



## PMLD Policy

Person Responsible: Nickyie Thomas, Anne Clinton

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Next Review Date: January 2020

### **Introduction:**

This policy document sets out the school's aims, principles and strategies for the education of students with Profound and Multiple Learning Difficulties (PMLD) at Oakland's School. It will form the basis for the development of PMLD-specific practice in the school.

The PMLD policy document is an all encompassing document that covers the entire school and relates to individuals both in the PMLD department as well as students who's needs may be better met in other departments.

### **Rationale:**

We aim to provide learning environments which are lively, stimulating, student-centred and effective in supporting the maintenance, consolidation and progression of pre-formal skills. The pupils who are working within p1 - p4 at Oaklands are considered to have Profound and Multiple Learning Difficulties. In addition to the students' education the students' health and wellbeing have equal importance and should be reflected through all activities, events and situations throughout the day.

A pupil with PMLD will spend a large proportion of the day maintaining and consolidating what has already learnt so as not to lose skills and understanding. The objectives, targets, sessions and evaluations will reflect this repetition and ritualisation. New concepts and skills will be taught, when appropriate, in the framework of a familiar and structured session or activity which is repeated over an extended period of time.

### **Aims**

To ensure the following key principles underpin our practice to enable us to provide the best possible education for pupils with PMLD.

- Knowledge and understanding of students who have PMLD throughout the school.
- Knowledge, understanding and implementation of established interventions and approaches.
- Knowledge and understanding of general and specific medical conditions that have a direct impact on day to day health, participation and learning.
- Up to date current research relating to the education and wellbeing of pupils with Profound and Multiple Learning Difficulties.

## **Equal Opportunities and inclusion**

At Oaklands we aim for all pupils to access the broad range of curriculum activities available in school. At the same time we plan for pupils on an individual basis according to their needs, learning styles and personal interests.

Some of our students may have medical or para-medical needs in addition to their learning difficulties. Some may experience temporary or permanent regression or the loss of skills, capabilities and awareness because of their medical circumstances or through degenerative conditions. We aim to provide an inclusive education, whilst providing individualised specialist care to support the medical, physical and personal care needs of the student, so that they are able to access and engage with learning activities.

They will also have various opportunities throughout the week for *inclusion* - whether it takes the form of visits into the local environs during their weekly Community Visit, sessions with pupils from other departments in the school (lessons, whole school events such as Diwali, Eid, Let's Get Active week, Christmas, MFL day, Book week, Comic Relief etc. etc.) or sessions with pupils from local mainstream schools and colleges.

## **Physical Environment**

Our PMLD Students learn in three classes, C1, C2 and in a more mixed ability class called A1. Our students also have access to our Ball Pool, Multisensory Room and Spa Pool. Our students also benefit from a Sensory Garden and a wheelchair accessible roundabout and trampoline. We aim to give pupils a high therapeutic input, whether it is with the Physiotherapist, Speech and Language Therapists, or Occupational Therapist. It is vital that the rooms remain changeable to suit the varying activities that occur throughout the day.

## **Teaching, Learning and Curriculum**

First and foremost we recognise that for our students to be ready to learn they must first have their basic care needs met. We view all activities, including personal care, Physiotherapy and Occupational Therapy as learning opportunities as these are treated as such. Students access an individual timetable which takes their physical, medical and personal wellbeing into account. Underpinning all teaching and learning is an emphasis on the development of Communication, Cognitive Development, understanding of Cause and Effect and the development of Engagement and Independence within their environment. Some learning activities use the National Curriculum as a topic guide to ensure a breath of experience, these activities are delivered using a multi-sensory approach. The lesson acts as a vehicle to enable students to work towards developing their skills as identified in their EHCPs and from their IEP Targets (which have been taken from IMPACTS assessment). Lessons are delivered within group sessions, small groups or in a ratio of 1:1. All planning is completed and monitored by the class teacher, 1:1 and small group learning activities are facilitated by specially trained and experienced support staff. Other approaches to engagement and learning include Intensive Interaction, MOVE, Call and Response, Visual and Auditory stimulation as advised from specialist teachers for students that have a visual or hearing impairment, we also have access to a Spa pool to support physical development. As part of Vocational Education, our 14 - 19 year old pupils will be accredited by Laser through appropriately designed modules and assessment procedures.

## **Assessment**

All students are regularly assessed by the class teacher and progress is recorded by the whole class team in relation to Individual Education Plans (IEPS). IEP targets are set in line with guidance from the EHCP and from the IMPACTS assessment tool. IMPACTS is used to measure and demonstrate the small steps of progress made by our students. Levels of response, engagement and participation are also measured as progress within the department. Students are baselined in September and assessed using IMPACTS in the summer term. Within IMPACTS, students are assessed within the following areas

This tool enables us to identify the student's areas of strength and areas of development to support progress. These scores impact upon how we teach the individual student and what we set for their IEP Targets within their annual review. This method of assessment is used in conjunction to P level assessment. Assessment information is inputted into B Square's computer software programme Connecting Steps and then passed onto the national database Caspa. Student's progress is demonstrated by a Student Progress File which contains termly targets for each subject backed up with evidence sheets ranging from witness statements, video evidence and/or annotated photographs.

## **Training**

All new staff have attended internal induction training in PMLD practise to support their understanding of development, cognition, communication and best practise.

Staff working within class teams are trained to administer epilepsy medication, in Moving and Handling, to feed students via both Gastrostomy and Jejunostomy, and to support other individualised medical needs such as the administration of Oxygen. Support staff are set annual performance management targets and their progression towards meeting them is evaluated termly with their line manager.

## **Health**

Some students have a medical with the school doctor. At this medical parents have the opportunity to discuss issues they may be experiencing at home and gain advice. During this medical students are weighed and measured, if there are any issues arising from these students will be referred to the borough dietician. From this medical other referrals can also be made. Staff work closely with the school Nurse and Doctor, Physiotherapists, Occupational Therapists and Speech and Language Therapists to ensure all needs are met to the highest standard of care. It is the parents responsibility to inform the school of the student's medical conditions and any medication the pupil takes at home or school and to keep the school up to date with any changes.

Signed by Chair of Committee:

Print Name:

Date: