

***“PASSIONATE ABOUT CELEBRATING
LEARNING, ENJOYMENT AND ACHIEVEMENT
FOR ALL”***

**Tiverton Curriculum for pupils with PMLD
A Pre-Formal learner stage
“Inquisitive Pathway”**

Definition of PMLD: Profound and Multiple Learning Difficulties/Disabilities:

A pupil with PMLD will have significant impairments in two, several or all of these areas:

- Neurological impairment
- Cognitive impairment
- Communication impairment
- Sensory impairment
- Physical and health impairment
- Motor impairment
- Emotional and social impairment
- Behaviour impairment
- Sensory perception and integration impairment
- Processing of information received impairment

RATIONALE

Intent:

- The curriculum for a PMLD learner to be highly personalised, focused upon communication and early cognitive development
- The pupil is at the centre of the teaching, learning and development of skills
- The PMLD learner is unlikely to follow a developmental or linear pattern
- Each individual pupil needs a relevant learning pathway
- EHCP sets goals for learning
- Assessment of the engagement in the learning is key

Implementation:

- A bespoke curriculum which focusses on Communication skills
- Multi-sensory experiences which allow for repetition and depth of learning
- Targeted development of functional skills (EHCP provision and outcomes)
- Thematic opportunities which are vehicles to motivate and engage
- Well-being focus: pastoral care, health, mental health and therapy
- Four Areas of Focus for Learning:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Physical and Independence
 4. Social, Emotional and Mental Wellbeing
- Personalised Learning Pathways or Profiles
- Multi-sensory experiences and opportunities
- Pupils' functional skills, conceptual development and engagement is assessed
- Pupils have individual targets, broken down into small steps
- Skills are developed through dynamic curriculum activity
- Repetition of learning opportunities in order to develop engagement, depth of learning, mastery and generalisation of skills

Impact



- Pupil profile – personalised learning journey
- Parents can see what and how the pupil is learning over time
- Assessment of engagement
- Recording of achievement
- In school formative assessment; photographic and video observations, case studies, portfolios of learning
- Learners with PMLD will follow a range of learning opportunities
- Progress may not necessarily be developmental or linear
- In school summative assessment: IEP evaluations, reports, EHCP annual reviews

We Believe:

- A PMLD curriculum DOES NOT teach to the test
- It is Individual and PERSONALISED
- In Pupil led learning
- The Engagement Model gives a **FOCUS** for curriculum and the formative assessment of ongoing progress and thus learning

CURRICULUM CONTENT

Pupils with PMLD are at very early stages of development and it is more appropriate for them to access a pre-formal curriculum, which is starting with their individual needs rather than a curriculum written for typically developing children.

INTENT

1. To Develop the following skills:

Communication and Interaction

Cognition and Learning

Sensory and Physical

Social, Emotional and Mental Wellbeing

2. To provide a broad and varied range of timetabled activities and experiences, within which to focus the teaching, learning and scaffolding of these key skills for life

IMPLEMENTATION:

We support the learning of skills for our PMLD learners through:

- A Total Communication Environment, with sensory, visual, kinaesthetic and auditory cues. Using Objects of Reference, On Body and Makaton signing, Communication symbols and photos
- Communication Passports: a useful way of drawing together information from a range of people and contexts, to help us to understand the learner
- Objects of Reference: specific objects or cues which have special meanings attached to help the learner understand the world
- Communication Aids: devices which help people to communicate with the world around them and give people a voice
- Intensive Interaction: a one-to-one approach, which supports the fundamentals of pre-speech and meaningful communication
- Use of multi-media: ICT based profiles which give the learner a way of controlling the world
- Sensory stimulation: to enable the learner to use one, more or all their senses to explore and learn, e.g. sand play, aromatic play-dough
- Multi- sensory story/music packs: use of music and props to promote communication and social interaction, as well as sensory, neurological and emotional development
- Manual Handling plan: detailed information about strategies to support the physio and physical transfers of pupils
- Personal care and Independence programmes: e.g. feeding plan, personal hygiene plans

