

Name of Policy: Curriculum Policy PMLD



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Woodlands Meed Equalities Statement is available on the website:
www.woodlandsmeed.co.uk under policies.

Woodlands Meed's Overall Aims: Building Unique Futures Together

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each child
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised.

What do we mean by Profound and Multiple Learning Disabilities?

- A severe physical and a severe learning disability
- May have severe visual and hearing impairment
- Likely to have epilepsy – interrupts the flow of learning
- Likely to have additional medical needs that affect development and learning
- Likely to have poor sleep patterns
- Likely to have periods of poor fluctuating health
- Pre-verbal in terms of intent
- Physically reliant on others for the majority of their needs

PMLD Ethos – c.a.r.e

- Everything we do should start with the needs of the learner, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way.
- We believe that a learner's needs should be viewed holistically, so all areas of need are considered and valued, their social and emotional well-being is vital and requires them to be considered within the context of their family/home setting as well as how they present within the school context.
- We will respect and work positively and respectfully with the combination of the learner's chronological age and developmental stage.
- We will respect our pupils/young people as learners and give time for them to respond, react and initiate.
- We believe learners need to feel safe and secure in all environments and seek to establish a sense of security for all learners.
- We believe that all adults who work, study or visit our school need to respect the learners as individuals, understand and seek to get to know them as a person, care for and develop them as an individual and be responsive to their needs.
- We believe that every learner should be; **Celebrated, Appreciated, Respected and Encouraged.**

Managing Complex Needs

All of our learners have some level of physical disability and associated learning, sensory or other medical related difficulties resulting in complex needs. This means we need to have a range of procedures in place to ensure learners' individual needs are identified and met to guarantee maximum access to the curriculum and learning opportunities.

Individual Health Care Plans will be written by the class team in conjunction with the parents and Specialist School Nurses which will highlight the child's needs, the training and the ongoing support required to ensure a safe and full school life in a holistic way. In addition to medical needs, plans will also take into account any known long term pain issues and muscular-skeletal discomforts (alongside a treatment plan) and may also require input from specialised therapists (e.g. SALT, Physiotherapy or OT).

The Specialist School Nurses will ensure that appropriate and individualised training for specific health needs are provided to class staff; ensuring adequate and safe

provision throughout the year. The support required from the nursing team will vary from learner to learner and may change at any time (and may include direct pupil support when required).

Teaching and Learning

Organisation of the school day

Through extensive research, we know that learners with PMLD learn best through routine; we therefore provide a daily plan with consistent routines within a responsive environment. We also know that the needs of the learners, as assessed through ImPACTS, can be achieved through daily routines. The timetables used by PMLD classes reflect the routine, individual and group requirements of the class. The timetable format shows how some learning opportunities, provided through routines, appear throughout the school day. [Appendix 1](#) shows an example of a PMLD daily class timetable.

The remainder of the timetable reflects the planning expectations and activities set within the **Curriculum section of this policy**.

Preparation for Learning

The significant physical needs, of all our learners, mean that positioning and the use of orthotics is a significant part of their day. The choice of position that meets physical need and allows for learning opportunities is fundamental to effective teaching and learning. For some learner's the choice of position may not be functional to acting on the environment but fundamental to their physical well-being. At such times a learner may appear to be unoccupied but may actually, physically be highly challenged to sustain the position.

Schemes of Work have been written and are personalised to cover all aspects of a learner's day. All of these have been cross referenced to the ImPACTS Key Skill areas and Engagement model to ensure they provide learning opportunities across all strands and curriculum areas.

Support Staff

People are our most valuable resource in school and are still the most responsive resource we have available.

At times support staff will be required to work with an individual or small groups following teacher designed activities and daily routines that provide learning opportunities. All staff are required to contribute to learner records, recording both general observations and against targets set by the teacher. These are regularly read and monitored by the class teacher.

Support staff attend regular class meetings where they are actively encouraged to be involved in contributing to discussions on all aspects of the learner's learning and sharing their views on how effectively the class is achieving its aims. Some of the more experienced staff may also be acting as a key person to one or more learners and maintain aspects of the learner's ImPACTS assessment and be actively involved in target setting based on these assessments.

Multi-Disciplinary Working

Woodlands Meed works very effectively with on site and visiting professionals, for example- in Annual Review meetings, medical meetings/clinics, social care meetings or any emergency meetings; the school hosts Multi-disciplinary meetings for each learner as required.

Primarily, therapy and education staff attend these meetings to agree the priorities for learners and plan actions required to ensure all needs are met and by whom. The use of ImPACTS as a shared assessment tool supports and enhances multi- disciplinary working as shared target setting can be achieved and priorities clearly identified.

Inclusion

Woodlands Meed school promotes inclusion and will take all reasonable steps to ensure that children/young people are not discriminated against or treated less favourably than other learners. The school will work in partnership with the family and other agencies in the best interests of the learner and to maximise educational opportunity.

Learners with PMLD at Woodlands Meed will be included in all school activities, for example, Christmas plays, assemblies and sports days and every effort will be made for the pupils with PMLD to mix with other students at appropriate times within the school day/week.

