The background features a dark blue gradient with a subtle pattern of white stars. Overlaid on this are several technical diagrams in a lighter blue color. These include circular gauges with numerical scales (e.g., 140, 150, 160, 170, 180, 190, 200, 220, 230, 240, 250, 260) and various circular arrows indicating clockwise or counter-clockwise rotation. Some diagrams consist of concentric circles, while others show partial arcs or dashed lines.

PRE-FORMAL CURRICULUM

SCHOOL IMPROVEMENT – PRIORITY

9

**REVIEW, REFINE AND REVISE THE
CURRICULUM PATHWAY AND
OFFER FOR INDIVIDUAL SUBJECT
OR AREAS OF RESPONSIBILITY.**

POLICY STATEMENT

DEFINITION: Students with profound and multiple learning difficulties (PMLD) are on a spectrum that indicates that they have profoundly complex learning needs. In addition to profound learning difficulties, learners are likely, though not in all cases to have other significant difficulties such as physical disabilities, sensory impairments and/or severe medical conditions. Learners require a high level of adult support, both for their learning needs and also for their personal care. They are likely to benefit from engagement across all senses and will need a curriculum which recognises that all learners will to a greater or lesser degree, have difficulties with object permanence, contingency awareness, declarative communications, making choices, learning by imitation and following instruction. Learners generally communicate by facial expression, body language and other non-verbal methods. (Imray and Colley, 2017, p45)

- The Rochford Review (2016) states “It is neither possible nor desirable to set national expectations for what these pupils should have learned at a particular age or by the end of a key stage... It would be neither fair to the child, nor to the school.”
- Statutory assessment for students not engaged in subject specific learning is under review. There is currently a national pilot underway considering a tool called the 5 lenses. This will be launched nationally during the academic year 2019-2020. There is no expectation that schools use it in a prescribed way. P Scales are currently statutory for learners at P1i-P4 however it is largely accepted that schools have ceased to use these as a form of summative assessment and use other commercial tools. Further development is being undertaken to revise the Routes for learning materials.
- Our curriculum research has been focused on best practice approaches to curriculum, teaching, learning and assessment for students with PMLD. A new curriculum will be introduced in September 2019 developed from the EQUAL pre-formal curriculum documents, use of Routes for Learning materials and the MAPP tool. It is important to embed the new curriculum and continue to revise and refine the assessment procedures from EHCP-Routes for Learning- MAPP priority next steps.

INTENT

A Pre-formal model recognises that children, young people and adults with Profound and Multiple Learning Disabilities (PMLD) have unique abilities and ways of learning. In the words of Routes for Learning (Welsh Assembly Government, 2006)

“Our learners (with PMLD) are entitled to access a curriculum and assessment framework which is fit for purpose and meets their specific needs - there is little benefit or increase in entitlement if they are included in structures which fail to do this.” (P.46)

EQUALS (2018)

CURRICULUM AIM

Our aim is to put the learners in control by giving them an environment that they can understand and they are allowed to keep changing in order to encourage development. For those with a profound learning disabilities, learning is best done when the learner is placed at the centre of the Curriculum.

EQUALS (2019)

SEQUENCE AND STRUCTURE

A Pre-formal curriculum provides a structure to ensure that we :

- build routines
- facilitate change
- offer alternatives
- observe and guide

EQUALS (2019)

BREADTH AND BALANCE OR RICH AND MEANINGFUL

Generally speaking, for (learners) with the most complex needs such as those with PMLD and some with SLD, we do not believe in a broad and balanced curriculum. Our view is that (educational establishments) do not have time to offer all (learners) an experiential curriculum – for the most complex (learners) let's focus on the things that matter. This is why we advocate a very different personalised curriculum for some learners, which might be broad and balanced when we can make it so, but above all, is relevant.

