

Warren School PMLD Curriculum

At Warren School, our PMLD curriculum is underpinned by the principles of the Equals Pre-Formal Curriculum, Routes for Learning, and The Engagement Model. We recognise that our children and young people with Profound and Multiple Learning Disabilities (PMLD) have unique abilities and ways of learning. As a school, we are committed to harnessing, developing, and adapting our teaching to support them to thrive and grow into adulthood.

Due to the cognitive levels, medical needs, and physical disabilities of our learners, we do not follow a curriculum based on key stages. Instead, we offer a personalised curriculum centred around each individual and their needs. This is based on their EHCP outcomes, broken down into small-step Personal Learning Goals (PLGs), and developed in close collaboration with families and multi-professional teams. Our shared aim is to enhance the lives of our young people and provide a wide range of opportunities to develop the skills they need to express themselves and become as independent as possible in preparation for their future.

These skills are nurtured throughout their time at Warren School, from the age of three right through to nineteen and we celebrate every small-step achievement along the way.

As stated in the Equals Pre-Formal Curriculum:

“For those with a profound learning difficulty, learning is best done when the learner is placed at the centre of the curriculum. Let’s focus on the things that matter.”

We wholeheartedly agree with this philosophy and have built our curriculum around it.

“Our learners with PMLD are entitled to access a curriculum and assessment framework which is fit for purpose and meets their specific needs—there is little benefit or increase in entitlement if they are included in structures which fail to do this.”

(Routes for Learning, Welsh Assembly Government, 2006)

Every child and young person we work with is on a deeply personal journey—one that cannot be predetermined or measured by fixed outcomes. They remain within a developmentally early stage of learning, and any model of linear developmental progression does not do justice to the real and meaningful progress they make each day.



Our pupils face significant barriers to learning due to their complex needs, which impact their daily lives. As a result, they require high levels of staffing and a wide range of interventions—both medical and physical—throughout the day. These interventions are

essential to ensure they are safe, secure, healthy, and comfortable, enabling them to be ready to learn and engage. They are not separate from learning but are integral to each learner's personalised curriculum, which begins and ends with the individual at its core.

Highly trained and familiar staff are vital in this process. Their ability to interpret the smallest changes in a child or young person's manner, body language, or gestures is key to enabling engagement and supporting each learner on their journey. Our goal is to help every individual live their best possible life—one full of opportunities, rich experiences, and celebrated successes.

At Warren School, the PMLD curriculum places our students at the centre of everything we do. We recognise that every student is on their own personal journey throughout their time here. We want them to have a sense of ownership and belonging and be actively involved in their learning—making choices and developing their own individual pathway through the school and into their future beyond Warren School. We strive to provide the best education and care through a stimulating, engaging, and supportive environment so that everyone can fulfil their individual potential and be valued and given the opportunity to be in control of their own journey.



To meet the needs of pupils with PMLD, we have a close working relationship with the Physiotherapy and Occupational Therapy teams. Our children and young people have a range of physical needs which require 24-hour positioning, therapy exercises, and supportive equipment. Using standing frames, Acheeva beds, walkers, and postural supportive seating supports our young people to improve functional ability, promote movement, muscle length and strength, reduce fatigue and deformities, manage pressure, and enhance functions such as breathing, swallowing, digestion, and heart function. It also promotes eye-to-eye interactions when standing, increases circulation and blood pressure, and provides our pupils with the ability to stand or move freely within a walker amongst the rest of the school. Our staff are trained in using this equipment and following individual programmes, which is reflected in their daily timetables.

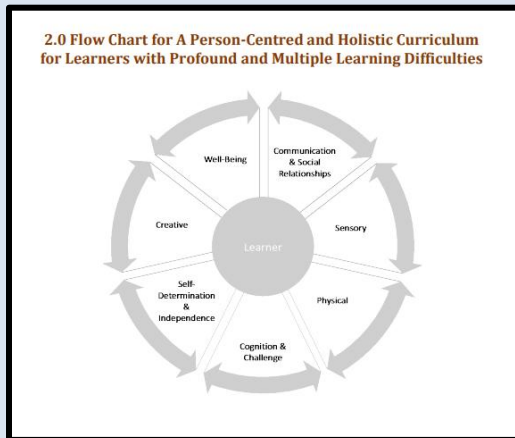
We also work closely with the SALT and SCARC teams, who provide eating and drinking advice and communication aids to support our young people in expressing themselves and developing a means to communicate with those around them. The School Nurse is onsite and provides medical training and advice. Alongside this, we attend clinics onsite, which means we have a collaborative working approach to ensure that all the children and young people's needs are communicated, understood, met, and encompassed within their individualised curriculum.



