

Long term plan- Complex Needs and PMLD

Complex Needs and Profound and Multiple Learning Difficulties (PMLD) Curriculum

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

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Students with PMLD are at very early stages of development and as part of their teaching and learning they will access a curriculum which is highly differentiated and personalised according to their level of need.

At Eastlea, we have always dedicated a great deal of time to the opportunities offered to our students with special education needs and disabilities to learn outside the classroom environment within familiar and unfamiliar settings with planned tasks and activities, but also with chances for the student to express himself openly and learn from others in an organised but natural context.

When assessing students with PMLD we will use the 5 areas of engagements:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

The 5 areas are not considered in an hierarchical order so there is no expectation that students need to show progress in all 5 areas. Instead, each of the areas represent what is needed for our students to fully engage so they can achieve their true potential.

As part of this process we will use observations which are done in different environments and the co-production between parents and external agencies in order to achieve the best outcomes for our students.

The progress of the students will then be monitored against students' statutory annual review outcomes and/or EHCP outcomes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer |
|-------------------------------|--|--|---|--|---|
| Cognition and Learning | <p>Counting and Understanding Number (concrete experiences; language; pictures; and symbols)</p> <p>Autumn Sensory story</p> <p>Life Processes Humans The senses</p> | <p>Counting and Understanding Number (concrete experiences; language; pictures; and symbols)</p> <p>To Infinity and Beyond Sensory Story</p> <p>Life Processes Humans - Body Parts</p> | <p>Length (working on developing perception skills, exploring objects of different lengths and sizes in lots of different contexts)</p> <p>Our Academy for Witches and Wizard</p> <p>Life Processes- Food, Drink and Exercise</p> | <p>3D and 2D shape (experience of exploring the form, shape and properties of flat and solid shapes and objects)</p> <p>Perfect Picnic Fun-sensory story</p> <p>Materials: Exploring with the senses- same/different</p> | <p>Capacity (explore how much space is available and have lots of practical opportunities to explore this concept using sand, water and other apparatus)</p> <p>Let's all go on a summer holiday-sensory story</p> <p>Life Processes - The environment</p> |
| Communication and Interaction | <p>To work on I want..... Communications</p> <p>To build up a bank of clear and unambiguous likes and dislikes</p> | <p>To make a supported positive choice from two given options</p> <p>To follow a simple, single instruction</p> | <p>To engage in an 'declarative' conversation with another</p> <p>To feel safe and actively engage with dynamic communication</p> | <p>To follow the sequence of a short fictional narrative story</p> <p>For the student to retell the story as best they can</p> | <p>To retell the story with fewer prompts and increasing accuracy</p> <p>To retell the story with sufficient accuracy (to be understandable to a new listener)</p> |

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|--|--|--|--|--|---|
| <p>Social, Emotional and Mental Health</p> | <p>My Thinking and Problem solving</p> <p>To communicate a want/need</p> <p>Recognising that the thing that I want or need is not working, is broken, does not fit etc</p> | <p>My Thinking and Problem solving</p> <p>Recognising that in order to play a game of....we need....</p> <p>Recognising that before working on any activity, I need...</p> | <p>My Thinking and Problem solving</p> <p>Solving problems as a member of a group</p> <p>Problem solving within Independence</p> | <p>My Thinking and Problem solving</p> <p>Problem solving within Communication</p> | <p>My Thinking and Problem solving</p> <p>Problem solving within Creativity</p> |
| <p>Physical and sensory</p> | <p>Solitary Play</p> | <p>Turn Taking Play</p> | <p>Free Play</p> | <p>Structured Play</p> | <p>Shared Play</p> |