



Curriculum document for pupils with Profound and Multiple Learning Difficulties (PMLD)

PMLD Overview

Definition of PMLD

The DfE describes pupils with PMLD as follows:

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

Pupils 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. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. **Curriculum Areas**

Pupils with PMLD will have a focused curriculum – The four main areas are:

- Communication
- Cognition
- Physical Development
- Independence Skills

Pupils with PMLD are at very early stages of development and it is more appropriate for them to access a more focused curriculum starting with their individual needs rather than a curriculum written for typically developing children. A key feature of this curriculum pathway is to establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people.

Assessment

The Engagement Model is an assessment system that supports schools in evaluating the appropriateness of the curriculum provided for pupils who are non-subject specific learners, not yet meeting all of Pre Key Stage Standard 1. Using the 5 areas of engagement: initiation, persistence, exploration, anticipation and realisation teachers are able to observe and assess the level of engagement for individual pupils. The model fits alongside and supports the teachers to evaluate progress against Education Health Care (EHCP) outcomes.

The system ensures the curriculum in place for this unique group of learners is suitable and allows for engagement and progression. Implementation in school is focused on awareness of the 5 areas of engagement, careful and frequent observation. Teachers are not teaching engagement, but using pupil engagement to assess their progress against their learning outcomes from the EHCP and/or the school's curriculum.

The Engagement Model does not replace the school's existing planning and assessment systems.

Benefits of The Engagement Model

- An effective way for practitioners to monitor both progress and interest levels of pupils working below Pre Key Stage Standards in a manageable and meaningful way.
- Practitioners have dedicated time to work with and observe learners as it re-emphasises the importance of observation.
- A tool to monitor the engagement of learners whose behaviour may act as a barrier to learning; gaining a deeper understanding of how they learn, what motivates them and how to adapt practice accordingly.
- Allows flexibility in frequency of observations and how best to use information gathered to monitor progress, encouraging a narrative form of assessment.
- Celebrates the individuality of the child, their interests and learning potential and keeps these fundamentals at its heart.
- An essential tool for assessing the most profound and complex children.

Why is it important?

We need to demonstrate progress for pupils working below the Pre Key Stage standards; this progress will look very different for each pupil. The Engagement Model allows you to look at each pupil's engagement in different activities or tasks, and make adaptations to the curriculum or resources to further raise their engagement. Engagement is a pre-requisite to cognition and learning. Cognition and learning results in progress.

Who is it for?

- Pupils who are not yet meeting Pre Key Stage Standard 1 in all areas (writing, reading and maths) and all pupils who were previously assessed at P Scale 1 – 4. It is a statutory requirement to use the model in KS1&2, and recommended for all pupils age 3-25 if appropriate.
- The DfE will be collecting information of the pupils who are using the Engagement Model in Year 2 & Year 6.

When assessing pupils we also use 'Full Scale Sheet Statements' within our Pre-formal Assessment Pathway. These statements have been collated from a range of assessment materials including, Routes for Learning, Quest for Learning and the EYFS Small Steps Profile, as a means to determine the pathway that pupil's will follow to generalise essential development milestones towards their potential communication capacity. Physical Development is assessed through the Physical Management Programmes, with advice from the physiotherapy team. This assessment along with a review of EHCP outcomes will determine the curriculum pathways and programmes of learning.

To assess pupils with PMLD staff can use video, observing the pupil, talking to the family, therapists and other people that work with and know the pupil. When a pupil is admitted to our school they will have a baseline assessment. Pupils are assessed on an ongoing basis to identify and promote lateral progression and new targets set where appropriate. Ideally more than one person should assess the pupil.

Planning

Planning is based on the individual needs of pupils and is organised into relevant subjects. The plan for learning identifies the targets, and information on how to achieve them, and is linked to the outcomes identified at the EHC meeting and in pupil's IEPs. In addition to the personalised Plans for Learning the medium term plans includes details of activities for each area on the timetable.

The activity plan/lesson plan should include details around the learning opportunities and what activities the individual will be doing in each session and resources needed to meet these.

Medium term planning for pupils will include:

- Short term EHPC and IEPs targets
- Activity plans / Lesson Plans
- Half Termly planning / Topic Web
- Specific session objective for individual pupils reflected on Rainbow Sheets (See marking/Annotation Policy)

Planning will be completed following the review of ongoing assessment from each block of learning. The learning targets may remain the same for some PMLD pupils over time. Planning for pupils to demonstrate latitudinal progress by generalising and applying skills they have learnt to a range of relevant situations should be a priority.

Recording/Annotation

The work that the pupils are doing will need to be recorded. Record keeping should be about what happened and how the pupils' skills and understanding develop in relation to their targets. We use a recording sheet which has been developed by schools in the Forward Education Trust, based on the Engagement Profile Model. (See Appendix 2) An overall summary of progress is recorded on the Full Scale sheets and at the end of every term on TRACK (Pre Formal) based on the formative assessment of the Learning Targets. (See Appendix 1)

Video recording also allows the staff team to go back and see things that have happened that may not have noticed during the activity. Annotated photographs Intensive interaction records Written observations, including post-its, completed by staff team all contribute to recording pupil responses and progress. Staff will log how engagement changes over each half term using the Engagement Profile Document (See Appendix 3)

Reporting

When reporting on PMLD pupils the Engagement Profile alongside the Pre-Formal Assessment Pathway will be used for School internal assessment data, annual reports to parents and Annual Review targets.

The Bridge School has a team of professionals that work alongside teachers and support staff with all PMLD pupils, e.g. school nurse, physiotherapist, OT, SALT. They routinely participate in planning, target setting and assessing the pupils within their area of expertise.