Provision

- Pupils with PMLD require a high level of skilled adult support to encourage their development and learning
- PMLD learners need at least two adults and a range of specialised equipment to support them in their moving, handling and personal care



- PMLD learners need a range of sensory based toys, materials and equipment to motivate and engage their learning
- Pupils with PMLD require an MDT approach, including SALT, OT, Physio, Dysphagia SaLT, Dieticians, Teachers of the Hearing or Visually Impaired, Respiratory Physios, parents, teachers, support staff etc
- PMLD learners need opportunities to interact with their peers within school and outside of school

CURRICULUM CONTENT: TEACHING, LEARNING AND ASSESSMENT

1. COMMUNICATION

The communication programme should be a focus throughout each day.

Communication work should also be central to every interaction throughout the day, i.e. intensive interaction should be a 'blue print' for every interaction rather than a lesson itself.

The programme of learning for pupils working on communication at this pre-formal stage will include the following areas:

1.Responding (to social events and activities)

2.Interacting (with others)

1.Responding (to social events and activities) e.g. every day activities, care routines, sensory stimuli.

Pupils should have opportunities to:

- ☐ Respond when basic needs and desires are met e.g. stop crying when discomfort is removed or relax when they get rocked
- ☐ Respond to stimuli presented in on/off pattern (burst – pause) e.g. still, widen eyes, increased movement
- ☐ Respond to consistent and predictable social routines, offered in the same order in the same environment on a daily basis, e.g. by relaxing, stilling, widening eyes or mouth, increased movement
- ☐ Respond to their own names by stilling, turning, increased movement
- ☐ Respond with consistent positive and negative reactions to a range of social activities e.g. smiling or turning their head away
- ☐ Respond to people talking around them e.g. by looking at the speaker or making sounds
- ☐ Respond in different ways to familiar and unfamiliar adults
- ☐ Respond to sensory cues
- ☐ Respond to object cues
- ☐ Respond to objects of reference or pictures
- ☐ Respond to familiar sounds and early words such as brrrm/woof/mum e.g. smile and locate sound
- ☐ Respond to familiar sounds, words and/or signs, showing understanding of their meaning e.g. look at 'mum' or the dog.

2.Interacting with others

Pupils should have opportunities to:

- ☐ Interact with familiar people e.g. smiling, turning, giving eye contact
- ☐ Show they can work co-actively with familiar people e.g. join in a 'row the boat' or allow their hands to be used for eating
- ☐ Show anticipation of familiar social activities and events e.g. start to rock for 'row your boat' or lean forwards to be lifted up
- ☐ Show they have had enough of a social interaction e.g. by turning away or looking down
- ☐ Show preference for particular people, objects and activities
- ☐ Respond with interest in the actions of others close by e.g. make eye contact, turn towards, reaching out, vocalising
- ☐ Engage actively in familiar social activities and events e.g. join in action songs or hold up arms for coat
- ☐ Make simple meaningful gestures e.g. pointing or using simple signs, photographs
- ☐ Use their voices to join in a 'conversation' e.g. babbling
- ☐ Attempt simple words and phrases in imitation e.g. mumma, woof, all gone, bye bye, more
- ☐ Use a few words appropriately e.g. more, names, yes, no, mumma – whatever is appropriate for that child

2. COGNITION

Pupils at a very early stage of development need people around them who can help them to explore and interpret the world. They have difficulty in making sense of the world and need many opportunities to handle and test objects, look for patterns and sequences in experience and generally extend their focus from the immediate to things further away. Pupils at this very early stage need to experience the same activities over and over again if they are going to be able to learn from them. As pupils begin to develop the understanding that they can have an effect on their world, they can be offered a much wider range of activities and objects to explore. They are still likely to require plenty of repetition but may be able to cope with different examples of a similar activity. When understanding of cause and effect (contingency awareness), and object permanence has been established, early problem solving can begin.