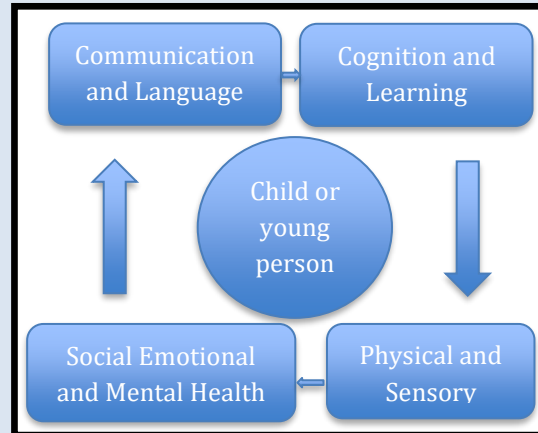
To develop our curriculum philosophy, we have adopted the Equals PMLD curriculum, alongside a range of ideas and theories from respected professionals such as Penny Lacey,

Peter Imray, Les Staves, Flo Longhorn, Barry Carpenter, Dave Hewett, and Melanie Nind. Equals has provided us with a basis to underpin our curriculum and move it forward.

Through this curriculum, the seven core strands of Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge, and Wellbeing are holistically interwoven. It is impossible to separate one area from another, as everything we teach incorporates aspects of all these strands. We have linked these together to focus on four core strands which are central to the EHCP and our individuals' learning.



Equals Pre-Formal Curriculum p.17



Areas taken from EHCP

We recognise that for students with Profound and Multiple Learning Disabilities (PMLD), there is no structured, linear curriculum that can meet all the varied learning, medical, physical, and social-emotional needs they have. No single curriculum can 'fit all'. This is why we are committed to providing a personalised approach, placing the child or young person at the centre and building their curriculum around them.

The EHCP is a fundamental part of this process. Parents and all professionals working with the child or young person are involved in building a deep and detailed understanding of the individual. We use the Routes for Learning and Cherry Garden assessments (derived from Routes for Learning) to support the creation of personalised learning goals (PLGs) and to show small-step progress. From this, an individualised timetable is created to meet the young person's varied needs throughout the day.

Our PMLD Curriculum

Our curriculum recognises the value of shared enjoyment and relationship-building as central to learning. Through this, we support individuals to explore and develop essential skills:

- Emotional Engagement: Joyful experiences activate emotional responses, which are crucial for memory formation and learning in PMLD learners.
- Motivation to Participate: Enjoyable activities increase engagement, exploration, and communication.

- Sense of Belonging: Shared enjoyment fosters inclusion and helps young people feel valued and connected.
- Trust and Safety: Strong relationships create a secure base from which children and young people can explore and take risks.
- Communication Development: Relationships provide the context for meaningful communication—through eye contact, gestures, vocalisations, or AAC.
- Consistency and Predictability: Familiar adults and peers help children make sense of their environment and routines, reducing anxiety and promoting regulation.

Intensive Interaction

We recognise the importance of Intensive Interaction as key to communication. Its principles are embedded throughout our learning environment:

- Enjoying being with another person
- Developing the ability to attend to that person
- Developing concentration and attention span
- Learning to do a sequence of activities with another person
- Taking turns in exchanges of behaviour
- Sharing personal space
- Understanding and using eye contact
- Understanding and using facial expressions
- Understanding and using non-verbal communication
- Understanding and using vocalisations meaningfully, including speech development



Intensive Interaction is a ‘way of being’ used throughout the day and every day and is not a timetabled event. It is a spontaneous method, used when the individual shows signs of engagement or readiness to connect. It builds shared attention, trust, communication, and emotional connection. Most importantly both adult and child have a shared sense of fun and engagement.

Curriculum Structure

Our curriculum focuses on the four areas of the Education, Health and Care Plan (EHCP):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

These areas are interlinked and not treated as standalone during any activity or provision. Alongside these, we embed a wider holistic curriculum that includes:

- Creative development
- Communication and social relationships



- Self-determination and independence
- Wellbeing

Exploring the Classroom

We value consistency and continuity. Our classroom provides a large, interactive space with the necessary facilities. Core staff are familiar to the young people and have built strong, trusting relationships over time. Each young person has a folder containing guides, daily routines, and key information. Staff follow individualised timetables and daily intervention sheets.

We embrace Lilli Nielsen’s Active Learning approach, promoting early play skills through a sensory-rich environment that encourages interaction and discovery. This includes:

- Tactile, auditory, and visual feedback
- Freedom to explore without hand-over-hand guidance
- Safe, stimulating spaces where children can initiate learning independently

We believe children learn best when they are free to explore and engage with their environment in meaningful ways. Our room supports:

- Play-based exploration
- Recognition and response to stimuli
- Understanding cause and effect
- Memory building through repetition
- Shared attention and turn-taking



Thematic and Process-Based Learning

Activities are based on termly topics from our long-term topic plan for both primary and secondary. These themes guide the activities presented. Post-16 learners have opportunities to work towards qualifications through OCR modules, integrated into their personalised learning.

We foster a process-based learning approach, where the focus is on the experience and engagement in the task rather than the final product. As Collis and Lacey (1996), Hewett and Nind (1998), and others have stated:

“The teaching emphasis rests on maximising the quality of that process.”

Empowerment and Transitions

We recognise that learning without adult support is incredibly difficult for our young people. However, we strive to support them in making choices and focus on collaborative work with the young person, not doing things to them—ensuring they are not left powerless, voiceless, or without control over their own lives.

Transitions are supported with familiar songs, sound/ music cues, pictures, symbols, Canaan Barrie Body Signing and Objects of Reference to help prepare and alert our young people to changes in their day.

