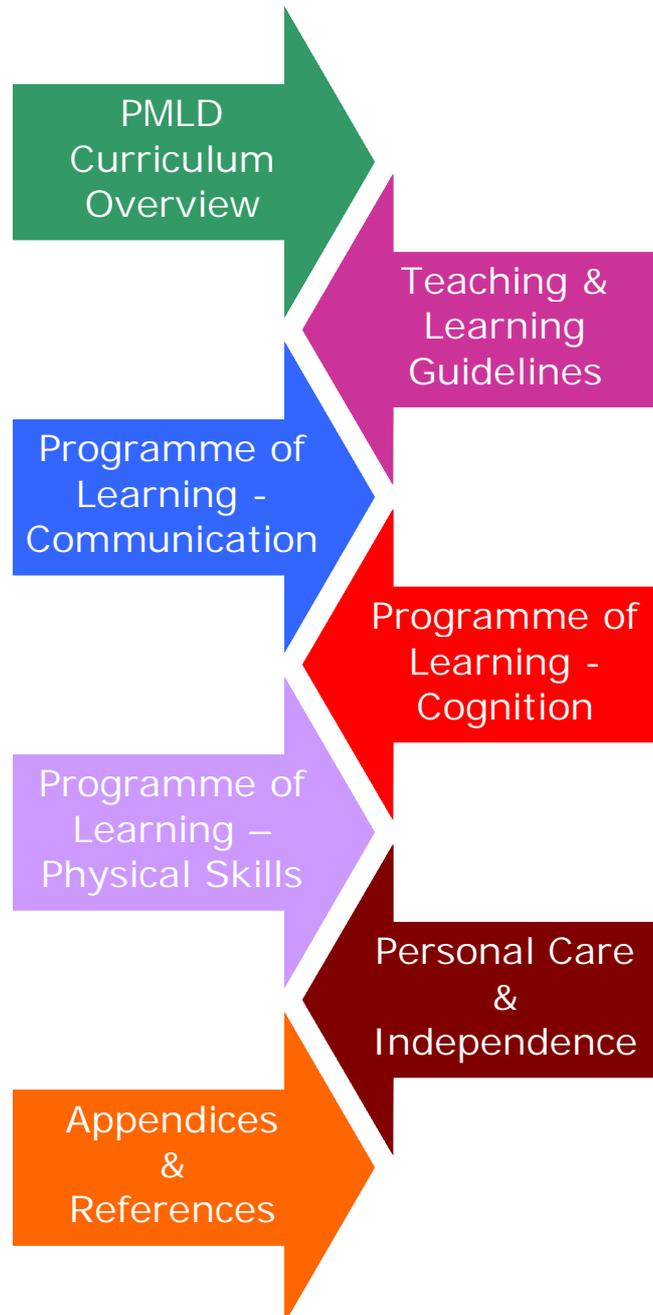




Profound and Multiple Learning Difficulties (PMLD) Curriculum



Three Ways School Profound and Multiple Learning Difficulties (PMLD) Curriculum

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PMLD Overview

Definition of PMLD

The official DfE definition of pupils with PMLD is:

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout school.

Curriculum Areas

Pupils with PMLD will have a focused curriculum- the four main areas are:

- **Communication**
- **Cognition**
- **Independence skills**
- **Physical Development**

Pupils with PMLD are at very early stages of development and it is more appropriate for them to access a more focused curriculum starting at their individual needs rather than a curriculum written for typically developing children.

Assessment

When assessing pupils with PMLD we will use **Routes for Learning** for Communication and Cognition. This is an assessment tool provided by the Welsh Assembly that breaks down the early P Levels into 43 small steps relating to Communication and Cognition.

The pupils can progress through the steps by using either the main route or alternative routes but there are certain steps that the pupil must achieve before they move on to the next step.

(Appendix 1)

For Physical Development we will use the MOVE program, with advice from the physiotherapy team. When a pupil is admitted to the school and is achieving Level P1–P3 they will have a baseline assessment. Then pupils will be assessed each term and new targets set.

To assess pupils with PMLD staff can use video, observing the pupil, talking to the family, therapists and other people that work with and know the pupil as well as more formal observations of set tasks for some communication and cognition aspects. Ideally more than one person should assess the pupil.

Assessment will often include parents.

Medium Term Planning for pupils with PMLD will be different and separate from planning for the rest of the class group as it is personalised to the individual.

What will the Planning look like?

Each pupil will need to have a Plan for Learning / IEP (Appendix 2) There will be one plan for learning for Communication, one for Cognition, one for independence and self help and one for physical development if required. The plan for learning will have the pupil's target for the curriculum area and will include information on how to achieve that target. The proforma that will be used for this is in the appendices and can be found on the server in-

Staff shared- STAFF - PMLD - Curriculum proformas

Alongside this each week there will need to be an Activity Plan / Lesson Plan (Appendix 3) for the pupil allowing some communication, cognition and physical activities each day.

The activity plan / lesson plan should include details around what activities the individual will be doing in each session and resources needed. This can look however you like as long as it has the relevant information. One way of doing this could be to add the information to the individual's time table each week.

Medium term planning for pupils will include:

- **3 or 4 Plans for learning / IEPs**
- **Activity plan / Lesson Plan**
- **Termly planning / Topic Web**
- **Specific session objective for individual pupils reflected on Recording Sheet**

Planning will be completed following the assessment each term. The target can remain the same if it has not been achieved in the half term. Sometimes pupils with PMLD will not make a lot of progress so we should plan for latitudinal progression to where the pupils can apply the skills they know in different situations.

Often it is better to start planning from the least able child, so they are not an afterthought. Pupils with PMLD should not have to be part of the lessons aimed at their more able peers unless it is identified that it can meet their learning needs.



Recording

The work that the pupils are doing will need to be recorded. Record keeping should be about what happened and how the pupils' skills and understanding develop in relation to their targets.

We will use a recording sheet which has been developed at Three Ways School by the PMLD teaching and therapy staff, based on the Engagement Profile Indicators, from the CLDD Research Project (Barry Carpenter, date)

Other Ways of Recording

- Video – this is valuable as it allows you to go back and see things that happened that you may not have during the activity
- Annotated photographs
- Written observations including post-its and more focussed observations

There is space provided on the planning sheet to record activities that have been offered to the pupil and how the pupils respond to the activity in relation to the target.



Reporting

When reporting on PMLD pupils the Routes for Learning route map will be used for School internal assessment data, annual reports to parents and Annual Review targets.

When a P Level is required for the Annual Review, use the detailed P level descriptors.



Our Multi Disciplinary Team

Three Ways school has secured an extensive team of professionals to work alongside teachers and support staff, with all PMLD pupils. They routinely participate in planning, target setting and assessing the pupils.

Learning and Teaching Guidelines



Communication

Pupils with PMLD are at a stage before their communication becomes fully intentional. Staff need to be skilled and sensitive in interpreting behaviour so we can respond appropriately. We need to respond consistently, and as if the pupils are intentionally communicating, to help shape their responses toward communicative intentionality.



Assessment of Communication Needs

Establishing conventional communication can be a lifelong task for people with PMLD. Routes for Learning gives a detailed breakdown of the skills pupils need to master to progress from 'reacting to a familiar adult' through to 'expressing a preference for items not present via symbolic means' (eg: a picture, symbol or word). This learning is achieved by a typically developing child during the first 12 months.

Routes for learning assessment will give a clear focus for learning and teaching of communication skills. There are other resources available to assess communication skills and these can be used to gain a more detailed picture of a pupil's communication skills and needs.

Resources include:

- Affective Communication Assessment
- The Early Communication Assessment
- The Pragmatic Profile of Early Communication
- Pre-verbal Communication Schedule

The Speech and Language Therapy team work closely alongside teachers and support staff in order to identify and implement the most appropriate resources for each individual pupil.



Total Communication Environment

We need to structure our communication so that pupils are able to interpret and make sense of the cues we give them. All adults working with a pupil must use these cues consistently. Cues must be planned to meet the pupil's individual developmental needs. Some or all of the systems discussed below may be appropriate for PMLD learners.

Sensory Cues

Pupils at a very early stage of development, particularly those with sensory impairments, are likely to need to start with 'sensory cues'.

Pupils need to be given a consistent routine to help them begin to learn to distinguish activities and people so eventually they can begin to learn to anticipate what is going to happen to them. For example, it might be helpful to adopt the following:

- Lifting children's arms before lifting them from chairs or floor
- Squeezing pupil's shoulders before pushing their chairs
- Staff having a sensory 'signifier' (eg: smell, touch, vocal cue) so children can begin to recognise different people

Some cues will be particular to individual pupils, for example singing a particular song. Some sensory cues are built into the activity eg: the smell of lunch or the sound of the bus engine. Use natural cues wherever possible, maybe exaggerating them eg: jingling the bus keys or knocking the spoon against the bowl; anything to help children to associate that cue with what is going to happen next.

Make sure the cues happen just before the activity begins so there are only a few seconds between the cue and the activity. Keep repeating your sensory 'signifier' throughout the time you are working with children so they can practice recognising it.

