



The PMLD Curriculum at Mayfield School

Curriculum Intent

The PMLD/sensory curriculum has been designed to meet the needs of those youngsters who have profound difficulties in communication and need specialist additional support to access their curriculum. At Mayfield we believe very strongly that having highly specialised teaching groups for this cohort of youngsters offers them a personalised and progressive curriculum in environments that appropriately adapt to their multi-sensory needs. Our aim is that this specialised offer will allow youngsters to leave the school with a functional means of communication and a capacity to manage multiple stimulus in a wide range of environments. We work hard to balance developmentally appropriate teaching with age-appropriate activities to ensure that the group are engaged and enabled in equal part by the curriculum offer and that their voice becomes paramount in the decisions made with them. Engagement lies at the centre of our curriculum offer and we strive to stimulate our youngsters to respond to classroom activities and to understand the role of their voice (whether that be through vocalisations, choices or AAC) in developing some autonomy in their experiences. Real life experiences are imperative to every child's understanding of the world and this is no less important for youngsters in the PMLD/sensory department – we work hard to provide a stimulating and varied program that enables groups to be out and about in the real world learning how to process and manage the stimuli on offer as much as possible. This is complimented by residential trips across the age-ranges which challenge youngsters to share their world with more people and to transfer their in-school learning to new places and new environment.

Curriculum Implementation

We consider the following factors when deciding which children require the offer of the PMLD/sensory curriculum:

- Are they vulnerable to the movement and noise of others?
- Do they require learning at a slower/different pace to others?
- Do they require additional equipment to meet their physical and sensory needs?
- Do they require an individualised timetable of support and interventions?
- Do they require a varied and balanced approach to their education, incorporating breadth of experience and repetition as needed?
- Are they vulnerable to infection?
- Do they require therapeutic/medical interventions from specialist staff members?

We ensure that children receive an excellent provision by having great links with the other agencies involved in each child's care and health, and work in a multi-disciplinary manner to ensure cohesion and consistency between these agencies. We take advice and guidance from other professionals including



medics, physiotherapists, occupational therapists and SALT teams to provide for each of the child’s individual needs and to ensure a balance is met between these and the child’s education.

The curriculum is written to accommodate experiences in the following key areas across all ages and stages:

- My Communication (communication and interaction)
- My Movement (sensory and physical)
- Me and You (SEMH)
- Me and the World (cognition and learning)
- Me and the Arts (cognition and learning)

It is then differentiated to meet the individual needs of each class group, taking into account their interests, age, individual needs and group cohesion.

The curriculum offer is divided like this:

My Communication and Literacy									
Communication			Stories and text			Drama and role play		Mark making	
Me and you, Me and my movement									
Listen to Me	Daily Living Skills	Personal Care and physiotherapy	Recognition of people and things	Other people’s lives	Safeguarding	Citizenship	Transition	Residential	PE
Me and the World									
Science – exploration of items and properties	School geography	Changes	My environment	Cause and effect	Routines	Lifestory			
My communication through maths									
Shape	Speed	Measure	Capacity	Number	Direction	Exploration	Multiples		
Me and the Arts									
Art – colour, pattern, shape		Music		Drama		Dance		Creative digital literacy/Moving images	



Technology and Computing			
Lights and lighting	Cause and effect	Switch access	Communication through computers

In the PMLD/sensory department, progress in cognitive development will often remain significantly impacted throughout a child's life and children can be at Mayfield for up to 17 years, some moving through only 3 or 4 classrooms in that time. We place high importance on changing the offer in each classroom as they move up the school; making primary and secondary classrooms feel very different whilst offering the same holistic, multi-disciplinary approach to each child's individual needs. How this is implemented differently as children move up through the school is detailed below, our intention is always that children have a 'school-based' experience of KS1 and 2 and that when they reach KS3, and on into KS4, their experiences tend to move out into the wider world more and they are challenged with managing a broader range of stimuli.

KS1 and 2 PMLD

The key stage 1/ 2 PMLD group follow a topic based multi-sensory curriculum which is based around their ILP (Individual Learning Plans) targets but also allows for exploration of a wide variety of topics. Topics follow the PMLD themes & support movement, fine motor skills & communication as well as experiencing all other curriculum areas. Group assessment is through Extended P Levels & for some pupils MOVE assessment – all targets come from their ILP which is informed by their EHCP (Educational, Health, and Care Plan).

Communication skills are given high priority within the classroom environment & through Intensive Interaction sessions, small group work & encouraging being together, interactions are supported & encouraged between staff and pupils. All sounds, movement, facial expressions & gestures are responded to as communication & pupils are encouraged to make themselves heard. Pupils access mobility walks to experience the local environment and some local trips throughout the year.