PMLD Learners can access all specialist rooms, outside areas and classrooms within Woodlands Meed. This also includes being able to access the minibuses to have trips off site and accessible equipment. PMLD students will be given the opportunity to have their thoughts and ideas listened to by staff and the student council with regards to future ideas and plans at Woodlands Meed.

The PMLD Curriculum

AIMS

1. To provide an effective learning environment where, through assessment, a detailed and shared understanding of a learner's needs is known by all the professionals from an education and therapy setting.
2. To provide a consistently responsive environment within which every learner's ability to communicate is respected, responded to and developed.

3. To provide throughout the day a range of consistent routines and meaningful opportunities that allow learners to develop intentionality and exercise control of their learning environment.

The PMLD curriculum at woodlands Meed school makes use of the **ImPACTS curriculum** with support of the **Engagement Model** outlined by the DfE. Please see the attached appendix to view the link between the two frameworks and areas of learning. (Appendix 2)

ImPACTS Key Skill Approach

The ImPACTS Key Skills have been developed by the Rosewood Free School in Southampton, England. This framework aims to ensure the learner and their needs are at the centre of the assessment and planning process.

ImPACTS:

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The system is an assessment model that leads directly into a curriculum and provides target setting information to improve personalised learning.

Key Skill Areas

There are 5 key skill areas within our ImPACTS approach. These include:

- Communication and Interaction
- Cognition and Learning
- E.C.T – Environmental Technology
- Physical
 - 1- Fine motor
 - 2- Gross motor
- PSEWB – Personal Emotional and Social Wellbeing
 - 1) Towards self-Help
 - 2) Towards Self-Advocacy

How to use ImPACTS:
(Interpreted from the Rosewood Free School Curriculum Policy)

Assessment Questions

Each Assessment is divided into strands and developmental levels; the strands are areas of learning e.g. Use of hands in the Communication ImPACTS and three main developmental stages of Pre- Intentional, Intentional and Formal. By answering the questions the results of data entered will be tallied and then marked onto the learners individual Profile. The scoring requires two out of three questions to be ticked in order for a strand box to be etched. [Appendix 3](#) shows an example of a strand box.

The class team will look through the questions and tick if the learner can demonstrate that skill; on a first assessment a learner may be above the developmental level of some of the earlier questions but also tick to give a meaningful tally at the end. If during the assessment the team cannot answer with certainty, it is recommended they set up activities in that area to find out; by looking at the curriculum suggestions for that strand stage, ideas and resources are provided that may support the completion of the assessment. It is recommended that the Assessment is completed annually as part of end of year data collection and prior to the Annual Review.

The Individual Profile

Following the completion of each assessment the scores for each section are translated onto the profile. If a learner achieves 2 out of 3 ticks for a section the box is then completed. The results are then visually collated on the profile and offer professionals an overview of strengths and development points and if any progress has been achieved. The numbers of ticks are also tallied and form part of the data collection for individual. If a learner has already achieved a skill and is developmentally beyond the statement they would also be awarded a tick.

Once an assessment is finished the Profile will indicate areas of strength and weaknesses. The Profile will also indicate if the learning pattern is in line with expected developmental progress or are there areas of individual learning. It is recommended that class teachers should consider the range of curriculum targets suggested for the last etched box before looking to move onto a box with one or no ticks. This ensures that learning is kept within the learner's zone of proximal learning and allows for success. The curriculum targets are developmentally sequenced but we recognise that individual progress may be even finer and we offer suggestions rather than prescribed target options. It is recommended that once an assessment has been completed staff etch the boxes in a different colour and date these so progress over time can be visually recorded and any regression may also be clear.

The Curriculum

Once the profile has been completed staff can now look at the curriculum for suggested objectives, activities and resources for a learner at the assessed developmental level. The curriculum targets are developmentally sequenced but we recognise that individual progress may be even finer and we offer suggestions rather than prescribed target options. We use the objectives to set Annual Review targets as well as to inform individual and group schemes of work. It is not necessary or practical to set a target for every strand assessed and we recommend professional debate as to the priorities for a learner.

Target Setting

Once targets are set from the Curriculum, they form the personalised learning programme for the learner. The activities planned to achieve these should take account of the preferences, motivators and interests of the learner and be respectful of their chronological age.

At the end of a term or year as appropriate, staff tally for each Key Skill the Individual learners strand and Key Skill score. These are then added into a data base and progress can be demonstrated (and in some cases regression).

The system allows for overall monitoring and highlights Key Skills, strands and developmental stages that need to be prioritised and targeted for further improvement.

We are then able to use the data collected from the ImPACTS Communication Key Skill – Interaction strand to see if we have impacted directly on the learners and were able to measure outcomes. Class teachers will collate a wider picture on rates of progress across abilities and ages and eventually move to comparative and data analysis. An example of an Individual scoring sheet and analysis data sheet is available in [Appendix 4](#)

The Engagement Model

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They are not hierarchical, and there is no expectation that pupils need to demonstrate progress in all 5 areas. In summary, the 5 areas are:

- **Exploration** – whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)
- **Realisation** – how a pupil interacts with a new stimulus or activity or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)

- **Anticipation** – how a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)
- **Persistence** – whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it
- **Initiation** – how much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

How the engagement model should be implemented and the link with ImPACTS

A profile for each learner will be formulated. This will aid the teacher in acknowledging the best possible way that the learner will engage in the classroom and school setting. (The template for this profile can be found in [appendix 5.](#))

ImPACTS targets and evidence shall continue as outlined on pages 6 and 7 of this policy; however, this is supplemented with observations throughout the term to show the child's progress in relation to the five areas of engagement.

