



Beaufort School



PMLD Curriculum

About our School PMLD Curriculum and Cohort

PMLD refers to pupils with profound and multiple learning difficulties who have a range of complex needs. Pupils with 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.

The DfE states that pupils with PMLD require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Pupils with PMLD are at very early stages of development and are likely to continue to work between the early P scales (P1-P4) throughout their school life. At Beaufort school, the pupils will have access to a focused curriculum which starts with the pupils' individual needs.

Curriculum Intent:

At Beaufort School, our curriculum is flexible to ensure that every pupil has their individual needs met.

What do we hope to achieve through our PMLD curriculum and why?

Pupils with PMLD may not make linear progress. Our aim is to provide a broad, balanced, and holistic curriculum which meets the needs of each individual pupil. We want to promote an interest in learning through providing stimulating and engaging content. We believe pupils should:

- Be able to form trusting relationships with those around them.

- Be able to communicate their needs and wants.
- Be as independent as they can be.
- Be able to make sense of the world around them.
- Be able to explore the world around them as independently as possible.
- Be comfortable and happy.

Implementation:

To ensure that we are meeting each pupils needs suitably. It will be appropriate for some pupils entering EYFS to access the PMLD/Sensory curriculum from the outset. This decision will be made by considering each pupils' individual needs which will be informed by their EHCP along with home visits and consultations with parents.

By the end of the year pupils will be assessed by statutory requirements.

PMLD: To effectively support our PMLD pupils we will provide a sensory and developmental curriculum based around 4 areas of learning: Communication and Interaction; Cognition; Personal, Social and Emotional development; and Physical and Sensory needs. Each pupil will have access to a personalised and focused curriculum which starts with each pupils' individual needs and interests informed by their EHCP. Pupils will have an Engagement Profile and Engagement tool which will be used to support pupil engagement and learning through the use of the statutory Engagement Model. We will provide multi-sensory and cross-curricular activities which stimulate all senses, keeping communication and engagement at the heart to enhance learning experiences. Due to the needs of our pupils, many sessions begin with adult-led activities utilising familiar staff members who are skilled in interpreting small communicative attempts and responding appropriately. The PMLD curriculum will be complimented by a range of holistic therapies such as physiotherapy, rebound therapy and hydrotherapy; providing regular changes of positions to ensure pupils feel happy, safe, and ready to learn.

Communication through the Curriculum

Communication is at the heart of Beaufort's PMLD curriculum. Many pupils with PMLD will not use formal communication such as speech, symbols or signs as their communicative attempts may not be fully intentional. Pupils may change their facial expressions, body language and vocalisations and rely on skilled members of staff and their knowledge of the child to interpret these for them.

Sensory Cues

We give a range of different cues to alert pupils to a specific activity. These cues need to be consistent and part of daily routine. The aim is that pupils will eventually learn to anticipate what is going to happen. Sensory cues can be:

Performing on body signs e.g., touching pupils gently behind their shoulders to let them know you are going to move their wheelchair.

Smell e.g., the smell of lunch.

Sound e.g., the sound of a spoon knocking against the bowl for snack. We also play different music to signify different times of the day e.g., Mozart as children arrive in the morning, The Piano Guys during snack time, Goodbye song at the end of the day.

Staff signifiers e.g., glasses or perfume

Object Cues

These are objects that are usually part of the activity you are cuing pupils into. This could be the actual cup the pupil usually uses to drink from or their spoon they eat from. It should be presented as soon as the activity is about to begin. The aim is that the pupil will eventually learn to anticipate the activity, for example open their mouth in anticipation of a drink when their cup is presented.

Objects of Reference

These are objects that are representative of the activity, for example, being presented with a small red cup to let the pupil know it is time for a drink when they drink from a larger blue cup. For an Object of Reference to make sense pupils need to be able to express a preference for items not present, via symbolic means (number 41 on Routes for Learning).

On Body Signing - TaSSeLs (Tactile Signing for Sensory Learners)

TaSSeLs is a system of touch-speech cues used to promote effective communication with people with profound and complex learning disabilities, some of whom may have a visual impairment. When these on body signs are embedded into the routines of the school day, they can help support pupils to make sense of the world around them and feel safe and secure. TaSSeLs can support the development of:

- Attention and interaction.
- A feeling of security by letting the pupils know what is about to happen.
- An understanding of concepts and routines.

