



Sensory Engagement Handbook

A guide to PMLD at Harlow Fields School and College

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Introduction

This handbook has been created by the PMLD subject leads, Rebecca Willers and Megan Trigg. The handbook is created for teachers and visitors of Harlow Fields School and College.

Teachers should use this handbook to support their planning and assessment of all areas of the sensory engagement curriculum and ensure appropriate coverage of all strands and topics.

Visitors can use this handbook to understand how the sensory engagement curriculum is planned for and delivered at Harlow Fields School and College.

Our Vision

Our main aim at Harlow Fields School is to provide all our pupils with profound and multiply learning difficulties (PMLD) with a person centred, sensory and therapeutic approach that ensures each pupil is making meaningful progress, that has a positive impact on their health, wellbeing, and learning. All areas of our curriculum are taught through a non-subject specific, sensory delivery, ensuring that engagement and enjoyment are at the heart of every lesson or aim. At Harlow Fields School all our young people are at the very heart of what we do, and we recognise that each of our pupils are unique and special. We want our PMLD pupils to feel encouraged and safe, strong, and independent, and to feel a sense of autonomy over their learning. At Harlow Fields School we work with all professionals, families, and key people to ensure, we are working together to succeed.

At Harlow Fields School we recognise that our sensory curriculum needs to be broad and person centred, with each and every pupil's personal gains, learning and targets being specifically discussed and set with their sole achievement, maintaining or progress in mind. This will look different for every pupil and therefore we take a personalised approach and focus on the holistic needs of each individual pupil. We also believe that every part of our pupil's day provides opportunities for learning and engagement, whilst still respecting the important need for breaks, rest periods, personal care, therapy input and medical needs. All our sensory pupils are assessed and tracked, using the engagement model and through personal learning targets set during annual EHCP's. All professionals, families and teaching teams are involved and contribute to what targets and learning is most meaningful for our pupils. We do not follow a linear path of learning, we do not box our pupils in to a typical

expected curriculum, we instead allow the pupil to express their dreams and try to ensure they are supported and when possible, achieved.

How is Harlow Fields School and College organised?

The current classes within each department are as follows:

<u>Lower School (KS1/ KS2)</u>	<u>Upper School (KS3/ KS4)</u>	<u>Sixth Form (KS5)</u>	<u>PMLD</u>
Oak Rowan Hazel Willow Beech Maple Mulberry Sycamore	Dahl (ASD/SEMH) Morris (PMLD) Lea Roding Stort Avon Orwell Chelmer Thames	Kestrel Hawk Eagle	Blake Morris

What does sensory engagement curriculum look like at Harlow Fields School and College?

**See table of contents at the end of this document for a detailed list of activities and skills and their Intent, Implementation, and Impact.*

At HFS we have 4 core areas of our PMLD curriculum, these are matched to the core 4 areas of need in the SEND code of practise set out by the DFE.

Communication and Interaction

At HFS we take a total communication approach, the idea that communication is individual and about finding and using the right combination of communication methods for each pupil. All forms of communication are recognised as interaction at HFS, and planned and spontaneous communication opportunities are offered through each school day. We use a wide variety of communication techniques, these underpin every part of pupils days, lessons and targets that are studying within the PMLD curriculum. We use a wide variety of communication including but not limited to: Makaton, intensive interaction, PEC symbols, Eye gaze, recordable switches, jellybean switches, eye pointing, gestural and body language, vocal expressions, Tassels and touch cues, physical communication, and objects of reference.

This area of our curriculum has the main focus of communication, and may typically involve more Literacy/English topic based lessons, but this also includes activities such as ICT, sensory boxes, community and TacPac- all delivered in an informal and sensory lesson approach.

Cognition and Learning

This area of our curriculum, the area of cognition and learning includes the more typically seen subjects such as Maths experiences, cooking, music and sensory lessons. However, these subjects are delivered through our sensory approach, ensuring that topics such as shapes, number, temperature, volume, sound and speed are studied.

Independence, Social and Emotional Development

This area of our curriculum includes all forms of developing independence, this includes but is not limited to, self-development (feeding, personal care, health and hygiene) self-advocating, and making and sharing thoughts and opinions. This area also covers all forms of social and emotional development, such as PSHE, RE, sex education, home and community awareness and important people around us.

Physical and Sensory

This area of the curriculum includes all other aspects of learning, engagement and enjoyment presented to our PMLD pupils at HFS. Although all lessons are delivered through a sensory approach, we also have specific lessons that are designed to develop sensory awareness of self and the world around us. This includes lessons that have a creative approach, such as, Art, Drama and Music, and the use of our school facilities, such as the soft play room, sensory room, the Dark/ VI room and the interactive learning room . This area of the curriculum also allows for timetabled daily lessons of Physiotherapy, occupational therapy and reflexology.

