



Kemball School

“We can because we try”



Multi-Sensory Pathway Standards 2025 – 2026

'We can because we try'

The prime aims and purposes of Kemball School are:

- * To maximise each pupil's potential by enabling him/her to achieve as much independence as possible and to enjoy a quality of life which is both stimulating and rewarding.
- * To create a positive and professional environment which is achieved by offering a broad, balanced and relevant curriculum catering for the needs of the individual.
- * To promote a supportive partnership involving pupils, parents, professionals and others concerned with the life of the school.

Our Curriculum Statement of Intent

At Kemball School our aim is to develop independence and the skills needed for learning and life.

The curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning to maximise pupils' engagement and support progress. We strive to deliver wide and varied learning experiences that support the development of functional skills, independence and personal development. We recognise pupils' prior learning, provide practical/multi-sensory experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

The curriculum has been designed in line with Rochford Review recommendations. The topic based approach provides stimulating learning experiences and links concepts in a meaningful way. The curriculum is differentiated at four levels: Multi-sensory pathway, engagement pathway, progression pathway and functional pathway. This meets the needs of our different cohorts of pupils ensuring that they access the learning experiences that are relevant and appropriate to them.

Impact

Our curriculum enables the pupils to make outstanding progress in all areas of their learning so that they can move onto Post 16 provision and a life beyond school. Our pupils leave Kemball with the communication, confidence, self-help and life skills that support overall independence. Functional accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

Multi-Sensory Pathway

Pathway Lead: Danica Womersley

Classes:

Doulton 1 (EYFS – See EYFS policy)

Doulton 2

Coalport 1

Coalport 2

Coalport 3 & Maple (Towards Adulthood- See separate policy)

1.1 Vision

The **Multi-Sensory** pathway provides the sensory experiences needed for those with complex medical needs and learning difficulties, to access the world around them. Skilled staff are able to offer a curriculum which encompasses all elements of our pupils needs including postural management, tactile elements, visual and auditory awareness and also communication skills.

Sensory Story

The sensory story is a skills-based lesson taught three times a week. Skills taught through the session have focus in differing areas but there is an expectation for there to be links to communication and problem solving skills, opportunities to use technologies and coverage of some EHCP/engagement targets where appropriate. 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 (the story titles are on the rolling programme) and provides the overriding focus and links for subsequent lessons in Communication and Problem Solving and Topic.

Phonics

Phonics is taught Monday-Friday in 15 minute sessions and teachers use the multisensory pre-formal phonics plan using the adapted RWI scheme.

Planning follows the revisit and review, teach, practise and apply structure. Every day, the set 1a sounds (and set 1b if appropriate) will be recapped. There will then be a focus sound of the week. Each day, the 'practise and apply' aspect will focus on this sound through either a sound focus, a sound story, body percussion or environmental sounds. On a Friday, the 'practise and apply' aspect is a reflection session where all set 1a sounds (and set 1b where appropriate) are used for sensory exploration and tactile mark making.

If children are secure in set 1a sounds, they will then join the set 1b sound group which is made up from children across the classes in our pathway. These children will meet together in a class pod and have a phonics session together, focusing on the set 1b sounds.

Communication and Problem Solving

These sessions focus on early English and Maths skills and are planned in a carousel of activities and taught over one session. Each session has a minimum of one English and one Maths based activity with additional independent activities available (at least one per session).

Targets are set half termly for each strand of English (reading, writing, communication) and maths (number, shape & classification and measurement).

Activities are highly engaging and where possible should link to the children's EHCP targets and skills that we want the children to develop and progress in. The activities incorporate and use alternative communication methods and focus upon key skills such as book handling, mark making and sensory development. Problem solving is an over-arching topic in maths and Numicon is included where appropriate in activities. The pathway use consistent vocabulary, sensory approaches and number formation songs.

It is the expectation that the pupils engage in Write Dance 3 times per week and Story time sessions daily, in addition to their planned sessions. These sessions promote pre-writing, fine motor skills and reading for pleasure and are an important part of literacy development for our pupils.

