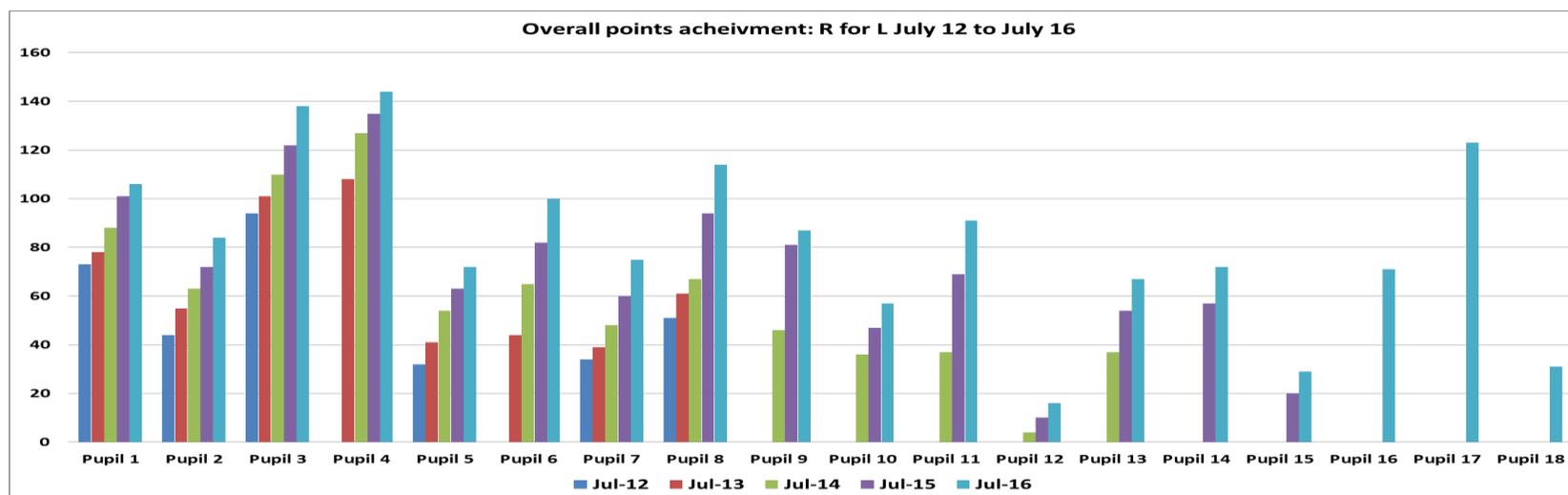


Northern Counties School Dashboard for PMLD population

Information on progress for achievement Routes for Learning Year 2015/16



In order to provide summative assessment data about the progress of our pupils with profound and multiple learning difficulties (PMLD) we use the Routes for Learning Assessment Tool (Welsh Assembly Government 2006). We have adapted the Routes for Learning tool (R for L) by attaching a scoring system. This enables the assessment tool to provide quantitative progression data and enables lateral progression to be measured and included in the score. For pupils with PMLD on going linear progress is not always possible, however supporting learners to apply and generalise their skills to an increasing range of contexts is appropriate to their needs and goals. The scoring system also takes into account the lateral progression made by learners with PMLD. This is a far more specific way of analysing the progress made and will focus on the very areas we need to prioritise in such as early communication and cognitive skills. Pupils are marked using a point scale which will give an overall score. The maximum possible score for each statement is 4 points, meaning that total score for the entire document is 172 points (4x43 statements). The pupils' achievements are reported as a score out of 172 and displayed on the above bar chart.

The Routes for Learning data above is compiled for 18 pupils with a variety of complex needs unique to each child. The pupils made progress of between 3 and 25 points relating to their communication and cognitive areas for year 2015/16. The average number of points relating to achievement within the year is 14. Over this number of points is deemed as outstanding progress with 14+ points therefore 7 pupils achieved this additional progress.

Four pupils have made outstanding progress due to an improvement in their health issues which has made a positive impact on their learning. The improvement has impacted on the days they attend school which has increased access to their learning opportunities. Additional interventions from therapists have enhanced the programmes to accommodate for any changes in physical, communication, medical or emotional needs.

A range of pupils have greater gross motor function which allows them to access a wider range of activities. This has developed and enhanced their learning opportunities thus being able to intentionally explore and communicate their needs or wants which has enabled them to make progress at a positive rate.

Some pupils' progress has fluctuated due to their changing health needs. One pupil made 13 point progress between 2014/15, but only 5 points progress this year due a range of medical conditions and long stay hospital admissions. This is very similar to another pupil who made 35 points progress between 2014/15, but only 6 points progress this year due to his decreased physical ability and extensive medical needs. Both pupils had high absence which again impacted on their learning and progression. Discussions with teachers, therapists and their parents devised a variety of strategies that were put in place then monitored closely.

A proportion of pupils have complex neurological disorders causing physical disabilities and profound learning disabilities with a feature of making progress and then later to regress. Our educational package aims to support these pupils to make progress as well as to maintain skills.

Within the PMLD cohort 11 pupils access school residence or local respite care (LAC) of which 6 pupils have made progress of 14 points or above.