Delivery

Following the assessment process (using the engagement model and personal learning targets set in the EHCP) each learning session is followed for a minimum of 12 weeks with small steps and SCRUFFY targets set to embed understanding, learning and experiences. At HFS our PMLD curriculum supports repetition to acquire new knowledge and skills, aiding learning and achievement through repeated activities at an age-appropriate level.

All lesson are allocated at around a 20-40 minute length, 3 times daily, allowing for allocated time for additional needs such as, personal care, therapy, medical intervention and transition periods. This timetable also allows for processing time after each lesson, this ensures that the sensory needs of our PMLD pupils are met and appropriate time if given to process the session and knowledge, skills and learning delivered by the class teams. (please see additional documents for example timetable).

How is sensory engagement curriculum evidenced and assessed?

Paperwork and Evidence:

Each week teachers will record 4 entries on Earwig. Teachers will record 1 entry for each of the areas:

1. Communication and Interaction
2. Cognition and Learning
3. Independence, Social and Emotional Development
4. Physical and Sensory

This can be collectively as a class or per pupil.

Annual Reviews:

Annual reviews and pupils' 5 PLT targets will link to the 4 core areas above and a fifth target is set for a personalised, dream target. This could be for a pupil to attend a certain event, to achieve a new physiotherapy position or to self feed etc.

Tracking of learning (PPM's, Observations and Earwig):

The engagement model observations will be completed every 6 weeks, with the personalised learning targets at the heart. Each pupil will be evaluated using the engagement model to show case progress, maintenance of skills or to express why progress may not have been achieved.

Personal learning targets will also be tracked and evidenced using earwig (see below) which will monitor and record videos, pictures and written observations of progress towards each pupil's 5 personal learning targets. This will be completed once per term but teachers will also capture evidence and learning through the 4 core areas weekly and any outstanding progress or special achievements will also be recorded through earwig. This is an online recording and tracking system that is shared with families and parents, therefore showcasing all our young people's achievements, including at home.

PPMs:

PPMs will be updated with A, E, BE teacher assessment judgements. Teachers will only complete the 'Barriers to Learning' pages if their teacher assessment judgements are BE. Teachers do not need to set 'Behaviour, Communication, Physical, Sensory' targets.

Earwig:

Earwig is an application designed to evidence learning, make assessments and track progress. At HFS, Earwig is currently used for evidence only capturing achievements towards lesson objectives, celebrating personal learning targets, and showcasing moments of personal accomplishments. Earwig is used to record work with other professionals linked to their EHCPs or personal learning targets. Evidence is then presented in a clear and structured timeline for any class, individual pupil, or area of learning across the school. Earwig is personalised to each school dependent on which evidence needs to be tracked.

At HFS, learning is currently evidenced for the key subjects. In Lower school and Upper School, learning is recorded for all subjects.

In Sixth Form, learning is recorded using the subjects above but incorporates evidencing the ASDAN qualification using a 'School specific Tag'.

In our PMLD classes, learning is recorded in the 4 key areas of learning:

Communication and Interaction

Cognition and Learning

Independence, Social and Emotional

Physical and Sensory

For those working on the Engagement Model, it is a key tool to use as evidence and assessment should be based on observations of pupils. Targets are individualised to each pupil and capturing photos or videos provides clear evidence of learning. Earwig has been designed for HFS to track the 5 areas of engagement linked to the Engagement Model: Exploration, Initiation, Anticipation, Persistence and Realisation. In each record of evidence, teachers can highlight which area of engagement was shown by the pupil based on observations.

Engagement Model

As stated by the DFE, at HFS we follow and assess based on the engagement model approach which 'is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006) effective teaching, meaningful outcomes, real attainment or quality progress (Carpenter, 2010). There are 5 areas of engagement model which identifies and celebrates all pupils' progress, including more typical linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.
- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory and/or physical needs)

The 5 areas of the engagement model are:

Exploration: This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation: This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

Anticipation: This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

Persistence: This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture, and hand movement. Persistence is important so that the pupil maintains an

activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Initiation: This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

At HFS each engagement model pupil will have a working document that reflects how they present to each of the above areas of engagement. This is then used to track progress using the 5 areas and a above expected, expected or below expected traffic light system. Teachers will also complete half termly observations based on pupils personal learning targets as set in their EHCP's.

Learning for our PMLD pupils at HFS is skills based, which means there is much repetition and practise and once acquired these skills are transferred to other relevant situations. For our pupils this could include eating and drinking, community access, self-advocating or environmental controls. When appropriate we use a process-based learning approach, where skills are measurable, however the Engagement model and the use of SCRUFFY targets (Student led, Creative, Relevant, Unspecified, Fun, For Youngsters) approach (promoted by Penny Lacey 2010) will also be used to support the needs of our PMLD group.

Accreditations

HFS currently supports all year 12, 13 and 14's pupils to achieve a variety of ASDAN (recognised qualification across a wide range of subjects and levels, recognised across Europe) when they are below an entry level 1. ASDAN offers several units that are specifically written to support learning and progress for young people with PMLD. These units can be completed from year 10 and above.

