

1. Introduction: Rights of the Child

This policy is grounded in the United Nations Convention on the Rights of the Child (UNCRC) to ensure that all children, including those with Profound and Multiple Learning Difficulties (PMLD), receive a high-quality, inclusive education.

- **Article 28:** Every child has the right to education.
- **Article 29:** Education must develop each child's abilities to their fullest potential.
- **Article 23:** Children with disabilities have the right to special care, support, and education that promotes their inclusion in society.

2. Policy Statement

This policy outlines the approach for delivering the Quest Learning (CCEA) programme for PMLD learners in our school. The programme will focus on:

- A sensory, engagement-based curriculum tailored to each learner.
- The Foundation Learning Steps as a framework for progress.
- Universal Design for Learning (UDL) principles to ensure accessibility and inclusion.
- Rightful presence, ensuring PMLD learners participate in shared learning spaces with peers whenever possible.

3. Key Aims for PMLD Learners

- Provide a highly individualised, meaningful learning experience.
- Develop communication, interaction, and sensory engagement skills.
- Enable participation in inclusive learning environments with peers.
- Foster independence and emotional well-being through consistent routines and structured engagement.
- Utilise multi-sensory teaching approaches to support learning.

4. Foundation Learning Steps Overview for PMLD Learners

The Foundation Learning Steps provide a structured yet flexible framework for assessing progress among PMLD learners. Learning is focused on engagement, interaction, and functional skills, with progress measured in small, meaningful steps.

4.1 Key Areas of Learning

The Quest Learning (CCEA) programme will align with the Foundation Learning Steps, with a focus on:

- **Cognition and Learning:** Engagement, sensory exploration, cause, and effect.
- **Communication and Interaction:** Alternative communication methods, assisted interaction.
- **Physical and Sensory Development:** Movement, positioning, and sensory integration.
- **Personal, Social, and Emotional Development:** Emotional regulation, relationships, and independence.
- **Engagement and Awareness:** Responsiveness to stimuli, participation, and early problem-solving.

4.2 Measuring Progress

Assessment for PMLD learners will be based on the five areas of engagement:

1. **Exploration** – Awareness of and interaction with surroundings.
2. **Realisation** – Understanding cause and effect.
3. **Anticipation** – Predicting outcomes of actions.
4. **Persistence** – Maintaining attention and interaction.
5. **Initiation** – Independent responses and actions.

5. Universal Design for Learning (UDL) for PMLD Learners

To ensure meaningful engagement, the Quest Learning programme will follow UDL principles, adapting the curriculum through:

5.1 Multiple Means of Engagement (Why learners engage)

- Sensory-rich activities to encourage attention and motivation.
- Personalised learning pathways, ensuring relevance and connection.
- Collaborative learning with peers, where appropriate, in inclusive environments.

5.2 Multiple Means of Representation (What learners learn)

- Multi-sensory resources (e.g., tactile, visual, auditory, olfactory stimuli).
- Assistive technologies (switch devices, eye-gaze, AAC tools).
- Storytelling and experiences that are meaningful and interactive.

5.3 Multiple Means of Action and Expression (How learners' express knowledge)

- Non-verbal communication strategies, such as body movements, facial expressions, and assistive communication devices.
- Choice-making activities to promote independence.
- Alternative assessment methods, including observations, interaction records, and sensory-based responses.

6. Rightful Presence: Inclusion with Peers

- Learning experiences will be structured to include PMLD learners in shared spaces with peers.
- Staff will facilitate peer interactions through joint sensory sessions, adapted group activities, and inclusive events.
- Collaboration with mainstream school partners within the Strule Shared Education Campus will ensure inclusive opportunities.

7. Curriculum Implementation for PMLD Learners

- Personalised Learning Plans (PLPs) will be developed for each learner based on their needs.
- A multi-disciplinary team (teachers, therapists, support staff) will contribute to learning plans.
- Structured daily routines will ensure predictability and reduce anxiety.
- Sensory engagement activities, such as sessions in sensory rooms, sensory gardens, and interactive play environments, will support learning.
- Music, movement, and tactile exploration will be embedded in learning experiences to enhance engagement and well-being.

8. Assessment and Progress Monitoring

- Progress will be recorded using engagement profiles, sensory assessments, and PLP targets.
- Regular observations and video documentation will capture responses to learning.
- Annual reviews will ensure learning remains relevant and responsive to needs.

9. Professional Development and Collaboration

- Staff will receive ongoing training on PMLD-specific teaching strategies and assistive technology.
- A collaborative approach will be used, involving families, therapists, and external agencies.
- Parental engagement will be encouraged through regular reviews and home-school communication.

10. Resources and Accessibility

- Learning spaces will be sensory-friendly, physically accessible, and adapted for each learner.
- Use of specialist equipment, including switch technology, communication aids, and sensory tools.
- Sensory rooms, quiet areas, Cubbie and interactive learning spaces will provide varied and appropriate learning environments.

11. Review and Evaluation

- This policy will be reviewed annually with input from staff, families, and external professionals.

- Student progress will inform continuous curriculum improvements.

Conclusion

The Quest Learning (CCEA) programme for PMLD learners ensures a rightful presence in education, emphasising engagement, interaction, and personal development through a UDL-informed, inclusive approach. Every learner will have the opportunity to experience, interact, and grow in a meaningful and supportive learning environment.