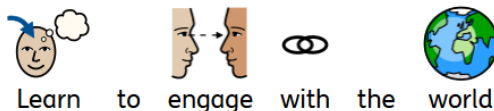




PRE FORMAL PROVISION HANDBOOK



INTRODUCTION

Our aim is to provide children and young people with profound and multiple learning difficulties (PMLD) is to develop engagement with their surroundings and the people in their lives so that they can be happy, healthy and safe. The aim is for adults familiar to the young person to develop the skills to interpret pupil's responses so that pupils are provided with dignity and respect in what they like and don't like.

Pupils who attend our school will have an Educational and Health Care plan and are likely to have:

- o multi-sensory impairment
- o Complex medical / health needs requiring specialist input.
- o Complex mobility / physical difficulties.
- o Personal / intimate care needs

According to Imray and Hinchcliffe (2014), traditional subject-based curricula often fail to meet the complex needs of PMLD learners, requiring a more holistic and sensory-focused approach. As a result, our pre-formal pupils do not access subject based learning however, there may be occasions where pupils are supported with significant adaptations to overcome their complex physical difficulties so they can access aspects of a curriculum e.g. using eye gaze technology.

Carpenter (2011) emphasises the need for a personalised approach to curriculum for learners with PMLD, recognising their unique developmental profiles. Our pre formal provision is personalised for each pupil and is based on what the young person need's not their age meaning that in a PMLD class there could be a wide range of ages crossing different key stages.

Communication development in PMLD learners often relies on consistent, responsive interaction strategies (Nind and Hewett, 2005). Adults who work with our PMLD learners will be provided with the necessary training to develop their skills in communicating and interacting using a range of strategies including Augmentative Assisted Technology (AAC)

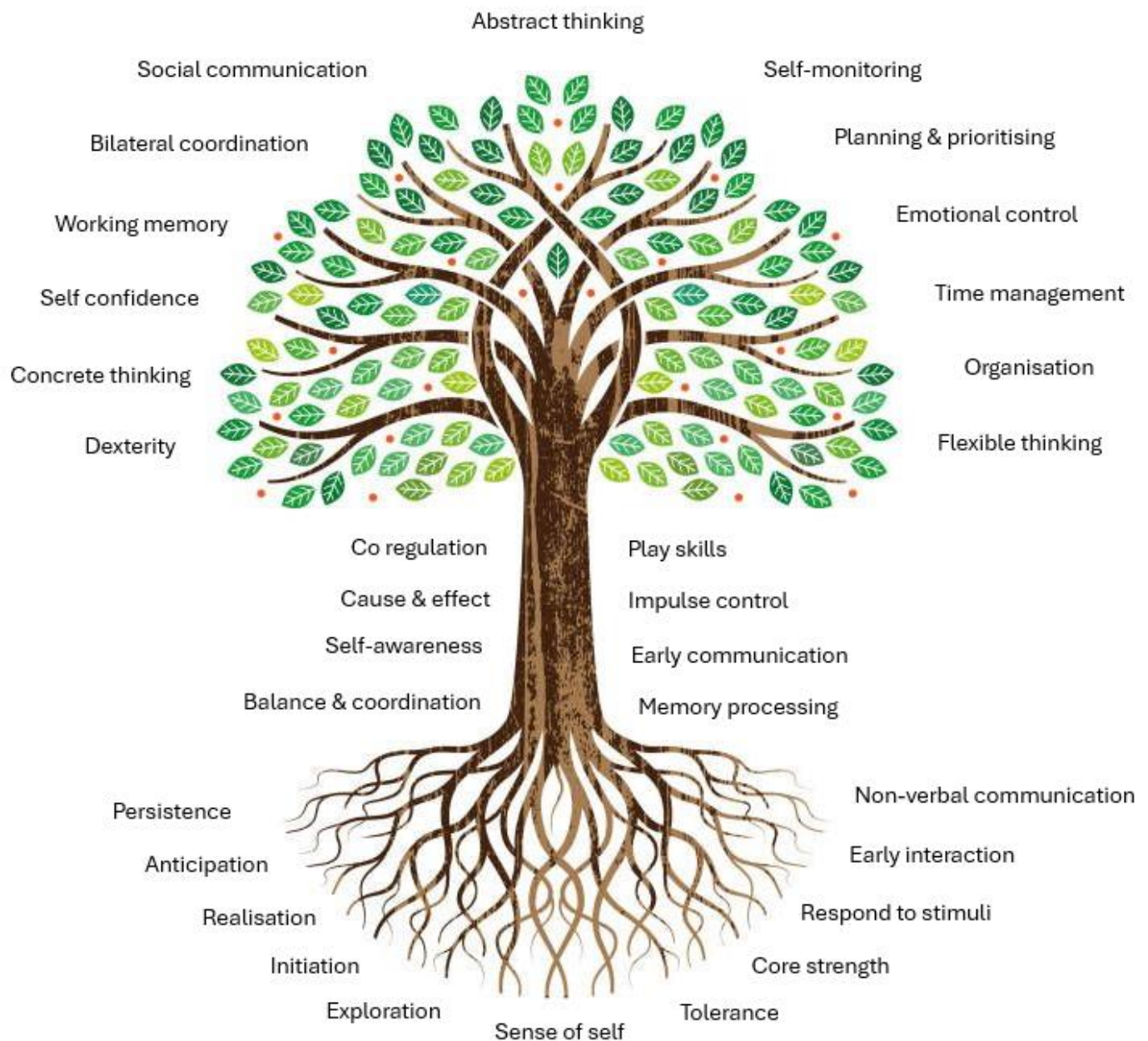
The Engagement Model encourages a shift from outcomes-based learning to process-focused engagement (DfE, 2020). Our pupils will be working within the Engagement Model however,

