



## Keelman's Way PMLD Curriculum

This curriculum addresses the priority areas relating to the development of young people with PMLD and is ongoing throughout the school day. Our aim is for each pupil is to achieve his or her potential in terms of:

- **Communication and Interaction**
- **Cognition and Learning**
- **Self-care and Independence**
- **Physical Development**
- **Social, Emotional and Mental Health**

Planning and Assessing an Individual Programme of activity for each learner will be informed by KWS Curriculum Documents and with reference to interactive support materials from Routes for Learning.

<https://hwb.gov.wales/curriculum-for-wales/routes-for-learning/routemap/>

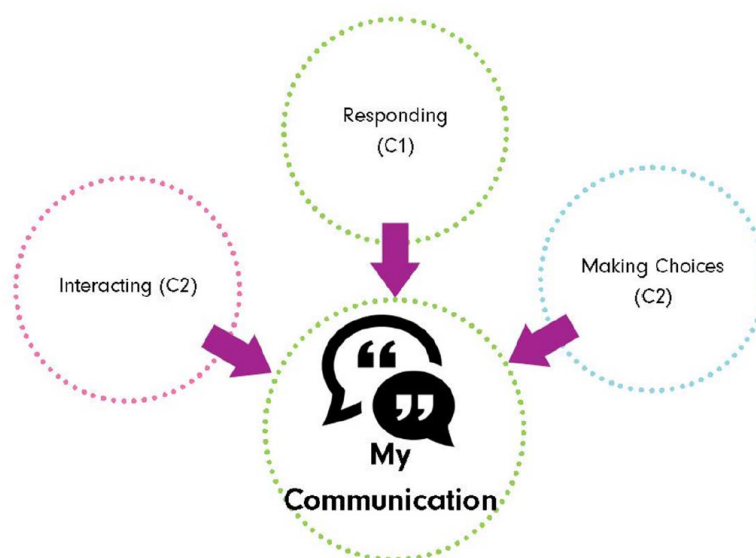
### Communication and Interaction

Students are encouraged to respond during interactions. Staff working with the learner observe closely to find the student's preferred means of communication, using intensive interaction techniques to encourage their development.

Learners are supported to develop skills which underpin communication, such as shared attention, responding consistently, turn-taking, anticipating, showing preferences and making choices.

We consider the development of communication skills as:

Awareness    Responding    Interacting    Making Choices.



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

### **Responding (to social events and activities)**

Children should have opportunities to:

- respond when basic needs and desires are met -stop crying when discomfort is removed or relax when gently rocked
- respond to stimuli presented in on/off pattern -burst-pause- still, widen eyes, increased movement
- respond to nearby person - 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 by relaxing, stilling, widening eyes or mouth, increased movement
- respond to their own names -stilling, turning, increased movement
- respond with consistent positive and negative reactions to a range of social activities -smiling or turning head away
- respond to people talking around them -by looking at the speaker or making sounds
- respond in different ways to familiar and unfamiliar adults
- respond to familiar sounds and early words such as brrrm/ woof/ mum (eg: smile and locate sound
- respond to familiar sounds and words, showing understanding of their meaning - look at the dog

### **Interacting with others**

Children should have opportunities to:

- interact with familiar people - smiling, turning, giving eye contact
- Show they can work co-actively with familiar people -join in 'row the boat' or allow their hands to be used for eating
- show anticipation of familiar social activities and events -start to rock for 'row the boat' or lean forward to be lifted up
- Show they have had enough of a social interaction by turning away or looking down
- show preference for particular people, objects and activities
- respond with interest in the actions of others close by - make eye contact, turn towards, reaching out, vocalising
- engage actively in familiar social activities and events - join in action songs or hold up arms for coat
  
- share joint attention in an object or activity -looks at object and at person or looks where person is pointing if object close by
- actively seek out attention from others -vocalise or reach out
- actively play with another person - hand person a toy or pull at the person's hands
- Lead an interaction game -start 'Row the boat' or rolling a ball backwards and forwards

### **Communicating**

Children should have opportunities to:

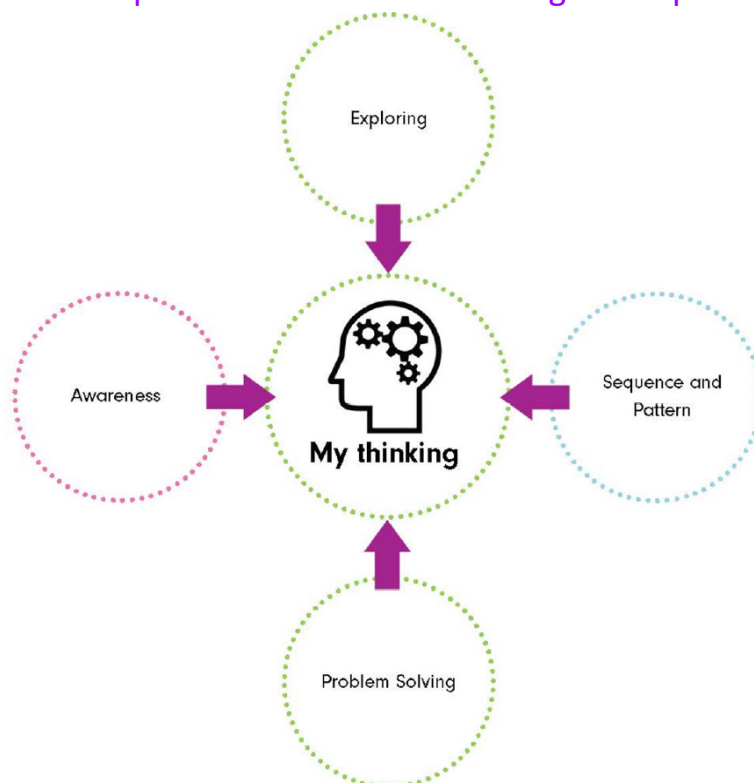
- Show preferences for objects, activities and events - responding with interest to those they like and turning away from those they don't
- indicate 'more' and 'no more' consistently through their responses to objects, activities and events - looking expectant or smiling to indicate 'more' and pushing away or moving away to indicate 'no more'
- communicate a choice of object or activity -by making sounds, gestures or pointing, giving picture as in PECs
- attract someone's attention by making sounds or gestures)
- make simple meaningful gestures - pointing or using simple signs, photographs
- use their voices to join in a 'conversation'-babbling
- attempt simple words and phrases in imitation – hi, woof, all gone, bye bye, more
- use a few words appropriately -more, names, yes, no,– whatever is appropriate for that child

## Cognition and Learning

Students are supported to make connections and explore the world around them. There is a focus on the exploration and manipulation of objects and developing actions, which make things happen and change.

We consider the development of cognition as:

Awareness      Exploration      Problem Solving      Sequence and Pattern.



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

### **Awareness of stimuli - people, objects and activities**

Children should have opportunities to:

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

### **Exploration of objects, materials and substances**

(all parts of the body should be used, especially those parts that children can move independently, however little)

Children should have opportunities to:

- Use their senses to register interesting events around them - listen to drum, watch moving toy, touch gloop
- Locate moving stimuli - 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 - turns head to locate flashing light
- Make things happen when they move randomly - 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 - pats a BigMac switch and something motivating happens or touches the keyboard and sounds happen

### **Control of objects and materials**

Children should have opportunities to:

- Make things move deliberately with gross movement -knock mobile, kick bells swish water
- Make things move deliberately with finer movements -whole hand or head to activate switch or swipe objects that give a strong reward
- Persist in making simple toys do something - keep swiping wobble toys or pressing a switch to keep the toy active

- Operate a toy that requires a single action - button on Jack-in-the-box, switch for bubble tube
- Activate toys deliberately, using different movements for different toys = shaking bells and banging drum
- Shift attention between different objects/ actions -different actions on an activity centre
- Manipulate objects purposely - empty and fill containers, stacking and building blocks
- Press buttons to make toy work - keyboard, musical toys)
- Look for favourite objects when sees them hidden - toy in box or under material
  
- Look for favourite objects in a box of similar items -not deliberately hidden
- Open containers to find objects - lift lid, press buttons, pull top off
- Use objects and materials according to their function - brush for hair, shoes on feet, paint on paper

### **Sequence and Pattern**

Children should have opportunities to:

- Take turns in repetitive games where adult stops to wait for a response - Intensive Interaction, action songs
- Anticipate routine events – that is see a pattern in the - action songs, eating, being hoisted
- Recognise familiar places -look up at the lights in sensory room, go straight to a favourite object in the playground
- Explore objects that are used in familiar routines -spoon, cup, hair brush, drum)-
- Take turns actively - rolling ball to partner, passing objects backwards and forwards
- Choose between two or more motivating toys
- Respond to object cue - sits down for a drink when sees the cup
- Select appropriate resources for a familiar routine -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 - bubble tube controlled by latched switch, CD player knobs
- Operate toys that need to be pulled apart and put together - stickle bricks, Duplo
- Follow objects that move within the toy (eg: cars down a slop, 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)