The programme of learning is divided into 4 areas:

1.Responsiveness

2.Exploration

3.Control and early problem solving

4.Sequence and pattern

1.Responding to stimuli – people, objects and activities

Pupils should have opportunities to:

- ☐ Recognise an obvious change happening very close to self - e.g. stills when hand is massaged or when sees a bright flashing light
- ☐ Recognise when a stimulus starts and stops e.g. stills, moves limbs, turns after the stimuli start or stop
- ☐ Accept stimuli for an increasing amount of time e.g. will hold objects or allow feet to be in the foot spa
- ☐ Respond to a widening range of stimuli e.g. turns to a range of flashing objects
- ☐ Anticipate stimuli that occur over and over again e.g. smile before being pushed on a swing after several pushes
- ☐ Respond to a range of stimuli that are quieter/less obvious e.g. smile at quiet singing
- ☐ Attend to stimuli further away e.g. hears music a few feet away or smells lunch as the trolley comes in
- ☐ Transfers attention from one stimulus to another e.g. looks at jumping dog and when it finishes look at moving car
- ☐ Attend stimuli in a busy classroom e.g. watch another child moving around

- ☐ Locate a specific stimulus against a busy background e.g. find favourite toy in a box of several toys or turn to name in a noisy room
- ☐ Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

2.Exploration of objects, materials and substances

Pupils should have opportunities to:

- ☐ Use their senses to register interesting events around them e.g. listen to drum, watch moving toy, touch gloop
- ☐ Locate moving stimuli e.g. track a fluorescent ball or move head to sniff perfume as it passes from one side to another
- ☐ Turn to objects and sounds that are activated but in one place e.g. turns head to locate flashing light
- ☐ Make things happen when they move randomly e.g. the space blanket crackles when the child wriggles or arm movement activates a hanging bell
- ☐ Activate toys that provide an interesting effect randomly and without connecting the cause to the effect e.g. pats a Big Mack switch and something motivating happens or kicks the keyboard and sounds happen

3. Control of objects and materials

Physical manipulation of objects and materials is vital for developing understanding of what objects do; however children with physical disabilities may be unable to physically manipulate objects and will use eye pointing or technology to aid their explorations. In this circumstance it is essential to keep the cognitive process firmly in mind. It may be difficult to assess a pupil's understanding accurately until they are competent eye pointers or switch users but learning to use a switch is not the target. Pupils learn and develop the concept of cause and effect through face-to-face interactions with other people (and not by using a switch).

Pupils should have opportunities to:

- ☐ Make things move deliberately with gross movement e.g. knock mobile, kick bells, swish water
- ☐ Make things move deliberately with finer movements e.g. whole hand or head to activate switch or swipe objects that give a strong reward
- ☐ Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active
- ☐ Operate a toy that requires a single action e.g. button on Jack-in-the-box, switch the bubble tube
- ☐ Activate toys deliberately, using different movement for different toys e.g. shaking bells and banging drum

- ☐ Shift attention between different objects/actions e.g. actions on an activity centre
- ☐ Manipulate objects purposely e.g. empty and fill containers, stacking blocks
- ☐ Press buttons to make toy work e.g. keyboard, musical toys
- ☐ Look for favourite objects in a box of similar items not deliberately hidden
- ☐ Open containers to find objects e.g. lift lid, press buttons, pull top off
- ☐ Use objects and materials according to their function e.g. brush for hair, shoes on feet, and paint on paper.

4.Sequence and pattern

Pupils should have opportunities to:

- ☐ Take turns in repetitive games where the adult stops to wait for a response e.g. Intensive interaction, action songs
- ☐ Anticipate routine events i.e. see a pattern in the event e.g. action songs, eating, being hoisted
- ☐ Recognise familiar places e.g. look up at the lights in the sensory room, go straight to a favourite object in the hall
- ☐ Explore objects that are used in familiar routines e.g. spoon, cup, hair brush, drum
- ☐ Take turns actively e.g. rolling ball to partner, passing objects backwards and forwards
- ☐ Choose between two or more motivating toys
- ☐ Respond to an object cue e.g. sits down for a drink when sees cup
- ☐ Select appropriate resources for a familiar routine
- ☐ Operate toys that require more than one action to complete e.g. bubble tube controlled by latched switch, CD player knobs
- ☐ Operate toys that need to be pulled apart and put together e.g. stickle bricks, Duplo
- ☐ Follow objects that move within the toy e.g. cars down a slope, balls in a tube
- ☐ Put objects into a container one at a time e.g. balls down a tube
- ☐ Select preferred objects from a mixture of objects e.g. in a box
- ☐ Look at the bottom of a sliding/tumbling toy for the object to appear when it can't be seen travelling down
- ☐ Use objects that require two or more actions to complete e.g. posting shapes
- ☐ Use early problem solving for a familiar event e.g. selecting a car or ball to roll down the slope rather than a piece of material or paper
- ☐ Solve simple problems where understanding the pattern is important e.g. when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight.