Teaching and Learning Guidance

Communication

Pupils with PMLD are at a stage before their communication becomes fully intentional. Staff need to be skilled and sensitive in interpreting behaviour so we can respond appropriately and also be sensitive to their reactions and responses so that their 'voices' are heard. We need to respond consistently, and as if the pupils are intentionally communicating, to help shape their responses toward communicative intentionality. Where pupils do not show a reaction to stimuli staff will need to 'put themselves in their shoes' and estimate how long to continue with activities etc.

Assessment of communication needs

Establishing conventional communication can be a lifelong task for children and with PMLD. We work in conjunction with Speech and Language Therapists to identify a clear focus for learning and teaching of communication skills through a detailed breakdown of the skills pupils need to move from pre intentional communication to formal communication using signs, symbols or words. The most appropriate resources for the individual pupil and identified and implemented.

Total communication environment

Communication should be structured so that pupils are able to interpret and make sense of the cues they are given. All adults working with a pupil must use these cues consistently. Cues must be planned to meet the pupil's individual development needs. These essentially fall into the category of AAC (Alternative and Augmentative Communication) and will include touch cues; sound cues; Objects of Reference (OoR); signing; symbol use and photograph cues.

Sensory Cues

Pupils at a very early stage of development, particularly those with sensory impairments, are likely to need to start with 'sensory cues'. Pupils need to be given a

consistent route to help them begin to learn to distinguish activities and people so that eventually they begin to learn to anticipate what is going to happen. Some cues will be particular to individual pupils, for example singing a particular song, and some sensory cues are built into the activity e.g. the smell of lunch or the sound of the bus engine. We ensure that the cues happen just before the activity begins so there are only a few seconds between the cue and the activity. The sensory 'signifier' should be repeated throughout the time staff are working with the pupil so they can practice recognising it.

Object Cues

Pupils may begin to increase the number of cues for different activities. These can be objects that are part of the activity, e.g. an object that is a cue for a drink should be the cup that the child usually uses and should be offered as a cue as the drinking activity begins. It is hoped that the pupils will eventually learn to anticipate the drink by opening their mouths as the cup is presented. All routine activities should have a sensory cue of some kind. It depends on the activity as to what the cue should be but for most pupils with PMLD it is not helpful to have lots of different cues for different activities. It is better to have a single cue for work time, another for toilet, another for eating/drinking and maybe a cue for outside or for the hall and any activities or places that are used regularly.

Objects of reference

Some pupils may make symbolic use of objects of reference where the object used is representative of the activity for example being shown or feeling a small red cup but actually using a larger blue cup for drinking. For an object of reference to make sense pupils need to be able to express a preference, for items not present, via symbolic means. Some pupils at this stage might be able to understand and use a few words or even recognise a few pictures e.g. of themselves or their family/classmates.

OoRs can be used in two basic ways.

- a) As an introduction to every discrete teaching session on the timetable, before the session starts. This directly assists PMLD pupils to make sense of a world where everyone but themselves is in control. There is after all no guarantee that PMLD pupils can understand what staff teams are saying to them. OoRs, therefore, act like a timetable and support the spoken word.
- b) As an introduction to set, routine times of every day, toileting, drinks, lunch etc. These OoR should be fixed and very accessible within the classroom, particularly for ambulant users.

Symbols and Photographs

It is probable that the majority of those pupils with PMLD will be cognitively unable to recognise symbols, but it may well be pertinent for the more-able, that is those who might be considered to be border-line SLD. They are probably best used as aids to developing choice, e.g. laminating onto switches to indicate which switch operates the somersaulting pig and which operates the CD player.

Responsive communication environment

Responsive adults are the most important resource to teach pupils communication skills. All adults, (and more-able peers), working with a pupil with PMLD must be responsive to any communication from them, however subtle. This communication may well be pre intentional but by responding to the interaction and extending it pupils can learn fundamental skills. This approach is often referred to as **Intensive Interaction**.

First and foremost, Intensive Interaction is highly practical. The only equipment needed is a sensitive person to be the interaction partner. The approach works by progressively developing enjoyable and relaxed interaction sequences between the interaction partner and the person doing the learning. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication.

As this happens so do the fundamentals of communications:

- Giving brief attention to another person
- Sharing attention with another person
- Learning to extend those attentions
- Concentrating on another person
- Developing shared attention into 'activities'
- Taking turns in exchanges of behaviour
- Having fun
- Using and understanding eye contact
- Using and understanding facial expressions
- Using and understanding non-verbal communication such as gesture and body language
- Using and understanding physical contacts
- Using and understanding vocalisations.

The adult is relaxed and responsive allowing the learner to lead and direct the flow of the activity. Teaching sessions are frequent and can be quite intense, fun-filled, playful and enjoyable with a great deal of vocalisation and physical contacts but can also be peaceful, slow and quiet. Suitable games for Intensive Interaction are likely to be those that are very retentive such as tapping fingers or making little noises. Either person can introduce a game but the adult needs to choose things that are within the pupil's repertoire or close to what the pupil already does. Some pupils are very music orientated so suitable games may be familiar songs, others are much more physical and interaction could be achieved through whole body rocking, jumping or even running about.

When using an Intensive Interaction approach consider:

- Interactions based on individual pupil's communication behaviour

- Adults, (or more-able pupils), who can interact with children with PMLD frequently
- Burst-pause activities so pupils can insert their responses into the gaps
- Adults who can interact in a 'larger-than-life way'

Please see <http://www.intensiveinteraction.co.uk/about/how.php>

At The Bridge School we make use of a range of specific resources, in order to enhance and promote intensive interactions and the responsive communication environment for individual pupils. These include Resonance Boards/Sound Cradle that be used to provide excellent auditory and tactile feedback in which pupils will become actively involved in creative opportunities for communication. Staff and pupils can:

- Feel the sound resonating through their whole body
- Create sound and rhythm games together
- Build sound conversations
- Respond, engage and interact at the most basic levels Interaction with peers can also be encouraged if children spend time together on the board.