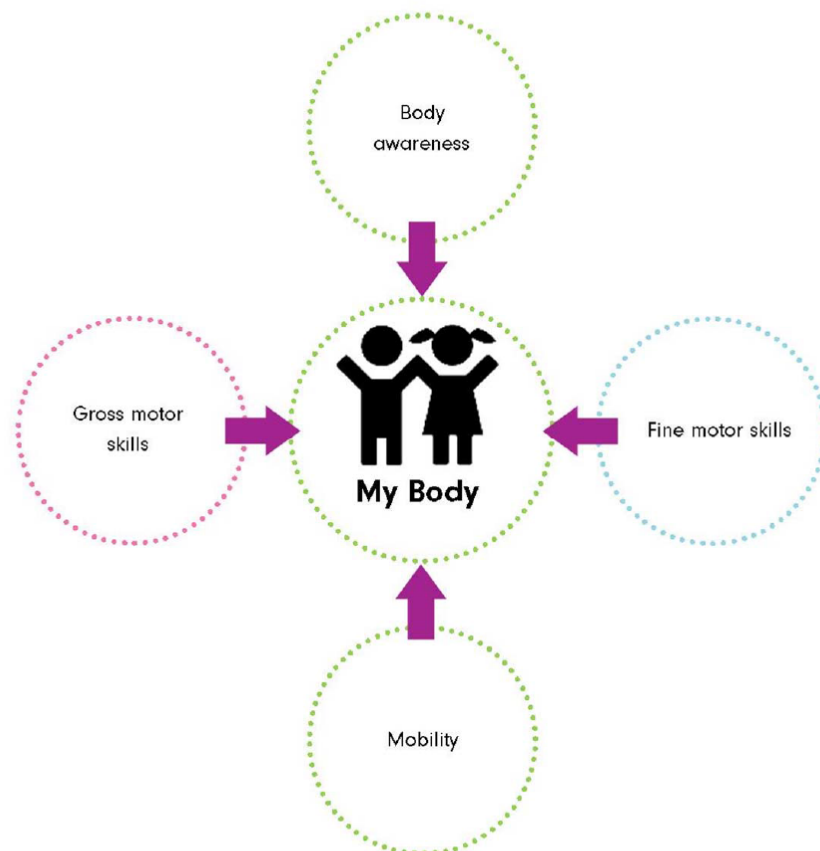
- Use objects that require two or more actions to complete (eg: posting shapes or simple form boards)
- Use early problem solving for a familiar event (eg: selecting a car or ball to roll down the slope rather than a piece of material or paper)
- Solve simple problems where understanding the pattern is important (eg: when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight)

## Physical Development

Physical development is a fundamental part of our PMLD curriculum. Pupils are positioned for good health throughout the day following physio advice. Pupils are encouraged to develop body awareness, strength and movement in order to become more physically independent and to improve their functional skills and mobility. Learners also develop ways of handling objects and exploring the world around them using fine motor skills.

We consider physical development in four strands:

Body Awareness   Fine motor skills   Gross motor skills   Mobility.



Children 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 on an ongoing treatment programme. Always consult with therapists and ensure that you have physical/ health targets that have been agreed between all the people who work with each child.

The programme is based on the principles and practice of learning to achieve as much physical independence as possible.

### **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 child actually does to indicate they are aware that something is happening to them as this will vary from child to child. 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.

Children 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 a range of pace of movement (eg: slow, quick, jerky, smooth)
- Show awareness of their limbs to be moved passively (eg: stretching in exercises or as part of action songs)
- Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly (eg: Lillie Neilson Little Room)

- Move their hands and arms with hand-under-hand support/ hand-over-hand support and/ or co-actively
- 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

### **Fine Motor Movement**

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

Reaching	Grasping	Releasing	Manipulating
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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***

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
- Touch objects with one hand/ with two hands
- 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
- Reach for objects and grasp them (whole hand)
- Reach for objects and grasp them (pincer grasp)

#### ***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)

### **Releasing**

Children with cerebral palsy may find it very hard to release objects. Give lots of time and consult with the OT or physio on ways of teaching releasing. Support children to use either hand and both hands together.