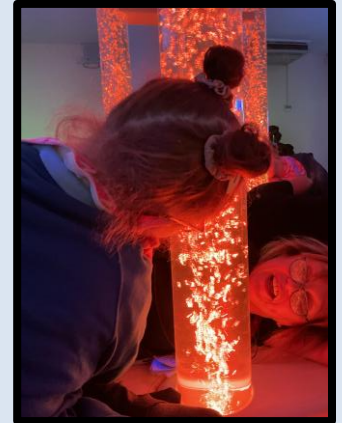
Total Communication

We recognise that communication is key to everything, and we treat all our young people as intentional communicators. Every vocalisation, eye contact, gesture, cough, or laugh is responded to immediately to strengthen their understanding of cause and effect and effective communication.

We recognise that communication requires:

1. A means – a way to communicate such as switches or signing.
2. A reason – something we want or need.
3. An opportunity – adults creating opportunities throughout the day.
4. Most importantly, someone to communicate with.

Our classroom environment promotes communication, and we provide cues such as objects of reference, transition objects, choice activities, Intensive Interaction, and AAC to support both receptive and expressive language development. We provide a literacy-rich and pre phonics environment and understand that stories, massage, and songs can all support immersive experiences and promote our young people's engagement.



Communication Profiles

All our children and young people have a detailed Communication Profile, which is attached to their communication bags. These hold AAC switches, symbols, or photos specific to the individual and can be used at any point throughout the day. The Communication Profile provides staff with consistency in supporting the young person with equipment, positioning and understanding of their likes and dislikes.

Sensory Cues and Objects of Reference

We use sensory or object cues with our children and young people, particularly those at a very early stage of development or with sensory impairments. These cues relate to specific activities, such as the timetable. Some of our young people have an Objects of Reference bag, which represents events such as a milk feed or a personal care.

Respectful Communication

We remind staff not to engage in 'chit chat' during sessions. Social chat with our young people is important and encouraged during break and lunch times. We promote inclusion and would never talk as if the child is not present. We use call-and-response language as part of our sessions and recognise that every day is filled with learning opportunities.



Play

Play as a Key to Learning

"Play is often overlooked as the key that helps unlock the door to learning." – Mary Reilly, 1974

Our young people struggle with play. They spend a lot of time in postural supportive equipment and rely on people around them to provide activities they can focus on and engage with. They cannot explore items independently and often have not yet developed the skills to do so.

Play is:

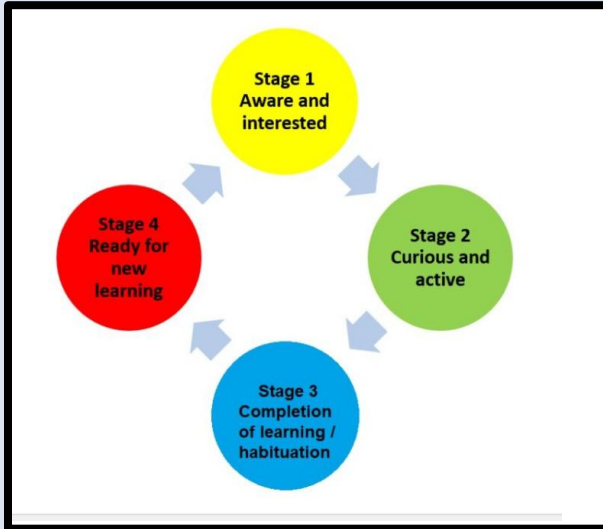
- A complex set of behaviours characterised by fun and spontaneity.
- Sensory, neuromuscular, cognitive, or any combination of the three.
- Involves repetition of experience, exploration, experimentation, and imitation of one's surroundings. – Linda L. Florey, 1981



Active Learning

Active learning supports the very early skills of exploring the world around them. Providing a range of objects that a child or young person can come into contact with while moving helps develop play skills at a very early level.

We observe using the concepts of the Dynamic Learning Circle to introduce and engage our young people in objects and activities. This helps us discover likes and dislikes and structure the environment to provide meaningful forms of stimulation. This fosters purposeful responses and leads to developing early play skills, which form the basis for learning.



Creating Meaningful Learning Through Sensory Integration and Routine-Based Practice

We use structured environments and meaningful stimulation to help our learners discover their likes and dislikes. This fosters purposeful responses and supports the development of early play skills, which are foundational for all learning.

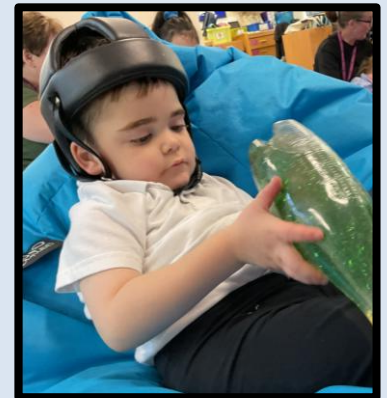
We recognise that the senses—particularly the proprioceptive and vestibular systems—are central to all learning. Every activity is underpinned by sensory experiences and structured routines. Even personal care becomes a valuable opportunity for teaching and learning. Consistent routines allow learners to build on previous experiences, offering repeated opportunities to practice and embed skills over time.