Communication Passport

All pupils in school should have a One Page Communication Passport. This is a brief, user friendly document that highlights the pupil's strengths and needs, including their communicative behaviours, targets and strategies (Appendix 4).

Teaching approaches

Personalised Learning Environments

Ideally all pupils with PMLD have a personalised environment for optimal learning. Some pupils with PMLD really enjoy being sociable and can function well in a busy classroom, others cannot and need somewhere quiet and ordered where they can focus on learning. Pupils with autism will require a clear structure to their environment free from distractions. Pupils with very little vision are likely to be most open to learning in a darkened area where objects can be specifically lit. Pupils with physical disabilities will need an area to accommodate equipment and a programme that allows them to be in different positions for example in a standing frame or lying on a wedge.

Tac Pac

Tac Pac is an activity that pairs music and touch to promote communication and social interaction as well as sensory, neurological and emotional development. It is used with people who have sensory or neurological impairments, PMLD and development delay to bring the world to pupils with PMLD. During Tac Pac sessions, pupils are paired one to one with a familiar adult. Through linking familiar music consistently with objects, actions and people in a pattern of different activities, the partners communicate with each other.

Tac Pac provides a safe and structured framework for the 'receiving partner' to make

contact with their own bodies, their environment and other people, and develop a relationship with these. The 'giving partner' ensures that each tactile experience is well organised and sensitively offered, and adjusted to suit the receiving partner's responses. A piece of music is chosen specifically to match the texture, character, and emotional quality of each tactile experience.

Sensology

Sensology is an educational approach devised by Flo Longhorn emphasising 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). In a Sensology workout, these senses are literally given a warm-up. Sessions can be in groups or one-to-one and can be brief (five minutes) or, if pupils have physical limitations or take time to respond, delivered at a personalised pace. A session begins with music that draws pupils in. Everyone then takes turns identifying themselves in a mirror, or another starting activity, which usually starts the smiles and laughter. Then, one by one, the senses are worked through. Each one is named and indicated (e.g. "I have eyes") and then put to work. Working the eyes might involve bright torches and reflective surfaces such as CDs. The nose might use strong smells on cotton wool, such as peppermint oil or vanilla. The ears would use a drum, played quietly and then loud. The mouth would be tastes: honey or icing sugar. The body would involve movements such as rocking, squeezing or patting, or perhaps tickling. The session winds down with a goodbye song and clapping.

Sensory stories

Sensory stories cover the Core Strands of Communication, Sensory and Cognition, Physical and Motor. On a general level, sensory stories are excellent vehicles for delivering whole school or class thematic topics in an interesting, exciting and wholly developmentally sympathetic manner. The 10 essential elements of a story can be taken as:-

1. Give it a beginning – introduce the story by 'sitting up straight', 'looking and listening', 'once upon a time' for younger learners, story chairs or cushions to indicate the speaker, an object of reference and/or a musical cue for the story.
2. It should have relevance to the participants.
3. Use repetition – you just cannot get enough!! Use repetition in the story itself through a strap line that's repeated at regular intervals, rather like a short chorus in a song.
4. Keep the actual story/episode short – and therefore easily remembered – though the telling of it may take half an hour or so, by the time you've introduced props and time for each learner to be actively involved in the story.
5. Use all and every means of communication – signing, speaking, action, facial expression and props – but remember that the best storytellers primarily use their voices to paint the pictures.
6. Use language selectively. You may use difficult language, but only if it has relevance to the story. So you could make a sensory story from *The Tempest* and use the original Shakespeare as it has that wonderful rhythmic quality which makes poetry such a good base. Use call and response to bring out the rhythm.
7. Introduce sequences of dramatic events and make it exactly the same every week in

- order to encourage anticipation of events.
8. Make it exciting and dynamic. Give it emotional content with at least one major high point in the story.
 9. Give it an ending.
 10. Build in (and allow) as much audience participation as possible.

Story Massage

The Story Massage Programme offers a fun and fully inclusive way of combining the creativity of story, song and rhyme with the benefits of positive touch. Everyone can join in, whatever age or ability. It is enjoyed by children and adults of all ages and abilities in a wide variety of settings.

Please see <https://www.storymassage.co.uk/>

Sensory Cookery

Sensory cookery covers the Core Strands of Sensory and Cognition, Physical and Motor. This is another classic process based activity that allows an infinite variety of sensory exploration and experience for pupils with PMLD. For those wishing to equate National Curriculum subjects to this document, cookery is a fantastic vehicle for mathematical thinking and scientific exploration. Depending on the cognitive abilities of the learner, just the process of baking a cake covers areas like size, quantity, position, measurement, weight, structure of properties, temperature, sequencing, cause and effect, estimation, counting, addition and subtraction, fractions, division etc. The state of the finished cake is neither here nor there – this is process based teaching and learning rather than objectives (skills) based teaching and learning - of course we can always buy a cake to eat at the end of the lesson!

Movement and Physiotherapy

Swimming and Hydrotherapy covers the Core Strands of Sensory and Cognition, Physical and Motor. Formal sessions of both physio and hydro will clearly need the input of the NHS Physiotherapy Team, but there is much that we can do in the classroom, especially if we follow the direction of the physiotherapist who give us practical and doable programmes for each pupil who needs one.

Positional Changes and Physical/Mobility Development

To promote physical health and well-being a minimum of two positional changes to be built into the timetable each day for those in wheelchairs. It makes sense to make this a fun time by perhaps singing a 'stretching song' call and responding a 'stretching poem' or using it as an opportunity for a more informal Intensive Interaction session. Besides stretching and moving positions, pupils should also use their standing frames and walkers where appropriate.

