

## Keelman's Way PMLD Curriculum:



Our structured and holistic PMLD curriculum is informed by a developmental perspective where the starting point is the individual learner. The curriculum is personalised for each pupil with profound and multiple learning difficulties working between P1 and P4

The 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**
- **Cognition**
- **Self-care and Independence**
- **Physical Development**

The curriculum is 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 are coordinated in Primary, Secondary and Post 16 sessions known as Rainbow Groups.

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.

Pupils may spend either mornings or afternoons in discrete PMLD sensory provision. The rest of their day is planned around inclusive activities with their key stage peers.

Activities may include sensory stories, music, art, hydrotherapy, rebound therapy, soft play and ball pool, interactive massage, cookery, ICT and visits into the community.

Assessment and progress are measured and recorded using the Routes for Learning assessment tool. Progress for each pupil is reviewed each term and any issues addressed.

Our PMLD Curriculum is concerned with 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.

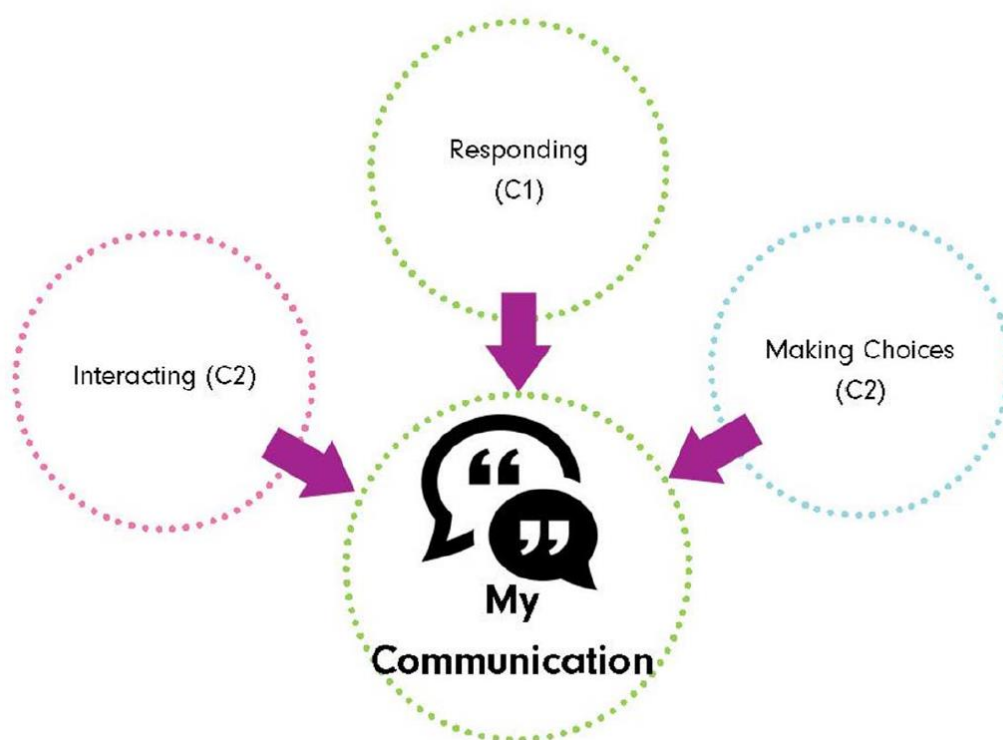
## Communication

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.



