



# **Welcome to The Sensory Hub**



---

# Meet the Staff

- Miss J. Basterfield – Learning support practitioner.
- Miss J. Bounleuth – Learning support practitioner.
- Miss D. Caine – Learning support practitioner.
- Miss C. Yarnall – Learning support practitioner.

---

# Supporting Our Pupils

**Ms N. Heather is our SENCO and Miss A. Mullard is our Operational Lead for Inclusion and SEND**



**Mrs M.Pickett, Miss C. Hadlington and Mrs A.Shepherd are our Well-Being Leads**

---

## **If you have any concerns regarding a child**

**Ms Heather, Mrs Richardson, Mrs Wallis and Mrs  
Kitching are our Designated Safeguarding Leads.**



---

**V – be Valued for who we are**

**O – have Opportunities to grow, thrive and make a difference**

**I – Feel Included with a sense of belonging**

**C – Care for and be part of our community.**

**E - have high Expectations of ourself and others**

**"A child who feels heard becomes a child who dares to dream"**



---

# Our Expectations

Children:

- Always try their best and take pride in their work.
- Develop and embed basic reading, writing and Maths skills
- Begin to become more independent.
- Are positive role models with behaviour and learning
- Feel welcome, smile, have fun and enjoy their learning.



# A Week in the Sensory Hub

Fridays are 'Fun Fridays' where children take part in art, DT, sensory activities and physical development with our sports coach.

	Monday	Tuesday	Wednesday	Thursday
8:40-9:00	Register/Check in	Register/Check in	Register/Check in	Register/Check in
9:00-9:20	Phonics	Phonics	Phonics	Phonics
9:20-9:30	Dough Disco	Dough Disco	Dough Disco	Dough Disco
9:45-10;15	Mastery Number Maths	Mastery Number Maths	Mastery Number Maths	Mastery Number Maths
10;15-10:45	Movement Break/ Get Moving	Movement Break/ Get Moving	Movement Break/ Get Moving	Movement Break/ Get Moving
10:45-11:00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
11:00-11:15	Snack	Snack	Snack	Snack
11:15-11:55	Colourful Semantics	Colourful Semantics	Colourful Semantics	Colourful Semantics
11:55-12:05	Storytime	Storytime	Storytime	Storytime
12:05-1:05	Lunch	Lunch	Lunch	Lunch
1:05-1:30	Wellcom – group 2 Wellcom – group 1	Attention Autism Zones of regulation	Wellcom- group 2 Wellcom- group 1	Zones of regulation Attention Autism
1:30-2:00	1:1 Phonics Focused activity	1:1 Phonics Focused activity	1:1 Phonics Focused activity	1:1 Phonics Focused activity
2:00-2:50	Continuous Provision Kinetic Letters Reading Practice groups	Continuous Provision Kinetic Letters Reading Practice groups	Continuous Provision Kinetic Letters Reading Practice groups	Continuous Provision
2:50-3:00	Storytime	Storytime	Storytime	Storytime