Object Cues

From these sensory cues, pupils can begin to increase a number of cues for the different activities about to take place. These can be the objects that are part of the activity, eg an object that is a cue for a drink should be the cup that the child usually uses. It should be offered as a cue as the drinking activity begins. It is hoped that the pupils will eventually learn to anticipate the drink by opening their mouths as the cup is presented. All routine activities should have a sensory cue of some kind. It depends on the activity as to what the cue should be but for most pupils with PMLD it is not helpful, at this stage, to have lots of different cues for different activities.

It may be better to have a single cue for work time with another for toilet and another for eating/ drinking. Maybe a cue for outside could also be added or for the hall and for any activities or places that are used regularly.

Objects of Reference

Some pupils may make symbolic use of objects of reference where the object used is representative of the activity. For example being shown (or feeling) a small red cup but actually using a larger blue cup for drinking. Pupils need to be around number 41 on the Routes for Learning (expresses preference for items not present via symbolic means) for objects of reference to make sense. Some pupils at this stage might be able to understand and use a few words or even recognise a few pictures (eg: of themselves or their family/ classmates).

Responsive adults are the most important resource to teach pupils communication skills. All adults (and more able peers) working with a pupil with PMLD must be responsive to any communication from them, however subtle.

This communication may well be pre intentional but by responding to the interaction and extending it pupils can learn fundamental skills. This approach is often referred to as **Intensive Interaction**.

First and foremost, Intensive Interaction is highly practical. The only equipment needed is a sensitive person to be the interaction partner. The approach works by progressively developing enjoyable and relaxed interaction sequences between the interaction partner and the person doing the learning. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication. As this happens, the fundamentals of communication are

- Learning to give brief attention to another person
- To share attention with another person
- Learning to extend those attentions, learning to concentrate on another person
- Developing shared attention into 'activities'
- Taking turns in exchanges of behaviour
- To have fun, to play
- Using and understanding eye contact
- Using and understanding of facial expressions
- Using and understanding of non-verbal communication such as gesture and body language
- Learning use and understanding of physical contacts
- Learning to use and understand vocalisations

The style of the adult is relaxed, non-directive and responsive. In fact, a central principle is that the adult builds the content and the flow of the activity by allowing the learner basically to lead and direct, with the adult responding to and joining-in with the behaviour of the learner.

This simple principle is the one used by adults in interaction with babies during the first year.

The teaching sessions are therefore frequent, quite intense, but also fun-filled, playful and enjoyable. Both participants should be at ease with enjoyment of the activity as the main motivation. A session could be highly dynamic, with a great deal of vocalisation, sometimes with physical contacts. A session could also be peaceful, slow and quiet.

<http://www.intensiveinteraction.co.uk/about/how.php>

Suitable games for Intensive Interaction are likely to be those that are very repetitive such as tapping fingers or making little noises. Either person can introduce a game but the adult needs to choose things that are within the pupil's repertoire or close to what the pupil already does. Some pupils are very music orientated so suitable games may be familiar songs. Other are much more physical and interaction could be achieved through whole body rocking, jumping or even running about.

When using an Intensive Interaction approach consider:

- Interactions based on individual pupil's communication behaviour
- Adults (or more able pupils) who can interact with children with PMLD frequently
- Burst-pause of activities (on-off) so children can insert their responses in the gaps
- Adults who can interact in a 'larger-than-life way'

At Three Ways School we make use of a range of specific resources, in order to enhance and promote intensive interactions and the responsive communication environment for individual pupils. These include Resonance Boards that be used to provide excellent auditory and tactile feedback in which pupils will become actively involved in creative opportunities for communication. Staff and pupils can:

- Feel the sound resonating through their whole body
- Create sound and rhythm games together
- Build sound conversations
- Respond, engage and interact at the most basic levels

Interaction with peers can also be encouraged if children spend time together on the board.

At Three Ways School we use a total communication approach which includes the use of signing, where appropriate.

Canaan Barrie Signs

A way of communicating through movement and touch for children with multiple disabilities, visual impairment and additional support needs. It is based on building up a relationship of trust and understanding between the adult and child. The system works through touch. Most signs have a specific reference point on the body. The aim is to work out a vocabulary of movement, gesture and touch that reflects the everyday routines, needs and interests of the child. The adult encourages the understanding of language by communicating in a slower, simpler and clearer way.

Makaton Language Programme

Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. Makaton signs are highly visual, concrete and very iconic (at the early stages). This makes them more motivating for pupils to look at and sometimes easier to understand than spoken words alone. Makaton signing can help to develop attention and listening skills, as well as encouraging engagement at all levels.

One Page Profile

All pupils in school have a One Page Profile. This is a brief, user friendly document that highlights the pupil's strengths and needs, including their communicative behaviours, targets and strategies (Appendix 5)



Teaching Approaches

Personalised Learning Environments

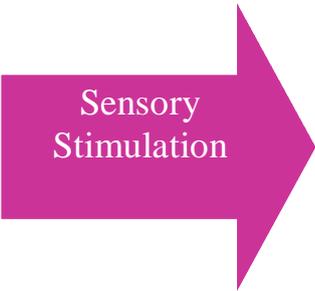
Ideally all pupils with PMLD have a personalised environment for optimal learning.

Pupils with autism are likely to require a clear structure to their environment. They may need an environment free from extraneous distractions and possibly physically separate to a degree from the rest of the classroom.

Someone with very little vision is likely to be most open to learning when in a darkened area where objects can be specifically lit

Pupils with physical disabilities will need an area to accommodate equipment and a programme that allows them to be in different positions, for example sitting on a bench, side lying, in a standing frame etc.

Some pupils with PMLD really enjoy being sociable and can function well in a busy classroom, others cannot and need somewhere quiet and ordered where they can focus on learning. We need to consider if the pupil with PMLD is gaining something from being in a specific environment, if not could we be providing a more positive experience elsewhere?



Sensory Stimulation

It is important to enable pupils with PMLD to learn to use all their senses for learning and so stimulating them is a useful and fun thing to do. It is important though not just to massage a pupil's feet with cream, for example, but to use the activity to teach the pupil the next learning step.

If a pupil is learning to anticipate what is going to happen next in a known routine, then massage for a little while and then stop for a few seconds to see if you get a response such as the pupil looking at you or vocalising (as if to say 'more, please').

Keep the pause very short or it won't be remembered. Another pupil might be learning to take turns with an adult, in which case maybe after massaging the pupil's foot for a while you change places and get the pupil to massage your foot. Sensory stimulation should be more than just a relaxing time (unless the next learning step is to learn to relax). It's a learning opportunity.

Three Ways School uses a number of specific approaches which include sensory stimulation to develop other skills such as communication. For example –

Tac Pac

Tac Pac is an activity that pairs music and touch to promote communication and social interaction as well as sensory, neurological and emotional development.

It is used with people who have sensory or neurological impairments, profound and multiple learning difficulties and developmental delay.

During these sessions, pupils / students are paired one to one with a familiar adult. Through linking familiar music consistently with objects, actions and people in a pattern of different activities, the partners communicate with each other.

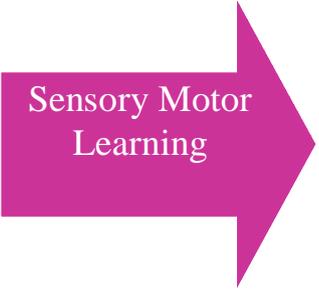
Tac Pac provides a safe and structured framework for the 'receiving partner' to make contact with their own bodies, their environment and other people, and develop a relationship with these. The 'giving partner' ensures that each tactile experience is well organised and sensitively offered, and adjusted to suit the receiving partner's responses.

A piece of music is chosen specifically to match the texture, character, and emotional quality of each tactile experience. At Three Ways school, we have made our own music selections and choose not use the standard (commercially available) Tac Pac music.

Tac Pac is one way that we can bring the world to pupils / students with profound and multiple learning difficulties in meaningful and non-tokenistic way. It provides an ideal opportunity to develop reciprocal interactions and intentional communication.

Sensology

Sensology (TM) is an educational approach emphasising sensory stimulation. It covers the five basic senses (see, hear, touch, smell, taste) but also the movement-related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements). In a Sensology workout, these senses are literally given a warm-up. Sessions can be in groups or one-to-one and can be brief (five minutes) or, if pupils have physical limitations or take time to respond, delivered at a personalised pace. A session begins with music that draws pupils in. Everyone then takes turns identifying themselves in a mirror, or another starting activity, which usually starts the smiles and laughter. Then, one by one, the senses are worked through. Each one is named and indicated (e.g. "I have eyes") and then put to work. Working the eyes might involve bright torches and reflective surfaces such as CDs. The nose might use strong smells on cotton wool, such as peppermint oil or vanilla. The ears would use a drum, played quietly and then loud. The mouth would be tastes: honey or icing sugar. The body would involve movements such as rocking, squeezing or patting, or perhaps tickling. The session winds down with a goodbye song and clapping.



Sensory Motor Learning

It is vitally important that children with PMLD have opportunities to learn to move around and explore their world. Those who are physically disabled need an enormous amount of help with moving in a co-ordinated way.

They will need to be supported to explore objects and staff need to be very inventive with finding objects that are motivating and enable children to learn how they work. Providing the right resources to learn about the different properties of objects is vitally important and staff need to know roughly the order in which typical children learn about objects, eg it is helpful to know that pupils empty containers before they learn to fill them..