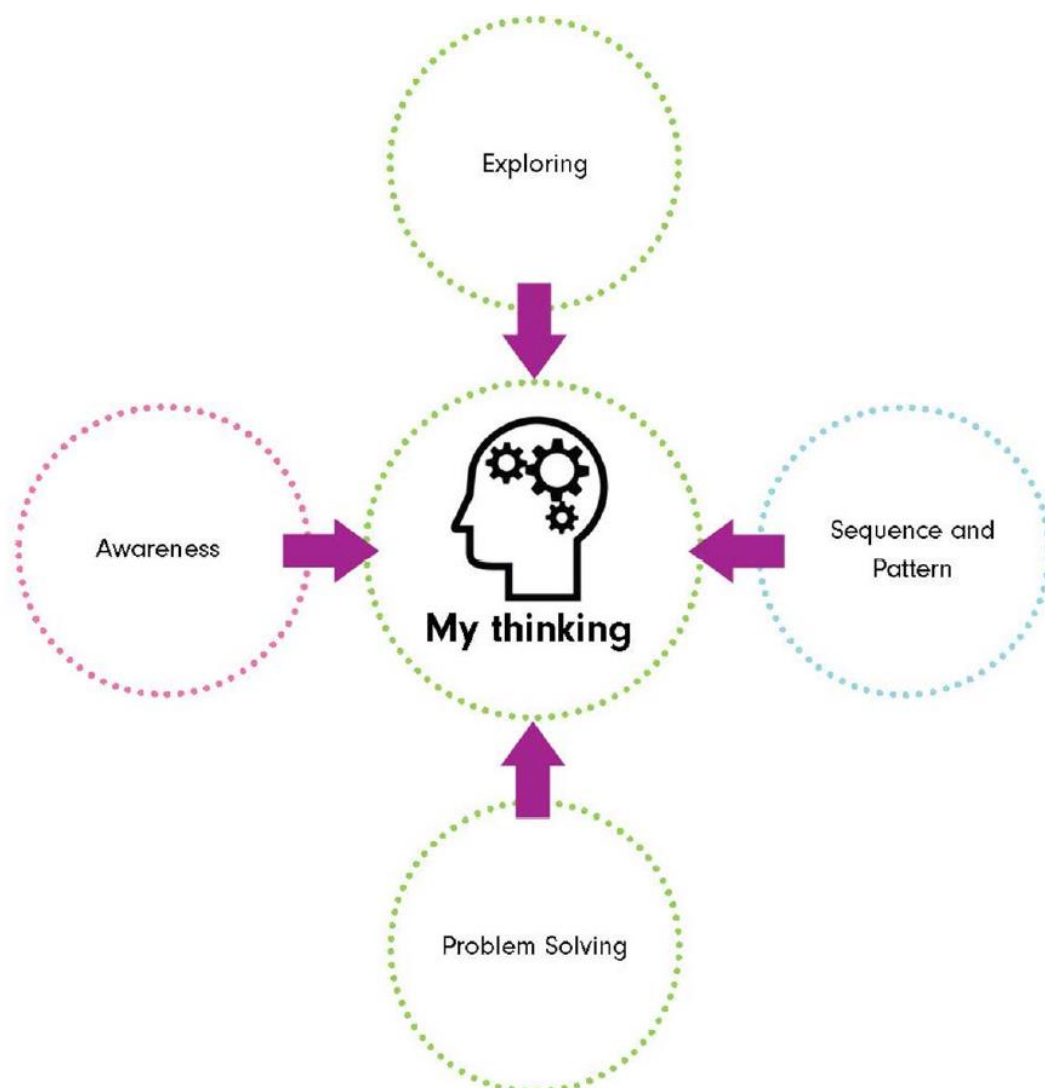
## Cognition

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.