3. PHYSICAL AND INDEPENDENCE

The physical skills programme should be the focus of one lesson each day. The programme of learning for physical skills may be a class-based PE lesson, a cross grouped physical activity or a functional part of another activity. Pupils with physical disabilities may require a range of equipment for lying, sitting, standing and walking and may be having active treatments. Always consult with therapists to ensure that physical/health targets have been agreed between all the professionals and always follow the pupil's Moving and Handling Plan.

Body awareness

Progress within body awareness should begin with children allowing a range of different things to happen to their bodies. It is hoped that passive 'allowing' will become more active 'enjoying'. The ultimate aim is that they will be more able to move their bodies voluntarily and with control. The emphasis in this programme is on the physical movement, not on the understanding of the use of that movement.

The phrase 'show awareness of...' requires a record of what the pupil actually does to indicate they are aware that something is happening to them and will vary from pupil to pupil.

Pupils should have opportunities to:

- ☐ Show awareness of massage of hands/feet/arms/legs and various sensory stimulation on different parts of the body e.g. foot spa, silk material, fan
- ☐ Show awareness of a range of total body movements e.g. swinging, floating, rolling
- ☐ Show awareness of a range of different body orientations e.g. flat, bunched up
- ☐ Show awareness of where their body is in space e.g. on top, under, crawl through
- ☐ Show awareness of a range of pace of movement e.g. slow, quick, jerky, smooth
- ☐ Show awareness of different textures touching body e.g. cold, soft, rough
- ☐ Show awareness of their limbs being moved passively e.g. stretching in exercises or as part of action songs e.g. during sing and swing, music and movement
- ☐ Show awareness of objects in designated spaces touching different parts of the body
- ☐ Move their hands and arms with hand-under-hand support/hand-over-hand support and/or co-actively e.g. during music and movement
- ☐ Show awareness of body awareness songs and games e.g. head, shoulders, knees and toes or round and round the garden



- ☐ Actively move as part of body awareness activities

Fine motor movement

The programme can be divided into four areas. It is about physical development only, (in relation to arms and hands), although the pupil's developing cognition and communication will enable them to use their movements intentionally to achieve specific ends.

1.Reaching

Pupils should have opportunities to:

- ☐ Bring their hands into midline
- ☐ Have objects of various kinds placed in their hands
- ☐ Touch objects of various kinds with their hands
- ☐ Touch objects in midline/on left/on right/cross midline
- ☐ Touch objects with one hand/with two hands
- ☐ Bend and straighten their arms
- ☐ Reach for objects just out of reach – midline/right/left – one hand/both hands
- ☐ Reach for objects and bring them close– midline/right/left – one hand/both hands
- ☐ Reach for objects and grasp them whole hand
- ☐ Reach for objects and grasp them pincer grasp
- ☐ 'Reach' /aim with feet to hit target/obtain object.

2.Grasping

Give opportunities to grasp with the left hand/the right hand and both starting with objects very close to the dominant hand.

Children should have opportunities to:

- ☐ Swipe objects e.g. hanging on activity arch
- ☐ Open and close their hands
- ☐ Close their hands round an object
- ☐ Locate a hand-sized object and try to grasp it
- ☐ Hold hand-sized objects with palmer grip for increasing amount of time



