports in both stretches and also in promoting the positive health and wellbeing of students.

Communication and Sensory**Sensory story**

The sensory story is a skills-based lesson taught at least three times a week and focusses upon communication, interaction and problem solving skills. The

lesson lasts between 30 and 45 minutes according to the needs and engagement levels of the children. The sensory story is linked to the termly topic. Each page of the story chosen needs to be linked to an appropriate activity based on key engagement and interaction skills such as tracking, turn taking and communicating using symbols. The activities need to be appropriately differentiated according to the needs of the students in the class.

Activities are repeated over the half term with weekly write ups taking place using the ASDAN achievement continuum. It is hoped that as the sessions progress the level of engagement will increase. At the end of the half term a photo summary sheet outlining progress throughout is completed alongside a line graph showing progression using the achievement continuum. This is recorded in students coursework.

Positive Touch

Positive touch sessions happen once weekly and their focus is on trust. Cocoa butter scented cream is used alongside a familiar song in order to establish familiarity over a long period. Students listen to the piece of music 3 times, the first receiving a hand massage, the second a foot massage and the third where staff assist them in passive movements. The classroom should be quiet throughout this sessions with eye contact and facial expression being primary modes of communication.

Positive Looking

These sessions involve activities specific to the visual areas learners are working at. Learners are given opportunities to increase tracking, reaching and choosing skills alongside others.

Shared Literature

These sessions are completed towards the end of the day with a focus on listening skills. Staff members support in reading a variety of texts.

Core Subjects

Topic

Students access a weekly topic session. During these sessions they are assisted to explore their topic further. These sessions typically include a carousel based approach and are sensory based in their nature. Students work towards their coursework and also EHC targets within these sessions.

Options

Learners are assisted to make a choice between 3 subjects termly. They will then attend more in depth learning in this area. Areas include cookery, gardening, hair and beauty, art and crafts, computing, eco, group games, sensory awareness and a mini enterprise amongst many others.

Cultural Studies

Cultural Studies as a whole school topic is delivered over one week in the Summer term, with a different target country each year. Learners within the multi-Sensory towards adulthood classes extend the study of this country to over the term to allow for new sensory stories to be adapted. Cultural Studies provides students with opportunities to experience the sounds, textures, tastes and smells from other cultures via sensory activities relating to the target country. During the week long whole school sessions students are able to engage with the wider school during collaborative activities e.g. workshops or collaborative Art activities

Good Morning

Learners take part in a Good Morning routine which involves a musical genre, scent and texture of the day. This is then followed by learners being encouraged to communicate how they are feeling that day and a song involving stretches. A visual timetable of the morning is also shared at this point.

Assessment

- **Insight – engagement steps**

- **Coursework**

Students are assisted to complete a piece of work each week to go into their coursework folders. This work is a reflection on a previous session of the week and includes a sensory representation of this with photos.

- **Evidence for Learning**

The Evidence for learning app is used to collate evidence towards long observations..

Long observations are carried out once a month and are tracked against the child's engagement when it is at its best. This is assessed by the teacher annually and is based on observations of that child when they are at their most engaged. The areas are: Exploration, realisation, anticipation, Initiation and Persistence. Each student is then set a target and videoed completing a task to do with this. The student is then measured against their profile and interventions put in place to improve engagement for the next observation. This continues until the student reaches their maximum level of engagement for that task at which point, the target is changed.

Communication needs

Facial expressions and body language may be a student's primary mode of communication and therefore staff respond appropriately to this at all times. Where appropriate Widgit symbols are used and also these are used in timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Communication boards and switches are used where appropriate to support understanding and assist responses. Where appropriate Makaton signs are used to support the learning and

understanding of the children and are integrated into the teaching input and questioning of the staff.

Individual communication systems are adapted to the needs of students and can include Makaton, PECs, Communication books, PODD books and electronic systems. Communication can be supported through Speech and language therapists and assistants and may be included on individual communication plans.

Sensory requirements

Sensory needs and diets can be assessed in school through visiting Occupational therapists, CAMHS and Educational Psychologists. There is a Sensory diet room in the secondary wing with items for meeting sensory processing needs.

A range of sensory processing support items can be used throughout the school day. These include the use of chews, rocking chairs, gym balls, vibrating aids and weighted cushions or blankets amongst others and can be used in class to support sensory processing needs.

Behaviours

All staff will follow the school behaviour policy. Students with individual behaviour needs will have an individualised behaviour plan. For high risk behaviours, children may also require an individual risk assessment. Each class has an appropriate system in place to reward good behaviours.

The school uses CPI as a safe holding technique as a last resort. Only trained staff members will use CPI, however the expectation is that all staff assist in crisis situations to the best of their ability. If CPI is used to hold a pupil, parents will be informed.

Staffing

Classes will be assigned with the appropriate number of staff for the needs of the class at the beginning of the year.

Educational visits

Multi-sensory towards adulthood learners access other provisions in order to share sensory stories/run disability awareness sessions.

