**Physical and Sensory – Pre-formal Curriculum**

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**Pre-Formal Curriculum**

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

The Physical and Sensory Pre-Formal Pathway 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 pupil 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 make positional changes safely,
* 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 the importance of touch and physical contact as part of any curriculum for learners with PMLD,
* acknowledges PMLD learners’ need for a high level of sensory stimulation and recognises that the senses therefore represent a major focus of the pre-formal curriculum,
* acknowledge PMLD learners’ may experience sensory processing difficulties and therefore some activities that have a high level of sensory stimulation may be overloading for some,
* recognises that teachers may need to consult physiotherapists and Occupational Therapists to maximise pupil access to physical and sensory activities,
* recognises the opportunities the physical and sensory pre-formal curriculum gives to address Quality of Life issues for PMLD learners.

**Aims;**

**Eye / hand coordination and fine motor control**

* We aim to ensure that eye / hand coordination is not taught in isolation but worked on through activities that are motivating to the individual e.g. exploring art materials, accessing “individualised sensory environments”,
* We aim to ensure fine motor control is not taught in isolation, but worked on through activities that are engaging and motivating to the learner e.g. manipulating objects through rich sensory experiences,

**Posture**

* We aim to work closely with learners’ physiotherapists to understand their postural needs,
* We aim to give learners the opportunities to have regular positional changes throughout the day,
* We aim to be sympathetic to the experiences, feelings and emotions of the learner, follow guidance from therapists closely and try to make positional changes and use of equipment like standing frames as fun as possible,
* We aim to ensure that the body postures of learners with gross motor disabilities remain symmetric,
* We aim to enable learners who require weight bearing activities sufficient opportunities to do this.

**Swimming**

* We aim to give learners the opportunity to experience the movements that their bodies can make in water, developing control of their bodies in the water.

**Rebound Therapy**

* We aim to use Rebound therapy to develop and promote posture, motor skills, body awareness, balance, co-ordination and communication by creating a multi-sensory environment,

**Movement / Dance**

* We aim to adopt the principle of “doing with” rather than “doing to” during movement sessions. We recognise that there is a risk staff members take control and are in charge of the movement e.g. during a wheelchair dance session, being responsive and sympathetic to the learner’s feelings and emotions and monitoring how they are physically reacting to the experience, therefore creating a movement dialogue,
* We aim not to confine our understanding of dance to movement that the able bodied can do e.g. learners in wheelchairs may respond to rhythmic music when out of their chairs on a resonance board.

**Massage**

* We aim to respect learners personal space and request consent prior to any massage experience by recognising their personalised communication methods,
* We aim to support learners with a range of massage experiences to teach whole body awareness, proprioception, loosen muscles and ease stiffness – this may include Tac-Pac, Handi-Pac, Story Massage and Art to Body,
* We aim to be sensitive to the communications of the learner during the massage, giving learners the maximum opportunity to concentrate on what is happening to their bodies in sessions, reducing the potential for sensory confusion.

**Yoga**

* We aim to respect learners personal space and request consent prior to any Yoga experience by recognising their personalised communication methods
* We aim to support the learners with a range of Yoga movements to strengthen anatomical and neurological structures balance and the nervous system
* We aim to be sensitive to the communication of the learner during yoga, giving learners the maximum opportunity to develop peace and calm

**Outdoor Education**

* We aim to plan activities in outdoor multi-sensory environments that give opportunities to develop eye / hand coordination and fine motor control and where appropriate gross motor activities,
* We aim use to plan activities outdoors that can provide vestibular and proprioception stimulation through the use of accessible bikes and sensory playground equipment,

**Sensory Integration**

* We aim to provide appropriate sensory integration techniques and opportunities for learners with a sensory processing disorder.
* We aim to work closely with learners and OT’s to understand and deliver sensory diets and programmes.