Sensory Learning and Integration

Our curriculum is centred around sensory learning and sensory integration. Many of our learners have complex sensory profiles. Some may be hypersensitive (over-responsive), others hyposensitive (under-responsive), and many fluctuate between both.

We provide multi-sensory experiences to support understanding of:

- Touch
- Sound
- Sight
- Smell
- Taste
- Movement
- Proprioception (body awareness)



These experiences help learners become calm, alert, and ready to engage, while also meeting their specific sensory needs.

The Power of Routine-Based Learning

Routine-based learning provides:

- Predictability and structure: Reduces anxiety and supports emotional security.
- Functional and meaningful activities: Embedded in daily care routines (e.g., dressing, eating, toileting).
- Repetition and reinforcement: Builds familiarity and confidence.
- Natural communication opportunities: Using symbols, objects of reference, or AAC within routines.



Examples of Routine-Based Activities

- Personalised timetables using tactile symbol cards.
- Morning circle with consistent greeting songs and sensory cues.
- Weekly sensory cooking and art to explore textures, smells, and tastes.
- Sensory stories repeated over a term to build familiarity and anticipation.
- TacPac, body awareness, and parachute games following a consistent sequence.
- Transition songs or cues to signal changes in activity.

Timetabling and Holistic Planning

We use a set timetable that outlines key activities and room usage (e.g., hydrotherapy, sensory room, food technology, soft play). This is then individualised to meet each learner's needs.

All routines—including feeding, medication, and 24-hour postural management—are integrated into the daily schedule, creating a holistic picture of each learner's needs and ensuring consistency across the day.

Examples of Primary and Secondary personalised timetables

STUDENT 1 CLASS 1 (PMLD Lower) Timetable												
Day	08:45-9:15	9:15-10:00	10:00-10:15	10:15-10:45	10:45-11:45	11:45-12:15	12:15-12:45	12:45-13:00	13:00-14:00	14:00-14:40	14:40-15:00	
Monday	Arrival Time - Personal Care Physio Programmes stretches Acheeva Bed	Communication PLG Focus Standing Frame	Chest physio	Morning Welcome session Sensology Class Chair	Music Wheelchair	Lunch & Personal Care at Waveney Gym start to leave at 11.15am			Group Physio session	Waveney Gym		
Tuesday		Music Therapy Class Chair		Morning Welcome session Weather Acheeva Bed	Sensory Art Standing Frame	Lunch, Feed & Personal Care - Acheeva bed	Activity boards Playtime	Registration Collective Worship Class Chair		PE	Outdoor learning Class Chair	
Wednesday		Discovery box Standing Frame	Feed and medication & PC	Morning Welcome session Sensology Class Chair	Story Massage Floor				Jenny PPA	Jenny PMLD/ Communication	Sensory Cooking (Life & Living Skills) Class Chair	Sensory area Floor
Thursday		SMEH PLG Sensory Area Floor		Morning Welcome session Weather Acheeva Bed	Sensory Story Standing Frame						Parachute Class Chair	Echo Bucket Resonance board Floor
Friday		Community Learning Wheelchair			SMEH Sensory lights Floor Golden Time						Goodbye song Home Time	

Pupils will have a personalised timetable of activities which is based around their EHCP, PLP and individualised learning programmes. This will include times for personal and medical interventions, Physiotherapy and Occupational Therapy interventions and individual learning experiences. Intensive Interaction opportunities are throughout all sessions and activities during the day.

Student 2 CLASS 2 (PMLD) Timetable													
Day	08:45-10:00	10:00-10:30	10:30-11:00	11:00-11:45	11:45-12:15	12:15-12:45	12:45-13:00	13:00-14:00	14:00-14:30				
Monday	Personalised Timetabled Engagement Session Standing frame AAC & PUPS Standing frame Standing frame Standing frame	Personalised Timetabled Engagement Session Standing frame	Personalised Timetabled Engagement Session Standing frame	Tacpac Class chair Splints on	Lunch & Personal Care at Waveney Gym			Waveney Gym 1pm – 2pm Floor 2pm water feed					
Tuesday				Morning Welcome session Sensory Class chair Splints on	Breaktime & PC Physio programme 10:30am water feed	Music Therapy Class chair Splints on	Personal care & Playtime Walker	Lunch and Water feed	Registration Afternoon Session – Collective Worship	Sensory story Standing frame 2pm water feed			
Wednesday						Drama The great barrier reef Roll				Life and living skills Sensory cooking Sensory room Class chair Splints on		Life and living skills Sensory cooking Class chair Resting splints 2pm water feed	
Thursday										P.E (10:45-11:45) Walker	Parachute (join class 1) Stander		Sensory exploration (join class 1) Class chair Resting splints 2pm water feed
Friday						Mel PPA/study day				Mel PPA/study day			
	Community Learning Wheelchair				Class 1 & 2 celebration assembly		Sensory art Standing frame		Signing choir (Upper) Class chair Resting splints 2pm water feed				

14:30 – 15:00 - Story/ Song- Goodbye song Buses

Pupils will have a personalised timetable of activities which is based around their EHCP, PLP and individualised learning programmes. This will include times for personal and medical interventions, Physiotherapy and Occupational Therapy interventions and individual learning experiences. Intensive Interaction opportunities are throughout all sessions and activities during the day.