Three Ways School uses a number of specific approaches which include sensory motor stimulation to develop skills such as communication. For example –

Sherborne Developmental Movement

Sherborne Developmental Movement is an approach based on paired movement experiences, that encourage each pupil / student to become aware of 'self' and 'others' and hence to develop intentional interactions. It was developed by Veronica Sherborne in the later part of the twentieth century. This is an inclusive method, that is well grounded in Laban's Movement Theory.

There are two basic objectives within Sherborne Developmental Movement: **Awareness of Self** : This is gained through movement experiences that help the person concentrate so that they become aware of what is happening to their body, listening via touch and by feeling of inner physical sensations rather than by our usual way of looking and thinking. This helps lessen self-criticism and allows people to grow in terms of self-esteem and confidence both at a physical and emotional level.

Awareness of others: The next step is to begin to learn to move and interact with others in ways that encourage the further development of trust and the building of positive relationships. These movement experiences enable the person to be appropriately supported while being encouraged to explore their unique creativity through shared movement activities.

The particular adaptations of Sherborne Developmental movement used at Three Ways school are designed to meet the diverse and unique learning needs of our young people, in mixed ability groups. This approach is used to support the development of social interaction and communication skills with pupils / students who have severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorder.

There are also benefits for confidence, self esteem, positive relationships, emotional literacy, creative expression, problem solving skills and physical development.

Sing and Swing

Sing and Swing (Henderson, 2012) provides a familiar, consistent format through which individual pupils or groups (working one to one basis) can experience and develop engagement and a range of preverbal skills. Repetitive words (reflecting the active or assisted movements of isolated body parts) are set to familiar tunes which are sung by the adults (and verbal pupils) present. This gives opportunity for the songs to be repeated at various tempos, volumes and in different styles, as suggested by the responses of the pupils. Individuals are given space, time and encouragement to investigate, discover and initiate new movements, which are then incorporated into the session.

Music and Movement

'Three Ways Music and Movement' provides one to one interaction opportunities for children with a wide range of communication difficulties, through a group based session of responsive music paired with simple movements that can be achieved independently or facilitated by the adult partner. Pupils are paired with a familiar adult (or in more mixed ability classes, some pupils work together in pairs). There is a set pattern of movements which progress from whole body experiences (eg: bouncing and rolling) to a sequence of specific movements of isolated body parts (eg: tapping fingers). Each movement is linked to a consistent tune / song, using a different instrument. The Music Therapist's playing of each tune is responsive to the pupils. The adult partners respond to the pupils individually and consistently. Each pupil will be working towards their own objectives during the session. Because of the way it is designed and delivered, 'Three Ways Music and Movement' is found to be appropriate for a wide range of pupils of different abilities (from PMLD pupils working on consistent responses or anticipation of what comes next, to MLD pupils learning to physically co-operate with a peer in an appropriate

Rebound Therapy

Rebound therapy is a form of structured and controlled use of the trampoline. It gives pupils an opportunity to experience supported movement in a completely different way. Pupils are taken through a range of different movements in different positions – pupil interaction and independent movement is strongly encouraged. As well as meeting pupils' movement needs rebound also gives pupils a different sensory experience which is equally important for their development.



Moving & Handling Plan

Pupils with additional physical needs have a moving and handling plan. This gives detailed information about strategies and approaches to support the pupil in physical transfers, for example in getting in and out of the pool, getting on and off the changing bed, getting on and off the floor. The plan should be written collaboratively by staff who know the pupil well and should be shared with the physiotherapist and with parents. The plan should be regularly updated. The plan also acts as a risk assessment for the pupil and for staff (Appendix 6).



Breadth & Balance

Pupils need a broad and balanced curriculum. Their thinking and communication are at the earliest levels therefore they are learning in the four main curriculum areas:

- Communication
- Cognition
- Physical development
- Personal care and independence

Pupils may gain a great deal from being part of a whole class experience in a range of lessons, for example in history or art. There needs to be a balance between lessons that provide direct learning and teaching and those which provide experiences.

The bulk of time needs to be spent in focused teaching and learning.

PMLD pupils should have one focused session each day in each of the curriculum areas. Different classes and departments may call these sessions by different labels, for example a cognitive learning session could be maths, science or food technology, a communication session could be English, hydrotherapy, outdoor learning. The breadth and balance of the underlying learning experience is what is important. It may be useful for a pupil with PMLD to have an individual timetable so that breadth and balance is explicit to staff and to families.

Pupils with PMLD may need some of the approaches listed below:

- Equipment for positioning – lying, sitting, standing, moving
- Frequent changes of position
- Regular therapy exercises
- Safe space to move arms and legs when lying on the floor
- Space to move around the room safely (when learning to roll, shuffle, crawl or walk)
- Safe space and activities for relaxation
- A personal space that enables children to exert as much control as they can (eg: a ‘Nest’, a sensory tent, Resonance Board, a safe space)
- Multi-sensory environment where children can focus on one stimulus at a time
- Multisensory activities in the classroom, particularly utilising the child’s strongest sense/s (eg: Sensology)
- Sensory stimuli that enable the integration of senses (eg: Tac Pac)
- Outside sensory area (eg: sensory garden)
- Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources
- Range of interesting objects, activities and events that can be appreciated through the senses – starting with those that give a strong sensory feedback when touched, grasped, knocked
- Staff to assess the level of stimulation right for each individual (wild and exciting or gentle and slow)
- Range of resources for exploration and early problem solving (including technology where appropriate)
- Repetition of a small number of activities and routines for learning to anticipate (increasing with the level of understanding) (eg: eating and toileting routines)
- Time to respond to objects, materials, activities, events and people
- People working with them to remain within arm’s length
- Small number of adults who know the children and their key targets well
- Small number of learning spaces (although novel places can be useful sometimes)
- Small number of more able peers to watch, interact with and listen to

- Concrete objects and materials to accompany stories, songs (without tokenism)
- Low and high tech aids for communication (low tech is likely to be more suitable)
- Generally a slow pace in lessons and routines (but sometimes being swept along with a fast activity when part of a social event)
- Lots of repetition (eg: repeat a particular story or art activity several times a week for 6 weeks)
- Sensory Integration Centre

Staffing & Grouping

Pupils with PMLD need a high level of adult support, they also need time alone for relaxation and reflection. Many pupils with PMLD are gregarious and enjoy spending time as part of a larger group. Pupils need to spend time with their peers and staff need to plan to support them in this. More able and less able peers can benefit from opportunities to work in groups and from opportunities to socialize and interact.

A 2:1 ratio often works well to support the learning of pupils with PMLD. This gives a high level of direct teaching but also allows for some structured turn taking, opportunities to notice and interact with a peer and changes in levels of concentration and engagement (no one wants to be working at full pace all day!)

There are times when a higher ratio is needed (1:1 or even 1:2), for example during physical or self care activities.

Groups for activities will differ for different curriculum areas, for example some pupils may benefit from a cross grouped movement activity, others will need regular cross grouped cognitive lessons.

Pupils with PMLD are individuals and they have different learning styles, some of the considerations listed below may be useful to consider.

Hand – under - Hand

For some pupils it works better to give them experiences of activities by putting your hand under theirs rather than over. You do the activity with their hand on top of yours. This gives them a better experience of the activity. It is particularly useful when the pupil immediately withdraws his/ her hand as soon as you try to place it on the object. You hold the object and let the child hold you.

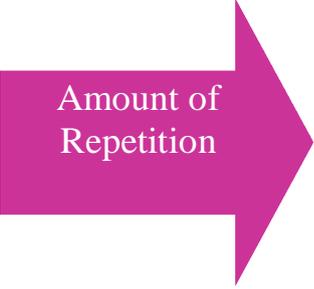
Giving Time for Reaction & Responses

The amount of time each pupil needs to react to a stimulus varies enormously. You need to observe carefully to see what is right for each pupil. Be prepared to go slowly and try not to make the pace be dictated by the tolerance of a group.



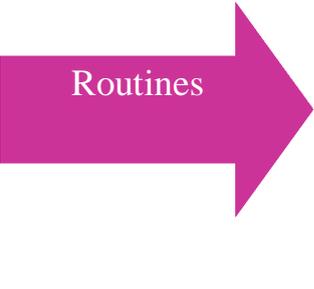
Level of Stimulation

Some pupils need wild and exciting stimulation to react but others need a gentle, slow approach. Observe carefully to see which level of stimulation is best for each individual pupil. The Sensory OT will give detailed advice regarding the stimulation levels that are appropriate for individual pupils, in order for them to be ready to learn.



Amount of Repetition

Some pupils with PMLD need a huge amount of repetition before they are able to anticipate even a very familiar activity. Those pupils at the very early levels of the Routes for Learning map are likely to need an activity repeated literally thousands of times before they can begin to anticipate what is going to happen. Where possible, choose a small number of activities to repeat over and over again, rather than give continually new experiences.



Routines

Early learning in very young typically developing children is based on daily routines such as eating, drinking, nappy changing, dressing and undressing and play routines such as peek-a-boo, round and round the garden and row, row your boat.

Pupils with PMLD need to experience all these kinds of routines over and over again. Because routines happen several times a day, they are ideal for beginning to learn about the way the world works.



