



Flip the curriculum : using the PMLD
standards to underpin curricular
provision ...and beyond !!

LISA NEEDS. MEDINA HOUSE SCHOOL

Medina House School: Being the best you can be.

- ▶ Primary special school on the lovely Isle of Wight . Headteacher Julie Stewart.
- ▶ Over subscribed
- ▶ Inclusive ethos
- ▶ Created our own curriculum , with teaching staff using an inclusive approach to all modules
- ▶ Developing staff knowledge of curricula/curriculum approaches
- ▶ Staff working together in a reflective practice to look at whole school approaches e.g. what does reading mean for all pupils?
- ▶ Artsmark and Science mark awards.
- ▶ Whole staff focus determined by School Development Plan, with focus on an area that all staff work on throughout the year (Play, Friendship, Emotional Wellbeing, Metacognition, Attachment)
- ▶ Reflective journals created by staff to embed concepts in school practice.



Supporting people with profound and multiple learning disabilities
CORE AND ESSENTIAL SERVICE STANDARDS.

Communication partner work at Medina House School

- ▶ Whole School focus on Total Communication
- ▶ Developing Communication Snapshots for all pupils
- ▶ CPD, Learning Walks, focus on Enabling Environments
- ▶ Adult Interactive Style Intervention (Lila Kossyvaki)
- ▶ Lunchtime sensory club..with lots of Co-production.

- ▶ Key message: If you listen you will hear us .

Responsive listening

A person's ability to communicate is not dependent on their being able to master certain skills, it is dependent on our ability to listen and communicate responsively

Jo Grace, The Sensory Project .

Using time: just a few little hours.

Time in school is precious and it's crucial to make the most of opportunities. At Medina House School we have been working on making our educational offer a personal and responsive curriculum which creates meaningful life chances for all our pupils.

“Don't waste our time “

We have used the standards in our planning and to look at our own skills and values. We also try to be ambassadors for the standards in the big wide world wherever possible, always keeping in mind

“When you listen, you can hear us”.

OFSTED thoughts.....

- ▶ For some pupils, such as those who have profound and multiple learning difficulties, highly personalised learning pathways are in place. These are supported by teachers and other professionals, such as therapists. They identify detailed steps in learning progress, including improvements to mobility, communication and response to sensory stimuli. Pupils who follow an individual learning pathway participate in a full range of subject experiences, helping them to develop personal interests. Leaders have developed a rich and exciting curriculum offer. There is a broad range of opportunities and experiences across all subject areas to help pupils to develop life-long skills and a love of learning
- ▶ OFSTED 2018

Curriculum ..the word itself

- ▶ Latin derivation means a race , or the course of a race , from verb currere meaning to run or to proceed.
- ▶ Career: derivation from a fast race
- ▶ Wikipedia: broadly defined as the totality of student experiences that occur in the educational process..including explicit, implicit (including hidden), excluded and extracurricular.
- ▶ The word's origins appear to be linked to the Calvinist desire to bring greater order to education
- ▶ First use of term in University of Glasgow , 1633, about a unit of study

Curriculum , curriculum , all is curriculum .

- ▶ Whose curriculum is it anyway ?
- ▶ All pupils will.....OFSTED speak.....what about our pupils?
- ▶ Why flip the curriculum ?
- ▶ Flip the system movement : Originally from Holland
- ▶ Flip the narrative: Ellie Chappell and The Shoeness of a Shoe
- ▶ Flip the curriculum: Ensuring that it is person centred and co-produced.
- ▶ Who does the curriculum belong too?

Nothing should be prized more highly than the value of each day. (Goethe)

- ▶ Are our days valuable?
- ▶ What happens to time in the course of a school day ?
- ▶ Does the day make any sense to the pupils?
- ▶ How do we know?

- ▶ We don't make sense of people, we make sense with them
- ▶ (De Jaegher, Di Paola and Gallagher 2010....on participatory sense making)
- ▶ Role of social interaction in individual agency

- ▶ When you listen , you will hear us

Keeping the curriculum dynamic: creating a sense of belonging .

- ▶ Ashforth (2010: Role Transitions in Organizational Change)
- ▶ 4 overlapping areas for engagement
 - ▶ Identity
 - ▶ Meaning
 - ▶ Control
 - ▶ Belonging
- ▶ Sense of belonging and engagement creates a space to learn .

