Rationale

We believe that our sensory room will provide an environment in which students with limited communication skills can develop a range of early cognitive and communication skills required for higher level language development.

We believe that the sensory room will provide students with a reason and opportunities to communicate. Communication may include sequencing, turn taking, object referencing, sign language, symbols and use of voice.

The sensory room will provide stimulation but also be calming. It will be a ‘failure free’ environment.
PROCEDURE

The Sensory room is available for small group and individual sessions.
The room must be left in a clean and orderly condition (see protocol).
Staff must supervise student use of the room.
Items must not be removed from the room.
Sensory room use should be linked to therapy programs where relevant.
Sensory room use should be linked to student IEP goals.

PURPOSE

Provide opportunities for affective/emotional development;
Stimulation for all senses;
Relaxation;
Enhancement of communication;
Minimisation of challenging behaviour;
Opportunity for social interaction.