

**Standard 1: Achievement & Progress of pupils with PmlD**

<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Identified area for improvement</b>
<p>Pupils with PMLD are making expected rates of progress from their starting points in Communication/Literacy, Numeracy(using SEN Progression Guidance)            Or            Pupils with PMLD are making at least expected rates of progress from their starting points in Communication / Literacy, Numeracy using the school's proven system of assessment scales</p>	<p>Most Pupils with PMLD are making 2 levels of progress within a key stage (P levels) in core subjects</p> <p>There is demonstrable evidence that pupils are making good progress in communication, literacy and numeracy using the school's own assessment scales</p>	<p>Summative and formative tracking data (e.g. B2, PIVATS)</p> <p>Summative and formative tracking data using the school's approach to assessment, e.g. Can Do statements</p> <p>School analysis reports on progress of pupils with PMLD</p>	
<p>Pupils with PMLD are set challenging subject targets, and most are achieving these.</p>	<p>The majority of PMLD pupils have targets set at the Upper Quartile, and at least 60% of these are achieved.</p>	<p>Target setting reporting and analysis</p>	
<p>IEP targets (in addition to those above) are set relating to the development of communication, engagement &amp; behaviour, as appropriate, and pupils with PMLD are making good progress in achieving these.</p>	<p>There is a good rate of achievement of individual learning/behaviour targets.</p> <p>They are based on the needs of the child and reflect the impact of his/her pmlD on learning and communication.</p>	<p>Scrutiny of IEPs            Analysis of IEP target achievement            Evidence that short-term objectives in IEPs link closely to 12 month targets, which are based on needs as set out in the statement</p>	
<p>Pupils with PMLD are developing appropriate behaviours for learning</p>	<p>Planning of IEP targets and activities to achieve these takes into account the interests and needs of the child with pmlD, and seeks to reduce those behaviours which negatively impact on</p>	<p>As above.            Lesson planning            Behaviour Management plans and risk assessments            Staff planning and interventions</p>	

	<p>learning.          Planning for targets relating to behaviours for learning and communication are based upon best practice advice from DfE and other national bodies concerned with the education of pupils with pml</p>	<p>to reduce obsessive behaviours (e.g. sensory diet, degree of stimulation in the environment, deployment of adult resources)          Planning reflects DfE and national advice</p>	
<p>Pupil Premium PMLD pupils make at least the same rate of progress as non PP pupils</p>	<p>The majority of pupil premium PMLD pupils have targets set at the Upper Quartile, and at least 60% of these are achieved.</p>	<p>Analysis of progress and achievement data</p>	
<p>Pupils with PMLD benefit from well targeted interventions to increase rates of progress in communication, literacy and numeracy</p>	<p>Interventions to promote communication and well-being are tracked and outcomes are positive for the majority of participants.</p>	<p>Analysis of impact of interventions</p>	
<p><b>Overall Grade and commentary</b></p>			

**Standard 2: Teaching & Learning of pupils with PmlD**

<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Identified area for improvement</b>
Teacher's planning reflects understanding and knowledge of the learning needs of pupils with pmlD. The planning ensures that all pupils in the group, whatever their degree of pmlD, make progress in their learning through well planned learning objectives and learning outcomes	The quality of planning indicates that staff understand the implications of the impact of a child's pmlD on learning, and makes adjustments to inform improvement. Teachers use their knowledge of the child to provide tasks which interest the child and cause little discomfort and stress	Scrutiny of teacher's planning (short, medium and long term) Lesson observations show that pupils can complete tasks within a given time	
Teachers have an expertise in developing the communication and literacy skills of pupils with pmlD, and this is reflected in planning, teaching strategies and classroom interventions.	There is a clearly defined approach to the development of communication for pupils with PMLD Staff consistently use the school's communication approach when working with pupils with PMLD Pupils with PMLD make good progress in achieving their literacy/communication targets	School policy and documentation re provision for children with pmlD Lesson Observations and Learning Walks which provide evidence of staff using a range of communication interventions with children with PMLD, e.g. PECs, Total Communication, Makaton, use of ICT	
Teachers take into account the individual learning styles, physical, medical and behavioural needs of pupils with pmlD and match the learning activities to ensure their successful engagement. Individual IEP targets are addressed through this differentiated approach.	There are clear routines at the start and end of lessons, and in transitions during the lesson that provide predictability and structure for the pupils. Pupils with PMLD make good progress in lessons because the learning activities are matched to individual needs	Lesson observations and learning walks Lesson planning IEP outcomes	
Teachers and other adults in the	Pupils with PMLD know how well they	Consistent and regular use of	