The Role of Music and Sensory Experiences in Our Curriculum

Music

Music is an important part of our day and is threaded through all activities. It can be calming or stimulating, providing emotional security and predictability. Music supports attention, memory, and sequencing, and its repetition can help build memory pathways.

We use music within all our sessions, including sensory stories, story massage, and parachute activities. We also have a Music Therapist who supports our young people by providing group weekly sessions.



Sensory Art and Sensory Cookery

Sensory Art and Sensory Cookery support our young people in the process of exploring materials—mixing, touching, smelling, or tasting them. This allows an infinite variety of sensory exploration and experiences. We are not concerned with the finished results; instead, process-based learning emphasizes the process over the final product, providing valuable learning opportunities.

Tacpac

Weekly Tacpac sessions provide opportunities for personal engagement between staff and our young people. We use this time for sensory communication using touch and music in an attempt to 'align the senses and develop communication skills.' (Tacpac). These sessions also offer a joint activity for having fun together and provide opportunities for Intensive Interaction and forming positive relationships.



Sensology

Designed by Flo Longhorn Sensology is utilised daily after our circle time routine to awaken all seven senses within our young people. Sensology promotes a response to stimuli presented to represent each of the senses and provides an opportunity to communicate preferences or refusals. Vestibular and proprioceptive needs are also addressed through movement and awareness of our bodies and the space around us.



Sensory Stories

Sensory Stories are based on the term's topics and provide multi-sensory experiences that are interesting and exciting, offering vital learning opportunities.

Sensory stories use touch, sound, smell, sight, and movement to make narratives accessible, helping learners engage with content in a way that suits their individual sensory profiles. The story focuses on sensory opportunities rather than learning specific facts about the topic.



They support cognitive, communication, language, and choice-making through:

- Supporting anticipation and memory through repetition and routine.
- Encouraging symbolic understanding (e.g., associating a smell or texture with a part of the story).
- Providing opportunities for pre-verbal communication like eye gaze, facial expressions, and vocalisations.
- Expressive communication (e.g., showing likes/dislikes).
- Receptive communication (e.g., understanding cause and effect).
- Choice-making and turn-taking, which are foundational for autonomy.

They can also support:

- Emotional regulation through predictable, soothing routines.
- Safe exploration of emotions and experiences.
- Strengthening relationships through shared attention and enjoyment.



Curiosity Bags and Discovery Boxes

We use curiosity bags and discovery boxes as intentional tools to nurture the skill of curiosity, support the development of positive relationships, and encourage engagement with a broader range of sensory and cognitive stimuli. These resources are introduced in short, focused encounters that are tailored to the individual's sensory profile and developmental stage.

Each session provides staff with valuable opportunities to:

- Identify preferences by observing likes and dislikes.
- Gauge processing time and responsiveness to stimuli.
- Assess initiation and persistence, offering insight into motivation and engagement.
- Support emotional regulation through predictable, low-pressure exploration.

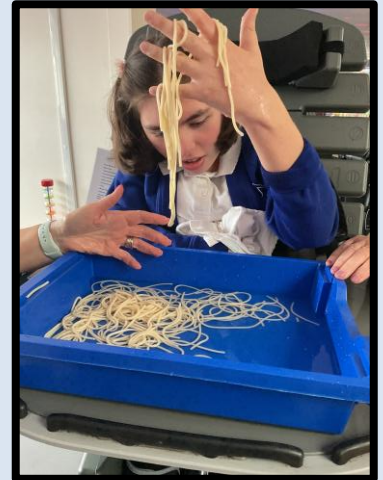
These encounters are not only about the objects themselves but about the shared experience—the co-regulation, the communication attempts, the joy of discovery, and the subtle cues that help us understand each learner more deeply.

Contingency Awareness

Cause and effect awareness is an important skill, and we provide many opportunities throughout the day to enable our children and young people to work towards developing it. We strive to provide our young people with the opportunity to control the world around them. Contingency awareness within the classroom is presented in a sensory exploration manner, utilising cause and effect toys, switches, a switch-activated sensory area, food technology tools linked to power boxes, and many whiteboard-based cause and effect switch-activated games and stimuli. We subscribe to Ian Bean's SENICT Members Resource Portal – SENict – to develop the vital skills needed for independent use of switches to control their surroundings, thereby developing true contingency awareness.

Touch, Movement, Physiotherapy and Hydrotherapy

Touch MUST form a major part of our curriculum. Massage, body awareness, and physiotherapy exercises are an important part of our everyday activities. Some equipment can be seen by our young people as a difficult time; we integrate these essential activities with fun activities and as part of the daily timetable. Over time, these become less traumatic and can be extended in length. We integrate physio exercises within activities throughout



the day. Chest physio can be achieved during a Tacpac or body awareness session or just after personal care.

We have a group physio session in the afternoon where we focus on our movement, body awareness, and following individual physio exercise programmes in consultation with our physio team. With all touch and movement, it is essential that we adopt the principle of doing with rather than doing to. These sessions are an excellent way of building 'muscle memory' and improving both gross and fine motor control. Over time, we are looking at less resistance, moving towards passive cooperation, to active cooperation, to independent movement.