Moving and Handling Plan

All pupils have a Moving and Handling Plan which gives detailed information about

strategies and approaches to support the pupil in physical transfers, for example in getting in and out of the pool, getting on and off the changing bed, getting on and off the floor. The plan is written by the Moving and Handling Co-ordinator and the staff who know the pupil well and is shared with the physiotherapist and with parents. The plan should be regularly updated. The plan also acts as a risk assessment for the pupil and for staff.

Art

Art covers the Core Strands of Sensory and Cognition, Physical and Motor and clearly has the potential to be a major vehicle for sensory cognitive development. Care needs to be taken to ensure that pupils are participants rather than merely observers (of the adults making the work) or possibly worse, objects to do things to – making learners put their hands in paint in order to create a picture full of handprints for example. Staff need to move away from the idea of conventional paintings, and allow, encourage and facilitate our PMLD learners to make art for themselves. The key to teaching Art is that the process of undertaking the sensory experiences relating to the materials and the cognitive experiences derived from combining materials is far more important than the finished work.

Call and Response

Call and response covers the Core Strands of Communication, Sensory and Cognition and Social Interaction. This offers a real opportunity to be directly and meaningfully involved in language at a very basic level and is a very strong vehicle for inclusive work. Poems, stories and plays can be performed in a similar way, using call and response (one person calling out a line which is immediately repeated by everyone else, a method which produces a very rhythmic and powerful communicative atmosphere). The piece can be divided into short verses or sections, with possibly a 'cap line' or sound effect at the end that everyone does together. In this way the verses are easy to learn and provide an opportunity for pupils with spoken or signed language skills to lead the activities in an inclusive setting. This of course does not mean that only people who have speech can join in these activities. There are many other ways of participating, including rocking, stamping, clapping, vocalising, using VOCAs, and merely enjoying the process of being part of the rhythm of the group.

Listening to Pupil Voice

Although many pupils with PMLD are not intentional in their communication, we do need to think of them as having a 'voice'. We need to be very sensitive to all their reactions and responses so their 'voices' can be heard. Almost all pupils with PMLD react to stimuli and we need to heed what they are 'saying'. The few who cannot yet show a reaction to stimuli need supporters who can 'put themselves in their shoes' and estimate how long to work with them, how long to help them to stand, how long to play music etc.

Breadth and Balance

Pupils with PMLD are thinking and communicating at the earliest levels and therefore

learning in four main curriculum areas:

- Communication
- Cognition
- Physical Development
- Independence Skills

Pupils may gain a great deal from being part of a whole class experience in a range of lessons but there needs to be a balance between lessons that provide direct learning and teaching and those which provide experiences. The bulk of time should be spent in focused teaching and learning including one focused session each day in each of the curriculum areas. A cognitive learning session could be maths, science, cooking or design technology, a communication session could be English, hydrotherapy, outdoor learning. The breadth and balance of the underlying learning experience is what is important and all pupils should have an individual timetable with each curriculum area explicitly identified.

Pupils with PMLD may need some or all of the following:

- Equipment for positioning – lying, sitting, standing, moving
- Frequent changes of position
- Regular therapy exercises
- Safe space to move arms and legs when lying on the floor
- Space to move around the room safely (when learning to roll, shuffle, crawl or walk)
- Space and activities for relaxation
- Multi-sensory environment where children can focus on one stimulus at a time
- Multi-sensory activities focusing on the pupil's strongest sense(s) e.g. Sensology
- Sensory stimuli that enable the integration of senses e.g. Tac Pac
- Little visual and aural clutter in the learning spaces with a good light source on the person or object that is the focus of attention
- Range of interesting objects, activities and events that can be appreciated through the senses – starting with those that give a strong sensory feedback when touched, grasped, knocked
- Range of resources for exploration and early problem solving (including technology where appropriate)
- Pupils with PMLD need to experience daily routines such as eating, drinking, changing, dressing and undressing and play routines over and over again. Because routines happen several times a day, they are ideal learning opportunities.
- Time to respond to objects, materials, activities, events and people. The amount of time each pupil needs to react to a stimulus varies enormously. Be prepared to go slowly and try not to make the pace be dictated by the tolerance

of a group.

- Concrete objects and materials to accompany stories, songs
- Low and high tech aids for communication
- Some pupils with PMLD need a huge amount of repetition before they are able to anticipate even a very familiar activity.
- Hand-under-Hand activities are particularly useful when the pupil immediately withdraws his/ her hand when placed on an object.

Staffing and grouping

Pupils with PMLD need a high level of adult support, they also need time alone for relaxation and reflection. Many pupils with PMLD are gregarious and enjoy spending time as part of a larger group and with more-able peers and staff need to plan to support them in this. Groups for activities will differ for different curriculum areas, a 2:1 ratio often works well to support the learning of pupils with PMLD as this gives a high level of direct teaching but also allows for some structured turn taking, opportunities to notice and interact with a peer and changes in levels of concentration and engagement. There are times when a higher ratio is needed (1:1 or even 1:2), for example during physical or self-care activities.

Outstanding Learning & Teaching

Staff should consider whether observable behaviours demonstrate engagement in terms of the following areas:

- exploration
- realisation
- anticipation
- persistence
- initiation

Effective dialogue is a key indicator of outstanding learning. For less able pupils this dialogue takes the form of sensitive interaction and effective consistent use of cues.

- Is intensive interaction used spontaneously as part of every learning opportunity rather than as a distinct 'lesson'?
- Do all staff consistently use cues?

Most pupils with PMLD only engage with activities/interactions within their immediate personal space. Consider whether:

- the activity is close enough – within an arm's length?
- the pupil is appropriately positioned?
- There are times of high engagement and 'rest' times, burst – pause?
- the atmosphere conducive learning?