- ☐ Squeeze objects using the whole hand
- ☐ Use whole hand to press a switch
- ☐ Pick up objects using a whole hand grasp
- ☐ Pick up and put down objects with several fingers and thumb
- ☐ Locate small objects and try to grasp them
- ☐ Hold objects using the pincer grip for increasing amount of time
- ☐ Move at the wrist whilst holding objects
- ☐ Rotate arms while holding objects
- ☐ Hold onto a bar e.g. to hold themselves up for increasing the amount of time
- ☐ Hold objects and put them in contact with another e.g. hang two objects together, put objects in a box, bang drum with stick
- ☐ Crawl with object in hand,
- ☐ Grasp objects that are unseen e.g. from in feely bag

3.Releasing

- ☐ Allow people to take objects from their hands
- ☐ Let go of hand-sized objects
- ☐ Put down objects using a whole hand grasp
- ☐ Pass objects from hand to hand
- ☐ Holds objects with two hands, stabilise them in one, and take other hand away
- ☐ Rotate arms and drop objects
- ☐ Swap objects from hand to hand
- ☐ Pick up and put down repeatedly

4.Manipulating

- ☐ Take objects to their mouths
- ☐ Use their hands to manipulate objects e.g. shaking, banging, pushing, throwing
- ☐ Use whole hand/several fingers at once to press switches/buttons/keys on keyboard



- ☐ Use index finger to press buttons or poke objects
- ☐ Grasp felt tips/brushes etc. e.g. to make mark
- ☐ Raise arms and drop objects into containers
- ☐ Post objects into containers e.g. posting box
- ☐ Place objects in specific places with increasing precision e.g. simple board inset puzzle
- ☐ Rotate objects in their hands
- ☐ Re orientate objects in hands

Gross motor movement

Sitting

Pupils should have opportunities to:

- ☐ Maintain head control
- ☐ Move their head in all directions
- ☐ Sit in a fully supported position
- ☐ Sit in a chair with sides
- ☐ Sit on a classroom chair without sides
- ☐ Sit on a range of different kinds of chairs
- ☐ Sit on a stool, edge of the bed with no back or sides
- ☐ Move their limbs in a sitting position
- ☐ Move their trunks in a sitting position
- ☐ Pivot round sideways in a sitting position
- ☐ Push or pull themselves to sitting from lying.

Standing

Pupils should have the opportunity to:

- ☐ Stand fully supported,
- ☐ Stand with hands held or holding on



- ☐ Stand unsupported
- ☐ Move their limbs whilst standing with less and less support
- ☐ Pull or push up to standing themselves
- ☐ Stand up from a chair or stool
- ☐ Stand up from the floor
- ☐ Sit down with hands being held or holding on
- ☐ Sit down on chair or stool
- ☐ Lower themselves to the floor from standing.
- ☐ Walk fully supported
- ☐ Cruise along class furniture
- ☐ Walk with two hands held
- ☐ Walk pushing a walker
- ☐ Walk with one hand held
- ☐ Walk unsupported
- ☐ Take steps backwards e.g. to sit on a chair or toilet
- ☐ Change directions when walking supported
- ☐ Change directions when walking unsupported
- ☐ Walk on different surfaces
- ☐ Walk up and down slopes holding a rail
- ☐ Walk up and down steps holding a rail
- ☐ Walk up and down slopes
- ☐ Walk up and down steps

Mobility

Always consult with therapists to ensure that physical/health targets have been agreed between all the professionals before planning a mobility programme

Indoor mobility

Pupils should have the opportunities to:

- ☐ Crawl or bottom shuffle
- ☐ Slide on back/tummy



- ☐ Pivot on bottom or knees on floor
- ☐ Roll
- ☐ Rock/row backwards and forwards e.g. row your boat
- ☐ Push and pull people and objects
- ☐ Bounce on trampoline
- ☐ Throw and roll objects beanbag, balls
- ☐ Catch objects from bigger to smaller
- ☐ Move forwards and backwards
- ☐ Move in and out of objects e.g. tunnel, den, tent
- ☐ Move slowly and quickly maybe being pulled in a blanket at different speeds
- ☐ Move over and under objects/onto and off objects.

Outdoor mobility

Pupils should have opportunities to:

- ☐ Use playground/adventure equipment to swing, slide, rotate, climb and ride
- ☐ Ride bikes or trikes eventually pushing the pedals themselves
- ☐ Move over a range of different outdoor surfaces e.g. woodland trail, shopping precinct, grass, shingle, cobbles.