This allows pupils at HFS across the sensory curriculum to gain qualifications, ensuring that our pupils on the engagement profile can achieve recognised and meaningful qualifications, providing inclusive learning and recognition of progress.

Ofsted recognises that all pupils have a right to meaningful qualifications, this allows HFS to meet the current recommendations and use these qualifications as a means of summative and formative evidence.

1 unit per year will be completed and a total of 5 units will be submitted for external moderation, resulting in each year 14 leaver being awarded a Certificate in personal progress ASDAN.

Units are selected from the following:

ASDAN Unit Ref	Unit title	Credit rating
EWES	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
EECR	Encountering experiences: creativity*	3

EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2

<https://www.asdan.org.uk/personal-progress/>

Curriculum Overview

These topics have been picked based on a 5 year rolling programme with Autumn term relating to PSHE, Spring term being related to English and book week and Summer term relating to Maths and Science. Each topic runs for the term to ensure that enough processing time is given to the students to fully experience the topic and achieve their targets.

Year	Term 1 (PSHE focus)	Term 2 (Literacy focus)	Term 3 (Science and Maths focus)
A	All about me	Dr Seuss	Nature
B	Around the World	Roald Dahl	Space
C	Step back in time	Narnia	Day and Night
D	Feelings	David Walliams	Seasons
E	Family	Harry Potter	Materials

What is it- Intention	How we do it-	Why we do it- Impact
<p>Sensory Stories: A simplified story or poem that is paired with OOR's and or sensory items that appeal to as many of the senses as possible. The story is told mirrored with items that help bring the story to life.</p>	<p>Sensory stories take place at least once a week and these are written and planned in line with the termly topic. The story may stay the same for the term with small changes or when looking at an Author as a topic, multiply stories may be explored. All sensory stories are delivered with repetition, turn taking and expressing</p>	<p>Sensory stories ensure that early reading, phonics and a love for books and stories are encouraged and developed. Sensory stories are an integral way to deliver our pre-phonics and comprehension for our PMLD pupils.</p>
<p>Shared Reading: Peer to Peer reading- this can be other PMLD pupils sharing choices and books with their peers and reading with the support of staff or pupils from other classes and pathways</p>	<p>Small group and paired settings provide opportunities for all pupils to select a book of choice and either develop listening skills whilst being read to and develop social skills when listening to</p>	<p>Shared reading promotes partnerships with other pupils and classes/pathways, this also provides great opportunities to develop social skills, social understanding and develops listening skills, attention skills and transition skills, across the</p>
<p>Massage Stories: Combines clothed massage and touch to the back, should, arms, legs feet and hands, with stories, songs and poems which aims to promote positive touch and tolerance with permission given.</p>	<p>Massage stories are used to promote the stories used within sensory stories and shared reading. This reinforces the story and termly topic, exploring it in as many sensory approaches as possible. Massage stories are delivered when pupils are receiving physiotherapy, mat work or when seated. Massage stories can also be made and adapted for</p>	<p>Massage stories nurture positive touch and can be linked and adapted to the topic and or curriculum. Massage stories also help to promote and embedding skills such as body awareness, releasing tension and relaxing the mind and body, stimulating the senses, helping to improve focus and concentration and build meaningful relationships between peers and pupils and staff.</p>

<p>Vocal work, Makaton and Early Phonics (pre-phase and phase 1): Vocal work is the encouragement of early sounds, noises and the act of mirroring these back to pupils. Makaton is part of our total communication approach and is used when appropriate/ level dependant. Our PMLD pathway pupils</p>	<p>Phonics and Vocal work are embedded in every part of our school day, both at a planned and a spontaneous level. Planned sessions include embedding the pre-phase markers and opportunities into our communication session and providing an opportunity to explore a sound element within each lesson. This may be</p>	<p>Our PMLD pathway pupils are at the pre-phonics stage of learning. They are exploring and responding to a variety of sound and are encouraged to show preference to beginning to develop their early phonics awareness and understanding.</p>
<p>ICT and Cause and Effect: ICT at HFS aims to promote the use of all forms of communication, AAC low and high tech, switches, the VI room, eye gaze and environmental control. The skill of cause and effect is based on early development, problem solving and increasing awareness. Cause and effect is when a child starts to recognise that a movement, action or something they do, can be rewarding as it makes</p>	<p>Our ICT lessons are timetabled weekly at HFS and we have access to the ICT suit, enabling all pupils to work one to one on a computer with adapted switches, this allows for exploring and assessing the use of cause and effect and AAC/high tech communication aids. We also have a variety of environmental controls that are offered during our ICT sessions and run a carousel form of learning, with different ICT station</p>	<p>ICT is integral to our total communication approach and therefore it is offered and encouraged to be spontaneous throughout the school day. Specific skills such as developing awareness of technology, using technology in the modern day and assessing AAC are worked on during sessions when the equipment is available.</p>
<p>Sensology: This programme engages the sensory system and awakens the brain whilst using all 6 of the senses. Sensology was created by Flo Longhorn, who describes the sensory stimulation as one of the vital 'prerequisites to learning' that everyone needs in order to access</p>	<p>Sensology is matched to our termly topics at HFS, therefore each item is being revisited and encouraging reinforced learning in relation to the currently activities. An item relating to the topic is presented to stimulate each of the 6 sense, see, smell, taste, touch, hear and lastly movement-</p>	<p>Sensology is used as an awakening session to alert the senses, it also reinforces the materials used during sensory stories and sessions. It develops self awareness, preference, anticipation, and developing relationships with staff and peers.</p>

