

## Safety Procedures for use of Sensory Equipment at Modbury Special School

- Regular recorded monthly equipment safety checks
- Report all damages and concerns immediately to front office
- Safety Procedures will be displayed in all classroom and gym areas and included in staff induction
- Close staff / student supervision in gym area
- Staff training for appropriate safe use of all equipment



### Trampoline

Repeat activity 5 times.  
Use verbs to reinforce actions.

#### 1. Climb



- "You are climbing"
- "Good climbing"
- "What did you do?"
- "You climbed"
- "What will you do next?"



Trampoline  
Jump: extended right hand index and middle fingers up and down on back of open left hand - hands in front of body

#### 2. Jump



- "What will you do?"
- "Jump, Jump, Jump"
- "Let's jump 5/10 times"
- "Count 1,2,3,....."
- "Good jumping"
- "What did you do?"
- "You jumped"

## Review

- Post 2014 policy will be reviewed biennially
- A Sensory Processing handout will be included in the Family Induction Package and Staff Induction books



Tel: 82634449 Fax: 83950332  
E-mail: [dl.1405\\_info@schools.sa.edu.au](mailto:dl.1405_info@schools.sa.edu.au)  
Web Site: [www.modburyss.sa.edu.au](http://www.modburyss.sa.edu.au)

Modbury Special School

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## Sensory Processing Policy

Modbury Special School's Sensory Processing Policy follows the principles of Sensory Integration (Ayres 1979) and is incorporated into the curriculum areas of the National Curriculum (ACARA)



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## Sensory Processing Principles

- Over 80% of children living with an intellectual or physical disability have a sensory processing disorder
- Between 82% and 97% of children living with an Autism Spectrum Disorder have a sensory processing disorder (Chen, et. al. 2009; Lane, et.al 2010; Baker, et. al. 2008)
- Sensory Processing Disorder is included as a diagnostic criteria for the diagnosis of Autism in the DSM—V
- The Sensory Motor activities of the program incorporate developmental repetitive activities that every child follows naturally as they progress through the developmental stages of infancy through to adulthood
- These activities are responsible for first laying down and then strengthening the neural pathways connecting the various cortical areas of the brain. (Goddard 2005)



Above: Part of Sensory Trail in School Gym

## How We Implement Sensory Processing Principles:

- Targeted Professional Development for staff, families and community stakeholders
- Hiring an Occupational Therapist
- Ongoing partnership with the University of South Australia and their Physiotherapy department. Enabling physio students to help deliver sensory programs
- All classes at Modbury Special School have access to one hour weekly intensive sessions in the gym.
- Gym equipment will be continuously adapted and upgraded following the Sensory Integration principles (Ayres 1979)
- All classes have access to one of our two sensory rooms on a weekly basis. These rooms are furnished with visual and vibro-acoustic sensory equipment



Above: Sensory Star Tunnel and Bubble Tube

## How We Implement Sensory Processing Principles cont.

- Classrooms have been equipped with various sensory equipment including:
  - Oral Motor Kits
  - Sensory Items
  - Fidget Tool Kits
  - Theraputty
  - Hammocks
  - Weighted Quilts
  - Peanut Balls
  - Fit Balls
  - Tunnels
  - Minitramps
  - Crash Mats
- It is an expectation that every class will incorporate at least 30—45 minutes of intensive physical sensory work each day
- Sensory activities are incorporated into explicit individualised Negotiated Education Plan (NEP) goals



Above: Selection of Sensory Items in Classroom