Hydrotherapy

We offer weekly hydrotherapy sessions, providing our children and young people with the unique opportunity to experience freedom of movement in a warm, supportive pool environment. During these sessions, they can come out of their usual supportive equipment and engage in water-based activities that promote physical and emotional wellbeing. Our sessions follow a structured programme of physiotherapy-led exercises, and all staff are trained to deliver these safely and effectively, ensuring consistency and therapeutic benefit for each individual.



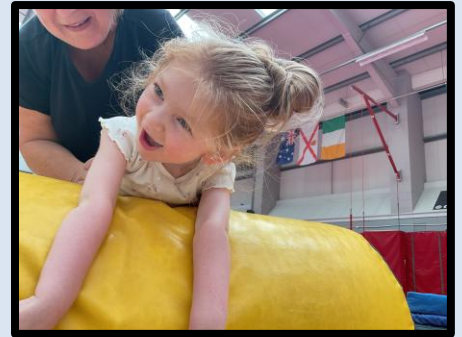
Benefits for Our Young People

Physical Benefits

- **Muscle Relaxation & Reduced Spasticity:** The warmth of the water helps relax muscles and reduce spasticity by acting on neuromuscular junctions.
- **Improved Joint Mobility:** Buoyancy reduces pressure on joints, allowing for freer, more comfortable movement.
- **Enhanced Circulation & Cardiovascular Health:** Hydrostatic pressure and warm water promote better blood flow, support heart health, and help regulate blood pressure.
- **Respiratory Support:** Water pressure can assist in reducing residual lung capacity, improving lung function and helping to prevent chest infections.



- Pain Relief: The combination of warmth and buoyancy helps alleviate joint and muscle pain, particularly beneficial for those experiencing chronic discomfort.



Waveney Gym Club Weekly Sessions

We attend weekly sessions at our local Waveney Gym Club, providing our learners with valuable opportunities to be out of their postural supportive equipment and engage in physical activity within a large, soft, and secure environment. The gym's sprung floor and soft play areas allow children to explore movement freely, developing key physical skills such as sitting, crawling, and transitioning between positions.



The use of trampolines supports vestibular stimulation and gross motor development, while also contributing to emotional regulation and sensory integration. These sessions are not only beneficial for physical development but also play a crucial role in fostering personal and social growth. Children build independence, communication, and interaction skills, including turn-taking and shared enjoyment, all within a fun and motivating setting.

Social, Emotional and Health Education: PSHE and RSE

We recognise that PSHE and RSE are an important part of our young people's everyday lives. But we also understand that some of these concepts are difficult cognitively for our young people to access. Our approach is holistic and individualised, grounded in EHCP outcomes and Personal Learning Goals (PLGs). We focus on the whole child or young person, including their emotional wellbeing, sensory needs, and communication. This is delivered through relationship-based practice and experience-led, exploratory learning.

Our RSE focuses on relationships, building trust and emotional safety. We support the development of:

- Joint attention, turn-taking, and shared joy
- Recognition of familiar people and forming attachments
- Understanding social routines through objects of reference, photos, or sensory cues



We support health through:

- Understanding personal care routines (e.g. toileting, dressing, hygiene)
- Learning about body awareness and safe touch
- Promoting healthy eating, hydration, and physical activity through sensory cooking, movement, and hydrotherapy

Emotional wellbeing is supported through:

- Positive relationships
- Feeling safe
- Having needs met in a nurturing environment

We develop social interaction through:

- Intensive Interaction
- Sensory stories and play
- Group activities and community visits

Mental health is promoted by:

- Recognising and responding to emotional cues (e.g. facial expressions, vocalisations)
- Providing calming sensory experiences (e.g. massage, music, hydrotherapy)
- Supporting self-regulation through routines and sensory circuits
- Building emotional resilience and connection

All learning is embedded in real-life experiences, play, and sensory exploration. We encourage:

- Emotional expression
- Self-regulation
- Social connection
- Engagement, curiosity, and joy in learning

We value trust as the foundation of all relationships and support our young people to develop positive relationships through Intensive Interaction, which helps build communication and emotional connections.

PSHE and RSE can be seen through our daily activities which include:

- Sensory stories – to develop emotional connections, build trust and emotional safety, and create shared joy
- Musical experiences – to support emotional expression, co-regulation, and turn-taking
- Sensory experiences – including body awareness, Tacpac, and sensory circuits to support emotional control and self-regulation
- Messy play – focusing on exploration, emotional release, and tactile engagement
- Outdoor learning – for sensory stimulation, emotional wellbeing, and curiosity
- Body awareness activities – to support calm, emotional regulation, and stress reduction
- Choice-making skills – to promote autonomy and decision-making



- Independence skills – including lunch routines, eating and drinking skills, personal care, and dressing skills. These support key life skills, body awareness, and understanding of body parts and intimate care routines
- Parachute games – to develop joint play and turn-taking

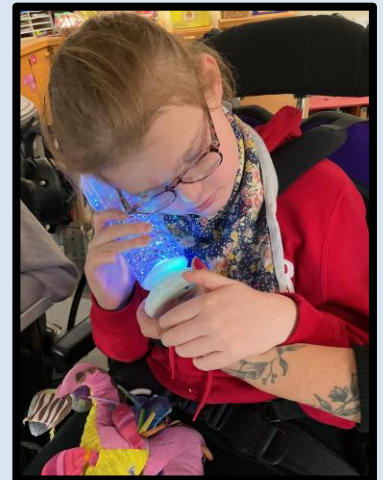
Social, emotional and mental health skills are not confined to just these specific sessions—they are embedded in every aspect of the day.