<p>Intensive Interaction: II is a communication approach used to help children at the early levels of development. There is no desired outcome, and the interaction is completely pupil led but facilitated by an adult. Dave Hewett is the founder of Intensive Interaction Institute, and he describes</p>	<p>Teaching sessions of II are fun filled, playful and enjoyable, and both planned and spontaneous. At HFS this session are used during rest periods, breaks or processing times and pupils are encouraged to initiate the interaction, this can look like mirroring voices, singing, movement, affection and be including</p>	<p>Intensive interaction is part of our total communication approach and works on developing skills including, social development, turn taking, sharing space, eye contact and a feeling of safety and autonomy over the pupils needs, wishes and opinions.</p>
<p>Augmentative and Alternative Communication (AAC) and Eye Gaze: AAC is supported by our speech and language specialists, and we use a variety of high and low tech devices during sessions and throughout the school day. Eye gaze is a form of AAC that uses the means of eye movement alone, the Eye Gaze device enables users to access hands free communication without</p>	<p>AAC is used throughout the school day, and the eye gaze is set up for one to one use and practise at all times for those pupils that have been assessed and the eye gaze is suitable. Staff are able to support pupils to progress through the cause and effect programme of learning which supports pupils to progress on to simple choice boards and later progress onto more complex communication boards and books.</p>	<p>Both AAC and Eye Gaze support pupils with our total communication approach. Pupils are supported to explore a variety of devices that aid communication, whilst still ensuring that all of low tech and non tech communication is practised and observed.</p>

<p>TacPac and Handy Pac: TACPAC is an integrated experience of touch, sound, pattern and relationship, a fluid process between you and your partner (TACPAC, 2007). TACPAC is a method of sensory communication through touch and music. It stands for Tactile approach to communication.</p>	<p>TACPAC half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal. At HFS TACPAC can be used daily but at least used weekly as a minimum, with the same staff supporting and sets are used for approximately 6 months at a time. Pupils have show great enjoyment when participating in TACPAC and</p>	<p>TACPAC allows pupils to explore music, sensory items, objects and textures in a structured yet fun way. It allows pupils to develop secure relationships with adults and partners, aiding and encouraging communication and expressing preference.</p>
<p>Circle Time: Circle time is a planned communication session, allowing pupils to greet each other, or say goodbye, and encompasses routine and times. It focuses pupils on where they are and what they will be doing</p>	<p>Circle time can look different across different across different class and age ranges, but it aims to include: Accessible materials, OOR's, visual aids, music and movement, consistent language, talking about</p>	<p>There are many skills that are developed during circle time, for example: Social interaction, turn taking, knowing where we are in space and time, days of the week, awareness of peers, to increase tolerance of sitting I a group, build vocabulary, increase</p>
<p>Attention and Learning Boxes: Attention and learning boxes or buckets is an intervention which aims to engage pupils using fun and highly motivating visual, auditory or tactile items, to communicate with those around them. The primary aim is to have fun with items that can be explored as independently</p>	<p>At HFS attention and learning boxes can look different across different classroom settings. Within the PMLD classrooms these are often in the form of smart toys, colour boxes, number boxes, shape boxes, building boxes or book boxes. Ach box aims to provide thee pupils with a variety of sensory items which can be</p>	<p>Having attention and learning boxes on offer ensures that tabletop learning continues whilst other interventions are occurring. It provides an opportunity for sensory exploration to occur either individually, paired or as a group, in turn prompting social communication, turn taking and exploring key areas of development like colours, shapes and numbers. These</p>

