



The PMLD Curriculum at Charlton Park Academy

Students with Profound and Multiple Learning Disabilities (PMLD) have more than one disability, the most significant of which is a profound learning disability.

They have other conditions which may include:

- physical disabilities
- sensory impairments (visual and / or hearing impairments)
- sensory processing difficulties
- complex health needs, (e.g., epilepsy, breathing problems, dysphagia and eating and drinking problems)

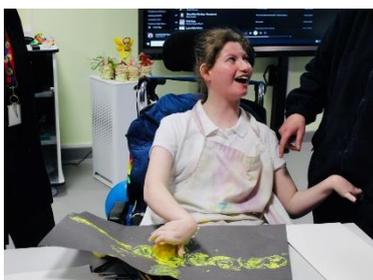
The pupils in the PMLD classes are working at very early developmental levels.

The curriculum for pupils with PMLD focuses on developing pupils understanding of the world around them, social interactions and relationships. We have a half termly topic but not all learning activities will follow the topic.

Planning is personalised for individual students. It is based on their Education Health and Care Plan (EHCP) outcomes, developmental levels, physical, sensory and medical needs. We incorporate therapy plans into everyday learning.

The PMLD Curriculum is based around 6 core areas of development.

1. Cognition (including maths, science and ICT).
2. Communication and literacy
3. Relationships and sexuality education and health education
4. Independence and life skills (ILS) including work related learning.
5. Creative and cultural learning
6. Physical development



The 6 core areas of development.

1. Cognition (including Maths, Science and ICT).

Developing the students' ability to understand the world around them.

- Sensory awareness.
- Development of attention skills – looking, listening, etc.
- Awareness of their environment.
- Concept development – big and small, long and short, wet and dry, hot and cold, heavy and light, forwards and backwards, up and down, light and dark, etc.
- Exploratory behaviours – using different methods to explore materials such as feeling, shaking, squashing, banging, stroking, throwing, dropping, rolling, stacking, construction.
- Play – dolls, cars, skittles, peekaboo, etc.
- Joint interactions – Intensive Interaction.
- Sorting and matching.
- Developing skills for problem solving – letting the student get things wrong, fitting things together, finding hidden items, getting an item they want.
- Early number work – experiencing lots, some and all gone, number songs, more and less, early counting.

2. Communication and Literacy

Developing communication to give learners' the ability to have control and express choices. Enjoying books, stories, drama and poetry.

- Reading – sensory stories, sharing books, looking at pictures, recognising objects, symbols and photos.
- Writing – using hands to feel and explore materials, being able to hold and release items, mark making such as in art lessons, making patterns in sand, using pens.
- Speaking and listening – **intensive interaction**, using individual communication styles to make choices (e.g., eye blinks or vocalisations), core words, following instructions (remember to give enough time for the student to understand and respond), vocalisations, spoken word, use of objects of reference, photos or symbols or sound cues to support understanding.

3. Relationships and Sexuality Education and Health Education

RSE is not taught as a separate subject, but it is part of our activities throughout the day.

- Developing relationships and friendships – e.g., turn taking, interactions, supporting students to interact with each other, doing jobs to help each other, TacPac.
- Understanding themselves and their own body – staff using correct names for body parts including in the bathroom, e.g., penis, vulva, hands, face, arms, etc, self-advocacy, resilience, expressing likes and dislikes.

Supporting with their own health and hygiene – e.g., helping to wipe themselves in the bathroom or clean faces after lunch, helping to do own gastro flush, feeding themselves.

4. Independence and Life Skills (ILS) including Work Related Learning.

- Understanding Myself and Others - Emotional wellbeing, building relationships, social rules, social skills, understanding of self and other, self-advocacy.
- Mini Enterprise and Economic Wellbeing- Enterprise skills, experiencing money, buying and selling, teamwork, enjoying the benefits of their enterprise.
- Looking After Myself and My Environment - Healthy cooking and eating, keeping fit, independence within personal care (washing hands, brushing teeth, dressing, etc.), cleaning (washing up, sweeping, laundry, etc.), laying the table.
- Understanding My Environments – Joining school events (assembly, parties, etc), going out in the community, knowing different staff in school (receptionist, caretaker, etc).

5. Physical Development and Movement

Following programmes written by the physiotherapists or OT
Physical activities appropriate to the student to maintain and develop physical skills such as head control, arm and hand use, sitting, walking, etc.

Changes of position for comfort.

Activities may include:

- Medimotion bike
- Walking and standing frames / slings or independently
- Bench sitting
- Stretches on Acheeva beds
- Use of the hammock
- Happy hands programme
- Hydrotherapy
- Using the gym
- Independent movement on the floor

6. Creative and Cultural Learning

Includes celebrating festivals and cultural events, art and music, leisure activities, cooking, gardening and games, etc.



All staff record the students' progress against targets on Earwig or recording sheets.
Students get certificates for their learning through ASDAN Life Skills Challenge once they are 14. Progress is tracked on SOLAR by teachers.

For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the Curriculum.

“Let’s focus on the things that matter.”

(EQUALS Pre-formal Curriculum)