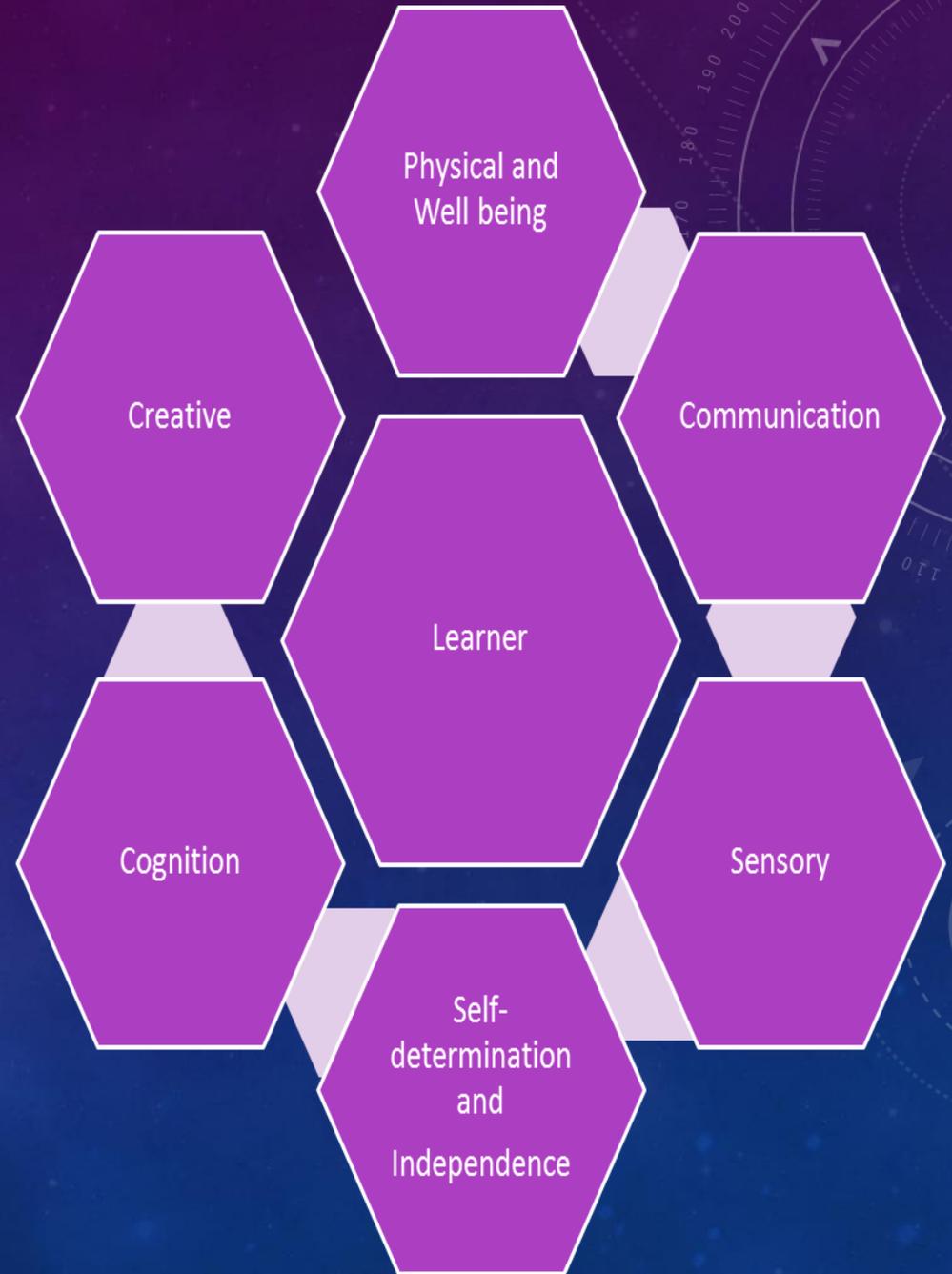
Imray and Hinchcliffe, 2014, p46

IMPLEMENTATION

Pre-formal Curriculum

Our curriculum is being delivered

through a Holistic curriculum which is learner centred.