In addition, health professional recommendations will be built into EHCP targets. Lacey and Ouvry (2005) argue that interdisciplinary collaboration is vital for addressing the complex medical, social, and educational needs of learners with PMLD.

Given the complexity of need, pupils would not be expected to make linear progress, and it is not untypical for young people to show regression and progression over time as they navigate challenges with medical needs e.g. if a young person experiences complex seizure activity this may impact on pupils' retention of learnt behaviours.

TREE OF LEARNING

As the pupils in the pre formal provision will be working within the roots of the tree of learning.



Learning Environment

We recognise that the learning environment is a critical aspect of the provision for these learners and therefore apply the 4 P's in our approach. We aspire to provide a learning environment meets the medical and sensory through a multi-sensory learning environment.

4 P's	Preformal provision
Pupil needs	Pupils in these classes will need highly vigilant adults who understand the subtle actions and responses of pupils.
Principles	The provision needs to be a personalised provision that celebrates pupil's achievements in the moment.
Physical environment	<ul style="list-style-type: none"> Highly stimulating environment to encourage engagement and interest. Highly adapted furniture and infrastructure to meet pupils medical and physical needs. Access to intimate care facilities Access to reactive and proactive medical facilities Access to ground bases spaces to develop core strength, flexibility and special awareness.
Practice	<ul style="list-style-type: none"> Multi-sensory approach to interactions. Priority vigilance on physical and medical safety Opportunities to develop pupils' awareness, engagement and attention. Caring and personal approach to celebrate each pupil as an individual.

Questions to consider
1. Is there space to move around the room safely (when learning to roll, shuffle, crawl or walk)
2. Are sensory cues (visual, auditory, and tactile) – transitions and signifiers of lesson/activity
3. Is the environment, clear and free from distraction - little visual and aural clutter in the learning spaces with a good light source on the person or object that is the focus of attention.
4. High dependence on adults to access continuous provision although adults should promote independence and independent exploration as much as possible.
5. Resources are accessible and are labelled using photographs and/or symbols
6. Schedules and timetables are easily accessible for reference (flip book – now and next)
7. Is a total communication environment accessible for pupils to communicate their wants and needs e.g. are drinks all accessible therefore no requirements for requesting.
8. Are classroom displays relevant and structured according to the needs of the pupils Are they located to allow for low stimulation areas for pupils who are sensitive to excessive visual stimulation?
9. Is the classroom zoned to make it clear its function and are the zones in line with pupils' development/PLG's?
10. Is equipment matched to the pupils needs e.g. height of child, sensory needs, postural support?
11. Have pupil's needs been accounted for in the layout of the room?
12. Is the room designed to help pupils learn about emotional understanding (e.g. mirrors)
13. Is the floor clear of trip hazards for those who have MSI and limited awareness of their surroundings.
14. Are there areas of the classroom where pupils can have 1:1 adult interaction to develop early communication and social skills

ENGAGEMENT MODEL

In all opportunities, adults should aim to develop pupils' attention and engagement using the principles of the engagement model.