Water mobility

Pupils should have opportunities to move in a warm, safe pool with high level of staff support to allow pupils to move freely and be fully supported by the water and sometimes flotation aids.

Self-care

The skills are listed roughly developmentally but will need to be task analysed and taught step by step. For example, this might be a task analysis for eating with a spoon.

1. Pick up the spoon from the plate,
2. Loads the spoon,
3. Puts the spoon to mouth,
4. Opens mouth and puts the spoon inside,
5. Closes mouth round the food,



6. Takes the food off the spoon with lips,
7. Withdraws the spoon puts the spoon down whilst chewing and swallowing.

It is helpful to use 'forward chaining', starting from step 1 and continuing to step 2 etc., or 'backward chaining' starting with the last step then the last but one step or even a bit of both, depending on the pupil can already do.

The Self-Care programme can be divided into:

Eating and drinking

Always refer to the speech and language therapy team for specific advice on safe and comfortable eating and drinking/swallowing and the occupational therapy team for advice on eating and drinking implements.

Pupils should have the opportunity to:

- ☐ Show awareness of food and drink e.g. by moving the food around the mouth and swallowing
- ☐ Being helpful when being supported to eat and drink e.g. by opening the mouth for the spoon/cup or turning to spoon/cup
- ☐ Eat or drink pureed food/thickened drink
- ☐ Drink a variety of drinks e.g. milk, squash, tea
- ☐ Eat mashed food usually each food mashed separately
- ☐ Eat chopped food
- ☐ Eat finger food
- ☐ Use a spoon to eat maybe move onto using a fork
- ☐ Use a two handled cup to drink probably first with a lid, then perhaps a slanted cup before progressing to a conventional open cup
- ☐ Use a single handled cup to drink
- ☐ Use a beaker to drink

Undressing and dressing

Physically disabled pupils are likely always to need physical support with undressing and dressing.

Pupils should have opportunities to:

- ☐ Show awareness of being dressed and undressed, (e.g. by eye or limb movement),
- ☐ Be helpful when being undressed and dressed, (e.g. relax limbs),
- ☐ Offer limbs, (e.g. when putting on a coat/trousers/shoes),

- ☐ Finish taking off clothes once the process has been started by an adult, (e.g. wriggle out of shoes once they have been loosened/pull sock off toes after they have been pulled down),
- ☐ Take off their clothes, (probably starting with shoes and coats and progressing to other items of clothing),
- ☐ Pull up pants/trousers, (e.g. after using the toilet),
- ☐ Put on their clothes when handed the correct item, (probably starting with coat and shoes),
- ☐ Put clothes on the right part of the body in correct orientation,
- ☐ Put their clothes on a peg/on a chair or in a locker,
- ☐ Put clothes on in sensible order, (e.g. socks before shoes),
- ☐ Choose correct clothing for an activity, (e.g. coat to go outside, swimsuit for swimming),
- ☐ Put PE/swimming kit into a bag,
- ☐ Put socks together/put shoes together,
- ☐ Recognise basic clothing vocabulary/sign/symbol in context, (probably coat and shoes).

Using the toilet

Pupils should have opportunities:

- ☐ Show awareness of being changed e.g. by limb, eye movement
- ☐ Be helpful when being changed e.g. relax or limbs or lift bottom
- ☐ Sit on potties or toilet seats regularly
- ☐ Transfer from chair to toilet or from standing to toilet
- ☐ Use toilet or potty appropriately if taken by an adult regularly
- ☐ Indicate the need to change e.g. cry with discomfort
- ☐ Move to the changing table
- ☐ Stand to be changed
- ☐ Recognise the Object of reference/word/symbol/sign 'toilet' in context
- ☐ Indicate a need to use the toilet e.g. go to the door or use sign/symbol
- ☐ Take themselves to the toilet when they need to use it
- ☐ Flush the toilet
- ☐ Shut the toilet door
- ☐ Complete the whole toilet sequence with adult support
- ☐ Wipe their bottom.