Listen to 'Pupil Voice'

Although many pupils with PMLD are not intentional in their communication, we do need to think of them as having a 'voice'.

We need to be very sensitive to all their reactions and responses so their 'voices' can be heard.

Almost all pupils with PMLD react to stimuli and we need to heed what they are 'saying'. The few who cannot yet show a reaction to stimuli need supporters who can 'put themselves in their shoes' and estimate how long to work with them, how long to help them to stand, how long to play music etc. At Three Ways school, we use a number of strategies and techniques to encourage us to listen to the pupils' voice. These include 'Storysharing'.

Storysharing

Storysharing® is an approach which uses systematic strategies to develop the ability of students to recall and tell stories, particularly personal experiences; its principles are based on the recognition of the value of these stories to make friendships and build communication confidence. The approach was developed by Nicola Grove through the charity Openstorytellers (www.openstorytellers.org.uk).

Storysharing is always adapted to suit the communication profiles of individual students. Student and story partner work together to share the telling: through the encouragement of active listening, others are included in the story. Narratives are 'scaffolded' and co-narrated using a range of techniques that can include objects of reference, sensory props, communication aids, signing and repetition.

By promoting empathy and active listening, the regular telling and hearing of stories about real things that happen contributes to the development of good language and communication skills, improved memory, self confidence and emotional literacy.

Music Therapy

The Music Therapist works with some pupils on a 1:1 basis. Music Therapy is also used in Three Ways to support teachers and other professionals in enabling PMLD pupils to access the curriculum.

As a school we aim to provide optimum learning and teaching. We need to have a shared understanding of what outstanding learning and teaching looks like for all our learners.

Teaching PMLD learners may not fit easily within OFSTED or DFE definitions of 'outstanding lessons'.

Staff should consider the following when reflecting on Learning opportunities for pupils with PMLD.



Outstanding
Learning &
Teaching

Does the lesson demonstrate Engagement?

Are there observable behaviours that demonstrate engagement in terms of the following indicators:

- Awareness
- Anticipation
- Initiation
- Curiosity
- Investigation
- Discovery
- Persistence

Do staff understand proximity?

- Most pupils with PMLD only engage with activities / interactions within their immediate personal space,
- Is the activity close enough – within an arms length?
- Is the pupil appropriately positioned?
- Is there an ebb and flow within the lesson? Are there times of high engagement and 'rest' times (burst – pause)? Is the atmosphere conducive to learning?



Assessment

Have staff assessed prior learning accurately and in enough detail?

Does the lesson build on this assessment?

Are the learning targets appropriate, do staff understand *zone of proximal development* for the pupil? Is assessment ongoing?

Are staff observing and recording pupils' reactions in a purposeful way?



Planning

Do staff show a clear understanding of early childhood development?

Do activities plan for learning through the routes for learning? Are materials interesting and motivating, do they stimulate the senses?

Is there a balance between keeping things fresh and interesting and allowing enough repetition for learning (for those pupils at the earliest stages there needs to be huge amounts of repetition).



Communication & Interaction

Effective dialogue is a key indicator of outstanding learning for more able pupils. For less able pupils this dialogue takes the form of sensitive interaction and effective consistent use of cues.

- Is intensive interaction used spontaneously as part of every learning opportunity rather than as a distinct 'lesson'?
- Do all staff consistently use cues?
- Is there a system for organizing communication strategies?
- Is there planning for learning in all curriculum areas during the course of a day?



Breadth & Balance

- Do staff also plan for cognitive learning?
- Do they expect to see changes in the way the learner interacts with and understands the environment?
- Do they have a clear idea of what these changes may look like? Can they celebrate success?
- Is sensory motor learning integral to the lesson?
- Are there opportunities for the pupil to move and change position?
- Is the learning in this moving recognized and celebrated?

Programme of Learning - Communication

The programme of learning for pupils working on communication at this pre-formal stage will include the following three areas:

1. **Responding (to social events and activities)**
2. **Interacting (with others)**
3. **Communicating**

The opportunities suggested are roughly in developmental order but should not be treated as steps to be mastered one after another.

Pupils' progress will be monitored and recorded using engagement indicators:

- Awareness
- Anticipation
- Initiation
- Curiosity
- Investigation
- Discovery
- Persistence



Communication
Programme

The communication programme should be the focus of one lesson each day.

Communication work should also be central to every interaction throughout the day, i.e. intensive interaction should be a 'blue print' for every interaction rather than a lesson in itself.



Responding

Responding (to social events and activities)

Eg: **Everyday activities**

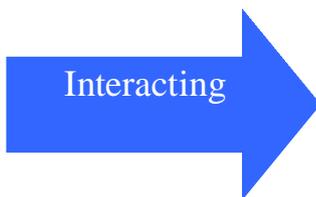
Care routines

Sensory stimuli

Pupils should have opportunities to:

- Respond when basic needs and desires are met (eg: stop crying when discomfort is removed or relax when gently rocked)
- Respond to stimuli presented in on/off pattern (burst-pause) (eg: still, widen eyes, increased movement)
- Respond to nearby person (eg: still to sound of voice or search with eyes or increased movement)
- Respond to consistent and predictable social routines (offered in the same order in the same environment on a daily basis) (eg: by relaxing, stilling, widening eyes or mouth, increased movement)
- Respond to their own names (stopping, turning, increased movement)

- Respond with consistent positive and negative reactions to a range of social activities (eg: smiling or turning head away)
- Respond to people talking around them (eg: by looking at the speaker or making sounds)
- Respond in different ways to familiar and unfamiliar adults
- Respond to sensory cues
- Respond to object cues
- Respond to objects of reference or pictures
- Respond to familiar sounds and early words such as brrrm/ woof/ mum (eg: smile and locate sound)
- Respond to familiar sounds and words (and / or signs), showing understanding of their meaning (eg: look at ‘mum’ or the dog)



Interacting (with others)

Pupil should have opportunities to:

- Interact with familiar people (eg: smiling, turning, giving eye contact)
- Show they can work co-actively with familiar people (eg: join in ‘row the boat’ or allow their hands to be used for eating)
- Show anticipation of familiar social activities and events (eg: start to rock for ‘row the boat’ or lean forward to be lifted up)
- Show they have had enough of a social interaction (eg: by turning away or looking down)
- Show preference for particular people, objects and activities
- Respond with interest in the actions of others close by (eg: make eye contact, turn towards, reaching out, vocalising)
- Engage actively in familiar social activities and events (eg: join in action songs or hold up arms for coat) make simple meaningful gestures (eg: pointing or using simple signs, photographs)
- Use their voices to join in a ‘conversation’ (eg: babbling)
- Attempt simple words and phrases in imitation (eg: mumma, woof, all gone, bye bye, more)
- Use a few words appropriately (eg: more, names, yes, no, mumma – whatever is appropriate for that child)

Programme of Learning for Cognition

Pupils at a very early stage of development need people around them who can help them to explore and interpret the world.

They have difficulty in making sense of that world and need

Many opportunities to handle and test out objects, look for patterns and sequences in experience and generally extend their focus from the immediate to things further away.

Pupils at this very early stage need to experience the same activities over and over again if they are going to be able to learn from them. Hand under hand can be useful as well. The adult does the activity with the child's hand lying on top so the activity can be felt. As children begin to develop the understanding that they can have an effect on their world, they can be offered a much wider range of activities and objects to explore. They are still likely to require plenty of repetition but may be able to cope with different examples of a similar activity. When cause and effect has been established, early problem solving can begin.

The programme of learning is divided into 4 areas:

- 1. Awareness**
- 2. Exploration**
- 3. Control and early problem solving**
- 4. Sequence and pattern**



Cognition
Programme

The opportunities suggested are roughly in developmental order but should not be treated as steps to be mastered one after another.

Pupils' progress will be monitored and recorded using engagement indicators:

- Awareness
- Anticipation
- Initiation
- Curiosity
- Investigation
- Discovery
- Persistence



Awareness

Awareness (of stimuli – people, objects and activities)
(All functional senses should be used)

Pupils should have opportunities to:

- Recognise an obvious change happening very close to self (eg: stills when hand is massaged or when sees a bright flashing light)
- Recognise when a stimulus starts and stops (eg: stills, moves limbs, turns after the stimuli start or stop)
- Accept stimuli for an increasing amount of time (eg: will hold objects or allow feet to be in the foot spa)
- Respond to a widening range of stimuli (eg: turns to a range of flashing objects)
- Anticipate stimuli that occur over and over again (eg: smile before being pushed on the swing after several pushes)
- Respond to a range of stimuli that are quieter/ less obvious (eg: smile at quiet singing)
- Attend to stimuli further away (eg: hears music a few feet away or smells lunch as the trolley comes in)
- Transfer attention from one stimulus to another (eg: look at jumping dog and when it finishes look at moving car)
- Attend to stimuli in a busy classroom (eg: watch another child moving around)
- Locate a specific stimulus against a busy background (eg: find favourite toy in a box of several toys or turn to name in a noisy room)
- Persist in making simple toys do something (eg: keep swiping wobble toys or pressing a switch to keep the toy active)



Exploration

Exploration (of objects, materials and substances) (all parts of the body should be used, especially those parts that pupils can move independently, however little)

Pupils should have opportunities to:

- Use their senses to register interesting events around them (eg: listen to drum, watch moving toy, touch gloop)
- Locate moving stimuli (eg: track a florescent ball or moves head to sniff perfume as it passes from one side to the other)
- Turns to objects and sounds that are activated but in one place (eg: turns head to locate flashing light)
- Make things happen when they move randomly (eg: the space blanket crackles when the child wriggles or arm movement activates a hanging bell)
- Activate toys that provide an interesting effect randomly and without connecting the cause to the effect (eg: pats a BigMac switch and something motivating happens or kicks the keyboard and sounds happen)



Control

Control (of objects and materials)

Although physical manipulation of objects and materials is vital for developing understanding of what those objects do, children with physical disabilities may use eye pointing or technology to aid their explorations. Unfortunately, eye pointing and switch operation does not enable pupils to do all the activities suggested below and it may be difficult to assess pupil's understanding accurately unless or until they are competent eye pointers or switch users. When planning to use switches remember to keep the cognitive process you are encouraging firmly in mind.