KS2 Sensory

The key stage 2 sensory curriculum is based wholly on the children's individual learning plans (ILPs), children are allocated a space in the sensory base when it is clear that they would benefit from a tailored and individualised approach to learning. Children in this group work on a near one to one basis with their keyworker accessing a range of short, focussed tasks in a variety of environments around the school. Their programs of study are designed taking into account that often these children manage best when stimuli are limited and presented in a controlled and predictable manner.



There is an intensive focus in the key stage 2 sensory group on communication development and intensive interaction. The children are taught at a high staff ratio to create functional and supportive relationships between children and staff while challenging the children to communicate to their full potential as much as possible. It is widely understood that without communication, progress for these children is minimal and the emphasis on relationship building and trust are paramount.

KS3 PMLD

The key stage 3 PMLD group follow a topic based multi-sensory curriculum which is wholly individualised to children's ILP targets. Topics loosely follow the PMLD/sensory themes but will be tailored according to group interests and current affairs. We will take into account local and national events, seasonal changes and local theatre programs; creating topics using these. Group assessment is through a mix of extended P levels and P levels depending on the level of the individual and every element of their offer will be tailored towards their own ILP targets.

The group focus is on social experience and building friendships, we work hard to support interactions between children and with adults that are responsive to the children's communication attempts and emphasise children's personality traits and individuality. Utmost importance is placed on the value of 'belonging' on a child's well-being and children thrive on the group interactions that occur through this. Activities happen in a mixture of group experiences and one to one tasks and we place high importance on real world experiences – valuing that the real world is the best multi-sensory environment available to our young people.

KS3 and KS4 Sensory

The KS3 pupils work in a sensory-aware class working on giving the pupils a wealth of experiences to support them in accessing their learning as they move through the engagement pathway. We follow a topic based multi-sensory curriculum which is built round their ILP (Individual Learning Plans) targets but also allows for exploration of a variety of activities in the wider world. Group assessment is through the use of extended P levels and the autism assessment framework as appropriate. Topics follow sensory themes and include supporting movement, fine motor skills, communication, building attention and levels of engagement as well as experiencing activities in a wide variety of environments.

The group focus is on social experience and beginning to explore the wider world in more detail, we work hard to support interactions between children and with adults to develop their confidence to communicate and express themselves while using 'real world' experiences to broaden their horizons and challenge their capacity to filter stimuli and cope in busier environments.



KS4 and 5 PMLD and Sensory

The key stage 4 and 5 youngsters work towards personal progress qualifications – these will be chosen to compliment the ILP targets of the individuals and will be balanced with classroom teaching which allows for breadth of experience and developmentally appropriate challenges. Some youngsters with PMLD/sensory needs will move to the Mayfield College site for this stage of their education whilst others will stay on the main site.

PMLD/Sensory themes				
We have a rolling programme of topics over two years. Teachers meet regularly to discuss topics and possible changes. We are mindful at all times of pupils' preferences.				
Topics are planned and themes followed to give the children a framework and ensure coverage of all areas of learning.				
As children's likes and dislikes become apparent we will vary and adapt our plans.				
	Year 1 Autumn	Year 1 Spring		Year 1 Summer
Tracey (primary PMLD)	Seasons: Autumn/winter	Seasons: Spring		Seasons: Summer
	Year 2 Autumn	Year 2 Spring		Year 2 Summer
	Space	The Forest		Under the Sea
	Year 3 Autumn	Year 3 Spring		Year 3 Summer
	Traditional Tales	How my Garden Grows		The Beach
	Year 1 Autumn	Year 1 Spring		Year 1 Summer
Paula (primary sensory)	In the Jungle	Spring is here		Summer fun – At the seaside
	Autumnal Colours	Down at the farm		All about us/how our body moves
	Year 2 Autumn	Year 2 Spring		Year 2 Summer
	Year 1 Autumn	Year 1 Spring		Year 1 Summer
Luana (secondary PMLD)	Fairy Tales	Theatre based literacy	Colours	Movies and magic



	Year 2 Autumn	Year 2 Spring		Year 2 Summer	
	The alphabet	Theatre based literacy	In and out	Brit pop culture	
	Year 3 Autumn	Year 3 Spring		Year 3 Summer	
	Zoo stories	The night sky	In the garden	Summer of sport (Olympics) Japan	
	Year 1 Autumn	Year 1 Spring		Year 1 Summer	
Diane (secondary sensory)	This is me/Growing Up/Being a teenager	Lights, camera, action		Local study	Colours
	Year 2 Autumn	Year 2 Spring		Year 2 Summer	
	1970s	Our School	The senses	Healthy Summers	
	Year 3 Autumn	Year 3 Spring		Year 3 Summer	
	Arabian Nights (Aladdin) Nightmare before Christmas	Transport (cars)	Spring (Snow White)	North American Indians (Pocahontas)	Surfs up (Lilo and Stitch)