

Sperrinview Special School

Policy for teaching pupils with PMLD.

Rationale

In Sperrinview there are some pupils with Profound and Multiple Learning Difficulties [PMLD]. The Department of Education (2005) states '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 need. Pupils require a high level of support, for their learning needs and usually for their personal care. They are likely to need sensory stimulation and a curriculum broken into very small steps.'

Global Aim

To empower each individual to achieve their full potential through a learner centred approach.

Aims

To focus on the needs of the individual student with PMLD and focus on their abilities and not disabilities.

To provide a stable environment in which the pupil can learn and develop.

To work in collaboration with a range of therapists and other professionals

To develop students' self awareness through a caring, stimulating and sensory environment, including that of the local and wider community.

Management

We recognise that all learners deserve to have their needs met through high quality teaching and the provision of appropriate learning opportunities. They also have an entitlement to a broad, balanced and relevant approach within the context of the Northern Ireland Curriculum. Learners with PMLD will not make sense of a fragmented curriculum divided into subjects. A holistic approach will be encouraged rather than the teaching of isolated skills. Therefore, activities must be relevant and purposeful to maximise motivation and to help learners make sense of the world around them. Close partnership with parents and carers, along with input from a range of professionals will be required to provide these entitlements for this group of learners.

Teachers are free to choose which activities they want to teach and how they want to teach them. We recognise that learning is best achieved when every moment and situation is regarded as a learning opportunity. Observations and regular assessment allows planning for IEPs. This ensures that achievements however small, are noted and Quest is utilised as an assessment tool and means of recording.

Organisation

Until June 2015, pupils with PMLD remained for the most part with other pupils of their age, where they were exposed to a range of experiences within the classroom on either a one-to-one or small group basis.

Further opportunities were provided for PMLD pupils to engage in sensory activities with staff from the junior school on a regular basis.

Two new classes were created from September 2015, to cater

specifically for the needs of those pupils with PMLD. The Rainbow Room catered for younger pupils and The Starlight Room catered for older pupils. In September 2016 another class for pupils with PMLD was created. The Sunshine Room caters for pupils in Junior School, The Starlight Room for pupils in Middle School and The Rainbow Room for pupils in Senior School. The teachers in these three classes work together to devise and run appropriate programmes for these pupils.

These changes came about following risk assessments carried out in classes with pupils with PMLD and consultations with parents, staff and Governors, during term 2 of the 2014/2015 school year.

Resources/Activities

- Hydrotherapy [Physiotherapist led]
- Easi Bath
- Multi-Sensory and White Room
- Acheeva Bed
- Sensory Garden
- Environmental Visits
- Soft Play Room
- Tac Pac
- Sensory Stories
- Physiotherapy
- Sensology Workouts
- SWC Sensory Cookery (Post 16)
- VI area
- Water Bed
- Classroom sensory areas

Roles and Responsibilities

The co-ordinator for PMLD is Mrs Cecilia Broomfield.

The Principal has overall responsibility for the implementation of the

policy.

External Support

It is important, helpful and necessary to liaise with a broad range of professionals and agencies.

Staff Development and Training

Staff are encouraged to attend appropriate and relevant training courses as and when provided.

Monitoring and Evaluation

This policy will be monitored and evaluated on an annual basis with co-ordinators and Principal.

Review

A sub committee of the Board of Governors will monitor and evaluate the effectiveness of this policy on an ongoing process.

Signed: _____ Date: _____