

Barnaby class

Park Lane School pupils with PMLD need to access a broad based curriculum. Pupils with PMLD learn best with well structured, daily routines where a consistent and responsive environment underpins well planned and effectively resourced activities. With this in mind, a cross-key stage PMLD group has been established within school to meet these criteria.

Pupils with PMLD are based in the Barnaby classroom during the morning session, and over lunchtime. After lunch, pupils go to their peer group classrooms for afternoon activities.

Park Lane pupils with PMLD require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Communication is a key element in planning. Some pupils communicate by gesture, eye pointing or symbols, others by sounds.

PMLD pupils also require a wide range of opportunities to develop their sense of control. Well planned activities supported by adults, provide the framework for this to develop, however, it is also important to recognise and value opportunities for pupils to develop these skills as self-occupancy activities

Pupils with PMLD receive a range of therapies and benefit greatly from interaction with others within the Park Lane School community. It must not be forgotten that pupils with profound and multiple learning disabilities are, like everyone else, unique individuals. In order to ensure that all pupils experience the social mix within the school, planning with other classes for shared learning opportunities has been included in the weekly programme for each pupil.

Pupils with PMLD need to access a more focused curriculum starting at their individual needs, rather than a curriculum written for typically developing pupils.

The **Onwards and Upwards** unified system tracks the progress of an individual pupil. Target selection is made from **Learning Outcome Checklists** that match the specialised curriculum and track pupil progress. This system is now being used within school and Barnaby class will begin to use it from September 2018.

Pupils with PMLD have a personalised environment for optimal learning. This means using the school's environment to maximise the individual pupil's ability to learn.

PMLD pupils may gain a great deal from being part of a whole class experience in a range of sessions, for example in music, film club, assembly and school events. It is therefore important to provide a balance between sessions that deliver direct learning and teaching and those which provide experiences.

All pupils in Barnaby class access ICT. Pupils access Literacy through massage, music and interactive stories, Maths through art and D&T, Science through sensory activities and Food Technology. In addition, pupils work on their physical development each morning using standing frames and walkers. Sessions with peer groups focus on the arts and humanities. Each pupil has a hydrotherapy session each week. PHSE is delivered throughout the day, with a focus on self-help skills. The breadth and balance of the underlying learning experience is what is important and therefore all sessions have a sensory focus.

Parents' wishes are taken into consideration when target setting, and a clear outline of how the class operates and the opportunities given, are shared with parents.

At Park Lane School, we have found that pupils with PMLD benefit and have more focussed opportunities when in a discreet group for a proportion of the school day. Careful planning provides opportunities for integration with the mainstream community. Close liaison with the MDT integrates therapies into the curriculum in a purposeful way. Opportunities for communication are used throughout the day. Pupils have a well-structured, daily routine in a consistent and responsive environment, offering well planned and effectively resourced activities.