Planning

- Is there a balance between keeping things interesting and allowing enough repetition for learning? (for those pupils who at the earliest stages there needs to be huge amounts of repetition).
- Is there planning for learning in all curriculum areas during the course of a day? (See appendix 5)
- Do staff also plan for cognitive learning? Do they expect to see changes in the way the learner interacts with and understand the environment?

Assessment

- Has prior learning been accurately assessed and in enough detail?
- Does the lesson build on this assessment?
- Are learning targets appropriate, and do they reflect the pupils zone of proximal development?
- Are staff observing and recording pupils' reactions in a purposeful way?
- Is learning in all curriculum areas recognised and celebrated?

Communication & Interaction

Effective dialogue is a key indicator of outstanding learning for more-able pupils. For less able pupils this dialogue takes the form of sensitive interaction and effective consistent use of cues.

- Is intensive interaction used spontaneously as part of every learning opportunity rather than as a distinct 'lesson'?
- Do all staff consistently use cues?
- Is there a system for organizing communication strategies?
- Is there planning for learning in all curriculum areas during the course of a day

Breadth and Balance

- Do staff also plan for cognitive learning?
- Do they expect to see changes in the way the learner interacts with and understands the environment?
- Do they have a clear idea of what these changes may look like? Can they celebrate success?
- Is sensory motor learning integral to the lesson?
- Are there opportunities for the pupil to move and change position?
- Is the learning in this moving recognised and celebrated?

Appendix 1: Pre Formal Assessment Pathway

My Communication and Language			
	Listening	Understanding	Speaking
Pre Formal 4	<p>Turns immediately to familiar voices across room. Follows with gaze when adult directs attention to near objects by looking and pointing. Reacts to own name being called whilst doing something else. (Stops what they are doing). Listens out for sound when prompted to 'Can you hear the cat?'</p> <p>Listens and responds to one key word.</p>	<p>Demonstrates an emerging awareness of object names. Points to objects, self and others nearby.</p> <p>Points to familiar items when named.</p> <p>Recognises some spoken family names such as 'mummy' 'daddy' or names of siblings.</p> <p>Responds to simple familiar language in context, for example 'fetch your coat' at home time. (At this stage the child is mostly responding to situational cues in a particular well known routine.)</p>	<p>Shows clear rejection of an object or activity. Imitates the voices of others, especially the vowels and 'ups and downs' of speech (intonation). Demonstrates more than one way of gaining attention.</p> <p>Uses varied double syllable sounds, for example, "Dadi", "Babu" or uses a variety of syllables in continued babbling, such as "Badago". Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.). Uses vocalisations which sound more like speech. Copies symbolic noises and parts of words (for example, "Choo") and later produces them spontaneously (for example, "Aaah!" when cuddling toy). Imitates frequently used vowel sounds associated with frequently used toys and or pictures (baa baa for sheep). Uses a wider range of vowel sounds in words such as 'ea' as in beat, 'ai' as in bait, 'oo' as in boot. Creates personal words as they begin to develop language. Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</p>
Pre Formal 3	<p>Enjoys singing or rhyme games and anticipates them. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays.</p> <p>Listens to representational sounds made by adults e.g. 'brum, brum'. Copies more complex actions such as clapping, banging table etc. Looks quickly and accurately towards a source of sound e.g. car, knock on the door, telephone.</p> <p>Responds to own name being called whilst doing something else. (Looks at talker, smiles).</p>	<p>Knows that someone is about to leave when they wave 'bye bye'. Associates meaning with environmental sounds, for example hears the phone ring and immediately looks at it. Demonstrates understanding of familiar key words.</p> <p>Understands "No" when adult shakes head.</p> <p>Starts to hand adult familiar object on request, for example spoon, ball.</p> <p>Copies gesture as part of games and familiar routines such as clapping hands, waving bye, blowing kisses, open hands for 'where is it' or 'all gone'. Looks towards familiar adults on request, for Example, 'Where's ...?'</p>	<p>Clearly demonstrates the desire for 'more' of an activity. Attends to two objects nearby and indicates a preference by reaching out. Looks at desired item out of reach and cries or reaches towards it. Looks at desired item out of reach and then at adult to indicate want. Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. Makes longer, repetitive sounds such as Mamama" and "Dadada".</p> <p>Uses one or two vocalisations or signs that approximate to words, understood by familiar adults. Uses a selection of vocalisations or signs that approximate to words, understood by familiar adults. Makes a choice from two. Makes sounds and movements to initiate social interaction. Makes sounds, movements and words to indicate that they would like interaction to stop. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. Uses vocalisations, words or gestures to communicate discomfort and pleasure.</p>
Pre Formal 2	<p>Turns towards a familiar sound then locates the sound</p> <p>Listens to familiar voice even if child cannot see source of sound. Responds differently to different tones of voice e.g. sing song, soothing and playful. Reacts in interaction with a range of adults/peers by smiling, looking and moving. Shows pleasure in response to source of amusement.</p> <p>Listens to an adult talking and responds with vocalisations. Responds to action rhymes such as 'Round and Round the Garden'.</p>	<p>Stops and stills, when hears own name.</p> <p>Makes distinct response to name being called - turns head, smiles etc.</p> <p>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</p>	<p>Makes own sounds in response to being talked to by familiar adults. Starts to vocalise consonant type sounds such as 'mmmm' and 'dddd'. If adult babbles, will babble or make sound in return.</p> <p>Indicates wants by reaching towards desired object.</p> <p>Deliberately uses vocalisation or gesture as a means of gaining attention. Will start a conversation by babbling and making sounds. Takes more than one turn in vocal conversation.</p> <p>Cries to protest at the end of an activity.</p>
Pre Formal 1 10range 1	<p>Usually stops crying in response to soothing voice. Turns head towards different sounds. Shows excitement at sound of approaching familiar voices. Quietens or alerts to the sound of speech. Shows preference for particular sounds and dislike of others. Turns head towards familiar people talking.</p> <p>Shows interest and attention to a familiar adult singing and/or talking. Makes fleeting eye contact with adult who is talking. Usually stops crying in response to soothing voice.</p>		<p>Cries when uncomfortable or annoyed. Chuckles and makes happy sounds. Reacts with cries and smiles to interactions. Reacts to close contact with familiar adult. Makes changes in facial expression when playing with an adult. Communicates basic needs and feelings in a variety of ways including crying, screaming, gurgling, cooing. Turns head away, averts eyes to stop interactions with adult.</p> <p>Smiles in response to smiling adult. Makes vowel-type sounds e.g. 0000, ahhhh, eeeee.</p>