Observations will not be expected using the engagement model on every ImPACTS target. It should however inform teachers on a general teaching overview, rather than the specifics of each and every ImPACTS target. Unless there was an area of learning that the child was really struggling to engage with, at which point you'd really hone in on what works and what does not work, using the Engagement model.

These observations should be conducted at regular intervals throughout the school term. Enough to enable gathering of evidence to show progress. AN example of the Observation slip can be found in [appendix 6.](#)

Data collection and progress analysis

Data collection and progress analysis is purely for the schools and teachers own purpose to identify the learners level of engagement. This information will not be sent to the DFE as outlined in 'The Engagement Model guidance manual'.

Data collection will consist of looking at the observation slips and counting how many times an area of engagement has been attained that term. This will help in focusing on the area where there is least amount of progress.

Added onto the individual scoring sheet, will be five columns representing each area of engagement. This format will allow for all data to be obtained easily on one excel document for all learners. Please see Appendix.... For an example of this.

Planning

Planning is carried out in three stages:

1. Long Term Planning

- Identifies the main themes to be covered

- Offers a termly overview of topics
- Ensures continuity and progression

To view the Long Term Plan, please see [Appendix 7](#)

2. [Medium Term Planning](#)

The topics that are outlined in the Long Term Plan will run over a 2 week cycle to follow the 5 areas of engagement outlined in the 'Engagement Model'. The first week will focus more on exploration, persistence and initiation. The 2nd week will focus on all 5 areas but specific focus on realisation and anticipation.

However, learners work on their own objectives, targets and programmes throughout the term. Generally, learners participate in the sessions that are most relevant and of most benefit to them in addition to their individual programmes. This is developed by adding successful activities/ resources/interactions etc. to personalised curriculums to further develop over time.

To view an example of the Medium Term Plan, please see [Appendix 8](#).

3. [Short Term Planning](#)

It must be noted that the PMLD classes may adjust their planned activity according to the timetable dependant on the learning disposition and readiness of the learners; therefore, the use of a flexible and fluid Timetable which is not bound by time is necessary. The main aim of Short Term Planning is to aid the teacher and support staff in carrying out planned activity sessions and daily routines on a day to day basis.

To view an example of the daily timetable, please see [Appendix 1](#)

Assessment, recording and reporting

Assessment

The Assessment framework that Woodland Meed makes use of for assessing learners with severe or profound and multiple learning difficulties is the ImPACTS model, which has been outlined in this policy document. Observational assessment is central to understanding what the pupil knows and what they can do, looking at the learner holistically. Improving learners' ability to use their senses as well as their motor skills and communication. Assessments are conducted regularly throughout the academic year so that they are able to demonstrate whether the learner is able to sustain the new skills, concepts and knowledge taught within the school day.

Moreover, each learner has NEXT STEPS taken from the targets set at their annual review and broken down into achievable steps for the year. From these, each learner has their own ImPACTS profile, with 1:1 work targets set for each term and half-term as

appropriate. This allows individual progress to be tracked and recorded, as it is broken down in small ways, allowing each learner to achieve and show progress.

Recording

Recording progress should recognise the learners' individual needs and show their success, however gradual it might be. When evidence of the learners' responses, achievement, maintenance or regression is observed, photographs, Audio or a recorded image can be used to document this. The ImPACTS document will be updated for the said learner for easy access for data input at the end of each term and subsequent data analysis. Please see Appendix 4 and 5 to view the recording sheets.

Reporting

Reporting to parents should not include a numerical scale or provide a quantitative score. A written qualitative narrative should be composed to report to parents on the outcome of the year's progress, maintenance or regression. This report should be accessible with language that effectively describes the achievements and evidence of progress of the learner in a positive, inclusive and jargon-free manner.

Communication

Communication is the ability to express thoughts, feelings and ideas and to have these understood by another person is vital to an individual's social and emotional well-being and to the development of their personality.

At Woodlands Meed we aim to provide a consistent responsive environment (classroom) where every learner's ability to communicate is respected, responded to and developed, with the intention of supporting their progress from pre-intentional to formal communication. To ensure a consistent communication environment is present in the classroom, time and opportunity for communication exchanges needs to take place. This is done throughout the school day while engaging in daily routines and structured activities with the learners'.

Within the PMLD setting, alternative communication strategies are considered. Objects of reference, photographs, symbols and Makaton signing are used where developmentally appropriate. All approaches of communication are agreed and used consistently and meaningfully with learners'. All learners are assessed on their communication behaviours in accordance to the ImPACTS curriculum framework. It is upon these findings that a communication profile is established and the form of or combination of communication methods and strategies are agreed on to aid in the learners communication development.