

# Keelman's Way School CLDD Complex Learning Difficulties and Disabilities Policy



## **Introduction:**

### **SSAT Report Overview states that:**

Children and young people with complex learning difficulties and disabilities include those with co-existing conditions ( eg Autism and ADHD or PMLD ) Many may also be affected by compounding factors such as multisensory impairment or mental ill-health.

Research suggests that engaged behaviour is the single best predictor of successful learning for children with disabilities. Without engagement there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.

### **The Challenging Behaviour Foundation, UK states:**

Some children and adults with severe learning disabilities display behaviour which may put themselves or others at risk, or which may prevent the use of ordinary community facilities or a normal home life. This behaviour may include aggression, self injury, stereotyped behaviour or disruptive and destructive behaviours. These behaviours are not under the control of the individual concerned and are largely due to their lack of ability to communicate.

## **Rationale:**

Keelman's Way aims for pupils with CLDD are to develop communication, engagement and positive learning behaviour for pupils who do not engage and may have challenging behaviours in class.

Pupils with challenging behaviour are referred to MC for an initial observation. Information from ABC records is gathered from the class teacher and key workers. A behaviour plan and review date are agreed and shared.

If by the review date, behaviour and engagement have improved, the behaviour plan or modified behaviour plan remains in place and the pupil's behaviour is monitored in the classroom setting.

If there is no significant improvement in behaviour or engagement, the pupil will access either primary or secondary CLDD intervention groups for assessment. Observations, outcomes and transferrable activities from intervention sessions are communicated to the class teacher to use in class and to inform the pupil's behaviour plan

CLDD intervention groups focus on enhancing communication and identifying activities which motivate and help individuals to achieve a calm alert state to maximise engagement and learning and to share findings with people who work with the pupils. Self-esteem is promoted and success is celebrated throughout the sessions.

The afternoon session immediately after lunch break was identified as the time when challenging behaviours were most likely to occur.

Primary CLDD sessions take place from 1-3 pm from Monday to Thursday with 5-8 pupils and 2-3 staff.

Pupils are encouraged to engage in art and messy play activities, choosing and playing with toys, ICT activities, massage and relaxation.

Secondary and Post 16 CLDD sessions take place from 1-2pm from Monday to Thursday a with 5-8 pupils and 2-3 staff.

Sessions consist of a structured routine using communication aids, sensory integration techniques and a range of motivating outdoor and indoor activities.

Multi-disciplinary teams, including Speech and Language, Occupational Therapy and Physiotherapy as appropriate, work together to identify activities and optimum environmental settings to help pupils who exhibit challenging behaviours and have difficulty communicating and engaging in class

### **Assessment**

Pupils are assessed on engagement, social relationships, perceived happiness and self-esteem and behaviour each term using criteria from SSAT research project documentation.

Numerical data is collected for each pupil

- Teacher assessment during intervention sessions;
- Class teacher observations during lessons

CLDD intervention staff communicate regularly with the class teacher. They produce a termly report on behaviour, engagement and communication for each pupil and decide with the class teacher whether the pupil has shown improvement in class and whether or not to continue with intervention sessions.

Signed .....

Date.....

Head Teacher

Signed .....

Date .....

Chair of Governors

**April 2016**

**To be reviewed September 2019**