



FARNEY CLOSE SCHOOL

The Hush Policy

Date last reviewed	May 2023
Review Due	May 2025

Approval Level	<input type="checkbox"/> Governing Body <input type="checkbox"/> Principal to Determine
Signed	
Role	Principal
Date Approved	

THE HUSH

WHAT IS THE HUSH?

The Hush is a room which is used throughout the 24-hour day, providing a quiet space dedicated to stimulating, developing and relaxing the senses. Unlike a school classroom, where children are usually expected to watch and listen to the teacher, the Hush is a sensory room which allows our pupils the freedom and autonomy to explore the environment for themselves, in their own time, using all of their senses. It is a calming space providing a therapeutic environment for our pupils that are experiencing emotional or behavioural difficulties. It allows them to learn to manage their emotions in a controlled environment.

The Hush is a place where children should feel safe enough to communicate their feelings and thoughts that may not surface in classroom-based discussions. It provides an environment to meet the needs of the varied learning styles of individual pupils.

We recognise that there is more about the way children learn and the way that the brain develops, we realise that we need to create much more creative and varied styles and types of learning environments, if we are to meet the needs of our children.

Sensory rooms are about focused stimulation and providing educational experiences in a manner and style that children can relate to and access, to enable all pupils to achieve their full potential in all areas of the curriculum.

WHICH PUPILS CAN BENEFIT FROM THE HUSH?

CHILDREN ON THE AUTISM SPECTRUM

There are an estimated 1 in 100 people on the autism spectrum in the UK – so a school with 500 pupils is likely to have 5 or more pupils with autism at any one time. While autism affects every individual differently, difficulty processing sensory information is a common characteristic of the condition. Sensory issues can either involve hypersensitivity – where too much stimulus is difficult to cope with – or hyposensitivity, where pupils don't experience the same level of intensity as others. The Hush helps our young people who are autistic to deal with all kinds of sensory sensitivities in a relaxing and calming yet stimulating environment.

STUDENTS WITH LEARNING DIFFICULTIES

Learning doesn't just have to happen in the classroom. In fact, for many pupils with learning difficulties, that's an environment highly unsuited to absorbing and digesting information. The Hush, on the other hand, can enable pupils to develop at their own pace. Furnished with equipment such as bean bags, cushions, mats, lights and tactile toys, the Hush provides a unique and stimulating learning environment that allows many of our young people to thrive.

All of us have different learning styles: some might understand new information better if they can absorb it visually, while others might require a more hands-on approach (tactile learning). Because of its multi-sensory approach, the Hush can cater for all of these individual learning styles, providing education that is tailored to students' needs.

CHILDREN WITH DEVELOPMENTAL DELAYS OR SENSORY IMPAIRMENTS

The Hush provides a room for this group of young people to get the most out of their education. It provides a physical and mental stimulus for our pupils that have physical disabilities, developmental delays and sensory impairments.

The use of sensory equipment can help them to develop and practise a range of skills including:

- hand-eye coordination
- fine and gross motor skills
- colour recognition
- communication
- sensory skills

PUPILS WITH BEHAVIOURAL ISSUES

Dealing with behavioural issues can be a challenge, but the Hush provides a room that is effective and chilled-out way to work with or young people to support them in regulating their behaviour. The calming environment allows pupils to work through any difficult emotions in a safe and supportive space, together with a member of staff. Handling behavioural issues in this way improves focus in the classroom and helps the young person identify strategies to help them self-regulate.

RULES OF THE ROOM:

- No young people will be left in the HUSH on their own
- Two adults will be present at all times, unless a risk assessment identifies otherwise
- The door will not be locked if the room is occupied
- When the room is not being used the key will be easily available so immediate access can be gained
- Young People will stay in there until adults and they feel that they are ready to move on.
- Any mess needs to be cleaned up immediately and the cleaning team informed if it needs a deeper clean
- Damage should be reported immediately to the Site Manager, in person and in writing.
- Electrical equipment is checked on a daily basis

This policy works in conjunction with the schools:

- Health & Safety Policy
- Safeguarding Children Policy