Collective Worship and Cultural Awareness

Collective worship is shared across the school but adapted to suit the individuals within each group. We also participate in theme days focused on global cultures, celebrations, and sharing achievements

Community Learning in Our PMLD Curriculum

We recognise the profound value of community learning for children and young people with profound and multiple learning disabilities (PMLD). Many of our families face barriers to accessing the wider world, and we believe it is essential to provide structured, supported opportunities to experience and engage with the local environment.



Our curriculum actively promotes regular visits to familiar community locations such as the Marshes, local parks, cafés, the Broads, cinemas, farms, and other accessible venues. These visits are not one-off events but part of a consistent routine, allowing our learners to build

familiarity with the sights, sounds, smells, and rhythms of each place. Over time, this repetition helps them anticipate and participate in activities, fostering a sense of security, belonging, and independence.



We embrace all seasons and weather conditions, ensuring that our learners experience the natural world in its full variety. These experiences are carefully planned to support sensory development, emotional wellbeing, communication, and social interaction, and are tailored to each learner's EHCP outcomes

and Personal Learning Goals.

By embedding community learning into our weekly routines, we aim to empower our children and young people to play an active role in their local community, enriching their lives and those of their families.

Individualised Curriculum Planning

Our curriculum planning is entirely centred on the individual needs of each child or young person. Due to the interconnected nature of our four curriculum areas, we do not separate learning into traditional subject areas. This approach ensures relevance and appropriateness for each learner.

Starting with the Individual

- Planning begins with the Personal Learning Goals, derived from each learner's EHCP outcomes.
- These goals are updated termly on EFL, with baseline assessments and ongoing progress tracking throughout the term.

Timetabling for Holistic Support

- Each learner's daily timetable includes:
 - Medical interventions
 - Physical and sensory needs
 - Personal care routines
- Learning blocks include activities such as:
 - Sensory stories
 - Sensory cooking
 - Art
 - TacPac
- These are designed around a topic theme, providing coherence and engagement.

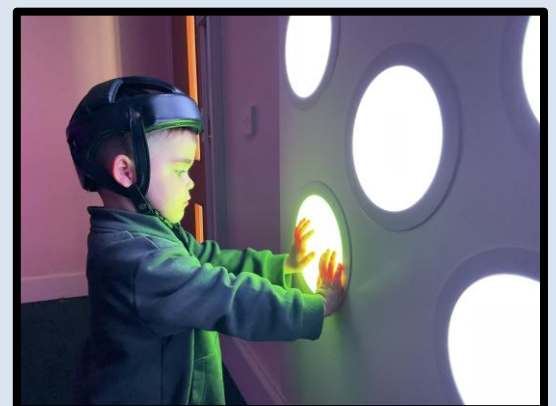
Curriculum Support Structures

- Planning is supported by:
 - Curriculum maps
 - Medium-term topic maps
 - Session plans detailing specific activities
- While learning targets may remain consistent over time, resources and approaches are adapted to maintain engagement and challenge.

Progress and Generalisation

- We value lateral progress, where learners generalise and apply skills across varied contexts.
- This approach supports deeper learning and helps learners demonstrate progress in meaningful ways.

We record all observations and photo evidence on the Evidence for Learning app everyday and is sent home to parents.



Assessment in the PMLD Phase

Philosophy and Approach

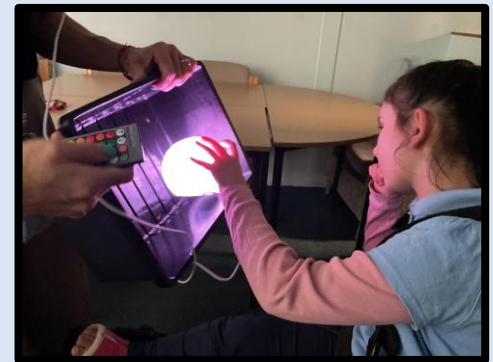
We follow an ipsative model of assessment, where progress is measured against the individual's own starting point. The child or young person is at the centre of their learning, guiding their own development through their responses, preferences, and interactions. Learning is repetitive and consistent, with carefully considered variation to ensure experiences remain meaningful and not tokenistic.

The Engagement Model

Central to our curriculum, the Engagement Model supports our belief that engagement is the foundation of all learning. Based on Carpenter's (2010) work, it emphasizes that without engagement, there is no deep learning or meaningful progress.