Intensive Interaction

Intensive Interaction is an approach designed to help people at early levels of development to learn the pre-speech 'fundamentals of communication'. It involves two people trying to find common ways of interacting. Through intensive interactions, pupils learn how to enjoy being with other people and learn to relate, interact, and develop communication routines. It is used to bridge the communication gap and develop deeper relationships between staff and pupils. Intensive interaction teaches the fundamentals of communication:

- Giving brief attention to another person.
- Sharing attention with another person.
- Extending those attentions - concentrating on another person.
- Develop shared attention into 'activities'.
- Take turns in exchanges of behaviour.
- Regulate and control arousal levels.
- Develop eye contact, facial expressions.
- Learning to use and understand eye contact, facial expressions, and body language.

Eye gaze

Eye gaze is a method of communication where pupils use sustained eye contact (eye pointing) with objects, images, symbols, or words to communicate their wants and needs. Pupils will work with a familiar communication partner using a low tech or high-tech eye gaze system. Low tech eye gaze systems use a communication board, usually a transparent frame with a hole in the centre so the communication partner can easily see the eye movements of the pupil. Choices are placed on the frame and the pupil will use their eyes to make a choice. In high tech eye gaze systems, the pupil looks at their choice on a computer screen and will select that item by holding their gaze for a fixed length of time.

VOCA (Voice Output Communication Aids)

VOCA's use electronically stored speech as a method of communication. This can be a single word or sentences can be built by pressing several single words in sequence. Some VOCA's will allow you to record spoken words directly on to the device however some will be synthesised speech. There are many different kinds of VOCAs:

- **Single message VOCAs** speak a recorded message.
- **Message Sequencer VOCAs** allow the user to use a series of messages.
- **Overlay VOCAs** allow the user to select from a number of messages; you place overlays with pictures, symbols, or words over a keyboard to show which one will say which message.
- **Dynamic Screen VOCAs** display symbols or graphics on a screen.

It is important to choose the right communication method for the pupil.

Approaches to Assessment

I.e., Engagement Model, P Levels, Observation, progress sheets, etc. Planning of next steps, moderation of engagement scores by scoring as a whole class team, etc.

- Effective assessment allows us to identify and focus on what the pupil CAN do, what they need to learn next and how we get them there. We do this by:
 - Carrying out daily observations.
 - Taking photos and videos.
 - Recording on progress sheets.
 - Progress is assessed daily, and next steps are written to inform future planning.
 - Progress is also assessed on a termly basis.
- Wilson Stuart Progress Steps - We now use WSPS (lower PMLD) assessment system. It has been designed by Wilson Stuart School and incorporates the original P-Levels and past assessment systems so comparisons can be made with other schools for moderation. It is designed to challenge every child regardless of ability.
- Engagement Model - Pupils across the school who are working below P4 and therefore not engaged in subject specific learning are also assessed against the 5 areas of engagement (exploration, realisation, anticipation, persistence, and initiation). Pupils are observed during a highly engaging activity and an individualised Engagement Profile is created describing what high engagement looks like for that pupil in each area. This information is transferred to an Engagement Tool for teaching staff to use during observations to provide qualitative data on pupil progress. This informs teaching staff about what pupils can achieve and to think about how activities can be adapted to stimulate specific areas of engagement and therefore learning. Pupils may not make linear progress or learn to concepts or skills, however they may apply existing ones to a broader range of contexts. The Engagement Model provides opportunities to capture these achievements.
- IEP (Individual Education Plan) targets assessed each term.

- Annual reviews - target setting for IEP's (Individual Education Plans)

Timetabling:

An example of timetable structure:

Discoverers Timetable 2023

	8:45-9:00	9:00-9:15	9:15-9:30	9:30-9:45	9:45-10:00	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:00	11:00-11:15	11:15-11:30	11:30-11:45	11:45-12:00	12:00-12:15	12:15-12:30	12:30-12:45	12:45-1:00	1:00-1:15	1:15-1:30	1:30-1:45	1:45-2:00	2:00-2:15	2:15-2:30	2:30-2:45	2:45-3:00	3:00-3:15	3:15-3:30	3:30-3:45	3:45-4:00	4:00-4:15	4:15-4:30	4:30-4:45	4:45-5:00			
	Children to take part in activity as they come in. Staff changing & hairing into equipment																																			
Mon	Fine Motor - Hand Work (Reaching, grasping, releasing & manipulating. Building and anticipation) (Comm, Phys, Cog) HS to do SSM	Good Morning / days of the week with scent of the day (Comm, Cog, Soc)	Snack/toileting/work chairs/relaxation (Comm, Cog, Phys, Soc)	P.E. - Sing and Swing in Classroom (Awareness, anticipation, movement, turn taking) (Phys, Comm, Cog, Soc)	Independent Life skills - Toileting/ Lunchtime prep	Lunch (Comm, Phys, Cog, Soc)	Relaxation and toileting (Comm, Cog, Phys, Soc)	Good afternoon/sensory weather	English - Sensory Story (Responding, anticipating, engaging, exploration, sharing pref) (Comm, Cog, Phys) HS phonics at 2:20	Home Chairs & toileting	Assembly - (Wellbeing, comm, relationships)	Physio's in class every Wednesday	PSSED - Emotions (Children to take part in a range of activities promoting communication, exploration, independence, managing feelings etc.) (Phys)	Individual Physio Plans - Football (Exploration, making choices & opportunities for intensive interaction) (Comm, Cog, Phys) HS floor Phonics & physio at 2pm	Social time (Adults to be quiet- giving children opportunity to vocalise with each other)	Individual Physio Plans - Football (Exploration, making choices & opportunities for intensive interaction) (Comm, Cog, Phys) HS (sat on bench) & MB floor phonics 2:00	Story DEAR time (Wellbeing, comm, relationships)	Message Story DEAR time (HS to sequence routines) (Comm, Phys, Soc)	Me & My World - Science (habitats) Opportunity to explore a range of sensory materials relating to the weather. (Comm, Cog, Phys)	TacPac - set 1 (Developing communication, interactions, sensory & emotional development and physical skills) (Comm, Cog, Phys, Soc)	Story DEAR time (Wellbeing, comm, relationships)															
Tue	PSSED - Sensology (Children to take part in activities to promote comm, exploration & independence) (Comm, Phys, Cog, Soc)			English - Writing (Exploration, manipulation, responding, sharing pref, taking turns) (Comm, Cog, Phys, Soc)					Cognition (opportunity to develop awareness, responses, exploration and sequence and pattern) (Comm, Phys, Cog, Soc)																											
Wed	Cognition - switch work (opportunity to develop awareness, responses, exploration and sequence and pattern) (Comm, Phys, Cog, Soc) HS - Number			Me & My World - Science (habitats) Opportunity to explore a range of sensory materials relating to the weather. (Comm, Cog, Phys)					Cognition (opportunity to develop awareness, responses, exploration and sequence and pattern) (Comm, Phys, Cog, Soc)																											
Thu	Music Therapy - group session (Developing communication, sensory and emotional development, physical skills) (Comm, Cog, Soc, Phys)			Me & My World - Science (habitats) Opportunity to explore a range of sensory materials relating to the weather. (Comm, Cog, Phys)					Cognition (opportunity to develop awareness, responses, exploration and sequence and pattern) (Comm, Phys, Cog, Soc)																											
Fri	Message Story DEAR time (HS to sequence routines) (Comm, Phys, Soc)			Me & My World - Science (habitats) Opportunity to explore a range of sensory materials relating to the weather. (Comm, Cog, Phys)					Cognition (opportunity to develop awareness, responses, exploration and sequence and pattern) (Comm, Phys, Cog, Soc)																											
Tuesday - Pupils to go out 1 by 1 to access hydrotherapy - see separate timetable - ARM to Hydro on Wednesday 9am																	Friday - Pupils to go out 1 by 1 to access rebound therapy - see separate timetable																			

Curriculum Content and delivery:

Specific Areas of Learning and Development (PMLD)

Communication and Interaction			
Responding	Interacting	Communicating	
Personal, Social and Emotional Development			
Hygiene	Wellbeing	Social	Independence
Physical Development			
Body Awareness	Fine Motor	Gross Motor	
Cognition			
Awareness of Stimuli	Exploration of Stimuli	Control of Objects and Materials	Sequence and Pattern

Children working between P1 to P4 are not engaged in subject specific learning, instead the curriculum is delivered through four core areas: Communication and Interaction, Cognition, Physical Development, and Independent Life Skills (more information can be found in our Programme of Learning). Pupils will take part in a range of sessions planned around a different theme each half term, incorporating learning content from all four core areas.