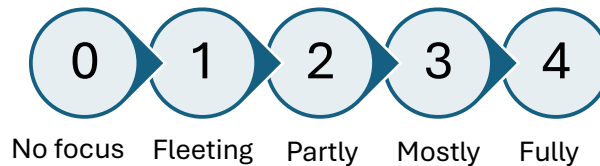
The Engagement model language to be used throughout the classroom during plenaries and feedback sessions

The Engagement model language should be weaved throughout observations on Evidence for Learning

	Question	Example	Principle	Provision	Recommendations
Anticipation	Can the pupil predict, expect or associate a stimulus or activity with an event?	The pupil may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).	Anticipation is important in measuring the pupil's understanding of cause and effect. This prepares the brain and helps with the pupil's memory and sequencing.	Provide experiences that encourage pupils to anticipate what might come next with constant and familiar routines.	Repeated cause and effect activities
Initiation	Can the pupil investigate a stimulus or activity to bring about a desired outcome?	The pupil will act spontaneously and independently during a familiar activity without waiting for direction.	Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.	Providing an enabling environment where students can safely access resources and learn to request.	Accessible managed safe motivating resources. Communication boards. Adult modelling,
Persistence	Can the pupil sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it?	When bubbles are blown, they wait for the bubbles to be blown again. When posting objects in a box they attempt and persist without giving up.	Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.	Adults understanding the importance of providing time, space to process and work through trial and error.	Backward chaining dressing. Trial and error of fine motor skill
Exploration	Can the pupil build on their initial reaction to a new stimulus or activity? Can the pupil show interest and curiosity about the stimulus or activity?	The pupil displays more than an involuntary or startled reaction to the stimulus. The pupil may notice it or reach out to it.	Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.	Providing a child led approach to encourage and enable curiosity and interest. Create new experiences and resources to develop likes and dislikes.	Tuff trays with different textures e.g. water, sand, slime, dry pasta.
Realisation	Can pupils interact with a new stimulus or activity. Does the pupil display behaviours that show they want more control of the stimulus or activity?	The pupil stops it or tries to make changes. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear.'	This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.	Create opportunities to help pupils find connections and successes	New and different cause and effect activities