Learning to use a switch is not the target. Children learn and develop the concept of cause and effect through face to face interactions with other people (and not by using a switch).

Three Ways school uses the 'Learning Journeys Switch Progression Road Map' to inform target setting regarding use of switches and similar technology for individual pupils.

Pupils should have opportunities to:

- Make things move deliberately with gross movement (eg: knock mobile, kick bells swish water)
- Make things move deliberately with finer movements (eg whole hand or head to activate switch or swipe objects that give a strong reward)
- Persist in making simple toys do something (eg: keep swiping wobble toys or pressing a switch to keep the toy active)
- Operate a toy that requires a single action (eg: button on Jack-in-the-box, switch for bubble tube)
- Activate toys deliberately, using different movements for different toys (eg: shaking bells and banging drum)
- Shift attention between different objects/ actions (eg: different actions on an activity centre)
- Manipulate objects purposely (eg: empty and fill containers, stacking and building blocks)
- Press buttons to make toy work (eg: keyboard, musical toys)
- Look for favourite objects when sees them hidden (eg: toy in box, under material)
- Look for favourite objects in a box of similar items (not deliberately hidden)
- Open containers to find objects (eg: lift lid, press buttons, pull top off)
- Use objects and materials according to their function (eg: brush for hair, shoes on feet, paint on paper)

Again, it can be hard for children with physical or sensory impairments to show their true level of understanding.

Pupils should have opportunities to:

- Take turns in repetitive games where adult stops to wait for a response (eg: Intensive Interaction, action songs)
- Anticipate routine events – that is see a pattern in the event (eg: action songs, eating, being hoisted)
- Recognise familiar places (eg: look up at the lights in sensory room, go straight to a favourite object in the hall)
- Explore objects that are used in familiar routines (eg: spoon, cup, hair brush, drum)
- Take turns actively (eg: rolling ball to partner, passing objects backwards and forwards)
- Choose between two or more motivating toys
- Respond to object cue (eg: sits down for a drink when sees the cup)
- Select appropriate resources for a familiar routine (eg: spoon for eating, ball for game, shoe after soft play)
- Assist in putting away resources used in a familiar routine
- Operate toys that require more than one action to complete (eg: bubble tube controlled by latched switch, CD player knobs)
- Operate toys that need to be pulled apart and put together (eg: stickle bricks, Duplo)
- Follow objects that move within the toy (eg: cars down a slope, balls in a tube)
- Put objects into a container one at a time (eg: balls down a tube or helter skelter)
- Select preferred objects from a mixture of objects (eg: in a box)
- Look at the bottom of a sliding/ tumbling toy for the object to appear when it can't be seen travelling down)
- Use objects that require two or more actions to complete (eg: posting shapes or simple form boards)
- Use early problem solving for a familiar event (eg: selecting a car or ball to roll down the slope rather than a piece of material or paper)
- Solve simple problems where understanding the pattern is important (eg: when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight)

Programme of Learning – Physical Skills

Pupils who are physically impaired or who are still learning to move need lots of opportunities to move around both supported and freely. They may require a range of equipment for lying, sitting, standing, walking.

They may be having active treatment from a physiotherapist and/ or an occupational therapy and/or be receiving an ongoing treatment programme. Always consult with therapists and ensure that have physical/ health targets that have been agreed between all the professionals who work with each pupil.

Pupils who are physically impaired have a moving and handling plan (Appendix 6) and a risk assessment. This plan should be written collaboratively by all professionals working with a pupil and shared with parents.

The plan is both a detailed ‘how to’ guide for all staff to give them guidance about how to teach pupils physical skills in their daily life and a risk assessment. It is essential that all staff use the mobility plan to ensure the safety and wellbeing of the pupil and of themselves.

Aspects of the programme can be based on the principles and practice of MOVE, Halliwick Swimming and Sherborne Developmental Movement.

The physical skills programme should be the focus of a lesson each day.

This may be as part of a class PE lesson, as part of a cross grouped physical activity or as a functional part of another activity – for example walking around outside during leisure time.

The programme of learning is divided into four main areas



Body Awareness

Progress within body awareness should begin with children allowing a range of different things to happen to their bodies. It is hoped that passive ‘allowing’ will become more active ‘enjoying’.

The ultimate aim is that they will be able to move their bodies voluntarily and with control. Remember that in this programme, the emphasis is on the physical movement, not on the understanding of the use of that movement.

As part of the physical programme, children should have a range of different positions in which they can comfortably work. Consult with the physiotherapists on the positions suitable for individual children and the length of time they should be in that position.

In the programme the phrase ‘show awareness of...’ requires a record of what the pupil actually does to indicate they are aware that something is happening to them as this will vary from pupil to pupil. Some might move their eyes, some their limbs, others might stiffen or become more relaxed. Please make a record of what each child does to show that they are aware of being moved.

Pupils should have opportunities to:

- Show awareness of massage of hands/ feet/ arms/ legs (maybe with aromatherapy oils), and various sensory stimulation on different parts of the body (eg: foot spa, silk material, fan)
- Show awareness of a range of total body movements (eg: swinging, floating, rolling)
- Show awareness of a range of different body orientations (eg: flat, bunched up, upside down)
- Show awareness of where their body is in space (eg. On top, under, crawl through)
- Show awareness of a range of pace of movement (eg: slow, quick, jerky, smooth)
- Show awareness of different textures touching body (eg. Cold, soft, rough)
- Show awareness of their limbs to be moved passively (eg. stretching in exercises or as part of action songs) (eg: During Sing and Swing, Music and Movement or SDM)
- Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly (eg: on a Resonance Board)
- Move their hands and arms with hand-under-hand support/ hand-over-hand support and/ or co-actively (eg: During Three Ways Music and Movement)
- Show awareness of body awareness songs and games (eg: Heads, Shoulders Knees and Toes or Round and round the Garden)
- Actively move as part of body awareness activities (eg: During Sherborne Developmental Movement)

This part of the programme can be divided into 4 areas:



Fine Motor
Movement

Again, the programme is about physical development only (in relation to arms and hands) and not about how and when to use these movement, although the child's developing cognition and communication will enable them to use their movements intentionally to achieve specific ends.



Reaching

Reaching - Children should have opportunities to:

- Bring their hands into midline (this might be easier initially when children are lying on their sides where gravity can help to bring the top hand down to meet the lower hand)
- Have objects of various kinds placed in their hands
- Touch objects of various kinds with their hands
- Touch objects in midline/ on left/ on right / cross midline
- Touch objects with one hand/ with two hand
- Bend and straighten their arms
- Reach for objects just out of reach – midline/ right/left – one hand/ both hands
- Reach for objects and bring them close (not necessarily grasping them) – one hand/ both hands/ midline/ left/ right / cross midline
- Reach for objects and grasp them (whole hand)
- Reach for objects and grasp them (pincer grasp)
- ‘Reach’ / aim with feet to hit target / obtain object



Grasping

Grasping - Give opportunities for children to grasp with the left hand/ the right hand and both.

Start with objects very close to the dominant hand and give practice on the child’s left and right.

Children should have opportunities to:

- Swipe objects (eg: hanging on activity arch)
- Open and close their hands
- Close their hands round an object
- Locate a hand-sized object and try to grasp it
- Hold hand-sized objects with palmer grip (increasing amount of time)
- Squeeze objects in the whole hand
- Use whole hand to press switch
- Pick up objects using a whole hand grasp
- Pick up and put down objects with several fingers and thumb
- Locate small objects and try to grasp them
- Hold objects using a pincer grip (increasing amount of time)
- Move at the wrist whilst holding objects
- Rotate arms (hands up and hands down) while holding objects
- Hold onto a bar (eg: to hold themselves up) (increasing amount of time)
- Hold objects and put them in contact with another (eg: bang two objects together, put objects in a box, bang drum with stick)
- Crawl with object in their hand
- Grasp objects that are unseen (eg from in a feely bag – stereo genesis)



Releasing

Releasing - Children should have opportunities to:

- Allow people to take objects from their hands
- Let go of hand-sized objects
- Put down objects using a whole hand grasp
- Pass objects from hand to hand
- Hold objects with two hands, stabilise them in one and take other hand away
- Rotate arms and drop objects
- Swap objects from hand to hand (combine grasp and release)
- Pick up and put down repeatedly– grasp and release sequences



Manipulating

Manipulating - Children should have opportunities to:

- Take objects to their mouths
- Use their hands to manipulate objects (eg: shaking, banging, pushing, throwing)
- Use whole hand/ several fingers at once to press switches/ buttons/ keys on keyboard
- Use index finger to press buttons or poke objects
- Grasp felt tips/ brushes etc (eg: to make marks)
- Raise arms and drop objects into containers
- Post objects into containers (eg: posting box)
- Place objects in specific places (eg: simple form board/ jigsaw) (increasing precision)
- Rotate objects in their hands
- Re orientate objects in hands



Gross Motor Movement

This part of the programme can be divided into:

Remember, it is also important to think how the pupil will transfer from one activity to another. Pupils should be supported and encouraged to be as independent as possible to get to their starting point.