<p>Maths Experience: Maths experiences are a fun and engaging way to problem solve and use early developing maths skills. This may take the form of food, messy play, exploring weather, counting using instruments or making sense of the world around them . It also</p>	<p>At HFS sessions are planned to encourage a variety of maths related skills through a variation of activities, this may include, music, physical education and movement, counting and rhythming sessions, exploring the outdoors and regular opportunities during activities to count,</p>	<p>Maths skills are embedded within all areas and activities, ensuring a holistic non subject specific approach to curriculum subjects. These embedded skills aim to promote and provide opportunities for pupils to show awareness and engagement in areas such as time of the day, days of the week, colours of the seasons, stop and go, hearing</p>
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<p>Music- Sound beam, Soundboards, Singing, and Sound baths:</p> <p>Sound beam is touch free device that translates movement into music and sound. It can pick up the smallest of movements, allowing everyone to have the opportunity to play and create music independently.</p> <p>A sound board is a large wooden board with a rim which allows sound to resonate. Pupils can sit or lay on the boards or sit around them in a group.</p> <p>Sound baths and singing bowls are a used a form of relaxation and meditation, they provided a deeply immersive experience, often used in sound and healing therapies.</p>	<p>The sound beam has an invisible sensor beam that picks up large and small movements, the sensors can be moved to point at any area of the body, even picking up blinking and breathing. This allows pupils to create sound with even the smallest of movements, the range of movement will increase the sound variations and the sounds produced can be changed to different instrumental sounds and recorded.</p> <p>Soundboards are used to explore music and its vibrations, pupils are encouraged to sit or are hoisted onto boards to explore different tempo's, volumes, sounds, and textures (such as scrapping, banging, tapping, and the sounds produced using different items). This is also often linked to the termly topic, such as around the world- listening to Chinese music. Pupils are encouraged to respond to staff creating actions on the boards.</p> <p>Sound baths and singing</p>	<p>All musical sessions aim to create an opportunity to learning and experience: Cause and effect, connect movement to sound, make choices and show preference, communicate, and interact, show anticipation, attention, time and sequencing and an awareness to themselves and the world around them.</p> <p>Music is used a fun and enjoyable way to motivate learning, relaxing or engaging with the world around us.</p>
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<p>Messy Play: Messy play is the exploration of a range of textures and materials. This is a sensory experience that allows pupils to explore how things feel, smell, taste and sound in a free, fun and enjoyable form. It nurtures</p>	<p>At HFS messy play is used in line with the termly topics and themes that occur throughout the year, such as Halloween, Christmas, winter, and summer. We use a variety of materials such as, wet, and dry materials, food play, paints and malleable</p>	<p>Messy play is key in helping children of all ages and needs develop. It provides our pupils with an exciting tactile and sensory experience that can be tailored to suit the pupils needs, likes, age and range of movement. Messy play develops a variety of skills including enhancing learning,</p>
<p>Community Visits: Our community visits aim to provide our pupils with the opportunity to contribute to their local society and to have regular exposure to the outside world.</p>	<p>Our community visits are scheduled to take place weekly within our PMLD department. Each visit is either within walking distance or a short minibus ride away. All Pupils will be risk assessed and supported on a 1 to 1 basis to experience both the immediate community and the local community, with guidance and reassurance in mind. All pupils will plan to visit a variety of local areas, such as the salvation</p>	<p>Community visits provide the correct environment to work on transferring skills learnt in the classroom and school environment. It also ensures that our pupils build meaningful relationships with those in the local community, local groups and others that have similar needs and experiences to them. It also provides exposure to different cultures and religions. A variety of skills are developed by attending community visits such as, social skills, communication and expressing</p>
<p>PSHE and RE: PSHE and RE cover a variety of activities at HFS, these include planned experiences where other cultures and religions are explored and also spontaneous interactions regarding physically, social and emotional wellbeing. Our PSHE lessons often present as many other activities as described in this section.</p>	<p>At HFS, RE and PSHE is embedded within our sensory stories each term and this allows for a holistic and sensory approach to be taken when looking at the religions and cultures around the world. It is also embedded when we visit the community and take part in local groups, churches, trips and special occasions. All lessons are encouraged to</p>	<p>Skills developed during embedded PSHE and RE lessons include, being aware of themselves, independence skills, how to support themselves, learning about a range of cultures and being exposed to others beliefs. We also promote that respect is learnt, an awareness to differences and expecting these, supporting autonomy and promote a healthy lifestyle.</p>

