

The Pre-formal Curriculum at Lisburne School

The official DfE definition of children with PMLD is:

“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. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school life.”



The Curriculum

At Lisburne School, we aim to provide a quality and inclusive education for all pupils. We aim to provide a safe, caring environment where all achievement is valued and celebrated. Individual differences are acknowledged and pupils have access to stimulating, challenging and varied experiences, which promote communication, self-esteem, responsibility and independence.



Our most sensory learners, those with Profound and Multiple Learning Difficulties (PMLD) need extra support with their communication and their independence. We want to make a **Profound and Meaningful Life-long Difference** through the work we do.

We deliver a pre-formal curriculum which is broad, balanced and relevant for those working on the Engagement Model and what was the early P levels 1-4 (up to July 2021.)

This is currently for four classes: Apple, Oak, Bay and for some of our pupils in Willow Class.

The Sensory curriculum at Lisburne School is a process based, sensory and developmental curriculum, focussing on the experience gained through completing activities as opposed to the “end product” that is produced. It focuses upon developing children’s communication, engagement and experiences.



PERSONALISED LEARNING PROGRAMMES (PLIMs)

Planning

We believe that our pupils need to develop key skills for learning and life.

Our pupils will follow a pre - formal curriculum based around:

- **My thinking (Mathematical Development)**
- **My body (Physical Development)**
- **My world (Topic – exploring using our whole school termly theme)**
- **Personal, Social and Emotional Development (Self Care & Relationships)**

Through all these areas, the children will also access Communication, Language and Literacy. (CLL)

Therapists are also an integral part of target setting.

The Speech and Language Therapists contribute to Communication targets, Physiotherapists/Occupational Therapists to Physical targets and/or Sensory targets.

These targets are taught discretely but are also embedded by being taught throughout all areas of learning. The NHS are very involved with therapy.

We also seek guidance and support from parents and work on the key skills that they identify such as learning to drink from an open cup or requesting 'more' using Makaton or an object of reference.

We follow enrichment weeks through the year so that we are always involved with the whole school initiatives. These include fiction and non-fiction weeks, maths week, sports week and science week.

Recording, Reporting and Assessment

Although sessions are planned and delivered in a variety of ways (whole class, group and individually) all teaching is individualised. The adult's role is to facilitate learning across all areas for the curriculum and school day.

Recording is carried out on a regular basis by all class staff using Tapestry.

Each pupil's progress towards their targets inform the learning that took place and any progress made.

We use the targets set in their EHCs plan to inform the learning – this involves requests and expectations from parents, the children and the therapists involved.

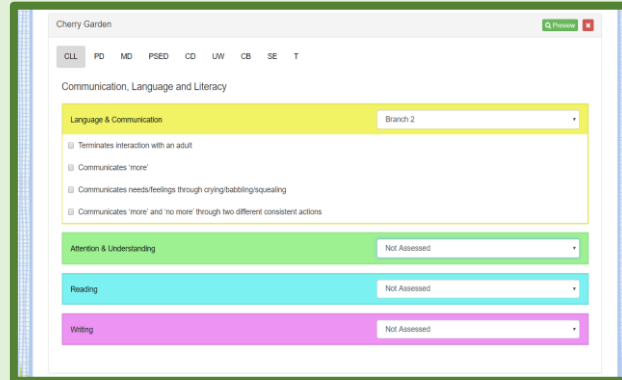


The children in the sensory classes are all working on the Engagement Model. We conduct monthly assessments around exploration; realisation; anticipation; persistence; initiation.



Assessing with 'Cherry Garden'

Building on parts of the popular 'Routes for Learning' framework, Tapestry and Cherry Garden School in London have created a unique, child centred framework for students with PMLD working at a level expected for typically developing children aged 0-5.



There are a range of screens to help you keep track of where a child is, see how far they've come across their time and set targets for future progress. This is what we use to track our children on 'branches' and can see when a child is emerging, developing or secure within a 'branch.'

Branch	Baseline	Autumn Term	Progress
1	100%	100%	0%
2	100%	100%	0%
3	100%	100%	0%
4	80%	93%	13%
5	78%	78%	0%
6	0%	33%	33%
7	0%	0%	0%
8	0%	0%	0%
9	0%	0%	0%
10	0%	0%	0%
Targets	No target	B6 30% ✓	

Governing Body

Our Governing Body (GB) play a key role in the drive for whole school improvement by holding SLT to account. Through the termly meetings and sub committees, the GB are kept up to date on any changes. The GB are invited in regularly and also access trainings.

The Pre-formal Curriculum is always discussed in the termly Curriculum Subcommittee meetings

Please contact Adele Sharp for more information.