**HandiPac**

* We aim to use HandiPac (use of hands) to develop learner’s communication and body awareness through combining their sense of touch and music through social interaction,
* We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.
* We aim to respect learners personal space and request consent prior to any HandiPac experience by recognising their personalised communication methods

**Tac Pac**

* We aim to use Tac Pac (Use of objects and hands) to develop learner’s communication and body awareness through combining their sense of touch and music through social interaction,
* We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.
* We aim to respect learners personal space and request consent prior to any Tac Pac experience by recognising their personalised communication methods

**Art to body**

* We aim to use Art to Body (Use of objects, hands and art resources such as paint, foam etc.) to develop learner’s communication and body awareness through combining their sense of touch and music through social interaction,
* We aim to deliver the planned session in an emotionally safe environment, clear of other sensory interferences.
* We aim to respect learners personal space and request consent prior to any Art to Body experience by recognising their personalised communication methods
* We aim to gain parental consent for the use of paints, edible paints, foam etc. to avoid reactions to allergies

**Multi-sensory Environments**

* We aim to provide appropriate, planned activities in dedicated multi-sensory environments where the amount of sensory stimulation can be controlled e.g. visual tracking work, noticing stimuli and as a base for delivering some activities for working on and with senses.
* We aim to use ‘little rooms’ or ‘Be-Active Boxes’ to provide small scale environments.

**Activities for working on and with senses**

* We aim to provide appropriate **sensory stories** that offer learners opportunities for repetition within the story and of the story – the same story should be repeated for at least half a term. Learners should participate as much as possible with opportunities to explore the props and have an interactive relationship with them. Staff should act as ‘secondary’ storytellers – repeating the lines on a one-to one basis.
* We aim to provide learners with **Individualised Sensory Environments** e.g. tray of objects that a learner can experience through their senses e.g. touch, scent, taste. This is used as a means of discovering the learners’ sensory preferences
* We aim to provide our learners with opportunities to take part in **sensory cookery** to access a variety of sensory exploration and experiences. This is process based teaching and learning rather than product (skills) based teaching and learning.
* We aim to provide learners with opportunities to take part in sensory and interactive art to access a variety of sensory exploration and experiences.

**Sensory rooms**

* We aim to provide appropriate physical and sensory activities in the sensory rooms according to the children’s needs. These activities include opportunities to explore and use their senses, to explore and use sensory materials and to use and develop their physical skills.
* We aim to utilise our sensory rooms in the best possible ways and some of the activities include TACPAC sessions, massage, sensory stories and carrying out the children’s physio programs.

**Curriculum Design;**

For learners at EYFS and in Year 1, the Pre-Formal Pathway curriculum for Physical and Sensory Well-being is informed by the content of the Early Years Foundation Stage for learners aged below 11 months.

For learners from Year 2 onwards, it is informed by the EQUALS Pre-Formal Curriculum.

Other curriculum documents that inform practice include the **Physical toolkit, B-squared, Portage and Northern Ireland PMLD curriculum as well as the training materials found on the website -** [**www.complexneeds.org.uk**](http://www.complexneeds.org.uk)**.**

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. Some curriculum areas such as Music and PE will be delivered by specialist teachers through a timetabled lesson a week linked to the termly theme of each department. 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 Physical and Sensory Wellbeing Pre-Formal curriculum is delivered holistically rather than as a series of separate skills and subject areas. However, all PMLD learners receive a dedicated PE lesson each week and have access to a dedicated multi-sensory room at least once a week. There are further opportunities to access these rooms to reflect Learners sensory needs. Learners in the Lower and Middle School usually receive a swimming lesson every week. Learners in the secondary school receive a swimming lesson once a fortnight.