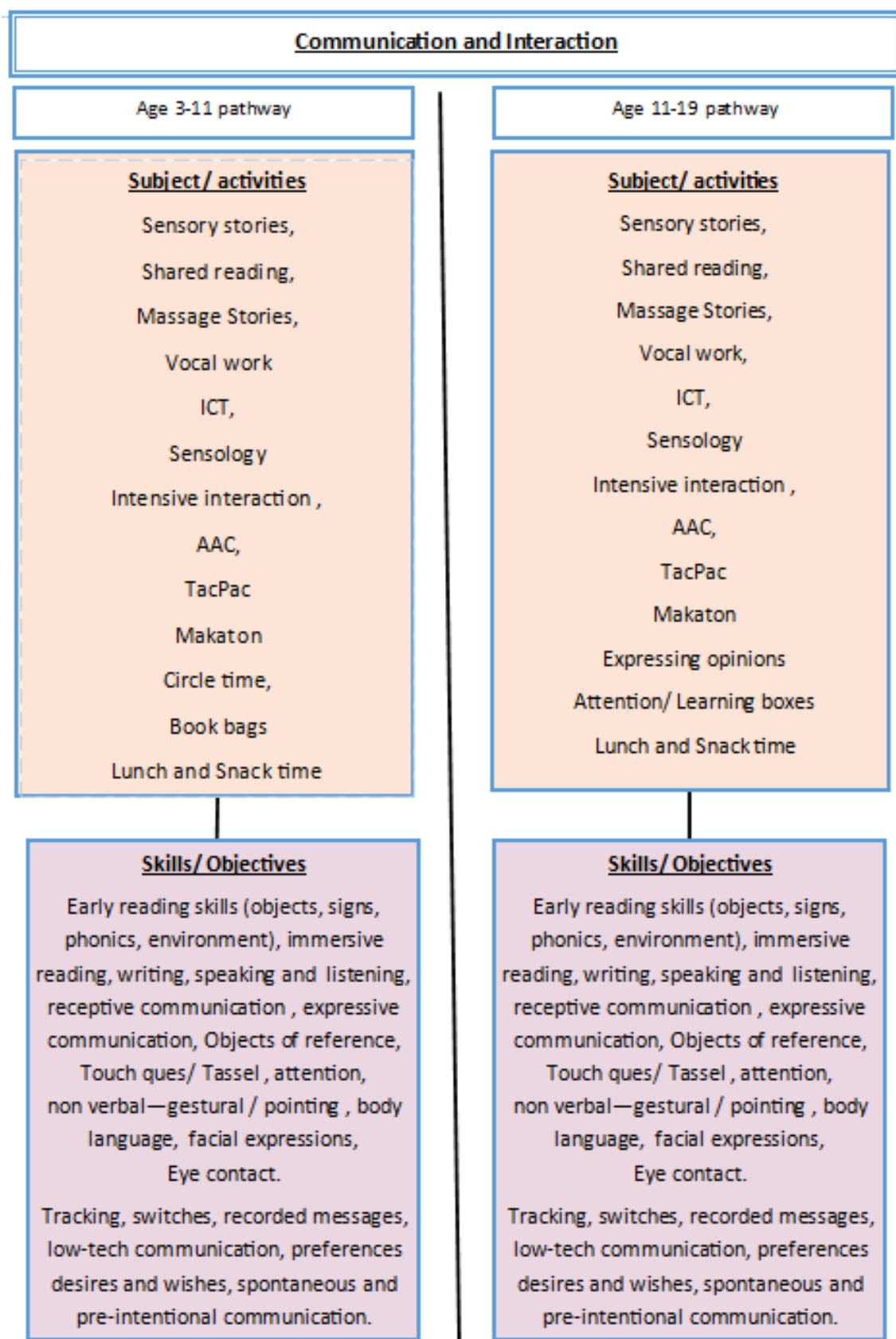
<p>Partnerships with other classes: We encourage and promote our PMLD pupils to engage with all other classes when safe to do so, this includes but is not limited to shared reading sessions, joint events, joint TACPAC and sensory sessions, other pupils supporting with sensory</p>	<p>When we work on our partnerships across classes at HFS with our PMLD pupils we ensure that it is safe to do so and will promote positive experiences and outcomes for all pupils involved. We take great pride in sharing all pupil's contribution across our school and peer to peer interaction is</p>	<p>Shared classes encourages interactions and socialisation not just in school but outside in the community too. As a community, parents and pupils live, socialise and attend events together and by ensure we are mirroring this in school in is preparing our pupils for transitions and transferable skills. It also builds meaningful relationships and an awareness</p>
<p>Independent Learning Skills (ILS) and self advocacy skills: Giving pupils the skills and knowledge to support themselves as much as possible. This is a softer activity that is often embedded or used during break, rest and intervention time.</p>	<p>ILS is designed to promote pupils to witness others demonstrate actions independently and then being encouraged, supported, and celebrated to take small steps towards their own independence. St HFS this can look like a variety of things but is usually around physical movement (reaching for an item, pressing a switch to turn something on, or using their walker or standing alone) eating and drinking (feeding self, hand over hand feeding,</p>	<p>These skills and activities promote confidence in our pupils and boost self-esteem and mental health. IT celebrates the small achievement that to them, families and staff are huge achievements.</p>
<p>Mindfulness, Yoga, and Stretch and sooth: Each of these activities aims to help maintain a healthy physical wellbeing and encompass our daily physiotherapy programmes. It also provides a programme of movements that can be accessed when sat, laying</p>	<p>At HFS we have group wheelchair Yoga and have access to seated yoga at the salvation army as part of our community visits. We include mindfulness breathing techniques and all activities are through guided supported to the pupils, encouraging them to move their bodies</p>	<p>Our PMLD pupils often have individual exercise and physiotherapy/ and or occupational therapy programmes. This session allow all pupils to receive a tailed stretch programme as a group, whilst still following and delivering to their own needs. It promotes healthy wellbeing, self awareness and builds</p>