Topic

Topic sessions are taught 3 x weekly and are linked to the termly topic. All expected coverage is outlined on the rolling programmes. Sessions are mostly taught on a carousel system. Topic sessions incorporate the areas of Thinking Scientifically (Science), The World Around Us (Geography and History), Arts and Creative (Art and Design and D&T) and Technology (Computing).

A rolling programme of topics through EYFS, KS1-KS3 ensures a progressive and in depth coverage of key skills associated within these areas. For more information surrounding the rolling programme please see curriculum maps and individual subject intents.

RE

In the Multi-Sensory pathway, RE is taught through two RE days per half term. These days can be chosen by the class lead. Pupils complete 2 days' worth of sessions with four pieces of work recorded on Evidence for Learning. RE topics are linked to the overriding topic for the term where possible (see RE rolling programme).

For the Multi-Sensory pathway, RE provides a sensory exploration of world religions and the children's culture and offer meaningful and engaging activities that enrich the lives of the children and offer them the opportunity to explore their community and a range of cultures. Communication and interaction are at the core of all teaching and this is supported in RE through the use of switches, intensive interaction (where appropriate), co-active exploration and individual communication devices.

The children have access to a range of activities to support understanding of the topics and this includes but is not limited to, the use of sensory stories, sensory inputs and artefact exploration, role play exploration through puppet play and cookery. The activities should be highly engaging in nature in order to obtain the best responses from the children.

In the Multi-sensory pathway, class worship is completed as a reflection session and can include aromatherapy, hand massage, Makaton songs and sensory experiences and is completed 4x times a week as a group session. Classes also have weekly assemblies in which they celebrate the achievements of the children over the week. This is a time of celebration and reflection for the classes and follows an adapted 'learning for peace' format for each assembly.

Physical Coverage

Due to the nature of the multi-sensory pupils' needs, physical interventions take priority throughout the day. This is in the form of repositioning using specialised equipment such as standing frames, wedges, supportive walkers and Acheeva beds. Class staff lead physiotherapy sessions supporting rolling or standing skills, depending on the classes needs, and rebound therapy and hydrotherapy is offered to those who are able to access this. Pupil's physical wellbeing, including pain management, is monitored throughout the day and interventions are used where needed to relieve symptoms.

Technologies and Computational Thinking Coverage

Computing skills are incorporated across the curriculum and include access to switches, cause and effect equipment, iPads or kindles and the sensory room. Children are given the opportunity to build skills in a meaningful context.

Specialised technologies allow pupils the best opportunities to succeed in this area including equipment which assists in accessibility such as switches,

virtual reality sets and projectors. Staff are specialised in setting computing activities up in a variety of settings including the trampoline and sensory rooms. This ensures that pupils have the best opportunities to succeed and develop their independence when using technologies.

Staff are aware that computing skills do not have to be taught with a computer per say and that problem solving activities are also an excellent way in which to develop our pupil's abilities in this area.

Music

Lorraine, a music specialist, plans and teaches music to all classes on a half termly basis. The alternate sessions are led by the class teacher

The aim of the Music sessions are to develop

- musical awareness, including listening to music from different cultures and times
- awareness of different instrument sounds
- communication and choice making
- turn taking and listening to others
- awareness of pattern

Sessions are taught through using familiar songs and activities and sensory stories. Focused music skills are covered across the academic year, each term having a specific musical skill focus as laid out in the music scheme of work. All other elements of music are integrated into the activities as appropriate. The sessions aim to develop an awareness of pulse, fast and slow (tempo), loud, quiet and silence (dynamic), high and low (pitch), long and short (duration), playing on their own and together (texture) and the sounds of the different instruments (timbre).

Music lessons follow the same format each week – welcome / hello song, choosing and playing an instrument and showing a preference of sound, sensory story or musical activities, plenary and goodbye song.

Pupils will also experience performances and workshops by visiting musicians throughout the year.

All pupils are given access to choir / lunchtime club activities as appropriate.

