

# **A Sensory Approach to the Curriculum**

**for pupils with profound  
and multiple learning  
difficulties**

**Judy Davis**

# Sensory Approach To Curriculum For Pupils With Profound And Multiple Learning Difficulties

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## **Sensory Approach To Curriculum For Pupils With Profound And Multiple Learning Difficulties:**

**A Sensory Approach to the Curriculum** Judy Davis, 2013-04-15 Written by a teacher with many years of experience with pupils with PMLD this book offers a well tried approach to delivering the curriculum with particular emphasis on the core subjects It aims to complement and supplement existing material and provides a useful resource for busy teachers

*The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties* Michael Farrell, 2006 Written with the busy practitioner in mind the author draws on his extensive specialist knowledge to offer a sensible workable and practical approach for any teacher who wishes to understand and promote effective classroom inclusion for children with learning difficulties Concentrating on the realities of teaching and learning this book places learning difficulties in the context of policy and law examines and explains the relevant terms and definitions puts forward suggestions for provision looks at ways of assessing and raising achievement offers strategies to develop an inclusive responsive environment

*The Education and Care of Children with Severe, Profound and Multiple Learning Disabilities* Richard Aird, 2013-12-19 This is a practical guide to managing the whole curriculum for children with severe learning difficulties SLD Crucial guidance and effective strategies are provided on how to reconcile the rights needs and aspirations of such children in light of recent national trends and QCA guidelines

*Supporting Children with Learning Difficulties* Christine Turner, 2011-08-18 How do you teach history to a child who can't remember what she had for dinner What difference will it make to a child's counting skills if you place the objects in a line rather than dropped randomly on the table Will breaking down a task into smaller steps help a young person learn how to dress himself Children with learning disabilities do not follow set patterns of learning and yet often they are expected to learn in the same way as their non disabled peers Christine Turner draws on 25 years experience gained from teaching children with severe profound and multiple disabilities to provide an introduction to learning disabilities and the effect they have on the individual and the family She proposes holistic strategies to ensure that every child makes progress regardless of the extent of their disability All aspects of learning from the simplest forms of non verbal communication to the way ICT can motivate and inspire are explored in this practical and informal guide for anyone wanting to support a child with learning difficulties

**The Routledge Companion to Severe, Profound and Multiple Learning Difficulties** Penny Lacey, Rob Ashdown, Phyllis Jones, Hazel Lawson, Michele Pipe, 2015-04-10 The Routledge Companion to Severe Profound and Multiple Learning Difficulties is a timely and rich resource with contributions from writing teams of acknowledged experts providing a balance of both academic and practitioner perspectives The book covers a myriad of topics and themes and has the core purpose of informing and supporting everyone who is interested in improving the quality of education and support for children and young adults with severe profound and multiple learning difficulties and their families Each chapter contains careful presentations and analyses of the findings from influential research and its practical applications and the book is a treasure chest of experiences suggestions and ideas from practitioners that will be

invaluable for many years to come The chapters include many vignettes gathered from practitioners in the field and are written specifically to be rigorous yet accessible The contributors cover topics related to the rights and needs of children and young adults from 0 25 years crucial features of high quality education characteristics of integrated provision and effective and sensitive working with families to ensure the best possible outcomes for their children Crucially the voice of the learners themselves shines through Historical provision that has had an impact on developing services and modern legislation aimed at improving provision and services are also discussed The contributed chapters are organised into six themed parts Provision for learners with SLD PMLD Involving stakeholders Priorities for meeting the personal and social needs of learners Developing the curriculum Strategies for supporting teaching and learning Towards a new understanding of education for learners with SLD PMLD This text is an essential read for students on courses and staff working in and with the whole range of educational settings catering for children and young adults with severe profound and multiple learning difficulties not just for teachers but also for support staff speech and language therapists physiotherapists psychologists nurses social workers and other specialists

**The Fulton Special Education Digest** Ann Worthington,2013-11-19 This fully updated second edition is an essential reference book that contains a wealth of resources and practical information relating to the education and care of children with special educational needs Within its pages you will find an accessible jargon free overview of current SEN policies and how they affect parents teachers and children contact details of over 1 000 selected organizations charities and services that exist to help the child with special educational needs an extensive glossary of terms and medical conditions associated with special education pointers to useful resources on the Internet the names and addresses of Local Education Authorities all of which can provide information on inclusive schooling the names and addresses of over 1 800 special schools in the UK and advice on how to make links with other professionals to ensure all children with special educational needs are getting the attention to which they are entitled Any teacher teaching assistant parent or carer of a child or children with special educational needs will find this book a useful companion *Enabling Access* Barry Carpenter,Chris Stevens,Keith Bovair,Rob Ashdown,2014-04-08 First Published in 1997 In special education we are at last in a good position to offer pupils a broad and balanced curriculum which is relevant to their needs and which is based on the same range of provision enjoyed by all pupils Such a curriculum can only be planned as a cohesive whole compartmentalizing aspects of the whole curriculum risks seeing one part as having more merit or worth than another The whole curriculum in all schools will vary depending on local needs and opportunities In special education it is important that we embrace that whole curriculum using its diversity and opportunity to plan for breadth balance and relevance This book makes a significant contribution to the developments in planning for access to the whole curriculum Principles and Practices of Working with Pupils with Special Educational Needs and Disability Trevor Cotterill,2019-01-10 Providing insight into current research and comprehensive guidance on recent legislation and policy this key text offers anyone working or preparing to work with