Please use the MOVE Assessment Profile for the detail of individual needs

Sherborne Developmental Movement – refer to Teaching Approach on page 10

Rebound Therapy – refer to Teaching Approach on page 12



Sitting

Sitting - Children should have opportunities to:

- Maintain head control
- Move their heads in all directions
- Sit in a fully supported position
- Sit in a chair with sides
- Sit on a classroom chair (no sides)
- Sit on a range of different kinds of chairs
- Sit on a stool, edge of the bed, PE form (no back or sides)
- Move their limbs in a sitting position
- Move their trunks in a sitting position
- Pivot round sideways in a sitting position
- Push or pull themselves to sitting from lying



Standing

Standing - Children should have opportunities to:

- Standing fully supported
- Stand with hands held or holding on
- Stand unsupported
- Moves their limbs whilst standing
- Pivot whilst standing (with less and less support)
- Pull or push up to standing themselves
- Stand up from a chair or stool
- Stand up from the floor
- Sit down with hands being held or holding on
- Sit down on chair or stool
- Lower themselves to the floor from standing



Walking

Walking - Children should have opportunities to:

- Walk full supported (in gait trainer) or facilitated
- Cruise along class furniture
- Walk with two hands held
- Walk pushing a (weighted) walker i.e. frame or v-tech
- Walk with one hand held
- Walk unsupported
- Take steps backwards (eg: to sit on a chair or toilet)
- Change directions when walking (supported)
- Change directions when walking (unsupported)
- Walk on different surfaces
- Walk up and down slopes holding a rail
- Walk up and down steps holding a rail
- Walk up and down slopes
- Walk up and down steps



Mobility

Mobility- Although some of mobility has been included in the sections above, we also have a separate section to encourage children to move in any way they can and to use that mobility in a range of different situations. If a particular child has physical disabilities, consult with the Curriculum Access Team before planning mobility activities.

This part of the programme can be divided into:



Indoor Mobility

Indoor Mobility - Children should have opportunities to:

- Crawl or bottom shuffle
- Slide on back/ tummy (maybe in a blanket)
- Pivot on bottom or knees on floor
- Roll (eg: across a mat)
- Rock/ row backwards and forwards (eg; Row Your Boat)
- Push and pull (people and objects)
- Bounce (on trampoline)
- Throw and roll objects (balls, beanbags)
- Catch objects (from bigger to smaller)
- Move forwards and backwards
- Move in and out of objects (eg: tunnel, den, tent)
- Move slowly and quickly (maybe being pulled in a blanket at different speeds)
- Move over and under objects/ onto and off objects



Outdoor Mobility

Many of the indoor mobility opportunities can be offered outdoors as well so this section includes the sorts of opportunities usually experienced outdoors. Again consult with the Curriculum Access Team when working with children with physical disabilities. Some children will need full support to be able to join in the activities.

Even though children with PMLD may not be able to engage fully in outdoor and adventurous experiences, there is usually a way in which they can be supported to be involved (eg: horse riding, outdoor learning, cycling)

Children should have opportunities to:

- Use playground/ adventure equipment to swing, slide, rotate, climb, ride
- Ride bikes or trikes (eventually pushing the pedals themselves)
- Move over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles)



Water Mobility

Water Mobility is primarily for pupils who have limited or no movement,. Pupils are given the opportunity to move in a warm, safe pool with a high level of staff support. Sessions are usually about 20/30 minutes in length – pupils with specific physical conditions will have been assessed and given a programme by the physiotherapist that staff can follow. These sessions allow pupils to move freely and be fully supported by the water itself, and sometimes flotation aids. The sessions allow pupils a degree of movement that they will not normally have in other environments. More specifically water mobility offers an opportunity for pupils to have their physical and sensory needs met in a warm fun environment. Cross curricular approaches are used in this space depending on the needs of the pupil. Some aspects of the Halliwick method may be appropriate for PMLD pupils

(Judy Dumont will consult with Physiotherapists)

Personal Care and Independence

Programme of Learning

The skills are listed roughly developmentally but when they are being taught, each (eg: drinking from a cup) needs to be task analysed and then taught step by step.

It is helpful to use 'forward chaining' or 'backward chaining' as a teaching approach. 'Forward chaining' implies starting from step 1 and continuing to step 2 etc. 'Backward chaining' implies starting with the last step then the last but one step so that the child completes the task every time. For example, this might be a task analysis for eating with a spoon.

- 1. Picks up the spoon from the plate**
- 2. Loads the spoon**
- 3. Puts the spoon to mouth**
- 4. Opens mouth and puts the spoon inside**
- 5. Closes mouth round the food and**
- 6. Takes the food off the spoon with lips**
- 7. Withdraws the spoon puts the spoon down whilst chewing and swallowing**

This sequence could be taught by either 'forward chaining' or 'backward chaining' or even a bit of both, depending upon the child and what /she can already do.

This part of the programme can be divided into:



Eating &
Drinking

Some children will be tube fed and this section will apply differently to them. Please refer to the speech and language therapy team for specific advice on safe and comfortable eating and drinking / swallowing and the occupational therapy team for advice on eating and drinking implements.

Pupils should have opportunities to:

- Show awareness of food and drink (eg: by moving the food around the mouth and swallowing)
- Being helpful when being supported to eat and drink (eg: by opening the mouth for the spoon/ cup or turning to spoon/ cup)
- Eat and drink pureed food/ thickened drink
- Drink a variety of drinks (eg: milk, squash, tea)
- Eat mashed food (usually each food mashed separately)
- Eat chopped food
- Eat finger food
- Use a spoon to eat (maybe move on to using a fork)
- Use a two handled cup to drink (probably first with a lid, then perhaps a slanted cup before progressing to a conventional open cup)
- Use a single handled cup to drink
- Use a beaker (with no handles) to drink



Undressing & Dressing

Physically disabled pupils are likely always to need physical support with undressing and dressing.

Pupils should have opportunities to:

- Show awareness of being dressed and undressed (eg: by eye or limb movement)
- Be helpful when being undressed and dressed (eg: relax limbs)
- Offer limbs (eg: when putting on a coat/ trousers/ shoes)
- Finish taking off clothes once the process has been started by an adult (eg: wriggle out of shoes once they have been loosened/ pull sock off toes after they have been pulled down)
- Take off their clothes (probably starting with shoes and coats and progressing to other items of clothing)
- Pull up pants/ trousers (eg: after using the toilet)
- Put on their clothes when handed the correct item (probably starting with shoes and coats)
- Put clothes on the right part of the body in the correct orientation
- Put their clothes on a peg/ on a chair or in a locker
- Put clothes on in a sensible order (eg: socks before shoes)
- Choose the correct clothes for an activity (eg: coat to go outside, swimsuit for swimming)
- Put PE/ swimming kit into a bag
- Put socks together/ put shoes together
- Recognise basic clothing vocabulary/ sign/ symbol in context (probably coat and shoes)



Using the Toilet

Although the toilet section is mainly about urination and defecation, menstruation is also involved. Girls with PMLD are unlikely to show awareness of managing menstruation but adults need to be aware of possible mood changes and discomfort.

