



Sensory Hub

At Dingle Community Primary, we recognise that children with significant SEND require a curriculum that is highly differentiated and adapted to meet their learning needs. All children in the Sensory Hub have an EHCP or meet the threshold for an EHCNA.

Vision/Intent

Our whole school vision is for all learners to reach their full potential as individuals. Our whole school community embraces difference and diversity, and we strive for all children to thrive and be the best they can be.

The Sensory Hub follows a well-planned, significantly adapted, individualised and progressive curriculum based on EYFS and National Curriculum. We use AAT to support small steps of progress and next steps for learning. In the Hub we offer challenge in a safe, secure environment where children feel safe, happy and confident.

Implementation

We do this by;

Adapting the curriculum so that children have the same opportunities as their peers.

Provide opportunities for each child to progress.

Offer a holistic, sensory and emotion coaching approach.

Effective allocation of resources (including adults) to ensure needs are met, alongside developing independence.

Work with the school team and families to achieve the best possible outcomes for learners with SEND.

Intent

The Sensory Hub provides a key focus on specific areas; these are the things we want for our pupils.

Communication: To be confident communicators.

Independence: To develop self help skills for learning and life.

Inclusion: To experience opportunities that develop a sense of belonging which embrace diversity and individuality.

Success: To be happy and confident individuals who access and learn from an enriched curriculum that meets their needs.

Eligibility Criteria

Pupils must meet all of the following:

Diagnosed with ASD and /or DHD or on the ASD/ ADHD pathway

Social Communication difficulties

Currently on the SEND register with an EHCP or plans to submit a needs assessment request in the next academic year.

Demonstrates barriers to learning in the mainstream classroom that cannot be met through Quality First Teaching alone, even with reasonable adjustments.

Working significantly below age related expectations due to their SEND, particularly in social understanding, attention/ focus, emotional regulation or communication.

Has difficulty with peer interactions, managing transitions or sensory regulation that impacts daily functioning.

Additional Considerations

Two or more of the following should apply:

Ideally requires small group teaching or individualised teaching for core skills

Shows high level of anxiety or dysregulation in mainstream classroom despite support.

Experiences frequent withdrawal or social isolation in classroom or playground.

Needs low arousal environments to access learning safely and effectively.

Has reduced engagement with the curriculum due to sensory or communication needs.

Demonstrates a need for social communication development and/ or support.