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Cleves Primary School - Resource Provision for Profound and Multiple Learning Disabilities (PMLD)
 The school is committed to providing exceptional educational opportunities for all students, including those with Profound and Multiple Learning Disabilities (PMLD). This policy outlines our approach to resource provision for students with PMLD, incorporating the Engagement Model, and Pre-Key Stage Standards as a form of assessment, and emphasising the vital roles of parental voice and personalized planning. Additionally, we underscore the significance of Educational Health and Care Plans (EHCP) and annual reviews in this policy.

Principles

1. **Inclusivity:** We are dedicated to fostering an inclusive educational environment where all students, regardless of their abilities, can thrive and reach their full potential.
2. **Engagement Model:** Our resource provision is based on the Engagement Model, which emphasizes sensory engagement, intentional communication, and physical interaction as fundamental components of learning for students with PMLD.
3. **Pre-Key Stage Standards:** We utilize the Pre-Key Stage Standards to assess and track the progress of students with PMLD, ensuring that their educational plans are tailored to their unique needs and abilities.
4. **Parental Voice:** We value the input of parents/guardians as essential partners in the education of their children with PMLD, and we actively seek and incorporate their perspectives into the planning and decision-making processes.
5. **Class Teacher Involvement:** Our class teachers play a pivotal role in designing and implementing individualized educational plans that align with the Engagement Model and Pre-Key Stage Standards when children access lessons such as P.E, Art, Design Technology, and Computing.

The Engagement Model serves as the cornerstone of our approach to teaching students with PMLD. This model focuses on:

1. **Sensory Engagement:** Recognizing and nurturing sensory awareness, including responses to auditory, visual, tactile, and olfactory stimuli.
2. **Intentional Communication:** Promoting and acknowledging various forms of intentional communication, such as vocalizations, body language, facial expressions, and augmentative communication devices.
3. **Physical Interaction:** Encouraging and facilitating physical engagement, allowing students to interact with objects, explore their surroundings, and participate in activities that promote physical development.
4. **Individualized Learning:** We recognize that each student's progress is highly individualized, and we tailor our teaching strategies to meet their specific needs and abilities.

Assessment Using Pre-Key Stage Standards

Assessment is a critical component of our educational approach, and we utilize Pre-Key Stage Standards to:

1. **Set Personalized Learning Goals:** Pre-Key Stage Standards enable us to set realistic and individualized learning goals for students with PMLD, reflecting their unique abilities and areas for development.
2. **Monitor Progress:** We regularly assess and monitor each student's progress against the Pre-Key Stage Standards. Progress is tracked through detailed observations, recording of achievements, and ongoing communication with parents/guardians.
3. **Customized Educational Plans:** Assessment results guide the development of Individualized Education Plans (IEPs) that are specifically tailored to each student's needs, abilities, and aspirations.

Parental Voice

We recognize that parents/guardians are invaluable partners in their child's education. To ensure parental involvement:

1. **Active Input:** We actively seek the input and insights of parents/guardians during IEP meetings and planning sessions.
2. **Regular Updates:** We provide regular progress updates and encourage open communication channels, ensuring parents/guardians are informed about their child's educational journey.
3. **Collaborative Goal Setting:** We foster collaborative relationships with parents/guardians to jointly develop meaningful and achievable goals that align with their child's unique needs.

Class Teacher Involvement

Our class teachers are instrumental in the development and implementation of personalized educational plans for students with PMLD:

1. **Curriculum Access:** Class teachers work closely with specialists, therapists, and support staff to facilitate access to a diverse curriculum. This includes subjects such as P.E, Art, Design Technology, and Computing.
2. **Progress Monitoring:** They diligently observe and assess student progress, adapting instructional strategies to suit individual needs.
3. **IEP Participation:** Class teachers actively participate in IEP development and review, ensuring that educational plans align with the Engagement Model and Pre-Key Stage Standards.

EHCP and Annual Reviews

- We recognize the significance of Educational Health and Care Plans (EHCP) and annual reviews in the educational journey of our students with PMLD.

- EHCPs are developed collaboratively, involving parents/guardians, class teachers, specialists, and support staff to ensure a comprehensive and tailored approach to education.
- Annual reviews are conducted to assess the effectiveness of EHCPs, make necessary adjustments, and ensure that students continue to receive the best possible support and opportunities for development.

Monitoring and Review

- This Resource Provision for PMLD Policy will be reviewed annually to ensure its alignment with best practices and evolving student needs.
- We will continuously assess the progress and outcomes of students with PMLD to adjust educational plans and interventions as necessary.

Cleves Primary School is dedicated to providing an inclusive and empowering educational experience for students with PMLD. Our resource provision, grounded in the Engagement Model, Pre-Key Stage Standards, parental voice, class teacher involvement, EHCP, and annual reviews, ensures that each child can achieve their highest potential in a supportive and inclusive learning environment.