Pupils should have opportunities to:

- Show awareness of having their nappies changed (eg: by or limb eye movement)
- Be helpful when having their nappies changed (eg: relax limbs or lift bottom)
- Sit on potties or toilet seats regularly (usually after completing a toileting chart to find any patterns in times for urination or defecation)
- Transfer from chair to toilet or from standing to toilet
- Use toilet or potty appropriately if taken by an adult regularly
- Indicate the need to change their wet/soiled nappies (eg: cry with discomfort)
- Move to the changing table when shown their nappies

- Stand to have their nappies/ sanitary towels changed
- Recognise the word/ symbol/ sign 'toilet' in context
- Indicate a need to use the toilet (eg: go to the door or use sign/ symbol)
- Take themselves to the toilet when they need to use it
- Flush the toilet
- Shut the toilet door
- Complete the whole toilet sequence (probably with adult support and prompting each step)
- Wipe their bottoms



Cleaning Teeth

Pupils should have opportunities to:

- Show awareness of teeth being cleaned (eg: by eye blinking, pulling a face)
- Be helpful when their teeth are being cleaned (eg: opening mouth)
- Hold an electric toothbrush in their mouth but probably only on front teeth
- Use a conventional brush (or electric toothbrush) (probably on front teeth first, gradually learning to include all teeth)
- Put the paste on the toothbrush (beginning with just squeezing the toothpaste but then learning to twist the top off and on)
- Swill and spit with mouthwash



Hair Brushing

Pupils should have opportunities to:

- Show awareness of having their hair brushed (eg: eye blinking or head turning)
- Be helpful when their hair is being brushed (eg: holding head up)
- Hold hairbrushes (but not necessarily brush their hair)
- Brush someone else's hair or the hair/ fur of a toy
- Brush their own hair (probably one side first and then learning to brush all over)

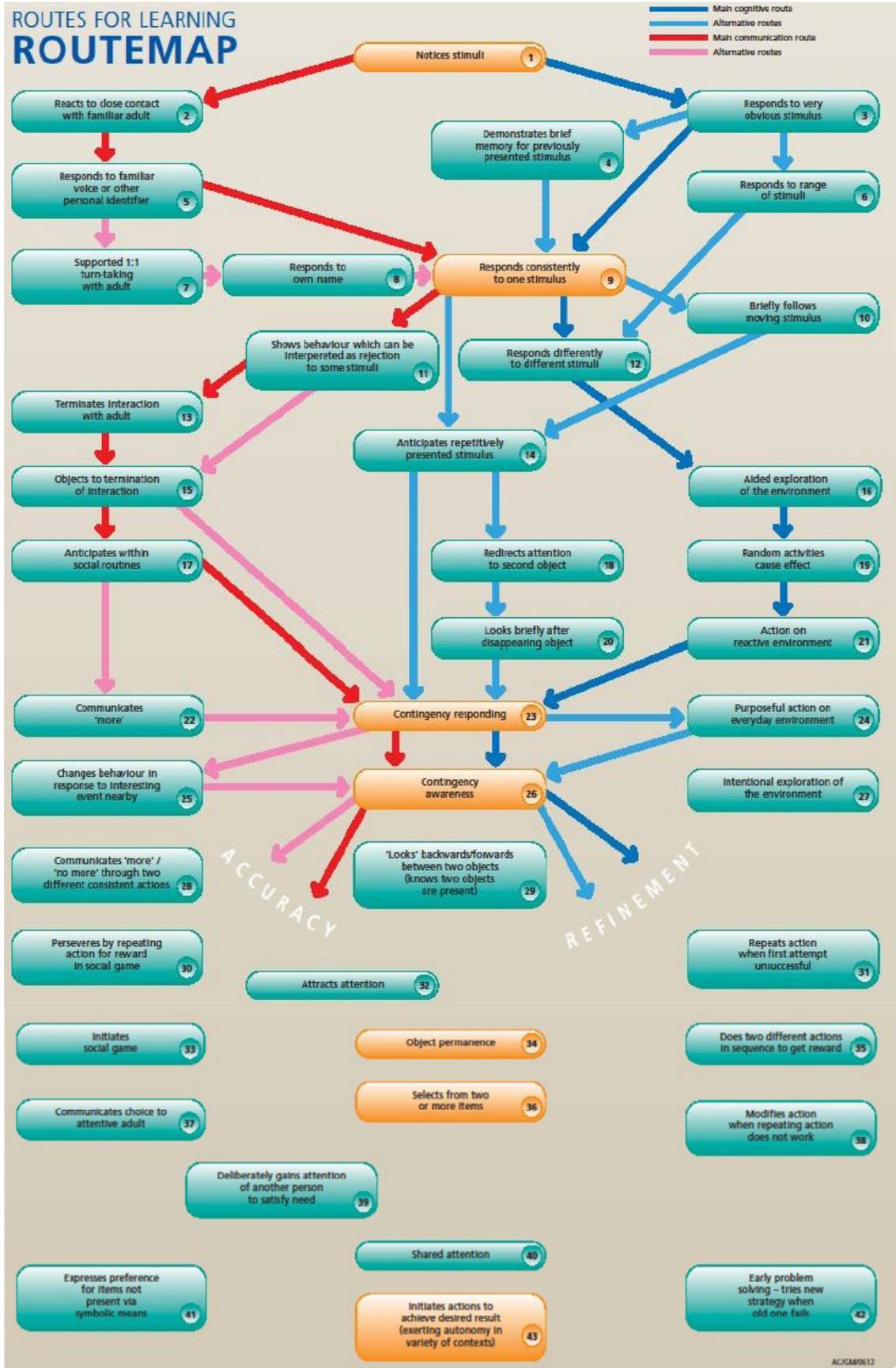


Washing & Showering

Pupils should have opportunities to:

- Show awareness of being washed and dried - usually hands, face and bottom – or being showered (eg: by eye or limb movement)
- Be helpful when being washed and dried/ showered (eg: hold out hands or turn up face)
- Wash and dry their hands in the sink / shower
- Wash and dry their faces in the sink/ shower
- Wash and dry their bodies whilst taking a shower
- Complete the whole showering sequence (probably with adult supporting and prompting each step)

Routes for Learning ROUTEMAP



Plan for Learning

Example Sam: Communication

Name: Sam	Year: 2013 - 14 Term: 2-3
Annual Outcome: Routes step - 7- Supported turn-taking with adult.	
Focus- To use his voice in turn with an adult.	
<p>Instructions to Staff: Sam needs to be fully immersed in every learning experience to be able to engage and respond. To make this possible, he needs to have limited distractions whilst engaging in a session and low lighting. It is important that on most occasions he has an adult working on a 1:1 basis with him to help him to remain engaged throughout the session. If 1:1 isn't possible, he can turn take with 1 other. Sam will be out of his chair during most of these sessions, either hoisted onto the floor/ a wedge/ the side layer. On some occasions, he may be in his standing frame/ sat on a box/ in his chair. Consider if Sam, has recently had a feed (he needs to remain upright for ½ an hour after a feed) and how much time he has had in/ out of his chair that day. Always use the burst, pause approach Sam (give him a burst of something, then stop it/take it away, waiting for Sam to respond before returning it).</p>	
<p>Possible activities to try: <u>Talk time (I.I)</u>- Make sure it is just you and Sam in the room with no other stimuli to take his attention away from you. Gently speak to him and wait. When he responds, copy his sounds and wait again. Continue this pattern. <u>Resonance Board</u>- During this resonance board session, DON'T use any objects, just use your voice. Repeat sounds that Sam makes, and give him lots of time to respond. Ensure that he is lying on the board on his side and that you have your face on the board too throughout this session. <u>Music & Movement & A Christmas sensory experience</u>- Adrian moves around the session to each pupil one at a time. Does Sam respond to Adrian's voice?</p>	
<p>Things to look for and record: Does Sam settle into the session quickly? Is he calm and happy? How has his mood been today/ this week? Does Sam respond to you? How? Does he move his eyes? Which way does he move his eyes? Does he smile/ giggle? At what point? Does Sam move any part of his body? His feet/ legs/ hands/ head? Does he kick his legs? Does he laugh and get excited? At what point does he calm again? Does he calm down when you stop the interaction? Does he respond in the same way when you continue the interaction?</p>	
Summary / Additional information:	

Plan for Learning

Example Oliver- Physical



Name : Oliver	Year: 2014 Term: 4-5
Annual Outcome: Move Target E4 – To use legs to lower self to a chair when both hands are held by another person or lean on a firm surface	
Instructions to Staff Oliver can sit down but tend to not use his muscle control and drops to the floor or chair. We are trying to get him to use his muscles to do this independently. Oliver needs to learn to use his legs to lower his body into the seat Stand Oliver in front of a classroom chair for a few seconds before beginning to sit. You will then need to support Oliver in leaning slightly forward from the hips. Next we guide the hips to the chair Oliver should then slowly flex his knees until his bottom reaches the chair Reduce prompts for this by: <ul style="list-style-type: none"> <input type="checkbox"/> offering support at the trunk <input type="checkbox"/> move our hands to Oliver’s upper arms <input type="checkbox"/> then elbows <input type="checkbox"/> then forearms <input type="checkbox"/> then hands As Oliver gains more control and strength Every time Oliver is expected to sit down use the above method	
Possible activities to try: PE activities..... Mater mobility..... Horse Riding..... Outdoor Learning.....	
Things to look for and record: Does Oliver drop into his chair? Does Oliver wait by his chair without dropping? Does Oliver have more control when sitting?	
Summary / Additional Information: Oliver is now sitting down with support we will begin to work on sitting down on the floor with support	