BASIC PRINCIPLES

- **Classroom organisation**- Following good practice for learners with PMLD, here at Melland High School we organise our days around specific Class Groups taught by the same core staff of Teachers and teaching assistants, and seeks to hold these Class Groups together over time. This ensures that strong relationships, trust and consistency continue to be central. We recognise that deep and meaningful knowledge of each individual student, which can only be gained overtime, is an essential part of the long term teaching and learning experience
- **Transitions** – we are developing communication passports to support students who cannot easily communicate, by helping them to have some control and to share important information. They will help with transitions from one teacher to another, one setting to another and with across home and school.
- **Active citizens**-We ensure that our students with PMLD are active citizens within the school community and actively (rather than passively) mix with their peers as much as they are able. With this in mind, each day students are members of a tutor group attending morning registration and being part of tutor group time or options groups in key stage 4. They are inclusive teaching and learning sessions and inclusive opportunities are consistently planned for through sports days, mental health days, careers events etc.
- **Process based learning** -Learning for those with a PMLD is best done holistically, that is, as a complete and self-contained exercise, rather than as a series of separate skills chained together (WAG 2006). Process Based Learning provides a platform for varied and disparate learning to take place, and individual progression may only be recognised in retrospect (Imray and Colley 2017)
- **Relationships** - At Melland High School we place the student at the centre of the curriculum, listening to each student's behaviours and what this might tell us about their interests, motivations and potential for engagement.

BASIC PRINCIPLES

- **Making connections-Student's** interests and motivators at the heart of the curriculum, otherwise it would be all too easy for staff make the learner powerless, voiceless, not in control of their own lives.
- **Repetition and variation** -A student with PMLD will probably have to repeat something hundreds or even thousands of times before it is remembered and therefore, we have to be mindful to not give the learner too much variation.
- **Language** -We must use language carefully; we must use language that is appropriate to the situation and the learner; we must use language repetitively so that learners have many opportunities to understand meanings in real and concrete ways (EQUALS P.16).
- **Routines**-consistency in routines allows learners to build upon previous learning experiences
- **Alertness**-we have to both alert to when our learners are most alert, and sympathetic when they're struggling

LEARNING OPPORTUNITIES

- A weekly time table of learning opportunities
- **The learning opportunities are not prescriptive allowing for flexibility when planning**
- **There are a wide range of learning opportunities (see next slide)**
- **Learning opportunities can be selected from a menu to ensure the activities and learning can be personalised to an individual or group according to their learning needs**
- **All of these may be covered over a student's school career**

LEARNING OPPORTUNITIES

- Communication (this is continuous)
- Individualised sensory environment
- Music, Drama, Art
- Cookery and horticulture
- Play/leisure/exploration
- Sensory stories
- Movement/body awareness (e.g. Sherborne, music and movement)
- Physical and Wellbeing (e.g. Move Programme, hydrotherapy)
- Massage
- Rebound therapy
- Community inclusion

PROFESSIONAL DEVELOPMENT

Where are the gaps in staff knowledge?

- MOVE programme
- Sherborne Developmental Movement
- Specialist knowledge of communication strategies i.e. Intensive Interaction, Use of AAC, body signing (TaSSeLs)
- Use of specialist ICT
- Mental health for students with PMLD – Consider Joanna Grace training specific to needs of students with PMLD

RESOURCES

Is the subject staffed appropriately and adequately resourced in terms of time and other resources?

- Current resources – good space, a range of specialist equipment, Eye gaze technology, Evidence for Learning subscription, Choose it maker 3 subscription, range of early cognition software, Matrix maker
- Further resources – Manual for TaSSEs, ongoing budget for consumable resources for an experiential curriculum, Sound Beam for PMLD students, blackout curtains
- Timetable considerations – consistent staffing is required to ensure all postural management, personal care and gastrostomy feeding can be managed safely. Following changes in procedures for management of manual handling it is important that only competent staff carry out therapeutic and education manual handling. Postural management is a twenty four hour plan which needs skilled and competent staff to ensure it is carried out safely. Termly competencies need to be completed so time for this needs to be planned for, as well as following any staff changes that new staff have appropriate demonstration and practice of therapeutic handling and education manual handling. Currently two staff are out of class for the majority of the morning for PC and PM. One member of staff is responsible for gastrostomy care. This leaves 2 staff with remaining students. Recommended teaching ratio for PMLD learners is 2:1. It is rare we have this ratio for teaching, which means much of the day half the group are 'parked' (not engaged in activity or interaction).

IMPLEMENTATION – THINGS TO CONSIDER

- Spiritual, moral and cultural education
- British Values
- Personal development- communication and physical development need to be the focus.
- Cultural Capital – the background knowledge students need of the world around them for inference and understanding- PMLD need to get out of the classroom/school or they will never have the opportunity to develop this

IMPLEMENTATION

STUDENT PROFILES-MEDICAL AND THERAPEUTIC INFORMATION

Contents

1. Education Manual Handling Risk Assessment
2. Therapeutic Manual Handling Assessment
3. Standing Frame record
4. Gastrostomy Care plan
5. Epilepsy Care plan
6. Rescue Medication
7. Daily feeding and medication Record
8. Seizure charts
9. Feeding and drinking information
10. Communication Passport
11. Positive Intervention Strategies
12. Sensory Support information

IMPACT-WHAT DIFFERENCE IS OUR CURRICULUM MAKING?

