

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.

<p>1. Climb</p>	<p>"You are climbing" "Good climbing" "What did you do?" "You climbed" "What will you do next?"</p>	<p>Trampoline Jump: extended right hand index and middle fingers up and down on back of open left hand - hands in front of body.</p>
<p>2. Jump</p>	<p>"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"</p>	

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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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