- Handy Work

Pupils are given the opportunity to develop their fine motor skills, learning skills such as reaching, grasping, releasing, and manipulating. A range of sensory resources are provided to engage pupils; sensory balls (light up, soft, hard, spiky, koosh, etc.), bean bags, sensory hula hoops, playdough, jigsaws, stacking toys. Pupils are encouraged to share their preferences and make choices whilst developing their physical skills and applying them in different contexts.

- Creative Arts

Pupils take part in Creative Arts sessions including Music, Art and Design, Sensory Drama and D&T. Sessions will be planned around our half-termly topics and learning content will come from the 4 core areas; Communication, Physical Development, Cognition, and Independent Life Skills (See Programme of Learning for more information).

- Maths (Cognition)

Pupils are learning to explore the world around them, they are supported to develop the skills to make sense of the world and understand the results of their actions. Pupils should have opportunity to develop; awareness of stimuli, exploration skills of objects, materials and substances, control of objects and materials and sequence and pattern. We use a range of songs, sensory materials and substances, shapes, cause and effect toys and games to engage the children in learning. (See Programme of Learning for more information).

- TAC-PAC

TAC-PAC is a sensory communication resource using touch and music to align the senses and develop communication skills. It helps those who have any kind of sensory impairment or communication difficulties. It is an experience combining touch, sound, patterns, and relationships. Pupils are developing skills such as awareness of stimuli, differentiating between different touch or sound, learning patterns of sound and tactile stimuli which can

build anticipation over time, and association between stimuli and certain objects or emotions. Pupils work with the same adult each week for a half term to support consistency and the development of relationships. We repeat the same TAC-PAC session weekly, ideally for a six to eight-week period to support association and anticipation.

- Intensive Interaction

See Communication through the Curriculum for more information. Intensive interaction supports the 'Fundamentals of Communication' such as developing eye contact, facial expressions, early vocalisations and taking turns in 'conversation' structure. Intensive interaction is happening every day, throughout the day but we have a special session each week dedicated to being present with the child. Staff have completed Intensive Interaction training and are very responsive to following pupils' lead.

- Me and My World

Pupils take part in Me and My World sessions including Geography, History, R.E. and Science. Sessions will be planned around our half-termly topics and learning content will come from the 4 core areas; Communication, Physical Development, Cognition, and Independent Life Skills (See Programme of Learning for more information).

- Sensology

Sensology (TM) is an educational approach with the emphasis on sensory stimulation. It covers the five basic senses (see, hear, touch, smell, taste) but also the movement related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements). Pupils have the opportunity to explore a range of stimuli to awaken the senses. Pupils are encouraged to share their responses, share preferences, and develop exploration skills using a range of senses.

- Sensory Story (Communication, Language and Literacy)

Pupils will engage in at least one multi-sensory story a week, supporting their early reading skills. Our sensory stories consist of a short story where each line is brought to life with a range of meaningful sensory experiences. Pupils are encouraged to listen and engage in

stories and the associated resources, developing skills such as looking, tracking, touching, and feeling and anticipating repeated refrains.

Pupils also listen to a bag book story each week. Bag books are aimed at pupils who struggle to benefit from mainstream books. Stories are told through voice and emotion and sensory resources are attached to large boards and are presented to each pupil individually. Bag books were designed for people with PMLD and also benefit those with a visual or hearing impairment.

- Physical Development

Individual Physiotherapy Plans

Pupils are assessed by our Physiotherapist and individual plans are written up and demonstrated to class staff. Pupils take part in activities outlined in their individual physiotherapy plans daily. Pupils access their standing frame every morning then move into their work chair for snack and their next lesson. Pupils take part in focused Physiotherapy sessions on the mats at least three days a week. We also build stretches and physical exercises into other sessions in order to get ready to learn. Pupils will then take part in Sherbourne Body Awareness and Hydrotherapy, each once a week.

Sherbourne Body Awareness

Sherbourne Body Awareness was developed by Veronica Sherbourne and is based on the philosophy and theory of human movement by Rudolf Laban. It offers movement activities which focus on body awareness, interaction, developing control and experience the quality of movements. Developing positive relationships and trust are fundamental to Sherbourne. Pupils become more aware of where their body is in space and begin to learn and anticipate where body parts are and when they are going to be touched.