**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 their physical and sensory development through the content below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | **Cross- Curricula Topic Cycle Links/ Opportunities during the School Year** |
| **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. | Try an on/off pattern with a stimulus.  When no response is observed, make the stimulus more obvious.   * Start with a very obvious stimulus on or close to the body * Present vibration, e.g. massager or vibrating cushion. * Rock or swing the learner gently * Play music or a familiar song; musical instruments - Try sounds of different frequencies, timbre, duration. * Present a torch reflected on a shiny surface. If there’s no response, try moving it slightly - In a darkened corner, present a repeated pattern of ‘stimulus: no-stimulus’, i.e. light: no light. * To allow and provide opportunities to explore sensory items with and on different body parts to different music, encouraging awareness of their body. | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Yoga  Rebound Therapy  Mindfulness  Sensory Dance Massage | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums    Links with other schools/colleges  Wow events  Assemblies  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance /movement workshops,  Animal handlers, Colourscape, Dome experience.  Charity events e.g. Sports Relief, Jeans for Genes Day |
| **Awareness** **(P1ii)**  Pupils show emerging awareness of activities and experiences. | Develop learner’s **emerging awareness** of activities and experiences.  Continue to look for any changes in behaviour which are not reflex responses.  Work towards developing learner’s memory for previously presented stimulus. | Present an obvious stimulus to the learner in a similar way, taking care not to startle.  Use the information you have gathered about preferred sense modalities and record outcomes which should be more pronounced than those which occurred in P1ii.   * If the learner responds best to auditory stimuli, try talking and singing close-in to the learner, with pauses for close observation of possible responses. * Hold the learner and talk or sing, leaving pauses for any response. * Try a vibrating cushion, resonance board, or a water bed. * Present different textures, such as warm sand, with which learners can engage. * Try using musical instruments, tapes, musical toys. * Use peep-bo, puppets, pop-up toys.   Increase the range, complexity and variety of stimuli used in Awareness (P1i) above. | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Rebound Therapy  Mindfulness  Yoga  To allow and provide opportunities to explore sensory items with and on different body parts, encouraging awareness of their body. | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums  Links with other schools/colleges  Wow events  Assemblies  Sports day events  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance /movement workshops Animal handlers, Colourscape, Dome experience,  Charity events e.g. Sports Relief, Jeans for Genes Day |
| **Attention and response (P2i)**  Pupils begin to respond consistently to familiar people, events and objects. | Develop learner’s consistent **attention and response** to familiar people, events and objects.  Develop learner’s response and reaction to range of stimuli. | Develop activities in P1ii, increasing the range, complexity and variety of stimuli. Gradually reduce prompting and level of stimulation to a more natural level  Sensory dance massage- children explore the different materials with the corresponding music. Children respond consistently to the materials and begin to communicate their likes and dislikes | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Rebound Therapy  Mindfulness  Yoga | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums  Links with other schools/colleges  Wow events  Assemblies  Sports day events  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance teachers, Animal handlers, Colourscape, Dome experience.  Charity events e.g. Sports Relief, Jeans for Genes Day |
| **Engagement (P2ii)**  Pupils begin to be proactive in their interactions by; | Develop learner’s ability to begin to **engage** and be **proactive in their interactions**.  Develop learner’s ability to show behaviour that can be interpreted as rejection to some stimuli.  Develop learner’s ability to respond differently to different stimuli  Developing learner’s ability to anticipate repetitively presented stimulus | Present a range of stimuli (those not preferred by the learner). Watch for signs from the learner such as: turning away, averting the eyes, changing facial expression, movement of arms or legs. To demonstrate this behaviour, the learner must be able to show a positive response to some stimuli.  Present stimuli believed to be strongly liked or disliked and note the learner’s reactions. Do stimuli believed to be liked get different consistent reactions to those believed to be disliked? | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Rebound Therapy  Mindfulness  Yoga  Sensory Dance massage | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums  Links with other schools/colleges  Wow events  Assemblies  Sports day events  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance /movement workshops,  Animal handlers, Colourscape, Dome experience.  Charity events e.g. Sports Relief, Jeans for Genes Day |