Intersubjectivity

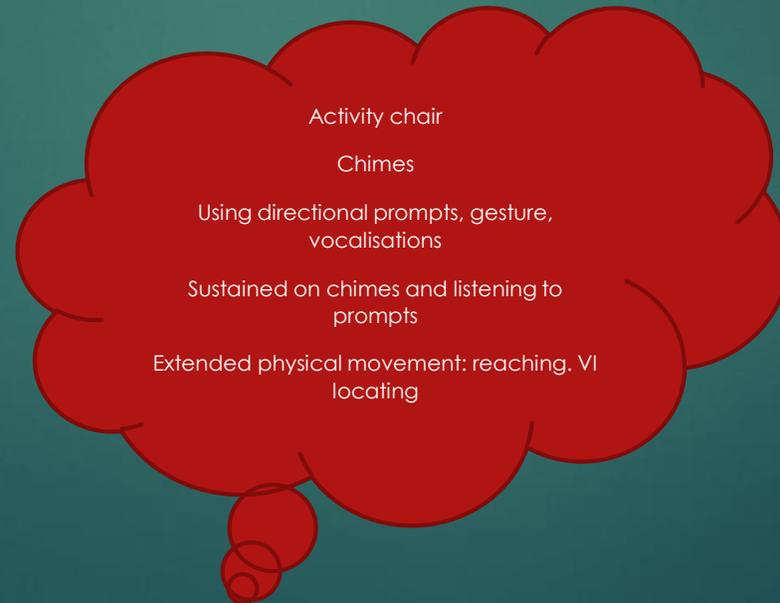
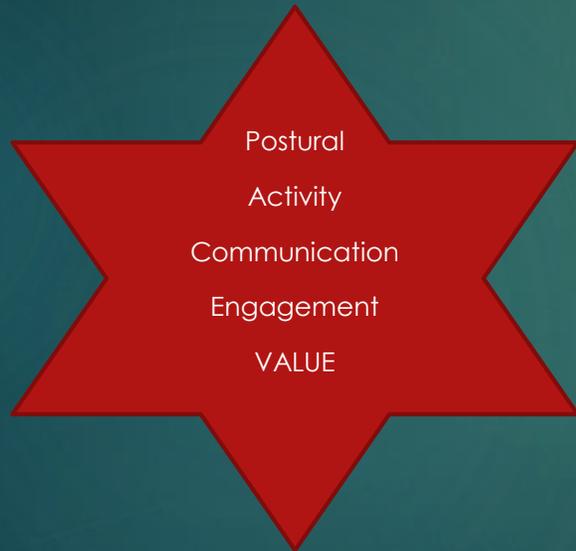
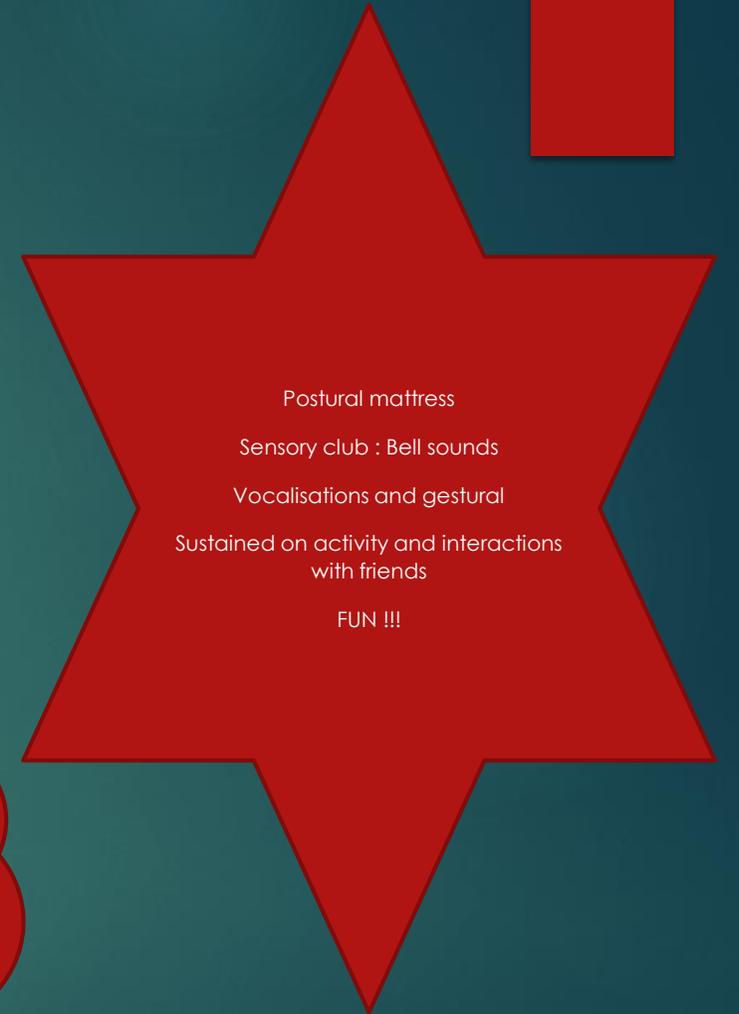
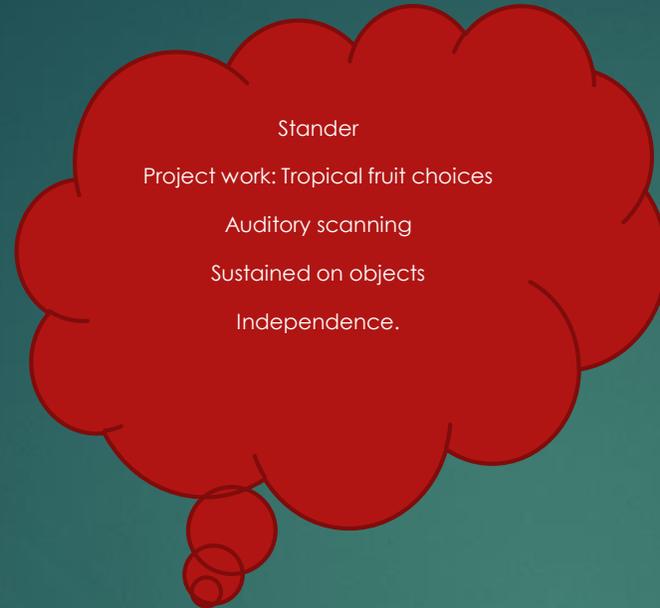
- ▶ Making sense with
- ▶ Co-production
- ▶ We don't make sense of people, we make sense with them (De Jaegler , Di Paola and Gallagher, 2010)

- ▶ Creative space, process
- ▶ Importance of reviewing what you do : planning meetings, discussion, involvement of everyone, incorporating choices.
- ▶ Creating opportunities and spaces to make sense together.
- ▶ No person is an island !!

Name: Chelsea

Date: October 2

MY DAY: PLANNING MY DAY AROUND ME



PMLD Standards and the Curriculum

- ▶ Organized into standards for organisations and standards for individuals
- ▶ Organisational : Leadership, Quality, Staff Development (Skills and Confidence), Physical Environment, Communication , Health and Wellbeing, Social Community and Family Life
- ▶ Individuals: Communication , Health and Wellbeing, Meaningful/Quality Relationships, Social and community Life, Meaningful Time, Transitions.

Medina House uses of standards

- ▶ Organisational: Audit (Blank example available)
- ▶ Individual: to quality assure individual provision
- ▶ To provide a set of lenses to look at weekly provision and ensure that the school week provides opportunities for all these: shared Communication , Health and Wellbeing, Meaningful/Quality Relationships, Social and community Life, Meaningful Time, Transitions
- ▶ As shared CPD : taking a standard as a focus and looking at how we can move it on in day to day provision.
- ▶ Daily plan sheets: Asking why do an activity? Don't waste my time !!

Projects

- ▶ Individualised and highly personal and fun
- ▶ Incorporate relationships and sense of connection
- ▶ Each pupil has an individual project for each half term with a connection to the overall theme of that half term
- ▶ Times are not set to do this...but staff take the lead from the pupils ...projects are always on hand and set up with resources.
- ▶ Examples: Recording a sound wall, Making an Important to me Bag, Making mobiles move around the classroom , 3 little birds story box with hand actions, Using an eye grid to choose moving items for switch work. Always include a challenge.
- ▶ Moving this approach on throughout school.

Planning: its all in the planning.

- ▶ Including everyone and looking at new challenges
- ▶ Planned CPD for individual staff is part of half termly planning
- ▶ Everyone has a priority area: this half term includes observing and recording intensive interaction offers, creating a new sensory massage story, working with the Meaningful Time standard, resourcing light tracking packs (me !!), using pre-writing skills checklist.
- ▶ And a shared area: creating a light and dark projection area in classroom.

Examples of Successes

- ▶ LAACES Communication project: Communication Access UK
- ▶ English Heritage Project
- ▶ Local Wheelchair services.....with parent support . Hospital Passsport.
- ▶ Communication Partner Passport for staff pilot
- ▶ Increased inclusion with all school activities
- ▶ Curriculum decisions to ensure inclusive provision
- ▶ Using the standards to make sure that what we include in our curriculum has meaning and importance for all our learners
- ▶ Awareness of standards at Multi Agency Meetings.
- ▶ Increasing the sense of engagement for staff and pupils
- ▶ Can do ethos

And finally.....

- ▶ THANK YOU...for the amazing standards
- ▶ Co production
- ▶ When you listen, you will hear us
- ▶ Absolute joy of sharing learning
- ▶ Valuable days
- ▶ Sense of belongingfor everyone.
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