

Andrew Colley Research Project

From Sept 2019 to June 2020 I hope to undertake a small-scale research study through Cambridge University related to contemporary educational issues and practices. The aim is to develop in depth understanding of an issue of importance which can then be shared more widely with parents, practitioners etc.

I would like to study something of direct relevance to young people with profound and multiple learning difficulties (PMLD) and in particular the impact of current policy and practice.

To help me decide what area to focus on, can I ask you to write down below and overleaf any burning questions or issues which you think need exploring or answering within the field of contemporary policy and practice in the education of young people with PMLD?

I have given headings for guidance, and an example of a question for each heading. If you agree with the sample question just tick it, or you can use the spaces to write your own thoughts or describe an issue which you think is important etc. There is also a space at the end for you to write anything which may not be covered by the suggested headings. I will collect the questionnaires before lunch. **MANY MANY THANKS!!!**

The SEND Code of Practice

For example: *To what extent does The SEND Code of Practice take account of the needs of learners with PMLD?*

Education Health and Care Plans

For example: *What is the impact of the outsourcing of EHC plan writing to local authorities for learners with PMLD?*

Outcomes

For example: *How do schools ensure that outcomes set in an EHC plan are embedded in curriculum provision for each learner?*

Curriculum

For example: *How do schools ensure that their curriculum matches the needs of each learner with PMLD?*

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Independence

For example: *How do schools define and support 'independence' for each learner with PMLD?*

Community Participation

For example: *How do schools ensure that learners with PMLD achieve an appropriate level of community participation?*

Provision beyond school

For example: *How are EHC Plans being followed up once the learner has left school?*

Learner Voice

For example: *How do schools ensure that the voice of the learner with PMLD is central to the planning process?*

Collaboration with parents / carers

For example: *How do schools ensure full collaboration and partnership with parents of learners with PMLD?*

Anything else....?