children with SEND with essential academic and theoretical understanding to underpin and inform existing and future practice Exploring prime areas in which professionals work directly with children with SEND chapters broach current issues and debates relating to practice and examine recent advances in research policy and legislation in areas including education health and social care This interdisciplinary approach coupled with case studies points for reflection and clearly signposted activities throughout gives readers the opportunity to develop a thorough understanding of the complexities surrounding SEND and enables them to relate these to their own practice Packed with practical tips and examples of best practice topics discussed include approaches to inclusion integration and segregation competing discourses surrounding SEND and their impacts on children families and professionals safeguarding and the voice of the child multi agency work and the changing role of the SEND practitioner working in partnership with parents and families research and practice in relation to issues such as Autistic Spectrum Disorder chromosomal and gestational diversity ADHD and Profound and Multiple Learning Disabilities and Difficulties Demystifying changes to policy exploring legislation and identifying best practice this invaluable resource will support students SEND practitioners and professionals to develop and enhance practice with children with SEND

**Celebrating the Special School** Michael Farrell, 2012-12-06 This book challenges the assumption that special schools are a second best educational option for their pupils It celebrates the success and importance of special schools within England and the support of local education authorities LEAs in maintaining them Full of examples highlighting good practice including the views of parents pupils and ex pupils who have all experienced a positive special school education the book clearly outlines the principles at the heart of the inclusion debate discusses the tension in schools between raising standards and being inclusive assesses the future role of special schools offers an alternative vision of optimal education for each child Celebrating the Special School will be of interest to parents of children attending special schools or considering placement LEA officers special school staff staff working in units for pupils with SEN and parents of these children [Child Development and Teaching Pupils with Special Educational Needs](#) Anne Anderson, Richard Gerrish, Lyn Layton, Jenny Morgan, Christina Tilstone, Anna Williams, 2013-04-15 A thought provoking book which provides a framework for understanding the physical sensory emotional social linguistic and cognitive development of children with special educational needs It gives practitioners and students a sound grasp of the theoretical ground needed to fully understand cognitive development and will help them track children s developmental progress in order to optimise learning opportunities The authors handle complex topics in a highly accessible manner explaining how to put theory into practice In three lucidly argued sections they present an overview of the work of key theorists and thinkers including Vygotsky Piaget Freud Erikson Bruner and the Koring theorists an evaluation of the educational implications of the work of each theorist using illustrative case studies a consideration of areas of development in learning and teaching children with special educational needs This book will be a beacon for teachers head teachers educational psychologists and all practitioners involved in special needs

education who seek the opportunity to help empower their pupils and enhance their own understanding Making Leisure Provision for People with Profound Learning and Multiple Disabilities James Hogg,J. Cavet,2013-11-11 A Student Guide to the SEND Code of Practice Trevor Cotterill,2023-09-14 In this essential textbook for students Trevor Cotterill delves into the four broad areas of need identified in the SEND Code of Practice 2015 providing a spotlight on current research into a range of identified difficulties as well as outlining the appropriate pedagogical approaches required to support these needs in children and young people Closely mirroring the SEND Code of Practice 2015 each distinct area of need associated with cognition and learning communication and interaction physical and sensory issues and social emotional and mental health difficulties features essential overviews of research and current thinking within each area Supported with case studies learning objectives and reflection points this text includes discussions on autistic spectrum disorders profound and multiple learning difficulties ADHD mental health physical and sensory difficulties and adverse childhood experiences as they relate to the SEND Code of Practice 2015 Fully endorsed by evidence based research involving children young people adults and their families this text encourages students to understand that SEND is a complex area and provides opportunities to reflect on previous experience harnessing them with knowledge for future practice Concise yet rigorous in its explanations and coupled with signposted activities and suggestions for further reading throughout A Student Guide to the SEND Code of Practice will be invaluable to undergraduate students undertaking a programme of study incorporating special educational needs and disability as a single or joint honours *Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties* Peter Imray,Viv Hinchcliffe,2013-10-30 *Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties* offers a range of compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils This book written in accessible common sense and non academic language provides an easy to follow alternative curriculum specifically designed to enhance and enrich the learning of children with profound and multiple learning difficulties Chapter by chapter guidelines and support are offered in key curriculum areas some of which include Cognition Language Literacy and Communication Mathematical Physical Sensory Creative Care Play Problem solving This highly practical resource is essential reading for any educational professional parents school governors teachers teaching assistants therapists and indeed anyone involved with maximising the educational opportunities of those with profound learning difficulties Learning Disability Grant, Gordon,Ramcharan, Paul,Flynn, Margaret,2010-05-01 Learning Disability uses a life cycle approach to show how those with learning disabilities can be helped most at different stages in their lives Disability Classification in Education Lani Florian,Margaret J. McLaughlin,2008-03-27 Makes a strong contribution to the field illuminating many issues and significant concerns Mary Carlson Special Education Teacher Park Hill K 8 School Denver CO A unique timeless collection that raises interesting questions about disability classification internationally Wendy Dallman Special Education Teacher New London