Pre-Formal and Semi Formal Cognition and Learning Attention, Thinking and Key Skills		
	Thinking Skills	Attention
Pre Formal 4	<p>Modifies action when repeating action doesn't work Selects from two or more objects Initiates actions to achieve desired result Tries new strategy when old one fails</p>	<p>Concentrates intently on an object or activity of own choosing for short periods Pupil's attention varies greatly depending on activity Pays attention to dominant stimulus but easily distracted by noises or other people talking Follows with eyes when others point to distant objects Concentrates intently on an object or activity of own choosing for short periods.</p>
Pre Formal 3	<p>Uses a specific action to cause and effect</p> <p>Repeats action when first attempt is unsuccessful</p> <p>Responds to stimuli – visual or auditory, etc Responds to a range of stimuli Responds consistently to one stimulus Locates and relocates a stimulus (beginning at the midline) Follows a moving stimulus Responds differently to different stimulus Anticipates repetitively presented stimulus Performs a non-specific action that causes and effect (this is not a consistent action) Seeks to explore</p>	<p>Focuses attention on a second object presented by an adult</p> <p>Focuses attention between two objects (knows two objects are present) Focuses attention on a motivating stimulus or object Fleeting attention not under child's control, new stimulus takes whole attention</p>
Pre Formal 2		
Pre Formal 1	<p>Reacts to a stimulus Has brief periods of alertness Has sustained periods of alertness</p>	<p>Attention is not under child's control, new stimulus takes whole attention</p>

Personal, Social and Emotional Development			
	Making Relationships	Managing Feelings and Behaviour	Health and Self-Care
Pre Formal 4	<p>Seeks to gain attention in a variety of ways, drawing others into social interaction</p> <p>Reacts to an audience, for example repeats any activity or action which is received positively by a smile, or that is laughed at, applauded or cheered</p> <p>Seeks out a familiar adult to share a book or game</p> <p>Seeks to repeat enjoyable social activity</p> <p>Builds relationships with special peers</p> <p>Will seek out familiar adults in a group</p> <p>Gazes at picture of self</p> <p>Learns that own voice and actions have effects on others</p> <p>Recognises self in photo or mirror</p>	<p>Shows more differentiated feelings and emotions, for example, joy, fear, anger or surprise</p> <p>Cooperates with care-giving experiences, for example, dressing</p> <p>Has growing ability to soothe self and may like to use a comfort object</p> <p>Tests boundaries – will look towards an adult when doing something they know they shouldn't</p> <p>Occupies self happily for short periods of time</p> <p>Remembers experiences that were not pleasurable and becomes upset if these are anticipated.</p>	<p>Attempts to use spoon: can guide towards mouth but food will often fall off</p> <p>Sits on potty with occasional use</p> <p>Actively cooperates with nappy /pad changing (lies still, holds legs up)</p> <p>Locates mouth with a spoon</p> <p>Tips and holds two handled beakers independently to feed</p> <p>Dips spoon into food</p> <p>Holds onto adult while lifting leg to cooperate with dressing tasks</p> <p>Takes off shoes and socks when unfastened</p> <p>Pushes arms through sleeves, legs into trouser</p> <p>Holds spoon and usually manages to get food to mouth though feeding is messy</p> <p>Finds own coat and shoes from a selection</p>
Pre Formal 3	<p>Maintains eye contact during interactions with a familiar person.</p> <p>Enjoys the company of others and seeks contact with others.</p> <p>Gazes at faces and copies facial movements.</p> <p>Prefers particular people, for example, is happier and more settled with preferred adult and is unsettled or distressed with less familiar people. Becomes upset when a familiar adult leaves the room.</p> <p>Directs adult's attention to something they wish to share.</p> <p>Seeks reassurance from familiar adult when distressed or frightened.</p> <p>Shows interest in adult faces, for example pulls hair, touches nose etc</p> <p>Smiles more often to familiar rather than unfamiliar people</p> <p>Smiles at reflection in mirror</p> <p>Recognises a range of people who 'belong to them'</p> <p>Recognises regularly used possessions and knows these belong to them such as cup, teddy, etc</p> <p>Starts to defend own possessions</p> <p>Shows affection to favourite adults by kissing, hugging etc</p> <p>Reaches out for mirror image but does not realise image is self</p>	<p>Becomes upset if an anticipated event does not happen</p> <p>Hands over an object to an adult on request, for example, takes part in give and take games.</p> <p>Reacts emotionally to other people's emotions e.g. Smiles more often to familiar rather than unfamiliar people. Gets upset if toy is taken away.</p> <p>Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.</p> <p>Demonstrates pleasure when praised.</p> <p>Is unhappy when 'told off'.</p> <p>Understands 'no' but doesn't always respond to this.</p> <p>Repeats actions that they anticipate will result in praise</p> <p>Seeks comfort from trusted adults</p>	<p>Spontaneously opens mouth for spoon.</p> <p>Accepts range of tastes.</p> <p>Holds own cup.</p> <p>Starts to show own food preference.</p> <p>Tries to grasp spoon when being fed.</p> <p>Drinks from feeder cup with help.</p> <p>Grasps finger foods and brings them to mouth.</p> <p>Bites finger foods.</p> <p>Starts to cooperate with dressing - holds out arms, legs etc.</p> <p>Accepts range of consistencies of food (runny, thick, paste).</p> <p>Accepts range of textures of food (smooth puree, chopped food, small soft lumps).</p> <p>Accepts 'intervention' feeds; peg feeds etc</p>
Pre Formal 2	<p>Smiles in response to smiling adult.</p> <p>Shows pleasure during physical interactions.</p> <p>Responds when talked to - facial expression, mouth, eye or body movements, or vocalisations</p> <p>Recognises and is most responsive to familiar voices: face brightens, activity increases when familiar adult appears.</p> <p>Responds to name being called.</p> <p>Likes comforting contact.</p> <p>Shows pleasure at return of a familiar adult.</p> <p>Responds to image in the mirror (might not be self-aware).</p> <p>Eye contact with adults increases.</p>	<p>Is comfortable with familiar adults.</p> <p>Cries if adult interaction, cuddle etc. ends.</p> <p>Shows displeasure at certain actions, for example turns face away from flannel.</p> <p>Is wary of unfamiliar events.</p> <p>Reacts to unfamiliar environments e.g. may become distressed.</p> <p>Reacts differently to unfamiliar people.</p>	<p>Anticipates food routines with interest.</p> <p>Starts to suckle in anticipation when food or drink is in sight</p> <p>Puts hand on cutlery, cup when being fed.</p> <p>Looks at adult who is feeding</p>
Pre Formal 1	<p>Passive or resistant to stimuli in the environment.</p> <p>Enjoys physical activities with adults, such as being rocked.</p> <p>Demonstrates a physical reaction to people talking.</p> <p>Reacts to interaction with an extremely familiar adult.</p> <p>Makes changes in body movements during interactions - stills, kicks legs etc</p>	<p>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</p> <p>Communicates basic needs and feelings in a variety of ways including crying, screaming, gurgling, cooing</p>	<p>Opens mouth for spoon/ toothbrush when corner of mouth is touched.</p> <p>Sucks strongly and rhythmically when drinking.</p> <p>Has co-ordinated swallow.</p> <p>Closes mouth around spoon.</p> <p>Wakes at regular intervals for food.</p> <p>Demonstrates a physical reaction to spoon/ food.</p> <p>Tolerates 'intervention' feeds, peg feeds etc</p>