classroom use appropriate modes of communication (verbal, signing, symbols) to indicate how well pupils with pmld are doing in their learning, and what they need to do to improve.	are achieving in lessons because of positive feedback throughout the lesson, using appropriate means of communication. There is a coherent and appropriate approach to informing pupils with PMLD how to improve their learning and/or behaviour	communication, using approaches such as PECs and Makaton Consistent use of praise and rewards End of lesson plenaries	
Staff employ Information and Communication technology (ICT) as an effective teaching support for the child	ICT is used well to provide access to learning and to overcome barriers in communication	Use of IWBs Regular use of ICT software – planned opportunities in learning Individual planned use of ICT (I pads, lap-tops etc.) to promote communication between child and adults and other children	
Teachers and other adults use differentiated questioning to check the understanding of pupils with pmld, and to develop their thinking.	Questioning skills are informed by adults' understanding of the triad of impairment, and seek to help these pupils develop engagement and empathy.	Lesson observations Learning Walks	
There is an agreed process for the identification and assessment of pupils with pmld that enables teaching to be carefully matched to needs.	There are appropriate procedures in place, which ensure that assessment, recording and reporting of pupils with PMLD are integrated into the school's routings	Staff carrying out assessments have the appropriate expertise Use of external support, e.g. EPs and SALT, to provide additional information and guidance to support assessment Parents/carers are routinely involved in the assessment process	
Assessment of the progress in learning, behaviour and social skills development of pupils with pmld is regular, and contributes to planning	There is an agreed whole school approach to assessment and target setting for pupils with PMLD, including 12 month and end of KeyStage targets.	Scrutiny of targets	

next steps for individual pupils. This ensures that clear and realistic targets are set for each child.	Target setting (including IEP targets) is used consistently to plan next steps in learning/behaviour/communication Pupils are informed of their targets, and are encouraged to monitor their own progress		
Teaching of pupils with pmld uses appropriate strategies and techniques to engage and motivate	Teachers and other adults confidently use appropriate strategies and interventions so that pupils with PMLD are engaged in learning most of the time, and are motivated to complete tasks and activities. There is good evidence that pupils with PMLD are enjoying their learning	Evidence of use of appropriate PMLD approaches, e.g. TEACCH Objects of Reference Routines Music Learning Environment	
Teachers and other adults ensure that their subject knowledge and expertise is evident in the learning activities for pupils with pmld and in their interactions	Pupils with PMLD are taught by teachers who understand the requirements of subjects well, and ensure that their pupils make good progress in acquiring the knowledge, understanding, skills and processes related to each subject, taking into account the barriers presented by the triad of impairment. Good use is made of planning and advice from key therapists to enhance the learning of pupils with PMLD	Lesson observations Learning Walks Teacher's planning Plans from therapists, e.g. SALT, occupational therapists, are integrated into learning plans to maximize learning	
Teachers and other adults plan scaffolded opportunities for pupils with pmld to learn independently and in small groups	Pupils with PMLD are encouraged to work independently on planned tasks, and to work collaboratively when appropriate.	Learning Walks Lesson Observations Lesson plans	
Teachers share topic themes and resources with parents/carers so that learning can be continued in the home	Good use is made of home/school communication books or Learning Platforms to ensure that parents can	Scrutiny of communication with home Use of Learning Platforms to	

	support topic themes in the home environment	promote partnerships between home and school	
Teachers and other adults understand the importance of a supportive learning environment for a pupil with pmlD that enables the pupil to relax and settle to work.	<p>The classroom and general environment of the school is well organized, quiet and free from over stimulation and clearly set out.</p> <p>The layout of the classroom and common areas of the schools shows consideration for the unique needs of each child with pmlD</p>	<p>Teaching areas are well organized, quiet and free from over stimulations and clutter.</p> <p>There are clear directional signs, photographs and pictures in classrooms and throughout the school to indicate areas of activity</p>	
Teachers and other adults working with pupils with pmlD develop effective behaviour management plans, and are skilled in effective behaviour management strategies to enable the pupils to regulate their behaviours and learn successfully.	<p>Individual challenging behaviours are addressed efficiently and with minimum comprise of dignity so that the learning of others is not unduly interrupted, and the child with PMLD can be calmed quickly and returned to learning with minimum fuss.</p> <p>All interactions related to helping pupils with PMLD manage their behaviours promote a relationship of trust and respect</p> <p>Staff are confident in the training they have received to manage challenging and complex behaviours</p>	<p>Lesson observations &amp; learning walks</p> <p>Quality of behaviour management plans and risk assessments</p> <p>staff behaviour management training plan</p>	
<b>Overall Grade and Commentary</b>			

**Standard 3: Behaviour & Safety of pupils with PmlD**

<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Identified area for improvement</b>
Pupils with PMLD have positive attitudes towards learning, and to other pupils and adults in their class.	There is a positive ethos of respect and trust within the classroom Pupils with PMLD are helped to understand when they have been unkind to others	Learning walks and lesson observations	
Pupils with PMLD are given every opportunity and encouragement to participate in the life of the school	Pupils with PMLD participate confidently in school activities and events, and where possible their views on the school offer are sought.	Playground observations Assemblies Involvement in the Pupil Voice	
The school's behaviour policy takes into account the needs of pupils with PMLD. Behaviour management plans and risk assessments are regularly updated, and all adults working with PMLD pupils are regularly trained in appropriate behaviour management techniques.	The school promotes an atmosphere where children with pmlD feel safe and secure, and where other children have an empathy with the children with pmlD Written behaviour management plans indicate the arrangements made for children with pmlD	The school behaviour provision map Analysis of behaviour management plans Monitoring of success of behaviour management plans	
There are planned opportunities for teaching pupils with PMLD how to keep themselves safe – as appropriate to their level of understanding	Curriculum opportunities help pupils with PMLD to learn how to keep safe	Scrutiny of the schools' PSHCE programme	
The attendance of pupils with PMLD is monitored, and the school establishes a very close partnership with parents to maintain regular attendance and support.	Attendance of pupils with PMLD is very good	Analysis of school attendance records Monitoring of attendance, and record of interventions	
<b>Overall Grade and commentary</b>			