High School WI Promote equal educational opportunity through improved classification practices The identification of children for special educational services has long been a topic of debate Are students classified accurately Do current classification systems produce adequate education services Have systems designed to ensure equity instead resulted in discrimination Disability Classification in Education offers a comprehensive analysis of current classification systems and categorical labels in the United States the United Kingdom and other countries Covering specific national policies from historical sociological and legal perspectives this collection of articles from a group of esteemed educational researchers identifies the disparities between different classification systems and suggests changes based on recent requirements challenges and trends Aligned with NCLB and the reauthorization of IDEA 2004 this edited volume examines The evolution of special education classification policies The relevance of existing disability classification systems Dilemmas educators face in using current classification procedures Alternatives for serving learners with special needs Approaches to developing a standardized or universal classification policy Intended to stimulate discussion and spark change this guide helps school or district administrators and university faculty improve the professional practice of those entrusted with the development and well being of children with disabilities *Supporting Children with Special Educational Needs* Marian Halliwell, 2012-09-10 First Published in 2004 Written in the context of recent legislation concerning disability and special educational needs this book contains helpful information about a range of special educational needs and provides clear guidance to help assistants give support in schools and pre school settings The advice promotes the inclusion of all pupils and suggests ways to raise the achievement of every individual The following areas are covered definitions of SEN and the principles of inclusion the Code of Practice the Disability Discrimination Act and the implications for schools target setting and IEPs the role of the assistant in giving support working with other professionals and a glossary of terms Written for teachers and teaching assistants

**Routledge Library Editions: Special Educational Needs** Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications *Which School? for Special Needs.* Wendy Bosberry-Scott, 2011-04 A Guide to Independent Non maintained Schools Colleges of Further Education in Britain for Pupils with Sensory Physical Learning Social Emotional Behavioural Difficulties or Dyslexia **Engaging Learners with Complex Learning Difficulties and Disabilities** Barry Carpenter, Jo Egerton, Beverley Cockbill, Tamara Bloom, Jodie Fotheringham, Hollie Rawson, Jane Thistlethwaite, 2015-02-11 Children and young people with Complex Learning Difficulties and Disabilities CLDD have co existing and overlapping conditions which can manifest in complex learning patterns extreme behaviours and a range of socio medical needs which are new and unfamiliar to many educators Their combination of issues

and layered needs mental health relationship behavioural physical medical sensory communication and cognitive mean they often disengage from learning and challenge even our most experienced teachers This book provides school practitioners and leaders with an approach and resources to engage this often disenfranchized group of children in learning The Engagement for Learning Framework has been developed and trialled by over 100 educational settings both special and mainstream with learners from early years to post 16 It gives practitioners from a range of disciplines a shared means of assessing recording and developing personalized learning pathways and demonstrating progression for these children The focus on inquiry means that however complex a young person s needs educators will be able to apply the approach This practical and engaging book provides literature tools and case study examples outlining who children and young people with CLDD are why their engagement for learning is important and how the Engagement for Learning Framework can be used effectively by teachers and other professionals to ensure the best possible outcomes for these children

**Teaching Reading to All Learners Including Those with Complex Needs** Sarah Moseley, 2023-03-21 Learning to read and having access to a rich reading curriculum has a huge impact upon us both emotionally and academically so how can we ensure that it is seen as an entitlement of all learners including those defined as having profound and multiple learning difficulties PMLD and the most complex needs This accessible book provides professionals with the knowledge and confidence to develop reading for all learners It integrates the latest ideas and research into a practical framework to create an inclusive reading curriculum and support learners across the whole education spectrum including those with the most complex needs Each chapter includes a mixture of research strategies and case study examples demonstrating how reading supports both wellbeing and access to learning and with stories provides a versatile vehicle to build on vocabulary and expand our ability to think and learn about our place in the world Teaching Reading to All Learners Including Those with Complex Needs is essential reading for both new and experienced teachers and special educational needs and disabilities coordinators SENDCo s looking to develop an inclusive reading curriculum and culture which will positively impact on the outcomes of all young people



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