My Physical Development		
	Movement and Space: Gross Motor	Movement and Space: Fine Motor
Pre Formal 4	<p>Stands independently for several seconds.</p> <p>Takes a few steps independently.</p> <p>Sits from standing easily and regularly.</p> <p>Walks across room with a wide gait, unable to change direction.</p> <p>Bends down to pick up an object from the floor, whilst holding onto adult or furniture</p> <p>Changes direction when walking.</p> <p>Walks backwards for a few steps.</p> <p>Copies more complex actions with ease, such as patting head or rolling arms.</p>	<p>Holds an object in each hand and brings them together in the middle (e.g. bangs two blocks together).</p> <p>Uses finger point to request an object that it is out of reach.</p> <p>Puts a small toy down without dropping it and then takes hand off the toy with controlled release.</p> <p>Places peg in a hole.</p> <p>Picks up small objects between thumb and fingers.</p> <p>Attempts to place large inset pieces into puzzle board.</p> <p>Pours sand and water from container to container.</p> <p>Presses switches, buttons, using index finger.</p> <p>Places lids on toy tea set items.</p> <p>Squeezes a squeaky toy to produce a sound.</p> <p>Grasps mark maker and dots at paper.</p> <p>Makes some random marks with mark making tools, may not look and/or notice effects their movements make</p>
Pre Formal 3	<p>Sits unsupported on floor.</p> <p>When sitting can lean forward to pick up small toys.</p> <p>When sitting can lean and reach to the side to pick up small toys.</p> <p>Pulls to standing, holding onto furniture or person for support.</p> <p>Crawls, bottom shuffles or rolls continuously to move around.</p> <p>Holds high kneeling position when placed.</p> <p>From a half kneeling position can pull to standing.</p> <p>Walks around the furniture lifting foot and stepping sideways.</p> <p>Walks with one or both hands held by adult.</p> <p>Walks pushing or holding a stable toy/ object or person</p>	<p>Isolates index finger.</p> <p>Coordinates hands to clap.</p> <p>Uses two hands to lift large object and drop it into a container.</p> <p>Takes toys or objects out of a container with hand.</p> <p>Pokes and prods with index finger.</p> <p>Drops toys or objects deliberately.</p> <p>Puts small toys or objects into a container using palmer grasp.</p> <p>Scoops with spoon or shovel.</p> <p>Places a large ring onto a peg.</p>
Pre Formal 2	<p>Rolls over from front to back and from back to front.</p> <p>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <p>Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</p> <p>Takes weight through legs and bounces up and down when supported in a standing position.</p> <p>When placed on back rolls, onto side and stays there and plays with toys.</p> <p>When placed on tummy, pivots around in a circle.</p> <p>Maintains sitting position for two minutes once placed cross legged.</p> <p>Moves to sitting from laying on tummy.</p> <p>Plays with hands, fingers, feet and toes.</p>	<p>Regularly explores objects with mouth, often picking up an object and holding it to the mouth.</p> <p>Grasps object using whole hand (palmar grasp).</p> <p>Grabs for and scratches clothes or surfaces within easy reach.</p> <p>Holds and examines offered object.</p> <p>Holds two objects, one in each hand.</p> <p>Plays with objects, by banging, shaking, turning them around in their hands.</p> <p>Puts one object down to reach for another.</p> <p>Picks up and drops objects on purpose.</p> <p>Passes toy from hand to hand whilst tracking with eyes.</p> <p>Releases toy from grasp by dropping or pressing against a firm surface, but cannot yet place down deliberately.</p>
Pre Formal 1	<p>Holds up own head.</p> <p>Turns head in reaction to stimuli.</p> <p>Lifts head when lying on tummy.</p> <p>Whilst on tummy moves head from side to side.</p> <p>Moves head to look around when lying on back or supported in sitting.</p> <p>When pulled to sit from lying, head initially lags before dropping forward.</p> <p>Swipes hand at a toy dangling above when laid on back.</p> <p>Brings hands to midline.</p> <p>Makes movements with arms and legs which gradually become more controlled</p>	<p>Holds fingers open most of the time avoiding reflex grasp.</p> <p>Closes hand firmly around objects placed in palm.</p> <p>Keeps hands closed with thumbs tucked in against palm most of the time.</p> <p>Brings hands to mouth when lying on side or tummy.</p> <p>Holds object for a couple of seconds when placed in palm of hand.</p> <p>Pats and bangs object with flat hand.</p> <p>Starts to reach out to toys or objects.</p> <p>Reaches out for, touches objects.</p> <p>Sometimes takes object to mouth and explores with hands and mouth.</p> <p>Uses a raking motion to pick up small toys</p>

