



Keelman's Way School

Curriculum Statement

PMLD Pathway

Intent

Keelman's Way School will provide a flexible and inclusive curriculum for every pupil with PMLD using a multi-disciplinary approach which will address individual needs. We will support learners to engage, communicate and interact in a caring, happy, safe and secure environment.

Our aim is for each pupil is to achieve his or her full potential in terms of:

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

Rationale

Children with profound and multiple learning difficulties (PMLD) are affected by neurodevelopmental disorders resulting in a profound cognitive impairment and significant delay in reaching developmental milestones. Such learners will be operating overall at a very early developmental level and will display at least one of the following: significant motor impairments; significant sensory needs; complex health care needs or dependence on technology.

We believe our pupils learn best when given a mixture of opportunities. Recent research suggests that pupils are happiest and engage more with peers who will interact with them (1). Mornings will consist of specialist intervention in controlled environments with intense, one-to-one input from members of staff trained in specialist intervention methodologies. Afternoons will be focussed on social inclusion, interaction and communication in mixed ability sessions in class groups.

Keelman's Way School provides pupils with PMLD with approximately 50% discrete provision and 50% peer group inclusion.

Implementation

The curriculum is highly personalised and tailored to the needs of each individual and delivered through a balance of sensory learning provision and inclusion opportunities and activities with key stage peers.

Discrete PMLD classes (rainbow Groups) are coordinated in Primary, Secondary and Post 16 sessions

Teaching and learning opportunities are planned for each individual by dedicated specialist teachers and HLTAs with input from a multidisciplinary team of physiotherapists, speech and language therapists, occupational therapists and health professionals.

Our PMLD Curriculum is process based and concerned with engaging pupils, eliciting reactions, building relationships, establishing preferences, finding motivators, developing interests, supporting curiosity and encouraging exploration with the child or young person at the centre of the process.

Activities may include sensory stories, music, art, hydrotherapy, rebound therapy, intensive interaction, body awareness, interactive massage, cookery, ICT and visits into the community.

Intensive Interaction techniques are used in 1:1 situations including personal care to facilitate early communication (*Ref 3*)

Activities are planned and tailored to meet individual needs by a specialist HLTA, working alongside the class teacher and are delivered by experienced TAs.

There is an increased staffing ratio of 1:2 and where possible, pupils will work with a key TA from their peer group class.

Pupils will spend afternoon sessions in the inclusive setting of the key stage classroom with increased access to social interaction, events and outings with peers.

Pupils with PMLD are assessed in the areas of cognition and communication using Routes for Learning (2) This is combined with physiotherapy and speech and language assessments to inform EHCP targets and Personal Learning Goals. Each pupil is also assessed using the engagement scales.

Impact

Pupils are engaged in a holistic curriculum and environment which facilitates and develops their physical and emotional health, happiness, well-being and independence. Each pupil's communication skills are developed to their full potential, valuing all methods of communication.

References

(1) Network on Disability Research 11th Annual Conference, Reykjavík, Iceland (2011)

http://www.academia.edu/650903/The_PMLD_ambiguity_articulating_the_lifeworlds_of_children_with_profound_and_multiple_learning_difficulties

(2) Routes for Learning

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/routeslearning/?lang=en>

(3) Intensive interaction (Nind and Hewett, 1994)

<http://www.intensiveinteraction.co.uk/>

(4) Switch Progression Roadmap

<http://www.agent4change.net/inclusion/inclusion/1219-switching-on-teachers-to-open-doors-for-inclusion.html>