| **Participation (P3i)**  Pupils begin to communicate intentionally | Response to pupils who are beginning to communicate intentionally.  Develop learner’s **participation** in aided exploration of the environment.  Develop ability to **anticipate social routine**  Develop ability of learner to redirects attention to a second object.  Opportunities for random activities cause effect  Develop learner’s response to a disappearing object  Develop learner’s response with support or prompt to a reactive environment  Develop learner’s ability to communicate “more”  Develop learner’s ability to make something happen independently (Contingency Responding). | Place the learner’s hand on an interesting object and assist to feel and pause.  Place the learner’s hand or foot in warm water; agitate the water.  Pour sand over the learner’s hand or foot.  Bury the learner’s foot in sand, shaving foam, jelly, or slime.  Use a ball pool, feely bags, etc.  . Try regular and frequent games such as ‘Ride a Cock Horse to Banbury Cross’, ‘Round and Round the Garden’, or other, personally devised games.  Place the learner on a reactive surface (e.g. a space blanket or resonance board). Use a range of surfaces or toys which react to touch (e.g. a survival blanket, an interactive floor mat, a sound beam. You could also use a ‘little room’ or ‘Be-Active Box’). Provide opportunities for the learner to have an effect ‘by chance’ on the immediate environment, for example, by knocking a noisy toy. Reinforce these actions, prompting a repeat and ensuring a consistent result.  When the learner is focused on an attractive object, move it slowly and deliberately out of sight and watch for any reaction. Use a variety of situations or places to encourage the learner to ‘look after’ an object which has disappeared from view.  Place the learner on an interesting reactive surface and note the response. Look for the learner making attempts to create an action or effect. Use physical or verbal prompts to initiate exploration, then reduce the frequency of the prompts. Draw the learner’s attention to the effects created.  Engage the learner in an enjoyable activity. Break the activity at a critical point, pause, and await the learner’s response. For example:  • during singing, pause in an action song  • pause whilst beating on a resonance board  Use an action which you have established that the learner can do (e.g. kicking, pressing a switch), use a reward and observe the rate of response.  Sensory dance massage- children explore the different materials with the corresponding music. Children respond consistently to the materials and communicate their likes and dislikes consistently | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Rebound Therapy  Mindfulness  Yoga  Sensory Dance massage | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums  Links with other schools/colleges  Wow events  Assemblies  Sport day events.  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance /movement workshops,  Animal handlers, Colourscape, Dome experience.  Charity events e.g. Sports Relief, Jeans for Genes Day |
| **Involvement (P3ii)**  Pupils use emerging conventional communication | Develop learner’s **involvement** and purposeful action on everyday environment  Develop learner’s ability to changes behaviour in response to interesting event nearby.  Develop learner’s Contingency awareness e.g. the learner acts with intent – and more consistently.  Develop learner’s Intentional exploration of the environment.  Develop learner’s ability to ‘look’ backwards/forwards between two objects (knows two objects are present).  Develop learner’s ability to repeat action when first attempt unsuccessful.  Develop learner’s understanding of object permanence.  Develop learner’s ability to do two different actions in sequence to get reward.  Develop learner’s ability to select from two or more items.  Develop learner’s ability to modify action when repeating action does not work.  Develop learner’s shared attention. | Try a range of everyday play activities (e.g. sand, water) which require the learner to interact repeatedly to gain an effect. Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment.  Introduce a second toy/stimulus/adult/peer nearby while the learner is engaged in an activity. Draw the learner’s attention to it (e.g. an adult or peer entering the room). Look for the learner ‘noticing’ a second event/stimulus and reacting or changing behaviour; for example, by turning, attending or vocalising.  Provide a switch for a toy or provide a wobbly toy, wind chimes, etc., which can be operated by an action that the learner has already acquired.  Encourage the same action to obtain a variety of effects. Ensure that every repeat of the action is successful.  Provide interesting visual/tactile experiences in a controlled way by regularly introducing new stimuli and drawing attention to them.  Observe reactions to a less familiar environment, when accompanied by a familiar adult.  