## Physical Development

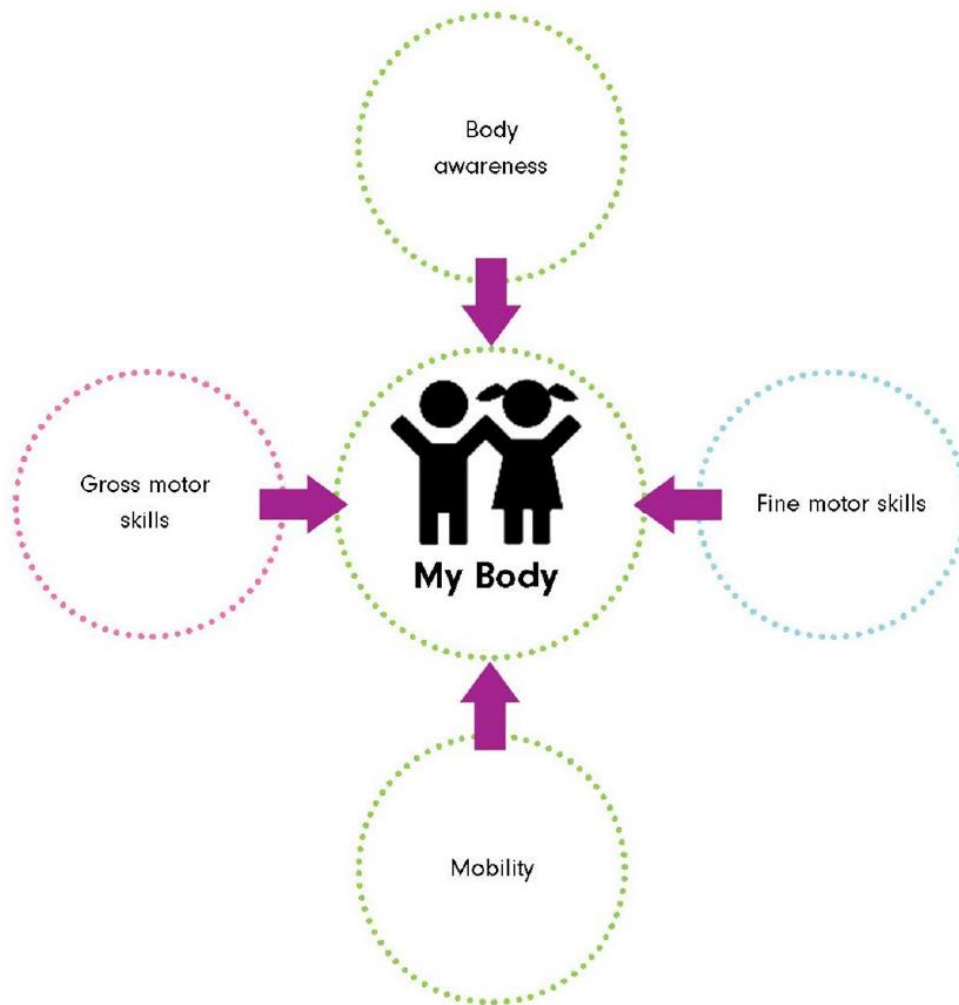
Physical development is a fundamental part of our PMLD curriculum Pupils are positioned for good health throughout the day following physio advice.

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.



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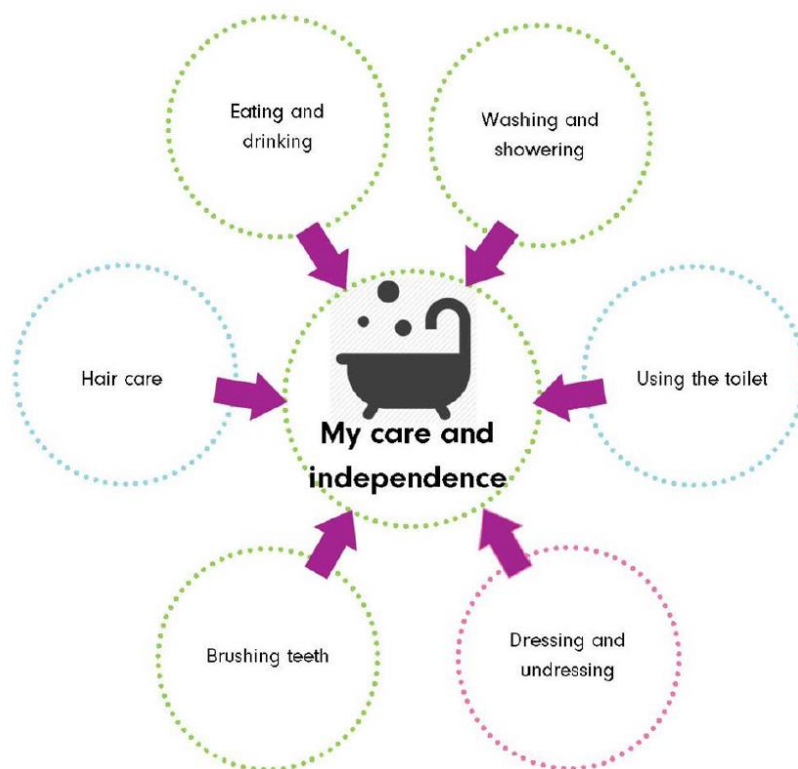
## Self- Help and Independence

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.