Hydrotherapy

Access to the Hydrotherapy pool involves stimulation and gentle exercise in warm water and has lots of benefits.

- The warm water relaxes the body and has been shown to decrease muscle tone and spasticity.
- Moving joints that would normally be painful is eased when in the hydrotherapy pool.

- Creating lots of movement in the water around limbs can support awareness and flexibility.
- Providing a multi-sensory environment helps stimulate the senses whilst providing a calming atmosphere.
- Independent Life Skills

Pupils take part in Independent Life Skills sessions based around our half termly topics. The opportunities provided are subject to the pupil's level of physical capability. Pupils will be supported to develop their independence in a range of areas including; eating and drinking, undressing, and dressing, using the toilet, cleaning teeth, hair brushing and washing and showering. (See Programme of Learning for more information)

Holistic Development:

Music Therapy

Music therapy is an established psychological clinical intervention, which is delivered by Health and Care Professions Council (HCPC) registered music therapists, to help people of all ages, whose lives have been affected by injury, illness, or disability through supporting their psychological, emotional, cognitive, physical, communicative, and social needs (BAMT).

A select number of pupils receive a 1:1 session or a group session with our Music Therapist.

Rebound Therapy

Rebound Therapy is an exercise therapy which uses a full-sized trampoline to provide opportunities for movement, therapeutic exercise, and recreation. It is used to enhance movement patterns, develop and promote motor skills, body awareness, balance, coordination, and communication.

We have several staff members who are trained to provide Rebound Therapy to our pupils. Pupils will receive this 1:1 therapy on a weekly basis with the same member of staff in order to provide consistency and assess progress.

Hydrotherapy

Pupils will have access to our Hydrotherapy pool on a weekly basis. The warmth of the hydrotherapy pool water can ease movements and reduce muscle spasm. PMLD pupils are given 1:1 support in the pool.

Occupational Therapy

At Beaufort, we are lucky to have an Occupational Therapist work closely with us and our pupils. The OT supports teachers across the school by providing resources and strategies to enable pupils to reach their potential, she may support with:

Self-care and independent living skills

Motor skills and movement

Sensory processing

Recommending or providing adaptive equipment or specialist seating.

Impact Assessment:

The impact of the curriculum will be measured through:

- Documenting work in learning journeys and assessing progress.
- Senior leaders across school will carry out book trawls and lesson observations and give feedback to teachers in order to support their continuous professional development.
- Parents evenings are a good opportunity to for parents and teachers to get to know each other and to determine how best to support the child discuss impact.
- Parents are invited to Annual Review meetings to discuss progress towards targets set the previous year and the pupils' overall progress.

Teaching Approaches:

E.g., Consistent routines, Interpretation of pupils' behaviour as communicative, key worker system, small groups, familiar staff, faded support, planning for multi-contextual practise/refinement of skills, professional input from QTVI or QTHI, prompts and cues, noting the subtleties of pupils' reactions, etc.

- Providing consistent routines
- Being positive and celebrating success
- Using TaSSeLs and Sensory cues/Objects of Reference to support pupils understanding of what is going to happen throughout the day.
- Building trusting relationships
 - Allows children to feel safe and secure.
 - Allows adults to know the child.

- Adults are able to effectively interpret children's actions and communicative attempts.
- Small group of children in class
 - Allows communicative attempts to be noticed and responded to
 - Allows pupils needs to be met.
- Multi-sensory activities
 - Stimulating all senses and utilising pupils' strongest sense
- Supporting pupils to be as independent as they can be.
- Hand-under-hand technique
 - Providing a more positive experience and allows pupils to withdraw from the activity if they wish.
 - Fading support to encourage independence.
- Repetition
- Cross-Curricular learning
 - Communication: sharing preferences, making choices, interacting with adults and peers, exposure to photos and symbols
 - Physical: Reaching to choices, turning head, grasping, releasing, manipulating, access activities on the floor
 - Cognition: Exploration skills, tracking, finding partially hidden objects, cause and effect, problem solving, control of objects
 - Independent Life Skills: Eating and drinking, washing, watching others, showing awareness/co-operating with hygiene routines.

Parental Partnership:

We strive to develop good partnerships with parents at Beaufort School. We do this through:

- Home School Diaries
- Telephone calls
- Inviting parents to observe children in class, open mornings, workshops.
- EHCP meetings
- Parents evenings
- Access to translator