Place two attractive objects on the learner’s tray to be explored visually or by touch; bring both to the learner’s attention and wait. Try prompting exploration of each object in turn, allowing time to refocus attention. Both objects need to be in the learner’s visual/spatial field.  Try:  • moving the learner’s switch slightly  • changing the surface to make the toy harder to move  • using an adjustable pressure switch, increasing the pressure of the switch slightly.  You may wish to encourage problem solving by moving the position of the switch slightly. However, beware of confusing or frustrating the learner. This step can be taught in a range of situations (i.e. not IT based).  Engage the learner’s attention to a shiny, noisy or furry object. Either move the item out of sight, keep it quiet or move it just out of reach. Does the learner ‘search’?  If there is no response to the object being removed from the field of attention:  • try partially covering the object, or use a see-through cloth  • use a moving object under the cloth.  Ensure that the learner’s attention is focused on the place from where the object disappeared (e.g. make a noise with it from just outside the learner’s field of vision); then bring the object back into sight for a short time from this direction. Prompt the learner’s hand to reach for the object in the direction in which it was moved away.  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.  Present two items in a variety of situations to which the learner will respond; for example, brightly coloured or noisy toys, a smell, a taste of drink, etc.  Prompt/scaffold a new (but similar) action and ensure that the learner gains the response. Try a different switch or toy that requires a similar input from the learner; for example; use a mobile attached to a wrist, but slackened so that the learner needs to make larger movements to get the mobile to work.  Look for the learner repeating an action then trying a new or modified action in an attempt to get a response.  Teach shared attention by prompting the learner (verbally or with touch) to look at, listen to, or feel an item of adult choice, then to attend to the adult and the item in turn. Take the opportunity to share a stimulus to which the learner is attending. Encourage attention to the stimulus and then the adult in turn.  Point to an item in the distance. Does the learner look towards the item then back at the adult?  Move to music. Does the learner join in with similar movement?  Stroke a dog. Does the learner also touch the dog and smile at the adult?  The learner should join the adult in attending to a stimulus, confirming the attention of the adult visually throughout. | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. 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| **Gaining Skills Pre-Formal (P4)**  RfL  41 Expresses preference for items not present via symbolic means  42 Early problem solving – tries new strategies when old one fails  43 Exerts autonomy in a variety of contexts. | Develop early problem solving – e.g. ability to try a new strategy when old one fails.  attempted more quickly.  Develop learner’s ability to exert autonomy in a variety of contexts. | Encourage/shape a second, different action when the learner repeatedly tries the first. Try:  • prompting the learner to use another action which is in his/her repertoire – then giving the reward  • using computer programmes which require alternate pressing of two switches – reward on the second switch  • using single switch programmes where the timing of switch-pressing  Use 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.  Increase the variety of situations where demands are put on the learner to gain attention and make requests. Ensure that responses from adults are quick and consistent. Do not anticipate the learner’s wants – create opportunities for communication.  Stand or sit in view of the learner, but do not pay attention to him/her. Does the learner then try to gain your attention? Does he/she then go on to request an item which is out of sight or reach? | Intensive Interaction  Musical Interaction  Communication Aids E.g. Big Mack, communication devices, Communication books/ sheets, PECS & PODD systems, symbols, signing alongside Cues E.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Art to Body  Sensory Integration  Massage/Story Massage  Rebound Therapy  Mindfulness  Yoga | Out in the community e.g. park, farm, zoo, garden centres, shops, theatres, cinemas, London attractions, museums  Links with other schools/colleges  Wow events  Assemblies  Sports day events  Outside organisations such as Waggy tails, police, fire and ambulance services, Drama groups, Croydon Mozart Players, dance /movement workshops,  Animal handlers, Colourscape, Dome experience.  Charity events e.g. Sports Relief, Jeans for Genes Day |

**Impact - What difference is our curriculum making?**

Progress for PMLD learners from year 2 onwards is currently assessed using descriptors based on P Levels and through formative assessment of progress towards individual EHCP Physical and sensory outcomes. This progress is recorded on learner’s timelines.

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 physical and sensory outcomes:

* Key stage 4 PE AQA Unit Awards & Sensory Based Unit Awards
* Post 16 ASDAN Transition Challenge.