

SEND Newsletter

This term's focus is multisensory teaching.



What is multisensory teaching?

Multisensory learning has been described as 'learning by the simultaneous use of the eyes, ears, speech organs, fingers and muscles.' Multisensory teaching involves using teaching techniques and resources that allow for learning to occur through auditory, visual and kinaesthetic routes.

The more senses, or modalities, a learner uses as they learn, the deeper the learning experience will be. If a learner can engage their visual (seeing) sense, auditory (listening) sense and kinaesthetic (using movement and touch) sense as they learn, the learning experience will be more memorable. Furthermore, because multisensory learning involves more pathways in the brain, this is likely to aid the transfer of new knowledge to the long-term memory.

What can I do?

Facilitate learning by not only structuring the lesson carefully but also by teaching in a multisensory fashion and integrating as many senses as possible into the teaching method and resources. For example, when teaching spelling patterns, encourage your learners to say the sounds, feel their voice box, see the shape their mouth makes, and then write the corresponding letters for the sounds using colour pencils to highlight the phonic pattern in a variety of words containing this pattern. This auditory-visual-kinaesthetic method will make the learning much more memorable.

Anything else?

Multisensory could be described as 'multi-memory'.

Paying one 'visit' or repeated similar 'visits' to a learning objective may be memorable in the short term, but to truly embed learning, doing so in a variety of ways, engaging more senses and making learning more of a holistic experience, is much more effective in the long term. If we revisit any new learning in a variety of ways and use all our senses, and we reinforce and overlearn the new material, then, in future, we are much more likely to be able to recall the new knowledge automatically from our long-term memory. That new learning pathway has been set securely.

Useful website links:

<https://senmagazine.co.uk/content/specific-needs/dyslexia-spld/22723/multisensory-teaching/>

<https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide>





Celebrating Success



All children have spent some time in their new classes, getting to know their new teachers for next academic year, whilst Y6 have been to their new schools.

Positive messages back from new class teachers and new schools are for:

Szymon (Y6) for telling staff the areas he likes in his new school.

Cohen (Y1) for being able to tell us his new teacher's name and his new school's name.

James (Y1) for impressing his new teacher with his love of mini-beasts.

Kara (Y3) for making her current teacher feel happy that she is also going to be her teacher next year, too.

