



The School
at Royal Manchester
Children's Hospital

PMLD curriculum and Evidence for learning

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About me

- 16.5years experience teaching in SEND schools
- London
- 5th year at MHS
- Number of pupils on a weekly basis
- Changing picture of pupils
- Wrote informal curriculum in 2021



PMLD (Profound and multiple learning disabilities)

Learners are working on early learning skills focussing on the foundations of learning such as:

Early communication,

Cognitive skills and

Social and emotional skills.



Informal curriculum pathway

 4 curriculum areas linked to areas of need.

 My communication and My thinking are the two key pillars that flow through all the curriculum areas and every lesson.



Four curriculum areas

My communication	My thinking	My body	Independence, self and well-being. *
Responses	Problem solving	Gross/Fine motor	Self determination
Interaction	Awareness	Body awareness	Awareness
Communicating	Sequencing	Movement	Building relationships

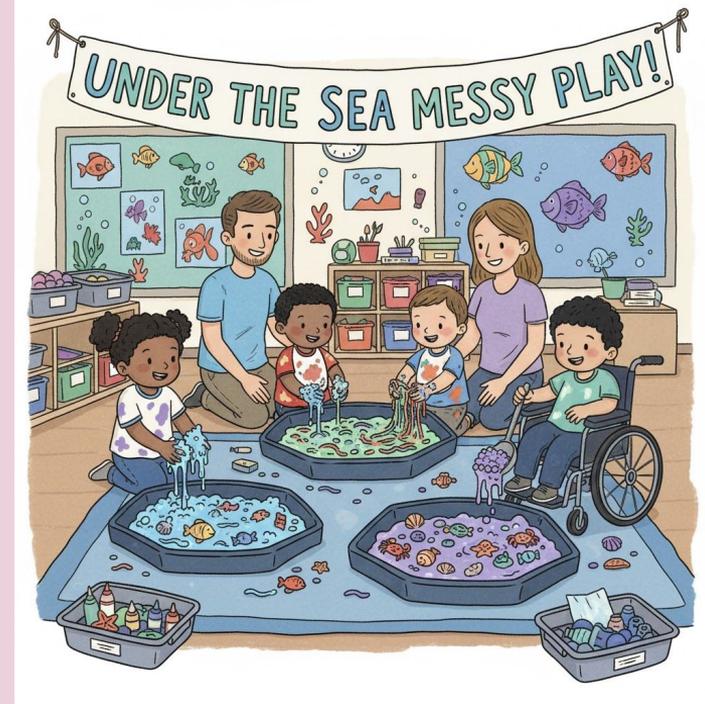
We recognise this group of learners are working in the “here and now” and as such need repeated opportunities to practice and revise their learning.

* Recent change



Scheme of work

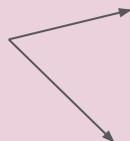
- Topic based.
- Half termly
- Sensory story
- Differentiated activities



Example of Scheme of work page

My Communication	My thinking	My body	Independence, self and well being
Read the sensory story of the Peter Pan For parts of the story, music from the film or Disney will be played. Does the YP show a response or enjoyment to hearing the music? Parts of the story are whispered, is there a response to the volume? Do they interact and engage with the resource? Are there sections that they engage with more or less? Repeat the sections that they engage well with. Repeat the story throughout the week.	Switch accessible activity - record parts of a song e.g. a pirate song. The teacher to sing the first part and then stop, the YP is to then fill in the missing part of the song.	Art activities connected to the story. Encourage choice making - choose colour, art media, art tools. Create sky silhouette scene, character puppets, hanging mobile of flying characters, pirate art work.	Hang objects/ resources to an umbrella connected to the theme of the story, e.g. cellophane for seaweed, springs from a clock, bottles with sand or shells within. Encourage YP to explore the resources independently with their hands or face depending on accessibility and movement ability.
Communicates 'more/no more' through two different consistent actions. During the story, or the exploration of a resource or a music session support the development of this skill. This could be a face change, visual or switch.	C+E activities on helpkidz learn that can be activated through touch screen or a switch. Select songs from the theme of the story, that will pause after each verse. Encourage YP to access this as independently as possible.	Habitat sensory trays connected to the different environments from the story. E.g. glitter tray, desert island tray - sand, leaves, water. Ocean - seaweed, water, shells, jelly. YP to explore the trays independently.	Create sensory shakers that the YP can explore afterward independently or can be used for skittles. Encourage them to choose what is placed in each bottle through sight, touch and sound, e.g. shells, bells, coloured water, sand.
Song communication session - Choice board of songs from the story and other known short songs. Encourage YP to make a choice for a song by; choice board, sound choice, or a response.	Sensory C+E exploration - set up activities where the YP have to open a box to find an item inside. E.g. pulling off a lid or unscrewing a pot. Within there will be different items to explore e.g. bells, shaving cream, kinetic sand.	PE session - exploring rolling, bouncing, pushing. Take different sized balls and encourage movement through games and song.	Dressing up as different characters from the story and looking at own reflection in the mirror, Does the YP recognise themselves? Place paint on a mirror and encourage them to paint their reflection.