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

### **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 formboard/ jigsaw) (increasing precision)

### **Gross Motor Movement**

This part of the programme can be divided into:

<b>Sitting</b>	<b>Standing</b>	<b>Walking</b>
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#### **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**

Children should have opportunities to:

- Stand 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 themselves to standing
- 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**

Children should have opportunities to:

- Walk full supported (in gait trainer)
- Walk with two hands held
- 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
- Walk up and down steps

### **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 physiotherapists before planning mobility activities.

This part of the programme can be divided into:

Indoor mobility	Outdoor mobility	Water mobility
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### **Indoor Mobility**

Children should have opportunities to:

- Crawl or bottom-shuffle
- Slide on back/ tummy (maybe in a blanket)
- 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 physiotherapists 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: wheelchair abseiling, sailing, horse riding, pony trap, canoeing, zip wire)

Children should have opportunities to:

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

### **Water Mobility**

Many children with PMLD benefit from the weightlessness experienced in water and can move more freely than they can on land. Many of the movements in standing and walking can be practised in the water. The programme is mainly about the specifics of water mobility. Please see Halliwick Swimming for more detail about the principles and practice of the approach.

Children should have opportunities to:

- Enter the pool as independently as possible
- Get out of the pool as independently as possible
- Achieve vertical balance in the water
- Back float
- Move from back to vertical
- Rotate in the water – from back to front and front to back
- Control unwanted rotations
- Move arms in the water
- Move legs in the water
- Jump when in the water

- Crawl in shallow water
- Walk in deep water
- Propel themselves in the water

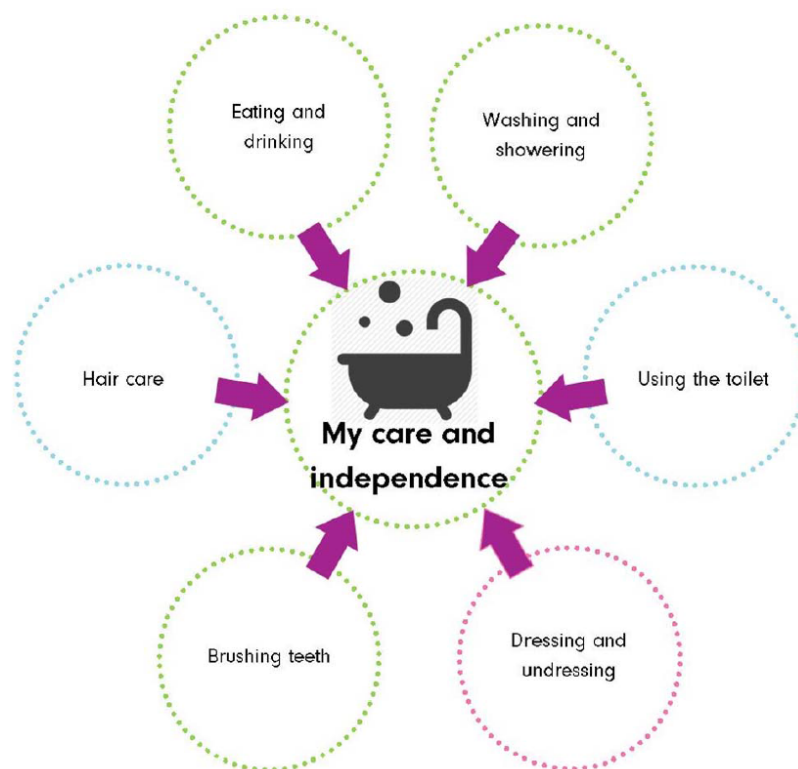
## Self- Help and Independence

Our students with PMLD will focus on working on those skills that will support them in their daily lives.

The development of these skills requires a substantial amount of time, involving high levels of personal care.

We consider self-help and independence skills as six strands. Not all learners will work on every strand:

Eating and drinking, Dressing and undressing, Using the toilet, Cleaning teeth, Brushing hair, Washing and showering.



In this area of the curriculum, children with PMLD need to learn the skills that typical children learn at home before starting school. Learning to use the toilet, clean your teeth, get dressed and undressed, eat with a spoon are all vitally important areas and not be considered as activities to be completed as quickly as possible between lessons. Children should be given sufficient time to learn to become as independent as possible in all these personal care areas. For example, going swimming has excellent opportunities to practice skills in undressing and dressing and showering as well as swimming skills. The lesson should encompass all of these and sufficient time should be allowed for them all to take place.

Although the skills in this programme can be performed without understanding, it is only with understanding that independence is achieved. Some children will always need to be prompted and supported, not just because of a physical disability but because their understanding of the purpose of the activity is limited.

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
8. 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.

