This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

“This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum”.

In accordance with the school’s Mission Statement, children with PMLD will be treated at all times with dignity and respect and will have access to a curriculum which is broad, balanced and suitably challenging. We acknowledge that their special needs differ in many ways from those of their peers and therefore make this Statement of Curriculum Aims:

**ICT**

Working in ICT will underpin all curriculum areas, with particular emphasis in augmentative and alternative communication. This may be using Eye gaze technology, head or foot switches or simple one step switches.

**English**

- All children with PMLD will be encouraged to understand the world around them with the consistent use of objects of reference throughout the school.

- Children will be allowed time and space to process information given to them in this way and responses will be closely observed and recorded.

- Children will be encouraged to develop expressive communication using a variety of augmentative systems, such as eye pointing, gesture, vocalising and the use of switches.

- The children’s attempts to communicate, however subtle, will be rewarded and reinforced in order that they develop an understanding that their efforts are appreciated and that communication is central to them.
The children will be encouraged to make choices for themselves using their preferred method of communication.

All pupils will access the English Curriculum using The Cornwall Pack.

Mathematics

All children with PMLD will have access to the Maths Curriculum using the ideas from The Equals Scheme of Work to support this.

The children will experience activities that are well differentiated in order to develop their cognitive skills.

Activities will concentrate on the development of concepts such as cause and effect, person and object permanence, visual tracking and the ability to co-ordinate eye and hand.

Pupils who have sensory impairments will access activities which have been adapted to meet their particular need.

PSHE

Pupils will be encouraged to develop an awareness of themselves (self concept) and to develop as much independence of thought and action as possible.

Pupils’ needs, in terms of feeding, toileting and dressing, will be met individually and their right to express likes and dislikes will be respected.

Pupils will have structured opportunities to interact with each other and with other pupils in school.

Pupils will be included in all whole school activities and events and their contribution will be valued and achievements celebrated.

P.E.

Pupils will have access to treatment and advice from necessary specialists in this area, such as physiotherapists and occupational therapists.

Equipment will be kept clean and in good condition in order to ensure the child’s comfort and dignity.

Equipment will be used in accordance to advice from the physiotherapist and occupational therapist.

Pupils will have a variety of opportunities to develop their physical skills through activities such as hydrotherapy, and Sherborne Movement.

Pupils will be lifted and handled carefully and safely at all times and hoists will be used as appropriate.
**History, Geography & R.E.**

- Pupils’ work will be planned using the Equals Schemes of Work and differentiated for each child to enable access at a level which they can comprehend.

- Pupils will experience a wide range of sensory activities which will be planned and developed to ensure progress through the school.

- Each child will be encouraged to gain in this way an understanding of themselves and the world around them.

**Art**

- Pupils’ work will be planned using the Equals Schemes of Work and differentiated for each child to enable access at a level which they can comprehend.

- Pupils will experience a wide range of activities in which their contribution is viewed as a way of self expression, i.e. reaching to activate sound beam or moving an arm to mark paper with print. In this way, their work will be valued and celebrated.

- More passive pupils may need a lot of help and careful observation in order to access the activity without their own contribution being lost.

**Review**

*This policy was reviewed in January 2014 and will be reviewed again in January 2016.*