Differentiated activities



Teaching staff can choose activities



Baseline session - questions for teachers

My Communication	My thinking	My body	Me and my world
How do I communicate? What do I like? What do I dislike? What does my happy/sad look like? How do I show I want something repeated? Can I track? Can I use eye gaze/ pointing to make a choice? Can I make a choice from objects/ visuals/ pictures? Can I show anticipation? Do I respond to my name?	Do I know that it is me making things happen around me? Can I use a switch to make something move/ make a sound/ turn on? Can I control the environment around me? Do I understand cause and effect? Do I respond to a stimuli? Can I problem solve?	What movement can I make? Can I move my limbs independently? Can I grasp/ swipe/ rake/ pat sensory resources to explore them? Can I move my eyes/ head/ body to track stimuli? Am I aware of the body I am in and the movements I can make? Can I actively move as part of body awareness sessions?	Am I aware of myself/others? Do I recognise myself in a mirror? Can I seek the attention of an adult? Do I show enjoyment in certain situations? Can I show a preference to a preferred activity or person? Can I work with different people? How do you gain my trust?
Activities to trial	Activities to trial	Activities to trial	Activities to trial
Sensory story. What's in the bucket? Song choice board	Musical instruments. Technology devices. Ipad Switches	Messy play TAC PAC Visual activities - UV paint.	Mirror Drama games Musical toys.



Engagement Model

Lesson evaluations allow the teacher to identify areas of progress and areas of need for next sessions and evidence of learning.

The engagement model is scored out of 5 in each of the 5 areas after each lesson.

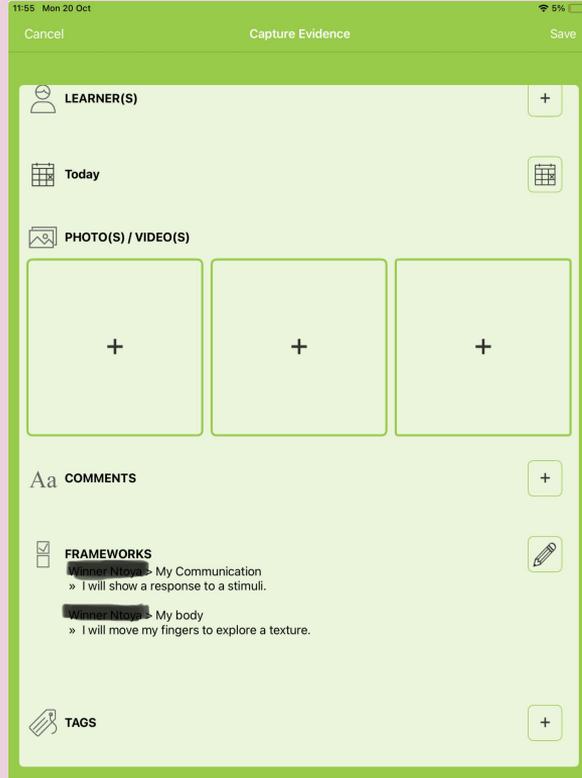
Learning Target	Planning	Learning target met?	Evaluation	Next Steps	Exploration	Realisation	Anticipation	Initiation	Persistence	Key points to discuss with teacher/Sign that impact
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		-			-	-	-	-	-	
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By assessing the engagement of the pupil future planning and resources can be adapted to support the improvement of the engagement level.

The Engagement model allows teachers to assess the engagement levels of YP and to reflect on practice, environment or activities and therefore inform future planning.



Evidence For Learning



Users currently at MHS

SEND

EYFS

Home teach pupils

EBSA



Engagement Model build in

11:57 Mon 20 Oct 5%

< Select an Indicator / Note Engagement Model (DfE)

Winner Ntoya
Mon 20 October 2025
(No Framework Items specified)

Table Chart

Engagement Model (DfE) 0

Exploration
Tap to Add...

Realisation
Tap to Add...

Anticipation
Tap to Add...

Persistence
Tap to Add...

Initiation
Tap to Add...

11:56 Mon 20 Oct 5%

< Engagement Model (DfE) Indicator: Exploration Save

Mon 20 October 2025
(No Framework Items specified)

Engagement Model (DfE) : Exploration
This shows whether a learner can build on their initial reaction to a new stimulus or activity.

Level of Engagement
Pick A Value

Disengaged Fleeting Partly Sustained **Mostly Sustained** Fully Sustain

(Swipe to Scroll)

What happened?
What Happened / what didn't happen and why?

Possible future adaptations
What will I do next time and why? How will I make the activity more appealing?



References

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