The model assesses five key areas:

1. Exploration – Interaction with the environment
2. Realisation – Understanding or making connections
3. Anticipation – Predicting what comes next
4. Persistence – Sustaining attention and effort
5. Initiation – Independent action or communication

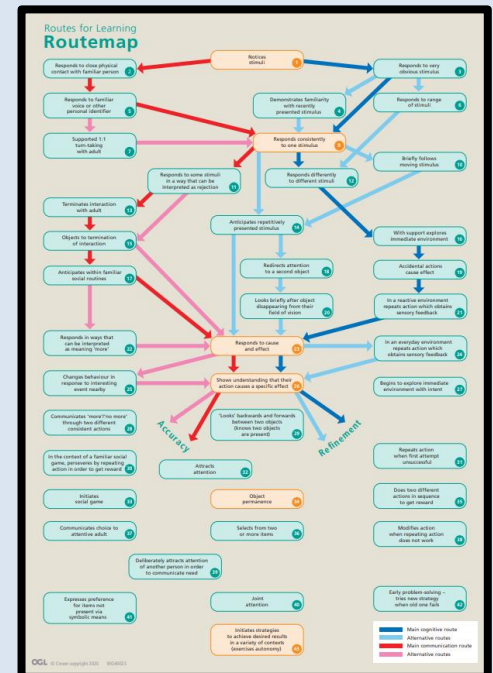


Using EFL we can record our children and young people's engagement through the engagement model using 'Indicators'. This can focus on one particular area or all areas. This can show staff over time particular activities that engage a young person and can inform future experiences to make sure learning for that individual is engaging and stimulating.

Holistic and Process-Based Learning

Inspired by Routes for Learning (Welsh Assembly Government, 2006), we view learning as a holistic process, not a series of isolated skills. Learning is embedded in real-life, meaningful contexts—This approach supports a wide range of developmental areas: sensory exploration, emotional understanding, memory, anticipation, and more.

The Routemap provides an overview of the three strands of development: cognitive development, communication and social interaction, and environmental interaction and shows the most important milestones as orange boxes. Each box is numbered but there is no expectation that a child or young



person follows these numbers in a sequence. Every child will pass through key milestones, but the route they take is completely individual to them.

[Routes for Learning - Hwb](#)

EYFS and SCRUFFY Targets

We recognise the importance of the EYFS curriculum and reference this information as part of the holistic profile and learning goals of the individuals. We know that our young people with PMLD struggle to achieve SMART targets. Although we value these as part of our EHCP process, we also recognise the work Penny Lacey has achieved on SCRUFFY targets.



She advocated for SCRUFFY targets to be –

- Student-led
- Creative
- Relevant
- Unspecified
- Fun
- For Youngsters

Lacey's critique of SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) was rooted in the understanding that learning for pupils with profound and multiple learning disabilities is non-linear, holistic, and deeply individual. SCRUFFY targets allow for responsiveness, creativity, and a focus on engagement and experience over rigid outcomes.

With this in mind, we are cautious when setting SMART targets, as they may not always reflect the non-linear and highly individualised nature of the progress our children make. However, we do recognise their importance and celebrate even the smallest steps of progression throughout the day. Learning does not only take place in formal sessions—some of the most meaningful learning happens in everyday moments, across all environments and interactions.



Assessment Tools and Practice

We use a variety of summative and formative assessments, including:

- Daily observation records on EFL
- Engagement profiles and indicators

- Personalised Learning Goals (PLGs)
- EHCP outcomes
- Routes for learning
- Cherry Garden Assessment on EFL
- OCR (Post 16)

For now, we have adopted the Cherry Garden School assessment package for children with complex needs. The assessment frameworks are an important part of tracking progress and recognize that systems based on linear progress analysis aren't always the best way to show our young people's progress.



The Cherry Garden Branch Maps fit closely with Routes for Learning and the Engagement Model, allowing children and young people's achievements to be assessed in a broader, more holistic way. This enables us to truly celebrate the breadth of their experiences and the range of their skills.

OCR Life and Living Skills Vocational Programme – Warren School Post 16

The OCR Life and Living Skills Vocational Programme is established within Warren School and is followed by pupils in Post 16. It is designed to support individual learning and personal development, and runs alongside the PMLD curriculum, feeding into OCR accreditation modules.



Learning and Accreditation

Pupils participate in areas of learning and units that are tailored to their needs. Evidence of progress is collected through observations and photographs, which are moderated by an external moderator. At the end of Post 16, pupils' achievements are celebrated, and certificates are awarded.

Each pupil has an Overview of Learning and Accreditation (OLA), which outlines the units they are working towards. This sits alongside their individual Personal Learning Goals and EHCP outcomes.

Transition and Life Skills

Post 16 pupils have opportunities to engage in external activities that support transition planning for life beyond Warren School. These experiences promote independence and prepare pupils for Post 19 pathways.

From the moment pupils join Warren School, we aim to equip them with the skills that are meaningful and individual to them, supporting their journey into adulthood and life after school.

We recognise that our curriculum for learners with profound and multiple learning disabilities (PMLD) is dynamic and continually evolving. It adapts in response to the increasing complexity of our young people's needs, as well as emerging research, ideas, and best practices. At the heart of our curriculum are the young people themselves. Their unique profiles, strengths, and aspirations shape every aspect of our provision.

We are committed to delivering a high-quality, holistic, and inclusive curriculum that is fully centred on the individual. Our approach prioritises emotional wellbeing, sensory engagement, communication, and meaningful relationships. We strive to create rich, responsive learning environments that foster exploration, independence, and joy, ensuring every learner is empowered to thrive.

When we focus on the person, we unlock a world of possibility. Every moment is a chance to connect, to grow, and to celebrate the unique journey of each child or young person.