Water Mobility Programme



WATER MOBILITY PROGRAMME – JANUARY 2014

NAME: Emily

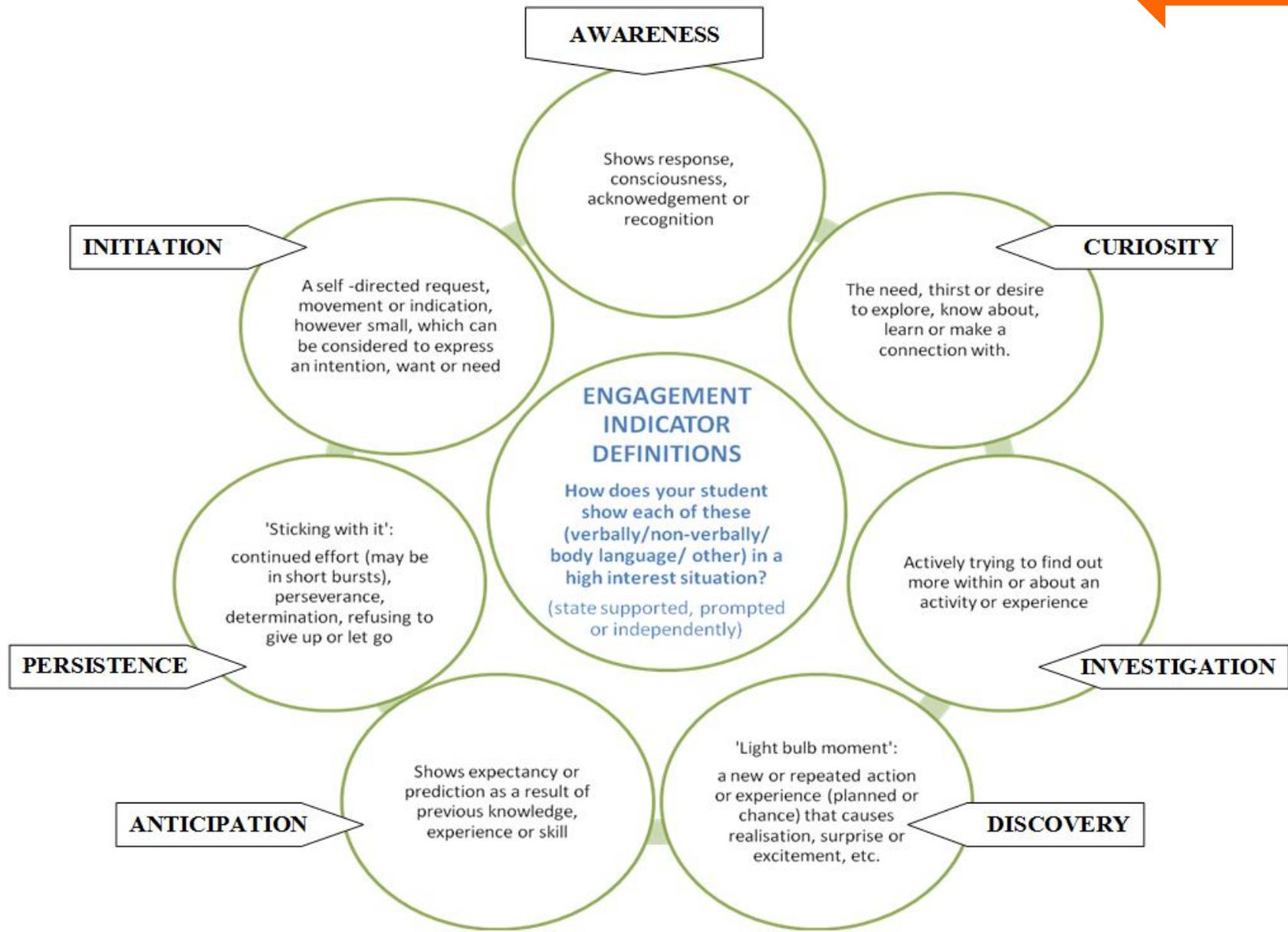
HOW A PUPIL ENTERS THE POOL... Hoisted in and out - using suitable sling

OUTCOME	HOW THIS CAN BE ACHIEVED	ACTIVITIES	POSITION	SUPPORT NEEDED
To maintain muscle strength and range of movement	Stretching and stretching activities	Kicking of legs Walking forwards and backwards	Lying on front or back	Woggle under arms Holding assistants hands
To improve sitting posture	Improving symmetry and abduction	Side stepping	Standing	Holding onto side
To improve confidence in water	Confidence building exercises	Blowing bubbles Swimming width of pool	Lying on front Lying on front	Woggle under arms Woggle under arms
Awareness of others in pool	Game playing	Swimming around objects i.e switch	Lying on front	Woggle under arms

Engagement Observation Sheet

<u>ENGAGEMENT OBSERVATION SHEET</u>		NAME: CH	TERM 4	DATE: 11/3/14
TARGET: <i>Communication</i> - Use a cue (physical body movement or vocal sound) to extend an interaction to gain an interesting reward.				
PERSISTENCE		INITIATION		
ACTIVITY: Resonance board IN THIS LESSON: To kick his legs to activate a vibration				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
INDICATORS: AWARENESS ANTICIPATION INITIATION PERSISTENCE INVESTIGATION CURIOSITY DISCOVERY				

Engagement Indicator Definitions



Example Timetable

Example Timetable									
	REGISTRATION	Session 1 (9.30-10.10)			Session 2 (11.05-11.45)	Session 3 (1.00-1.45)	Session 4 (2.05-2.50)		
MON	Physical & Personal care	COMMUNICATION/ COGNITION Story Sharing COMMUNICATION PHYSICAL SKILLS/ COGNITION Messy play			COMMUNICATION PHYSICAL SKILLS/ COGNITION Sensory Studio Travel & Transport (Adrian)	PHYSICAL SKILLS/ COGNITION Floor work (Physiotherapy team)	PCI	COGNITION/ COMMUNICATION/Switch progression ICT- CH, KP, JC, COMMUNICATION WC -Eye gaze (Kelly) COMMUNICATION I.I- MK (Megan)	
TUES	Physical & Personal care	9.15-10.00 COMMUNICATION/ COGNITION/ PHYSICAL SKILLS Music & Movement (Adrian)			COGNITION Resonance- ST (Emma) PHYSICAL SKILLS (General assessment) Sensory Studio	PHYSICAL SKILLS/ COGNITION Sensory Integration Centre (Judy) Kelly-PPA		PCI	COMMUNICATION Sensory Food Play COMMUNICATION Eye gaze- WC (Kita)
WED	Physical & Personal care	9.30-10am Assembly	10-10.30 COMMUNICATION PHYSICAL SKILLS/ COGNITION Sensory Integration COMMUNICATION MUSE- WC (Emma) 10-11		COMMUNICATION/ PHYSICAL Speech & Language Therapy (Liz) Sherborne	COGNITION/ COMMUNICATION Sensology- Kyle, Callum, Sonny, William (Emma, Kita, Leanne) PERSONAL CARE Sensory Experience- Mk & JC (Kelly & Megan)	1.35pm-2.20pm PHYSICAL SKILLS PE (Small Hall- Matt Knjbb) Kelly-PPA		Sensory motor massage
THUR	Physical & Personal care	COMMUNICATION Rebound Therapy (EJ) COMMUNICATION/ COGNITION Resonance Board Kelly-PPA			COGNITION Sensory Story- ST, CH, JC, MC (Kelly, Lucy, Kita) COMMUNICATION Eye gaze- WC (Meg) COMMUNICATION Choice making -KP (Em)	PHYSICAL SKILLS & COGNITION Water Mobility (Kelly, Megan, Lucy) COGNITION/ COMMUNICATION Light stimulation Room (Kita & Leanne) COMMUNICATION Choice Making in Light Stim room- KP (Kita)			
FRI	Physical & Personal care	COMMUNICATION/COGNITION OUTDOOR LEARNING (Local area walk)			OUTDOOR LEARNING (Local area walk)	COMMUNICATION Music Therapy- ST COMMUNICATION CH(S&L-Emily & Megan) COGNITION/ COMMUNICATION TRAVEL & TRANSPORT SENSORY ART	PCI	COGNITION/ COMMUNICATION Tac Pac (Rollers) COMMUNICATION Eye gaze- WC (Emma)	COGNITION 2.40pm-Assembly

Pupil Joe



People like and admire these things about me...

- o I have a wonderful infectious laugh.
- o I am very vocal and can make lots of sounds when I'm feeling happy.
- o When I go swimming it makes me really happy and everyone enjoys watching me.
- o I have a beautiful smile which can light up the room.

These things are important to me...

- o Being with familiar adults who are aware of all my needs.
- o Having lots of intensive interaction with adults who are familiar to me.
- o Having the opportunity to have my vestibular sense stimulated through rocking etc.
- o Being bounced on a trampoline.
- o My favourite thing is to go swimming.
- o Being aware of what is happening and what is going to happen next. You can do this by using objects of reference and visual/ sound cues.



This is how you can support me...

- o Give me time to verbalise my likes and dislikes.
- o Reassure me using both verbal and physical prompts.
- o Be aware of all my physical needs and be aware of the equipment needed to support me.
- o Give me time during activities to explore, react and respond.
- o Use intensive interaction to help me learn to interact with others.



Squirrel Class
2012-2013

Three Ways School Profound and Multiple Learning Difficulties (PMLD) Curriculum

From an original idea created by Vale of Evesham School

**Compiled & Written by:
Elizabeth Henderson, Judy Dumont
and the Three Ways Team**

References:

Vale of Evesham School PMLD Curriculum

Complex Learning Difficulties and Disabilities Research Project (Professor
Barry Carpenter)

‘Learning Journeys Switch Progression Road Map’ (Ian Bean, 2011, *Inclusive
Technology*)

Castle Woods school PMLD Curriculum

Barrs Court school curriculum

Whitefield School & Centre PMLD resources

Dr. Penny Lacey (Birmingham University School of Education)