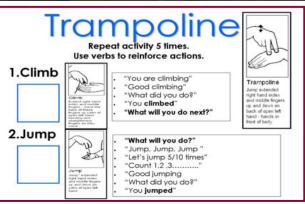
Safety Procedures for use of Sensory Equipment at Modbury Special School

- 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





Review

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





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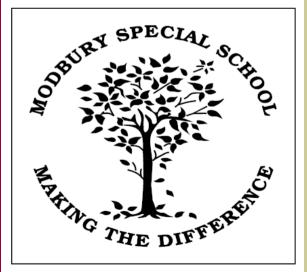
Modbury Special School

Modbury Special School



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