**Standard 4: Leadership & Management of pupils with PmlD**

<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Identified area for improvement</b>
Leadership of the PMLD provision demonstrates a clear vision of excellence and how the provision can further improve. It promotes a clear pedagogical basis for teaching and learning of pupils with pmlD.	The school has in place appropriate arrangements, including written documentation, to support the planning of provision for children with pmlD. Leadership ensures that all staff working with children with PMLD can explain the implications of the triad of impairment and barriers to learning and socialisation	SEN Policy Planning documentation indicates that the school has an agreed theoretical approach to the provision for children with pmlD, e.g. IMPACT, TEACCH	
Action planning for development of the PMLD provision reflects these high standards and aspirations	There is a distinct action plan related to the improvement of the PMLD provision within the school	Scrutiny of PMLD action plan, and monitoring records	
There is a regular programme of self-evaluation of the quality of PMLD provision	Monitoring of the PMLD provision is part of the school's self-evaluation cycle	Self-evaluation documentation	
Leadership of the PMLD provision improves the quality of teaching and learning of pupils with pmlD	The lead for pmlD provision is an expert in the teaching and provision for pupils with PMLD Monitoring of T&L of children with PMLD shows that the standard of T&L steadily improves because of the arrangements put in place to support and develop teachers and non-teaching staff working with these pupils.	Qualifications of staff working with children with PMLD Monitoring of T&L data (lesson observations, learning walks, analysis reports on T&L)	
Newly appointed staff are given appropriate support to ensure that their teaching and consequently, the impact on the children's learning, is effective	There is a clearly set out process, through staff performance management, to ensure that all staff working with PMLD pupils are	There are records of training undertaken by staff and of the impact of training on planning for teaching and learning.	



and consistent	appropriately trained and expert in working with children with PMLD	Evidence of coaching and mentoring arrangements for staff new to PMLD provision	
The curriculum offered to pupils with PMLD is balanced and relevant to their needs. It includes the core subjects of Communication/Literacy, Numeracy, ICT and PSHCE. The curriculum is based upon an agreed pedagogical theory/model for working with pupils with PMLD	The curriculum offer for pupils with PMLD meets Ofsted requirements for good or better Curriculum flexibility ensures that individual needs and interests are given a priority and that obsessive interests are used imaginatively to encourage interaction and learning	Analysis of curriculum offer The curriculum for pupils with PMLD is sufficiently differentiated to priorities their individual strengths and interest  Curriculum adjustments	
The provision for pupils with PMLD includes a therapeutic element appropriate to needs	There is an identified space for each child with pmlD for time out.	There is good quality provision in classrooms or a single place (e.g. sensory room, soft play room) for pupils with pmlD to find comfort and to de-stress when necessary.	
Parents and carers have confidence in the school's provision for pupils with PMLD because of effective communication and links, including with other support agencies and the local community.	Parents are confident and supportive of the school's efforts on their child's behalf.	Parents are involved actively in the process of assessing and planning for their child's successful inclusion within the school.	
There is a high focus on the safety of pupils with PMLD, particularly the most vulnerable children.	Written behaviour management plans and risk assessments for planned activities indicate the arrangements made for children with pmlD to ensure their continuous safety	Quality of risk assessments linked to behaviour management plans Quality of risk assessments linked to planned activities, particularly for visits in the local community	
<b>Overall grade and commentary</b>			

**Other aspects of educational provision for pupils with PmlD**

<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Evidence</b>	<b>Identified area for improvement</b>
The transition of pupils with pmlD enables them to settle rapidly and make progress in their next stage of learning (either when they join the school, or move on to their next destination)	Pupils with PMLD manage their transition into the school smoothly and with minimum upset, because of effective arrangements to ensure that they and their parents/carers experience least stress in new and unfamiliar surroundings. Pupils with PMLD are helped to achieve a smooth transition to their next stage in learning because of the partnership between the school, the parents and the receiving educational setting.	School transition arrangements Feedback from parents/carers and pupils	
Pupils with pmlD have access to learning opportunities that promote their spiritual, moral, social and cultural development	Opportunities for developing SMSC are consistently planned within the curriculum and there is good evidence that pupils with PMLD make progress in these areas.	Scrutiny of curriculum School self-evaluation evidence Feedback from parents/carers and pupils	
The school maintains an appropriate environment designed to reflect the learning needs, and support the social inclusion of pupils with pmlD	The classroom and general environment of the school is well organized, quiet and free from over stimulation and clearly set out	There are clear directional signs, photographs and pictures in classrooms and throughout the school to indicate areas of activity	
<b>Overall Grade and commentary</b>			

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