<p>Assemblies, Choir and Special events: Our pupils attend weekly choir with the pupils across upper school, this is an inclusive weekly event with singing, signing, musical instruments and body percussion. They also attend termly special assembly where their personal achievements are celebrated and sensory activities are held to be explored with close</p>	<p>All our events at HFS are inclusive for all pupils. Where appropriate for physical or sensory needs adaptations to special events are made and pupils are always encouraged to attend.</p>	<p>Social skills, sharing achievements, and building confidence are all skills that are focused on during a special events days or sessions/ assemblies.</p>
<p>Important people, Family and support: Each academic year our PMLD pupils take part in either termly or special sessions that focus on the people around us, those that help us and those that are special to us.</p>	<p>These sessions aim to allow pupils to explore what family means to them, where they are safe, what their homes look and feel like and who they have in their immediate circle of support. It allows pupils to show autonomy over their support, express how they feel about their support and are aided to express any changes or opinions. They are also able to explore people in the</p>	<p>The aim of these sessions is to support pupils to explore unfamiliar but important people and for them to develop an awareness of and a form of communicating with them. Be this through AAC or other forms of communication. Pupils are also able to share their loved ones, their stories and their experiences through the helps of parents and carers.</p>
<p>Body Awareness, Personal Hygiene, and Sex Education: Body awareness, sex and relationships, and hygiene lessons are different for every pupil at HFS and our PMLD pupils will be assessed depending on development as well as age as to when it is appropriate to start.</p>	<p>At HFS some of the content will be tiered and skills begin with developing an awareness of self before progressing onto an awareness of others and relationships. PMLD pupils will take part in a hygiene based session that when appropriate will include sex and relationship education. Consent is a part of daily school life for all our PMLD</p>	<p>There are three areas of skills that are embedded during these sessions, they are:</p> <ul style="list-style-type: none"> - Developing self-awareness and my body - Relationships and wellbeing - Keeping safe and consent <p>The majority of pupils are HFS are very vulnerable and especially our PMLD pupils require support with all forms of personal care, therefore by</p>

<p>Outside learning, Community safety, Road Safety and Home Awareness: Pupils at HFS are offered daily time outside and our PMLD pupils are offered access to safe outdoor areas (weather and health dependant) as well as community visits, offering experiences including road safety and community safety and learning. PMLD pupils also explore home safety during visits to the food technology room.</p>	<p>We are in the process of developing a PMLD outdoor space that will allow our pupils to safely access the outdoor areas and further explore a sensory garden, playground activities and covered areas. Our pupils regularly access the musical outdoor areas across the school and they also explore the wide variety of plants and flowers during the warmer months. At HFS our PMLD pupils experience road awareness when accessing</p>	<p>Outdoor learning, community learning and home/ road safety are all opportunities for our pupils to explore danger awareness, social interaction and building relationships/ developing relationship skills.</p>
<p>PE, parachutes, Dancing/ Performing Arts: PE at HFS for our PMLD pupils includes adapted sports, dance and performing arts. This includes workshops, team</p>	<p>Our pupils take part in a least one PE based lesson each week, including activities such as Boccia, table tennis, adapted ball games, wheelchair football, beanbag</p>	<p>Physical activity is an important part of the school week and all PMLD pupils are encouraged to take part I adaptive sports, games and teamwork, which develops social skills, orientation, functional</p>
<p>Art: Art at HFS is an opportunity for our PMLD pupils to be creative and explore all forms of crafts. Art is large part of the activities that deliver the more embedded skills as discussed in this section.</p>	<p>Our pupils take part in a variety of art, craft and creative based lessons throughout the week. The termly topic is explored through creative means including but not limited to, painting, exploring materials, mark making,</p>	<p>All fine and gross motor skills are explored during our creative lessons, and it also allows for other skills that have been covered across different activities to be revisited. It also allows for all areas of physical development to be embedded and creates a fun and inclusive</p>

<p>Reflexology: Functional reflex therapy- staff are trained and continue to be supported by Lorraine Senior, a dedicated reflexologist who has developed a programme for learners with additional needs to access functional reflexology I the classroom.</p>	<p>The structured, positive touch, adult led activity can be easily implemented into the classroom environment. Delivered primarily to support the wellbeing of the pupil, the activity can be used to address individual and class targets and provide a link to topics and curriculum areas. At HFS</p>	<p>The repetitive relaxation movements encourage the receiver to feel good. Being in a better frame of mind may help them to focus, to engage and cope with ongoing activities and challenges. It also helps to build trusting relationships with adults and peers and in time can be transferred to peer-to-peer work as part of our partnership’s activities and</p>
<p>Sensory- Interactive learning room (ILR) Dark room/ VI room, Sensory room and Soft play: Our ILR room is an immersive and interactive room that is used to explore the sensory ICT and termly topics. The ILR room is adaptable for those that need limited sensory input and those that need a multi-sensory approach. We also have the use of our soft playroom which enables pupils that are ambulant to explore the vestibular and proprioceptive movements in a safe and soft environment.</p>	<p>Mostly all of our PMLD pupils have sensory targets, and these different environments allow for their progress and development to be transferred and explored in less familiar places. Pupils are supported on a one-to-one basis to access any or all the rooms throughout the week when it is appropriate for their need. Changes to the rooms are made to adjust to the sensory input required and pupils are encouraged to express preference and communication. These sessions are to varying in their activities but are all</p>	<p>Our PMLD pupils benefit from having a variety of controlled spaces to practise their skills in using their senses. This also allows for maintaining and improving visual and auditory skills, without distractions and develop a sensory response to other environments. These sessions also allow for confidence building and for pupils to learn to be persistent. It also promotes social skills (spending time with their peers) physical development (develop co-ordination) communication (expressing likes and dislikes) sensory stimulation (exploring different textures and materials, helping to develop their understanding of the world</p>