- Summative assessment is ipsative. This means progress is based on the students own starting points and the steps of progress they make.
- Formative Assessment happens all the time. It informs everything we do. We always ask why are we doing this and is it meaningful and relevant. It is a written assessment, using observation and narrative to build a story of progress.
- These processes are underpinned by rigorous monitoring. This ensures the aims, principles and learning opportunities are having impact on the learning of students
- “If the input to each child’s learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made.” Chailey Heritage School
- Skills, knowledge, pedagogy, practice – these are what we should measure and gather evidence on. It is important to monitor and triangulate this information to ensure we make judgements about the impact of the Pre-formal curriculum.

USING ROUTES FOR LEARNING IN SUPPORTING EHC PLAN OUTCOMES

- Long term outcomes are developed with parents and other professionals
- Long term outcomes may be guided by Routes for Learning milestones
- Long term outcomes guided by Routes for Learning are identified on the student's EHC plan
- Evidence is collected over the year through the Evidence for Learning app
- It is important that teachers collect evidence over time to capture progress
- Reports can be created through the APP to attach to the EHC plan review
- Routes for Learning additional guidance and assessment booklet are on the system
- Routes for Learning is currently being reviewed so it is important to follow the developments
- **NB Use the revised route map with 42 milestones (this is on staff share)**

MAPPING PROGRESS AGAINST PRIORITY NEXT STEPS

- Priority next steps are aligned to the EHC plan long term outcomes
- Priority next steps (or learning intentions) are identified as short term outcomes on the EHC plan
- There are 3 priority next steps (or Learning Intentions) set for each student
- Priority next steps are reviewed termly using the MAPP tool
- Assessment of progress is made against the continuum of skills development using the four aspects of independence; fluency; maintenance and generalisation
- Next steps (Learning Intentions) are displayed in the classroom
- Evidence for Learning APP used to collect evidence against next steps and reports from EfL are used for judgements and moderation
- Opportunities to moderate judgements made through progress meetings and alongside other PMLD teachers

MONITORING OF IMPACT

HOW DO YOU MONITOR THE PRE-FORMAL CURRICULUM?

- Peer learning opportunities – joint lesson planning and delivery
- Modelling, mentoring and coaching
- Progress and multi-dis meetings
- Sharing good practice with wider PMLD community
- Evidence of learning- use of Evidence for Learning APP
- Summative assessment –Routes for Learning
- Evidence of further study, research and development

CHALLENGES OF CO-ORDINATING PRE-FORMAL CURRICULUM

- Currently there is overlap between the role of the coordinator and the management of provision. Often the impact on provision cannot be realised by the coordinator. It often has greater implications in regards to staffing, resources and capacity which means the coordinator is unable to enable change in response to the following: - re-introducing hydrotherapy, specialist equipment, community involvement, professional development (of ALL staff within PMLD provision), day to day staffing and consistency
- In order to evaluate the CURRICULUM it is important that the coordinator can evaluate the impact within the classroom. On initial consideration this might be considered a small task but it involves a great deal. Classroom organisation including postural management and personal care, effective management of limited financial resources, planning, management of TAs, recording and assessment procedures, staffing rotas, student profiles including communication passports, postural management plans, feeding and drinking plans

CELEBRATION

- Merits
- Certificates
- Postcards home
- Evidence for Learning observations emailed home
- Assemblies

AREAS FOR DEVELOPMENT 2019-2022

- Communication – total communication environment, intensive interaction, communication passports, communication strategies- body signing and communication books (symbol)
- Sensory stories
- Physical and Wellbeing – MOVE programme, Sherborne Developmental Movement, hydrotherapy, mental health, parental engagement
- Community involvement

GLOSSARY

- [MOVE programme](#)
- TaSSeLs
- AAC
- MAPP
- Intensive Interaction
- Eye gaze technology
- Matrix Maker

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