Cleaning teeth

Pupils should have opportunities to:

- ☐ Show awareness of teeth being cleaned e.g. by eye blinking, pulling a face
- ☐ Be helpful when their teeth are being cleaned e.g. by opening mouth
- ☐ Hold an electric toothbrush in their mouth
- ☐ Use a conventional brush
- ☐ Put the paste on the toothbrush
- ☐ Swill and spit with mouthwash.

Hair brushing

Pupils should have opportunities to:

- ☐ Show awareness of having their hair brushed e.g. eye blinking or head turning
- ☐ Be helpful when their hair is being brushed e.g. holding their head up
- ☐ Hold hairbrushes
- ☐ Brush someone else's hair or the hair/fur of a toy
- ☐ Brush their own hair.

Washing and showering

Pupils should have opportunities to:

- ☐ Show awareness of being washed and dried
- ☐ Be helpful when being washed and dried/showered e.g. hold out hands or turn up face
- ☐ Wash and dry their hands in the sink/shower
- ☐ Wash and dry their face in the sink/shower
- ☐ Wash and dry their bodies whilst taking a shower
- ☐ Complete the whole showering sequence

4. SOCIAL, EMOTIONAL AND MENTAL HEALTH



“Most of us are at our happiest when we feel secure, safe and valued – living in an anxiety-free environment. In such surroundings, our moods, emotions and behaviours are usually channelled usefully and productively.” – Flo Longhorn

Pupils should have opportunities to:

- Develop awareness of themselves as a person – ‘I exist, and I can affect positively what is going on around me’
- Enjoy being with another person
- Develop positive peer friendships, and relationships with adults
- Know ‘I am good to be with’
- Have fun, play and engage in pleasurable experiences
- Make choices
- Reject or accept
- Receive support to manage their feelings and emotions
- Access relaxation and support to help manage stress and anxiety
- Have their behaviour and alternative ways of communicating their feelings acknowledged and understood
- Celebrate their achievements and have their interests valued
- Develop their autonomy and independence using specialist aids and equipment
- Experience personal care activities as ‘Quality time’ to relate and relax, practice and rehearse communication and simply have fun
- Take part in whole school events, celebrations and enrichment activities such as Assemblies, Performances, Visits out of school and World Book Day

Approaches will include Intensive Interaction, TAC PAC, Story Massage, Sensory Stories, Musical Play, Creative and Messy Play, Circle Time, Resonance Board, and Sensory Room.

IMPACT

How we show the small steps of progress for pupils with PMLD



All of our pupils on the Inquisitive Pathway have a unique and multiple set of challenges

- All have severe physical and/or sensory disability; most are wheelchair users
- All are non-verbal
- All have some form of cognitive difficulty
- Most have a sensory impairment, some have more than one
- Most have complex medical needs
- Some have degenerative conditions.

There are many factors which affect progress, positively or negatively, in any given timescale. Some examples are:

- Altered health states
- Changes to postural management
- Increased or decreased seizure activity
- Degenerative conditions
- New technology
- Drug changes
- Operations and the after-effects of these
- Changes to domestic circumstances



The Inquisitive Pathway uses Holistic assessment.

The Engagement Model Standards and Testing Agency July 2020:

“A holistic assessment of pupils’ progress and development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. This allows the assessment to capture a fuller picture of pupils’ progress and development over a period of time.”

The Engagement4Learning (E4L) Framework Guide (DfE 2011):

“In situations where the pupil does not currently engage with any learning activity, the Engagement Profile can be used to structure an informal assessment of the kinds of activities the student does engage with constructively. The findings can be used to indicate starting points from which to engage the pupil in learning. An activity in which a pupil engages is one s/he prefers to almost every other activity or distraction.”

Formative Assessment:

- Portfolios: Observations, Engagement Tools, IEP assessments.
- Videos
- Dojo
- Star of the Week

Summative Assessment:

- Engagement Profiles
- IEP evaluations
- Annual Reviews of EHCP outcomes

The Engagement Model Standards and Testing Agency July 2020

Engagement is NOT necessarily hierarchical

Exploration

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

Anticipation

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen.

This prepares the brain and helps with the pupil's memory and sequencing.

Persistence

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.

Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Initiation

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.