Appendix 2 : Rainbow Sheet

Name:

Term:

Subject:

		IEP Target Focus																																																	
a																																																			
b																																																			
		Learning Targets (Semi formal levels)																																																	
c																																																			
d																																																			
		ESSENTIAL INFORMATION e.g individual programmes/behaviour for learning/positioning/communication																																																	
		Learning Objective / Activity description																																																	
Date	Target a-g	1= No focus 2= Low and minimal levels- emerging/fleeting 3= Partly sustained 4= Mostly sustained 5= Fully sustained																																																	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																									
		Exploration					Realisation					Anticipation					Persistence					Initiation																													
		Exploration					Realisation					Anticipation					Persistence					Initiation																													
		Exploration					Realisation					Anticipation					Persistence					Initiation																													
		Exploration					Realisation					Anticipation					Persistence					Initiation																													
		Exploration					Realisation					Anticipation					Persistence					Initiation																													

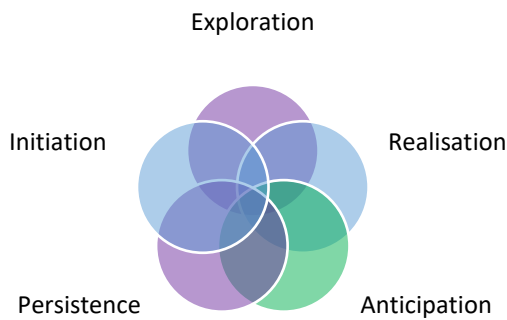
Appendix 3: Engagement Profile

My Engagement Model: What does Engagement look like for me now?

Beginning of Term

Date

Exploration	Realisation	Anticipation	Persistence	Initiation



How is engagement changing for me? End of term

Date:

Exploration	Realisation	Anticipation	Persistence	Initiation

The Five Areas of Engagement

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'.

11

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.

LATERAL PROGRESSION INFORMATION

New Activity (N) – activity introduced in this session.

Reactivating Skills (RA) – this may be appropriate for a pupil who has been absent for more than half a term or after the Summer Holiday.

Maintaining Skills (M) – to maintain the skills achieved through regular opportunities to practise. Staff will need to track carefully the number of opportunities that are presented to the learner to practise skills.




Refining skills (RE) – e.g. to refine existing skills by increasing the speed of response, increasing the attention time.

Transferring skills (T) – e.g. displaying the skill in a different context with a different adult/pupil/place.

Combining skills (C) – e.g. pressing a switch and turning to look.

Developing Skills (D) – Some progression showing new skills moving from lateral to linear progression

Appendix 4: Communication Passport

<u>Important things you should know about me:</u>		<u>How you can help me:</u>
 <u>How I communicate:</u>	Hi, I'm	
 <u>I show I'm happy by:</u>	 <u>I show there is a problem by:</u>	

Appendix 5: Areas of Learning

Pathway 1- Pre-Formal		Book
My Communication	<ul style="list-style-type: none"> • The development of functional and social communication skills, receptive and expressive skills. • Communication may be pre-intentional with the aim of moving towards intentional and may move either way between the two depending on progressive or regressive conditions. • Delivered using Intensive interaction, Musical interaction, • Use of communication aids (high-tech and low tech), the use of cues, sensory stories. 	Plain red book for recording rainbow sheets and photographs.
My Cognition	<ul style="list-style-type: none"> • Developing and increasing attention to a range of experiences and activities. • Developing participation and active engagement in activities • Development of purposeful responses to stimuli, understanding cause and effect., demonstrating basic problem solving and reasoning. 	Plain blue book for rainbow sheets and photographs. Can be any topic based activity. The 'subject' will be obvious from the rainbow sheet.
My Physical Development	<ul style="list-style-type: none"> • Developing fine and gross motor skills through a range of activities and experiences including dance, movement, IT Switch skills massage, cookery, art, sensory diets. • Maintenance and development of physical skills and well-being through physiotherapy and appropriate use of postural equipment • Engaging and participating in a range of sensory experiences and activities. 	Plain Yellow book for rainbow sheets and photographs.
My Independence	<ul style="list-style-type: none"> • The development of self-care and functional skills including toileting, eating, dressing, hygiene routines, and shopping. • The development and participation in care routines, making choices, taking control, developing student's independence. 	Purple personal development books.