PHSE

Multi-sensory 'My Development' sessions are taught weekly, however there are many other opportunities for pupils within the Multi-sensory pathway to access PSHE throughout the week. For the weekly session, teachers plan activities appropriate for their class which can be a carousel of activities for pupils to access or 1:1 adult supported activities. Teachers will use the following PSHE themes (one per half term);

- My care and Independence (Autumn 1)
- Social Interaction (Autumn 2)
- Sensory development (Spring 1)
- Body awareness (Spring 2)
- My Environment (Summer 1)

· My Wellbeing (Summer 2)

These themes will structure the activities and make sure that the pupils are given access to learning opportunities that will develop their independence and skills. Many aspects of the school day are also an opportunity to work on areas of PSHE such as Relationships Education when interactions are happening with staff and other pupils, and Self-care when being supported with personal care or handwashing.

Mental Health and Wellbeing

Multi-Sensory Mental Health and Wellbeing (MHWB) is interwoven throughout the school week for our pupils in the Multi-Sensory pathway. We promote the wellbeing of our pupils with aromatherapy sessions, light and music sessions, TAC PAC, Intensive Interaction techniques and visits to the sensory room, soft play room and through cross-curricula activities such as physiotherapy, hydrotherapy, rebound therapy and communication to ensure that every child has a way to communicate individualised to them. Alongside this we also have enrichment afternoons every half term until Summer 1 term. Each afternoon has a focus which correlates to one of the 5 areas to positive mental health and wellbeing; Connect, Take Notice, Keep Learning, Give and Be Active. The activities that are covered will be suitable for the cohort of that class and will provide the pupils with opportunities to explore an activity that promotes their own positive wellbeing. During the summer 2 term, we have a full day celebrating any of the 5 themes from the '5 ways to positive MHWB' that we have learnt about throughout the year. Within the Multi-sensory Pathway, MHWB provides pupils with opportunities to; engage with the wider school during whole school activities, provide opportunities for our pupils to feel calm and relaxed and to explore different activities and how these make the pupils feel.

Whole School Days

Kemball welcomes off timetable days to allow for an enrichment in pupils learning.

Cultural Studies

Cultural Studies is delivered over one week in the Summer term, with a different target country each year. Cultural Studies provides pupils with opportunities to experience the sounds, textures, tastes and smells from other cultures via sensory activities relating to the target country. Pupils are also able to engage with the wider school during collaborative activities e.g. workshops or collaborative Art activities. Teachers plan sensory stories linked to Cultural Stories for the week to develop skills within Cognition, Communication and Language.

TACPAC

TACPAC is a sensory communication programme focussing upon developing gestural communication, sensory tolerance and positive touch. For classes for whom this is appropriate, this programme should be carried out once a week..

ECO

Environmental issues should be covered at least once per term through cross curriculum links to any of the ten eco schools topics. Eco links are identified on the curriculum overviews and these can be adapted as appropriate. This is in addition to our eco jobs, eco committee and special eco days. There will be an Eco Christmas fair and at least one special eco day per year.

The ten eco schools topic areas are: litter, waste, school grounds, healthy living, water, transport, marine and global citizenship.

1.3 EHCP Targets

EHCP Targets form the basis of the individualised daily learning within the classroom and be worked on wherever possible by being interwoven throughout activities and the school day.

1.4 Evidence for Learning

The Evidence for learning (E4L) app is used to-

- Record progress and achievements within lessons.
- Record progress over time for the Sensory story, Music, Computational Thinking, Communication and PSHE.
- Evaluate the long observations
- Collect Eco evidence
- Record WOW moments
- To share 1x piece of work a week with parents via the 'family Share' function. (Photographs and videos only).

Engagement Levels (Long Observation)

Long observations are carried out at least half termly (not including baseline assessment) and are tracked against the child's engagement when it is at its best. This is assessed by the teacher and is based on observations of that child when they are at their most engaged. The areas are: Exploration, Realisation, Anticipation, Persistence and Initiation.

Each pupil is set a target which will contribute to better engagement in a range of activities e.g. sensory tolerance, mark making, sharing an activity.

The child will be videoed completing a task within which they need to complete this target. The child is then measured against their engagement profile (representing them at their best) and interventions put in place to improve engagement for the next observation. This continues until the child reaches their maximum level of engagement for that task/staff feeling they need moving on to another target, at which point, the target is changed or expanded upon. E.g. 'To engage in mark making with an adult' could become 'To make marks independently'.