# Sensory Hub Curriculum.

---

Phonics

Writing

Kinetic Letter

Colourful semantics

Reading

Speech and Language

Maths

Mastery of Number

Gross and Fine motor development

Physical Education

Religious Education

PSHE

Computing

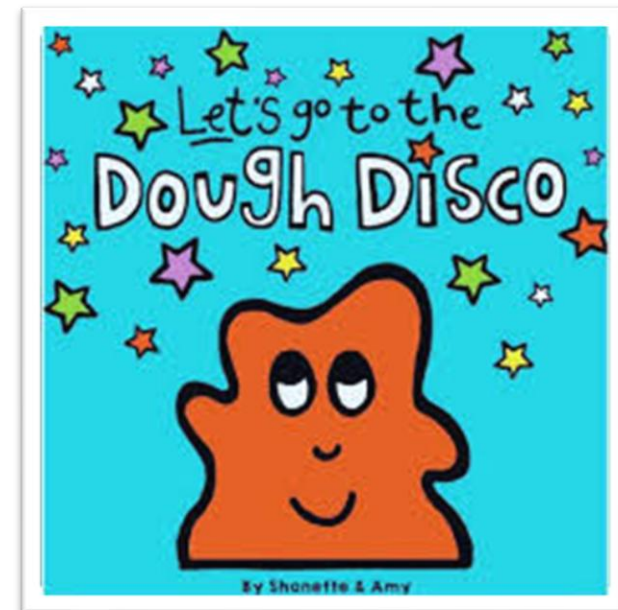
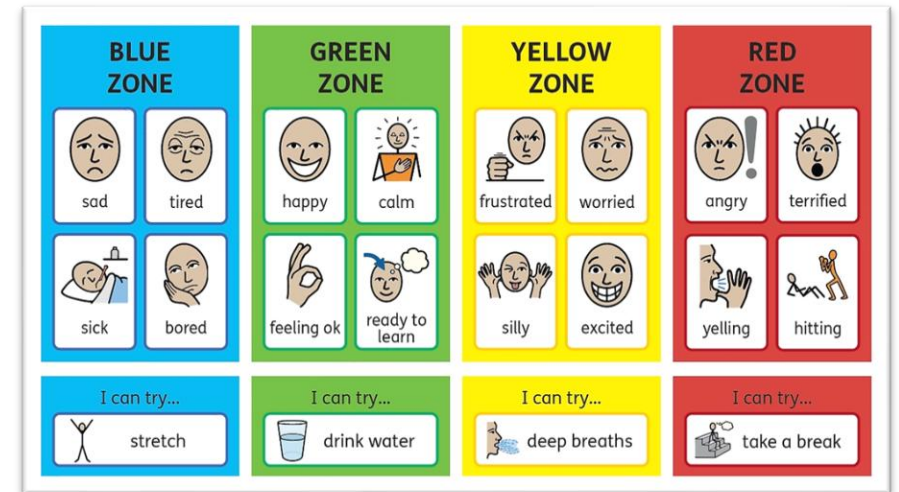
Art and Design

Sensory development

# Interventions

Children take part in several small group and 1:1 sessions with staff.

- In 'Zones of Regulation' children learn about their emotions and develop regulation strategies and behavioural skills. Each morning the children and staff check- in on the 'Zone Feelings' board.
- We develop children's gross and fine motor skills by taking part in 'Get Moving' which is designed to strengthen children's core and gross motor muscles via physical exercise. Children also do daily 'Dough Disco' and handwriting practice to strengthen hand muscles.
- Every Friday our sports coach works with children at the beginning and end of the day for PE sessions. Where possible, children also join their year group for PE sessions.



# Interventions

- Children take part in several small group and 1:1 sessions with staff.
- Both Wellcomm and Attention Autism are speech and language programs.
- There are four stages to Attention Autism that help to develop children's focus, attention and turn taking. This is done through sensory engaging activities.
- Wellcomm is a speech and language program that identifies areas in language development children need additional support in. This program is split into two toolkits Early years and Primary.

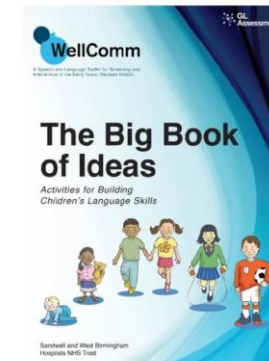
**What is Gina Davies Attention Autism?**  
A practical approach to building attention and communication in young children (EYFS)

**Stage 1 The Bucket Activity**  
Focusing attention with exciting, sensory-rich objects in a bucket.

**Stage 2 The Attention Builder**  
Extending attention through visually engaging, fun demonstrations (e.g. bubbles, balloons).

**Stage 3 Turn-Taking & Shifting Attention**  
Encouraging interaction by inviting children to take part in simple, structured turn-taking.

**Stage 4 Transition to Independent Play**  
Supporting individuals to engage in independent play activities.





# Celebrating our Success

We celebrate the social and academic successes of our children in many ways including:

All children are part of a house team and earn Dojos. These totals are shared and celebrated on a weekly, termly and yearly basis.

Children in the Sensory Hub collect stars for their jars, each day gives them the opportunity to collect two stars (AM/PM).

At the end of the day on Friday children who have earned 8 or more get a prize from the prize box.

# Supporting our Pupils to Make the Right Choices

We are all passionate about restorative behaviour and are a school that provide our pupils with personalised support and nurture as required. Our Well Being team are highly skilled and trained in this area to support our children.