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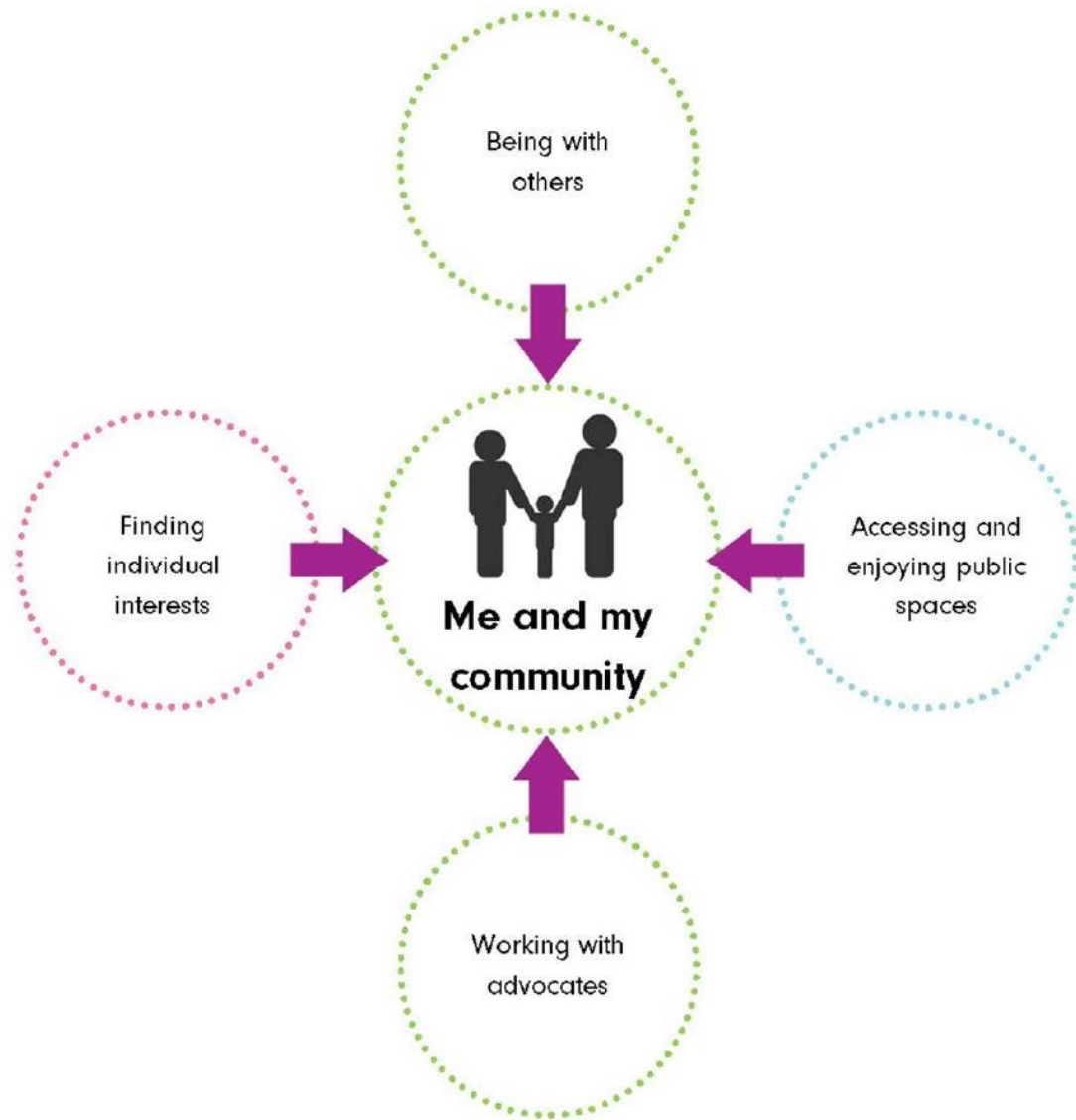
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### Timetabling the PMLD Curriculum

Timetables for our PMLD classes outline a range of activities that may be taking place throughout the school week, such as lunch times, hydrotherapy pool, physiotherapy, rebound sessions, music sessions, massage or sensory stories.

Pupils are timetabled in discrete PMLD classes for some activities and with their key stage peers for other activities depending upon needs and motivation .

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



## Assessment and Recording

PMLD pupils are assessed and targets in cognition and communication set using the Routes for Learning Assessment. These materials support schools in assessing the early communication and cognitive skills of learners with profound learning difficulties and additional disabilities. They meet the very individual needs of these learners by showing a range of possible learning pathways.

Pupils have their own personalised curriculum opportunities tailored to individual needs

Teachers and HLTA keep their own daily records to inform curriculum and assessment

Progress for each pupil is updated and recorded each term. Targets are reviewed and any issues or barriers to learning identified and minimised.