Now I Know Statements

At the end of the half-term, staff are to complete 'Now I Know' statements for each pupil. These should focus specifically on what the individual pupil can do having engaged with the topic

E-Safety

It is not deemed appropriate for pupils in the multi-sensory pathway to access standalone E-Safety lessons as it is felt the content is not needed. Where teachers feel it is appropriate for individual pupils they will access this in different classes which will open up more conversational skills with peers.

Staff model E-Safety in their working such as monitoring content accessed, care around wires and locking screens not in use.

1.6 Communication with Parents

The main form of communication on a daily basis is via Class Dojo. Photos and videos of pupils can be shared in this way with parents.

Communication Needs

Augmented and alternative communication (AAC) is a priority for the multi-sensory pathway and should be provided through a variety of methods in line with the whole school 'Total Communication' approach. Where a child is able to access formal AAC, it is the expectation that an individual communication should be in place and maintained by class staff. Facial expressions and body language may be a pupil's primary mode of communication and therefore staff respond appropriately to this at all times. Widgit symbols should be used and also these should be evident across classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols.

Some children working at a lower level may also use Objects of Reference to support visual timetables (particularly if they have a visual impairment).

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.

Intensive Interaction is a form of gestural and vocal communication that is worked on with pupils within the Multi-sensory pathway.

Vocalisations and verbal communication is encouraged at all times and pupils have access to activities such as TacPac to support this.

Individual communication systems are adapted to the needs of pupils and can include Makaton, PECs, Communication 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

There are 2 Sensory diet rooms (1 in the primary corridor and the 2nd is in the secondary corridor) 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

We are aware that behaviours can be influenced by sensory needs, for more information on this, please see above.

All staff will follow the school behaviour policy. Emily Buttery is behaviour lead and can discuss any behaviour concerns or queries with staff. Pupils with individual behaviour needs will have an individualised behaviour plan. For high risk behaviours, children may also require an individual risk assessment. Each class should have an appropriate system in place to reward good behaviours.

The school uses Safety Interventions as a safe holding technique as a last resort. Only trained staff members will use Safety Interventions. If Safety Intervention is used to hold a pupil, parents will be informed.

Staffing

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

Timetable

The Multi-Sensory pathway timetable contains the following:

- Sensory story x 3 (minimum)
- Communication and Problem Solving x3 (minimum)
- Topic x3
- Music x 1
- Tacpac x1 (if appropriate)
- My Development x1
- Physical development/swimming/rebound session x 1 (minimum)
- Timetables may also include communication session, Light room and soft play as appropriate.
- Story Time/Exploring Literature (4 x weekly)
- Class worship x4
- Write Dance (3 x weekly)
- Assembly x1
- RWI Phonics x5

Good morning sessions include the same scents/colours and music genre of the days. The good morning session following this will look different and is dependent on the class cohort.

The scents/colours and music is;
Monday – strawberry/red/salsa
Tuesday – berries/purple/country
Wednesday – orange/classical/orange
Thursday – mint/rock/green
Friday – lemon/yellow/musicals

Zones of Regulation are incorporated into the good morning routine and then revisited throughout the day as appropriate.

Classroom Environment and Displays

All classes have a day board in class with appropriate resources for the children. This includes a widgit symbol timetable and the day of the week.

Classroom cupboards and displays are labelled using widgit symbols.

All classes have a RWI display and RWI resources readily available as appropriate to the needs of the class.

Every class has a book corner to promote reading for pleasure.

Educational Visits

Due to the majority of pupils being wheelchair users in the multi-sensory pathway, trips can be hard to access. Therefore funds have been released for a bus to be hired each term per class..

Data, Assessment and Tracking

- Connecting Steps (CS) – Pupils are assessed and baselined and identified if they are using progression steps or engagement steps
- Engagement Profiles and long observations
- EHCP tracking
- Phonics assessment
- Big Write – Professional judgement is required to assess the ability of the pupil as to if they are assessed on Big Write. If they are making intentional marks then Big Write assessments can commence.
- Communication.
- In addition to assessing through the long observations and EHC targets, for those to whom this applies, the Foundation subjects are to be assessed through the use of the curriculum maps. This will generally only apply to children working on the higher levels of the Engagement steps or those that have moved onto Progression steps.