Eg Nicola can already hold a spoon when it is handed to her but she does not pick it up from the plate, nor does she put it down. When she does not want the spoon any more she will just drop it. If there is food already on the spoon when it is handed to her then she puts the spoon into her mouth but she turns it upside down and loses all the food. She can do steps 3 – 7 if guided to keep the spoon the right way up. It may be that teaching begins at this stage with deciding on the guidance required for her to be successful with step 3. The prompts could be gradually more and more relaxed eg:

1. full hand over hand to keep the spoon the right way up
2. wrist support to prevent it turning
3. elbow support to remind her not to turn her wrist

We could use 'backward chaining' to ensure Nicola reaches the step she can achieve every time. Nicola can already achieve steps 4-7 but not 3 so that is where we can start. It possibly would not be so useful to start with step 1 because she can't achieve step 2 or 3. She needs first to learn how to put the food in her mouth (step 3) without tipping it after that she can be taught to load the spoon (step 2). Then she can be taught to pick it up (step 1) and finally to put it down (the very final step). Of course, different children will require different paths and all programmes need to be personalised.

### **Eating and Drinking**

Some children will be tube fed and this section will not apply to them. Please refer to the speech and language therapist for advice on eating and drinking/ swallowing and the occupational therapist for advice on eating and drinking implements.

Children 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

### **2. dressing and undressing**

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



Children 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.

Children 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**

Children 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

### *Brushing Hair*

Children 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 and Showering*

(well not quite washing!)

Children should have opportunities to:

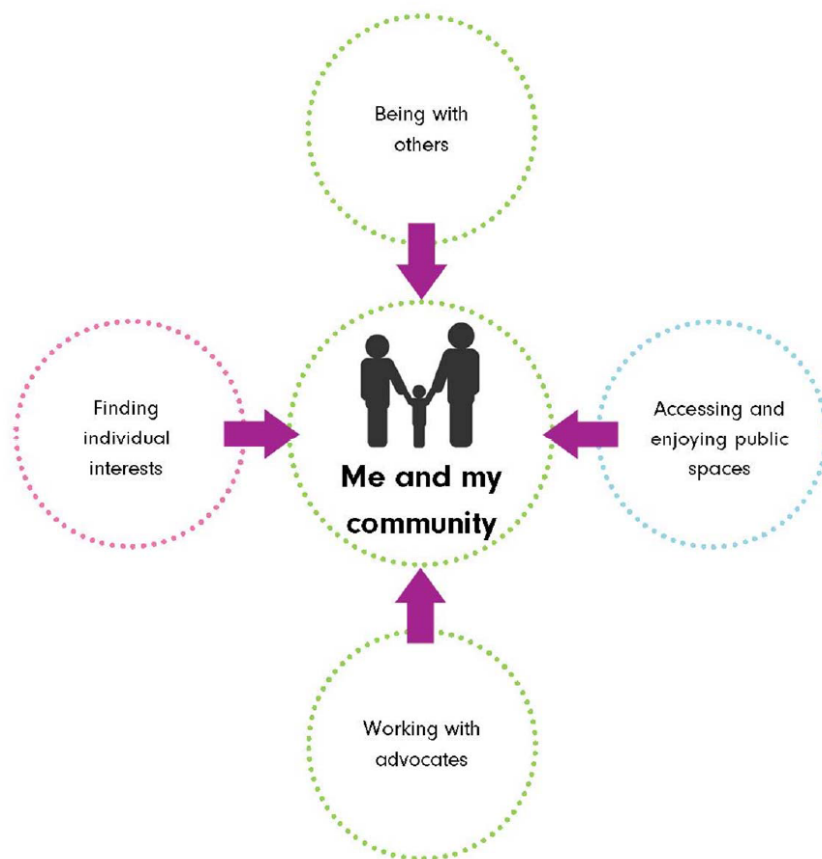
- Show awareness of being washed and dried - usually hands, face and bottom – or being showered (eg: by eye or limb movement)
- Be helpful when being washed and dried/ showered (eg: hold out hands or turn up face)
- Wash and dry their hands in the sink / shower
- Wash and dry their faces in the sink/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

## Social, Emotional and Mental Health

Pupils are timetabled in discrete PMLD classes for some activities and with their key stage peers for other activities depending upon needs, preferences and motivation . Our PMLD classes are timetabled to access a range of activities such as hydrotherapy (swimming pool), physiotherapy, rebound (trampoline), soft play, sensory integration, music, art, massage and sensory stories.

Pupils participate in community activities whenever that is practical and desirable for them.

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## Assessment and Recording

Pupils with PMLD are assessed and set targets in Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Medical, Sensory, Physical using Routes for Learning and measured using MAPP assessment tools. The Engagement Scales are also used to assess pupil progress and learning.

We meet the very individual needs of these learners by considering a range of possible learning opportunities. Progress is regularly reviewed and any issues or barriers to well-being and learning are identified and minimised.

Teachers and HLTA record progress and achievement using Evidence for Learning.

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