**Pupil Voice and Independence – Pre-formal Curriculum**

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 **Pre-Formal Pathway Curriculum**

**Intent - What are we trying to achieve through our curriculum?**

The Pre-Formal Pupil Voice and Independence Curriculum;

* acknowledges that learning for PMLD learners is best done holistically rather than as a series of separate skills and subject areas. All the parts of the curriculum are interconnected,
* acknowledges that the physical well-being of the learner with PMLD is of paramount importance and may therefore take up a large percentage of curriculum time,
* recognises that the curriculum must be personalised and individualised. PMLD learners need to access highly intensive personalised learning, using specialised teaching approaches. Such personalised learning approaches will aim to develop learners’ levels of engagement by finding out what motivates and engages them,
* acknowledges the need to balance a learner’s therapeutic / medical needs, their ability to tolerate this and the promotion of independent activity and physical participation,
* recognises the need to build in sufficient curriculum time to enable learners to actively take part in personal care activities,
* acknowledges the school’s duty of care to staff and the need to ensure that they have access to appropriate training and equipment to deliver this curriculum,
* recognises that the extensive use of **Routines** underpins the delivery of the curriculum for PMLD learners,
* therefore, places all aspects of **Personal Care** within the curriculum rather than as an addition.
* acknowledges the need to support PMLD learners with **Transitions** by harnessing the staffs’ detailed and close knowledge of the learner and ensuring that learners themselves are as fully involved as possible.
* Follows the guidance set out in the “Essential Service Standards for Supporting People with PMLD”.

**Aims;**

**Routines and Personal Care**

* We aim to provide routines that are predictable and certain with regular provision of information about what will be next, especially when this veers from routine. These routines will underpin the curriculum.
* We aim to build all aspects of **personal care** for learners into these routines, making personal care part of the curriculum,
* We aim to ensure that Personal Care is a teaching and learning opportunity and is therefore allocated sufficient timetabled sessions. Personal care may include;
* Eating and drinking (including gastrostomy feeds and oral health).
* Dressing/undressing (including choosing clothes).
* Toileting and toilet training, and menstruation (including changing pads and sanitary pads).
* Personal hygiene (including washing, shaving, brushing hair, make-up, etc.)
* Dealing with bodily fluids.
* Medication, medical procedures and physical health tasks.
* Maintaining mental health.
* We aim to enable learners to build upon previous learning experiences and have multiple opportunities to practise and learn routines.
* We aim to introduce the option of variation to learners, so that learners are encouraged to make decisions, encouraged to experience variations controlled by themselves which will then lead to connections.
* We aim to consult widely e.g. with parents, SaLT, OT and Physiotherapists to ensure learners have access to necessary adaptations and differentiation to be as independent with their routines and personal care as possible.
* We aim to support learners to express their choices, teaching them how to say “no”, ensuring they are listened to and their “no” is acted upon.
* We aim to ensure that each learner has respectful and dignified support to do as much as he/she can do for him/herself. This may take more time, but will be supportive of good mental health, countering learned helplessness,

**Transitions**

* We aim to support learners with transitions acknowledging that they are a key part of all our learners’ lives. The curriculum supports PMLD learners with transition harnessing the staffs’ deep and intimate knowledge of the learner to ensure that learners themselves can be as fully involved as possible.
* We aim to communicate with parents, carers and other professionals in order to get continuity throughout learners’ lives, being especially mindful of transitions.
* We aim to support learners’ transitions within school through the use of cues including touch and sound cues and the use of Objects of Reference. This information should be passed between classes and shared within teams including care team and nursing.
* We aim to ensure that that information about a learner is passed on, and that it is current, relevant, short and to the point. This is both long term, as in the learner’s Communication Passport and short term, as in a learner’s Home School Contact book.
* We aim to ensure that learners’ Communication Passports are updated regularly so that they are available to support transition for that learner in school and at home.
* We aim to ensure that the Communication Passports are a simple, practical and person-centred way to support learners who cannot easily communicate, by helping them to have some control and to share important information.
* We aim to make the **Communication Passports**;
	+ - Simple, honest, direct and attractive.
		- Present the person positively as an individual.
		- Provide a place where the person can have a voice and record their views and preferences.
		- Describe the person’s most effective method(s) of communication and how others can best communicate with and support the person’s communication efforts.
		- Draw together key information to help staff and people who are new to the learner to understand the person and have successful interactions.

**Curriculum Design;**

For learners from key stage 2 onwards the Pre-Formal Pathway curriculum for Pupil Voice and Independence is informed by the EQUALS Pre-Formal Curriculum.

The Pre-Formal curriculum is already holistic -everything works through everything else. The classes and pupils following the Pre-Formal Curriculum pathway will however deliver some activities that reflect the Lower, Middle or Upper School Department cycle of termly classroom cross-curricular topics. This supports and enables PMLD pupils to actively participate in inclusive whole school activities.

**Implementation - How is our curriculum being delivered?**

**Curriculum Delivery**

Like other Pre-Formal curriculum areas, much of the Pre-Formal curriculum for Pupil Voice and Independence is delivered holistically, across the curriculum rather than as a series of separate skills and subject areas.

**Curriculum Coverage**

PMLD learners in the Early Years Foundation Stage and Key Stage One follow the Early Years Curriculum Pathway working on outcomes for EYFS 0- 11 months and 8-20 months.

PMLD learners from Year 2 onwards will be supported with cognition and challenge through the content below.