Consequences are sometimes necessary.

We have a consistent approach across school.

## How incidences are dealt with

- Reminder by a class teacher - chance to change behaviour and an opportunity to reflect upon choices that have been made.
- If further incidences occur, pupil is referred to Mrs Richardson (Deputy Headteacher) or Ms Heather (Headteacher) where further discussions, and support will be put in place. If necessary, parents may be contacted at this stage.



# Keeping our Children Safe Online

## How do we keep pupils safe online in school?

- Education - Every year group has Online Safety modules as part of their curriculum
- Celebrate Internet Safety Day
- Sign a fair usage agreement
- Filters and Firewalls
- Any inappropriate language is immediately flagged up and dealt with by SLT/Computing Lead
- External Visitors
- Staff keep up to date with training and legislations.

## What can you do?

- Monitor and supervise as much as possible
- Look at the National Online Safety resources
- Our school website has a designated section for Online Safety with a wealth of resources
- Check age guidance for programs and apps

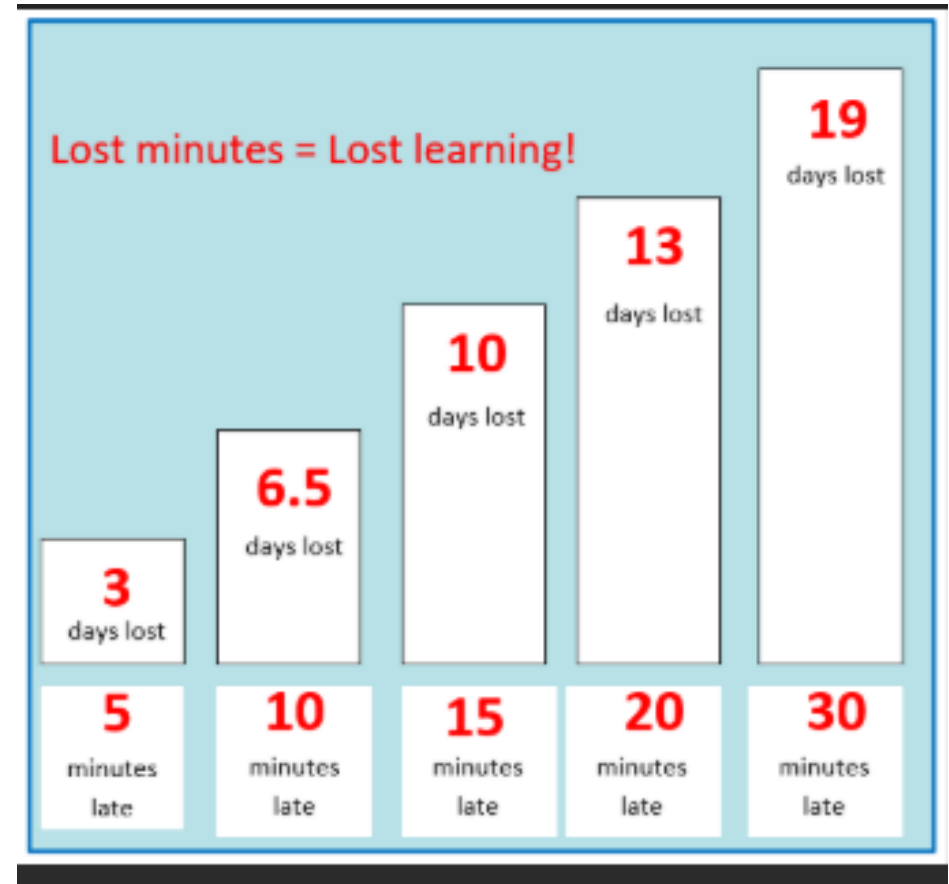


# Ways to Support Your Child

- Make sure they are in school and on time daily.
- Read regularly with them at home. Children have a reading record to log any books they read at home, including their online reading book.
- Practise letter, number and name formation whenever you possibly can.

## PE Days

- Year 3 -Wednesday
- Year 2 -Thursday
- Whole school- Friday



---

# Thank You

If you have any questions or queries, please either phone or email [info@dingle.dudley.sch.uk](mailto:info@dingle.dudley.sch.uk) and it will be forwarded onto us.

