



Keelman's Way School PMLD Profound and Multiple Learning Difficulties Policy

Introduction: MENCAP definition (2016)

People with Profound and Multiple Learning Difficulties (PMLD) :

- have more than one disability
- have a profound learning disability
- have great difficulty communicating
- need high levels of support with most aspects of daily life
- may have additional sensory or physical disabilities, complex health needs or mental health difficulties
- may have behaviours that challenge

This document recognises that children, young people and adults with PMLD have unique abilities and ways of learning.

Routes for Learning (2006)

*“whilst (pupils with PMLD) have an entitlement to a curriculum and assessment framework which is fit for purpose and meets their specific needs **there is little benefit.....if they are included in structures which fail to do this**”*

We take this to mean that for those who are likely to remain within developmentally early intellectual parameters for the whole of their school lives the National Curriculum will not be fit for purpose and is of limited benefit.

We accept the absolute necessity of imposing a broad and balanced curriculum which is wholly appropriate to the needs of the child with the pupil at the centre of the educational process.

Core Strands of Keelmans Way PMLD Curriculum

- Communication
- Cognition
- Self-Help and Independence
- Physical Development

A holistic approach is taken to learning rather than teaching to specific targets.

The student determines the pace and direction of teaching and where the learning will go. Individual progression is often best recognized retrospectively at the end of each session, week, half-term or year

Recording and reporting on progress is essential and each teaching session looks for opportunities to celebrate success, identify areas of concern and inform the next session. A balance of process and skills based learning recognizes that certain skills need to be acquired by individuals and will be taught and used when appropriate.

Multi agency teams including HLTA, Physio, SALT and OT meet regularly to discuss interventions, provide advice and inform personal planning for each PMLD pupil.

Rationale

Keelman's Way School believes that how we behave as adults and essential facilitators in learning directly affects how our pupils are and how well they learn.

We must all take individual responsibility for being and remaining positive with our learners at all times.

Every learner is treated as an intentional communicator. All communication efforts such as vocalisation, eye contact, gesture, laughter, should have an immediate response from an attentive adult in order to reinforce intentional communication.

The principles of **Intensive Interaction** (Hewett and Nind, 1998; Nind and Hewett, 2001; Nind and Hewett 2005) should be used throughout the day with all learners as a matter of course.

Learners must be kept informed about what is happening to them throughout the using speech, Makaton, tactile signing (TASSELS) Objects of Reference, photographs or symbols as appropriate to the individual.

Learners must be regarded as active participants in their own routines with regard and respect given to likes and dislikes.

Teaching

Pupils spend morning sessions in discrete Primary, Secondary and Post 16 PMLD groups with access to specialist staff, facilities and equipment.

Pupils are taught in different environments such as classrooms, sensory rooms, the hydrotherapy pool, rebound room, the outdoor learning environment and sensory garden.

Breaks, lunchtimes and afternoon sessions are spent in inclusive settings with their Key Stage peers giving greater social opportunities for outings, peer interactions and friendships.

The teacher's role is to develop and monitor stimulating and motivating routines, environments and social situations where the pupil and adult are together on task and the pupil is able to make responses and decisions which have an outcome. This gives the pupil control within a structure which is predictable and also includes variation to encourage development.

Pupils are taught through real life situations as they occur. A learner with PMLD has a greater chance of understanding and connecting the process, sequence, and materials needed to wash her hands if the learning takes place when her hands need washed.

Pupils learn about process, sequence and anticipation through involvement in sensory stories. The learner with PMLD is more likely to connect the process and sequence of a story when a story is actually being enacted, and the learner is an essential part of that enactment (Park, 2004; Grove, 2010).

Assessment

Routes for Learning (2006) advocates that learning for those with PMLD is best done holistically rather than as a series of separate skills with a linear hierarchy.

Where targets are relevant they will more than likely be **SCRUFFY** targets (Lacey, 2010) : **S**tudent led, **C**reative, **R**elevant, **U**nspecified, **F**un, **F**or **Y**oungsters;
This approach recognises that pupils with PMLD are poor consumers of SMART targets.

Recording and reporting on progress is essential to the success of process based learning and each teaching session should celebrate success, record specific pupil progress, pick up areas of concern, and inform the next session.

Assessment is an absolute necessity if we are to be certain about tailoring a personalised curriculum to each learner.

The class teacher or HLTA, using video and photographic evidence where appropriate, produces a termly record of success, maintenance or regression for each learner in the core strands of Communication, Cognition, Self- Help and Physical Development.
Each PMLD pupil reviewed once a term in weekly meetings between the Assistant Headteacher and the HLTA working with that pupil.
Routes for Learning summative data and the pupil's personalised PMLD curriculum is discussed and updated at this meeting and any issues addressed.

Routes for Learning (RfL)

Developed by (PMLD) teachers and academics under the guidance of Jean Ware and published in 2006 by the Welsh Qualification and Curriculum Group, RfL identifies 43 possible cognitive and communicative milestones which learners may or may not pass through in their educational and developmental journey through life. There are seven key milestones.

Progress

We believe that all of our PMLD pupils are capable of progress
The problems of demonstrating linear development and the fractured learning styles of those with PMLD outlined above means however that we cannot expect P Scales to accurately or sufficiently express the progress that those with PMLD are capable of making. Nor were P Scales designed to do this (QCA, 2001; Martin, 2006)

Routes for Learning pathways have been subdivided to demonstrate degrees of engagement and consolidation of skills (Barnes 2010), and we now record summative progress maps for individual pupils

Progress using Routes for Learning summative assessments is updated each term and reported as a percentage annually to inform EHC reports

Progress through P Scales is reported annually using PIVATs to fulfil the statutory requirements of the school.

Personal Plans

Target statements for Communication, Cognition, ICT, Independence and Physical skills are taken from Routes for Learning or Keelmanns Way PMLD Curriculum with multi-disciplinary input where appropriate.

Framework for recognising and reporting attainment and engagement

1. Rejection

The learner is present in the session, but only because they have to be. There is an active rejection of another person's presence in their social space.

2. Encounter

The learner is present in the session without any obvious awareness of its progression. It is sufficient that there is a willingness to tolerate a shared social atmosphere.

3. Awareness

The learner appears to notice, or fleetingly focus on an object, person or event involved in the session. On the whole however, there is still self-absorption.

4. Attention and Response

The learner begins to respond, though not consistently, to what is happening in a session, by for example, showing signs of surprise or enjoyment.

5. Engagement

The learner gives sustained and consistent attention to the supporting adult by for example, looking, listening, following events with their eyes etc.

6. Participation

The learner is fully involved in the session for the whole period and occasionally but not consistently, actively responds to the adults' lead. They will show enjoyment of the process through smiles and laughter.

7. Student initiation

The learner is fully involved in the session for the whole period and **is clearly aware** of what is expected. They may well follow the sequence of the music and actions and will consistently offer as much pro-active movement as they physically can.

8. Imitation

The learner is fully involved in the interaction for the whole period and will still largely be accepting physical support. The student will however, **at least** occasionally, require no physical prompt or support to complete the movement sequences.

At Keelman's Way School we aim to give every opportunity for pupils with PMLD to demonstrate progress and will use all strategies possible to ensure this is achieved and recorded.

Working with parents and other professionals is essential to the success of our approach to learning.

Signed
Head Teacher

Date.....

Signed
Chair of Governors

Date

April 2016

To be reviewed September 2019