Curriculum Pathways



Cognition and Learning

Age 3-11 pathway

Subject/ activities

Maths experience,
Eye Gaze
Sound beam
Cooking and food technology,
Sensology,
Sound Baths ,
Seasonal and the world around
me
Cause and effect,
Role play
Messy play,
Singing and Music,
Parachutes,

Skills/ Objectives

Sensory and perceptual development, processing skills, cognitive development, enquire and problem solving, imagination, creativity, and critical thinking.

Responds / creates cause and effect,
Concept development – Number, shapes, size, texture, Sound, speed, temperature , space, measure, big and small, long and short, wet and dry, hot and cold, heavy and light, forwards and backwards, up and down, light and dark, Animals, materials, plants, seasonal changes.

Age 11-19 pathway

Subject/ activities

Maths experience,
Eye Gaze
Sound beam
Cooking and food technology,
Sensology,
Sound baths,
Seasonal and the world around
me
Cause and effect
Music,
Attention/ Learning Boxes,
Soundboards,

Skills/ Objectives

Sensory and perceptual development, processing skills, cognitive development, enquire and problem solving, imagination, creativity, and critical thinking.

Responds / creates cause and effect,
Concept development – Number, shapes, size, texture, Sound, speed, temperature , space, measure, big and small, long and short, wet and dry, hot and cold, heavy and light, forwards and backwards, up and down, light and dark, Animals, materials, plants, seasonal changes.

Independence, Social and Emotional

Age 3-11 pathway

Subject/ activities

Community Visits,
PSHE/RE
Partnerships with other classes,
ILS (Independent learning skills)
Mindfulness,
Yoga,
Assemblies,
Likes and dislikes,
Important people/ Family ,
Body awareness,
Outside learning,
Community safety

Skills/ Objectives

SMSC, self-improvement , Processing Skills , empathy, patience, resilience, trust, self-confidence, self-control, sharing, kindness, honesty, hope and awe, discovering own skills / specialness, friendship, pride, and advocating. Eating and drinking skills, dressing and personal hygiene, health and safety, road safety, food prep, organisational skills, relationship skills. Celebrating Cultural differences .

Age 11-19 pathway

Subject/ activities

Community Visits,
PSHE/RE
Partnerships with other classes,
ILS (Independent learning skills)
Mindfulness,
Yoga,
Assemblies,
Sharing choice and opinions,
Important people/ Family ,
Outside learning,
Work experience
Personal Hygiene, /Sex Education
Road, safety and Home awareness

Skills/ Objectives

SMSC, self-improvement , Processing Skills , empathy, patience, resilience, trust, self-confidence, self-control, sharing, kindness, honesty, hope and awe, discovering own skills / specialness, friendship, pride, and advocating. Eating and drinking skills, dressing and personal hygiene, health and safety, road safety, food prep, organisational skills, relationship skills. Celebrating Cultural differences .

Physical and Sensory

Age 3-11 pathway

Subject/ activities

Physiotherapy and Occupational therapy
Reflexology
Hydrotherapy,
PE,
Art,
Performing Arts
Sensory– ILR, Soft play, VI Dark room, Sensory room,
Dance,
Stretch and Sooth,
Finger Gym,

Skills/ Objectives

Fine and gross motor skills , excepting touch, individual physical development, visual impairment skills, proprioceptive, vestibular, tactile, skills, wheelchair skills, independent travel, and self help skills.

Physical activities appropriate to the pupil to maintain and develop physical skills such as head control, arm and hand use, sitting, walking, etc. Changes of position for comfort.

Sitting, standing frames, Achiever bed, walking frames, mat programmes, floor sitters, bench sitting, hoist walking.

Age 11-19 pathway

Subject/ activities

Physiotherapy and Occupational therapy
Reflexology
Hydrotherapy,
PE,
Art,
Performing Arts
Sensory– ILR, Soft play, VI Dark room, Sensory room
Dance,
Stretch and Sooth,
Finger Gym,

Skills/ Objectives

Fine and gross motor skills , excepting touch, individual physical development, visual impairment skills, proprioceptive, vestibular, tactile, skills, wheelchair skills, independent travel, and self help skills.

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