PROGRESS WITHIN ENGAGEMENT MODEL

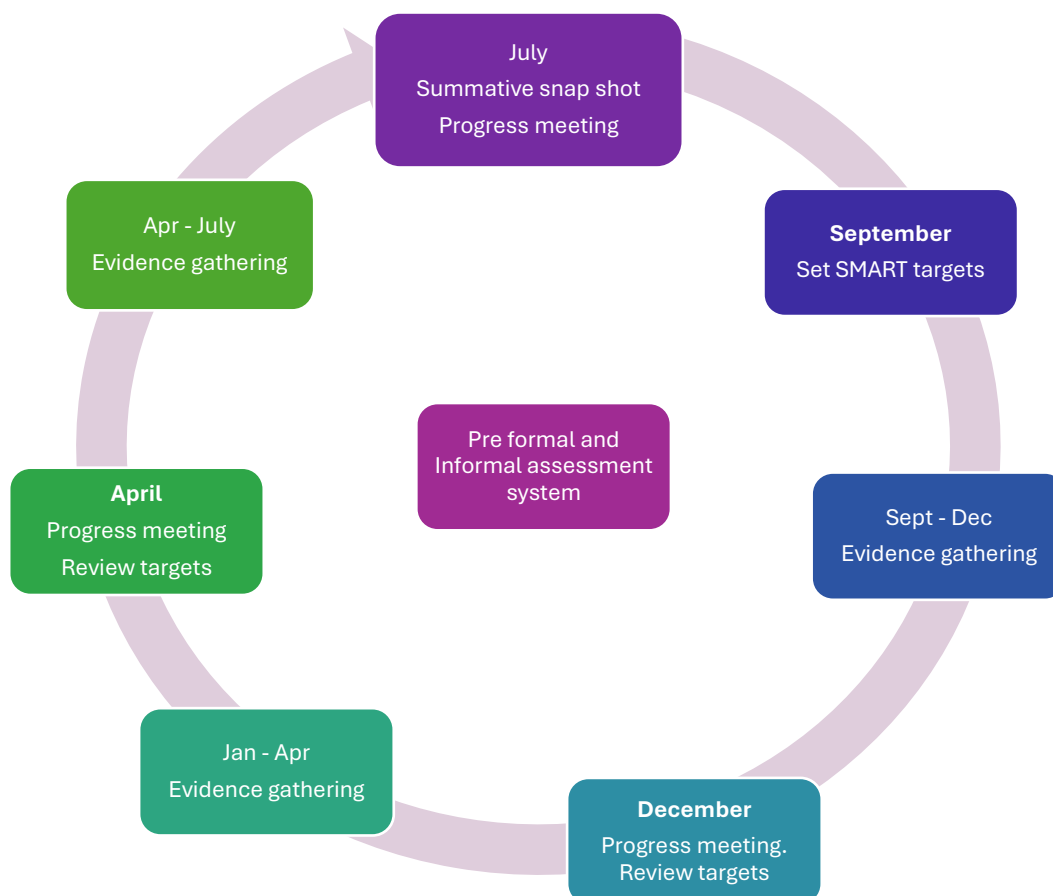
The below language to be used through observations, pleanaries and feeddack session to show lateral progress for children



	Early signs are when the pupil...	More established when pupil...	Observe and record...
Anticipation	Demonstrates little or no awareness that a familiar activity is about to finish and is unaware of cues and prompts.	Shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.	How long the pupil attends to a motivating and unmotivating stimulus and repeat.
Initiation	Show limited understanding of cause and effect, no obvious learning takes place after engaging with a stimulus.	Shows they understand how to create an impact on their environment to achieve a desired outcome.	What sounds, gestures and responses pupils show to a range of stimulus to ascertain what communication demonstrates like/dislike.
Persistence	Shows limited or no persistence when interacting with a stimulus or activity, even with highly motivating stimulus.	Shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.	How the pupil's ability to register and interact with a stimulus e.g. tolerates receiving the stimulus, reacts to the stimulus, respond to the stimulus.
Exploration	Demonstrate little or no obvious motivation and is fleeting with any stimulus or activity.	Is still responsive to the same stimulus or activity when it is presented at a different time of day, a different place or with different people.	If/when a pupil seeks and engages out motivating items when put in front of them and when moved around the room.
Realisation	Show limited interest or engagement in a stimulus and/or doesn't show any sign of response to a stimulus.	Uses the newly developed skills or knowledge in new ways and in different contexts or environments.	How the pupil interacts with familiar adults, looking carefully at if they interact when adult initiates and if they initiate, record what this looks like and what they appear to be seeking from the interaction.

INFORMAL AND PRE FORMAL (INCLUDING EYFS) ASSESSMENT SYSTEM

ASSESSMENT CALENDAR:

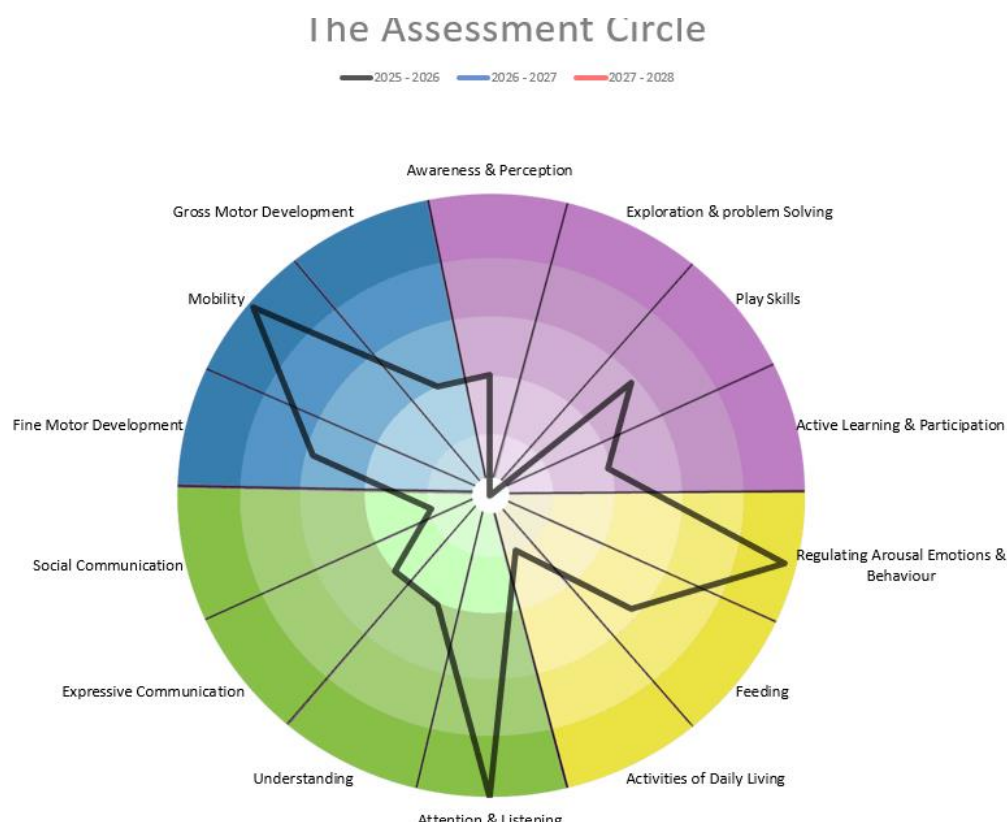


BASELINE SNAPSHOT ASSESSMENT

In July (or September for new arrivals) Informal and pre-formal pupils (including EYFS) will be assessed against the EHCP broad areas of needs in the below developmental areas:

Broad areas of need	Development areas
Communication and interaction	<ul style="list-style-type: none"> • Attention and listening • Understanding • Expressive communication • Social communication
Cognition	<ul style="list-style-type: none"> • Awareness and perception • Exploration and problem solving • Play skills • Active learning and participation
Personal and social development	<ul style="list-style-type: none"> • Regulating arousal levels • Feeding • Activities for daily living
Physical development	<ul style="list-style-type: none"> • Fine motor • Mobility • Core strength • Gross motor skills

Teachers will complete the 'SnapShot' tool for each pupil in their class which will provide a personalised radar diagram that helps to set targets for the year.



Personalised Learning Goal PLG SETTING

The 'SnapShot' assessment will be used to identify strengths, emerging strengths and difficulties to identify what are the priority targets for the term.

Usually there will be four targets however an additional target maybe needed for a specific therapy/professional recommendation. Although in most cases a target from each broad area of need is most likely there **is no expectation that it has to be one from each, it maybe that a pupil needs to focus more on 2 or 3 broad areas of need.**

Targets should be personalised for each pupil and ensure that they are SMART (Specific, Measurable, Achievable, Realistic and Time appropriate).

Targets can be to develop an emerging strength or to develop an area of difficulty.

Pick and Mix

Each pupil will have their own Pick and Mix document which lists the provision and activities that each pupil will have to fit their individualised curriculum each big term.

My Communication

Sensory Stories
STARS

Billy
2025-2026
Term 1 – Theme

My Attention and Understanding

Sensory Stories – list stories
STARS- list
Attention Autism list ideas
Sensory Exploration
Sound and Music

My Body and my Mind

Treasure baskets
Mirror Play
Hydrotherapy
Calm Corner
Story Massage
TAC PAC



My Physical Well-Being

Physio – stander, work chair
Hydrotherapy
Fine motor skills
Messy Play
Parachute games
Time in walker

