



QUEEN ELIZABETH SCHOOL CURRICULUM DOCUMENT FOR PUPILS AND STUDENTS WITH PROFOUND AND MULTIPLE LEARNING DIFFICULTIES

This curriculum document sets out the philosophy and structures used at QEII to meet the specific needs of our pupils and students with profound and multiple learning difficulties. This includes students who are likely to remain within developmentally early intellectual parameters for their school lives, mainly at or below P3 of the National Curriculum. All of the students have physical difficulties. Some are able to assist with self care skills, such as feeding and dressing skills. Some of the students may have additional learning difficulties such as autism.

The PMLD curriculum is broad and balanced, but seeks to be appropriate to the needs of each individual in order to help them achieve to their maximum potential. It seeks to engage every learner. It gives a framework of ideas through schemes of work but aims to be flexible so that each student is placed at the centre of educational progress.

The Curriculum model and framework

The curriculum has five core strands that incorporate areas of the National Curriculum.

- **Communication** – functional and social
- **Exploration** - cognitive development
- **Discovering my World** –creative development
- **Awareness of the wider world** – community learning
- **Physical Development** – physiotherapy programmes, swimming, hydrotherapy and rebound therapy

These areas interrelate and are dependent on each other. They are also supplemented by key skills that run through the curriculum, such as ICT, personal and social development and play.

In addition to these strands there are three yearly topics which seek to give students a full and rich range of experiences and opportunities. All of the strands are taught through these topics, although some have a different emphasis. For example, '*Growth and Change*' has a greater emphasis on **Exploration** whilst '*Entertainment*' has a greater emphasis on **Discovering my World**.