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| --- | --- | --- | --- |
| **Assessment Framework Level** | **Curriculum Content****What the learner is learning** | **What the adult working with the learner does** | **Enabling Responsive Environment****Learning Opportunities / What is provided**  |
| **Encounter (P1i)**Pupils encounter activities and experiences. | Pupils are supported to encounter activities and experiences and to develop changes in behaviour that are not reflex responses. | Provide routines that are predictable and certain, to enable the learners to be secure.The same routine should be used every single time by all members of staff.The same time(s) of the day, utilising the same changing areas, using the same language, the same cues (i.e. saying *1, 2, 3, lift*) when changing pads etc. | Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroom |
| **Awareness** **(P1ii)**Pupils show emerging awareness of activities and experiences. | Develop learner’s emerging awareness of activities and experiences. | Ensure **consistency in routines** to allow learners to build upon previous learning experiences, and have many opportunities to practice and learn over their lifetime in school.Keep learners informed about what is happening in their day and daily routines as they are happening.  | Ensure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc. |
| **Attention and response (P2i)**Pupils begin to respond consistently to familiar people, events and objects. | Develop learner’s consistent response to familiar people, events and objects. | Continue to maintain **consistent routines e.g.** arriving at and leaving school; lunchtimes; break times; assemblies; the start and end of the day; the start and end of lessonsEnsure that all staff who are in regular contact with the learner have a personal identifier or action. This should ideally be an integral part of each person, for example, long hair, a beard, etc. Encourage voice recognition – use the learner’s name on approach and talk using consistent language. |  |
| **Engagement (P2ii)**Pupils begin to be proactive in their interactions**Participation (P3i)**Pupils begin to communicate intentionally | Develop learner’s ability to begin to be proactive in their interactions. Develop learner’s ability to show behaviour that can be interpreted as rejection to some stimuli.Develop ability to anticipate social routineDeveloping learner’s ability to anticipate repetitively presented stimulus | Introduce the option of variation. Cue or exaggerate a particular part of the routine to turn it into a game; for example, when changing the learner, develop a game around the need to lift his/her bottom off a bench. This could involve the cue of an exaggerated intake of breath as the learner’s bottom is raised, a dramatic pause in the action, and culminates in repeated bouncing.  | Continue to use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroomEnsure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc. |
| **Involvement (P3ii)**Pupils use emerging conventional communication by;* remembering learned responses over increasing periods of time and possibly anticipating known events
* responding to options and choices with actions or gestures [for example, by nodding or shaking their heads]
 | Develop learner’s purposeful action on everyday environmentDevelop learner’s ability to change behaviour in response to interesting event nearby. | Encourage learners to make decisions, encouraged to experience variations controlled by themselves which will then lead to connections.Build on an established routine to use two responses to gain a reward; for example, the learner pressing a first and then a second switch in sequence in order to get a reward on a computer programme. The actions used here should be established responses. Support the learner to build a new routine by giving a reward only after the second action has been completed. Reduce the strength and frequency of prompts. Look for a decrease in time between the two actions. These should be done in sequence rather than pausing after the first action. | Continue to use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines e.g. play *Perfect Day* (Lou Reed) as learners come into the classroomEnsure that consistent routines are used for all areas of the curriculum e.g. personal hygiene, drinks, etc.Build on routines during;Intensive InteractionMusical InteractionCommunication Aids e.g. BigMackCues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory StoriesIndividualised Sensory Environment (ISE)Sensory CookingSensory Exploration – Tac Pac |
| **Gaining Skills Pre-Formal (P4)**RfL41 Expresses preference for items not present via symbolic means42 Early problem solving – tries new strategies when old one fails43 Exerts autonomy in a variety of contexts. | Develop early problem solving – e.g. ability to try a new strategy when old one fails.Look for a reduction in the time during which the learner tries the original action in order to gain a reward. When failure of the original strategy is recognised, and as soon as an attempt at a new action is made, a reward should be given. As the learner becomes aware that the increased original action will not work, a new strategy will be attempted more quickly.Develop learner’s ability to exert autonomy in a variety of contexts. | Learners are not just passive but are encouraged to participate in and know about their own routines. Facilitate exploratory play experiences and discoveries to be incorporated into the next sessions so that they too become routines. Once new discovery / experience part of routine, offer again something new and exploratory for the learner to take or reject as they see fitUse an established routine where the learner’s action results in a particular reward. Delay the reward to see if the learner then uses a different action in order to get the reward. For example: • where knocking a toy causes it to make a noise, alter the routine so that the toy makes a noise after a knock and a vocalisation. Repetition of the first action does not get a reward. • use a computer program that is operated by the alternate pressing of two switches. | Exploratory play Sensory Cooking |

**Impact - Assessment**

Individual outcomes for learners in this curriculum area are set for each key stage through the learner’s Education, Health and Care Plan under Independence and Self Help. Annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings, Liaison meetings and reported on annually through the EHCP Annual Review.

The Engagement Model is being introduced into St Giles during 2020-21. It will be used alongside the existing planning, assessment and recording system.

From September 21 the school will:

* use the Engagement Model to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
* report to DfE which pupils are assessed using the engagement model for KS1 and KS2,
* report Engagement Model evidence relating to pupils’ achievements and progress as part of the annual Education and Health Care Review report for parents.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards Independence outcomes:

* Key stage 4 AQA Unit Awards
* Post 16 ASDAN Transition Challenge.