

Introduction

This book sets out to help teachers and other professionals who are involved in assessment and target setting for pupils whose complex learning difficulties place them at the earliest levels of development. It aims to serve as a valuable tool to specialist teachers of pupils with a wide range of profound and complex needs, and offers educationalists with less experience of Profound, Multiple and Complex Learning Difficulties a comprehensive and easy to follow guide, in the assessment and target setting process.

The book is based on the premise of the authors that a balance between delivery of small-steps, skill-based individual learning objectives and wider learning opportunities is crucial to the holistic development of the child. Throughout the book readers are offered a logical, structured, developmental framework and shown ways of ensuring a breadth of experiential learning opportunities through schemes of work, designed to complement ongoing skill-based assessments.

In the book the authors refer to these children as having Profound and Multiple Learning Difficulties (PMLD).

The Baseline Assessment and Target Setting Assessment Scheme (BATS) is an holistic approach to the education provision for pupils with PMLD. It has been written, trialled, implemented, revised and developed by specialists at Mordaunt School, Southampton in discussion with a range of professionals, consultants and experienced teachers of SEN. Development of the scheme started in 1994 and the scheme has been used in the school for over six years. It has proved to be very successful in individual assessment and group target setting for pupils who have particular education needs and who are at the extreme boundaries of the special needs continuum. Those involved in its compilation recognised that guidance and assessment material for teachers of pupils with

Readership

Background

PMLD was lacking in certain areas. Areas included planning, target setting, curriculum delivery, records, recording of progress monitoring schedules and schemes of work. This book discusses each of these areas of provision and offers – throughout Part Two and in the Appendix – a range of documentary examples and exemplification materials which can be photocopied or adapted for use with pupils with PMLD and those with other complex learning difficulties.

Records of attainment

SCIENCE

Name _____

KEY ● achieves occasionally / achieves frequently X achieves consistently ■ reassess

General skills

Ea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	React to sensory stimulation
Eb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respond to sensory stimulation
Ec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Signal whether hungry or thirsty
Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respond to clear bright colours
Ee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Show anticipation in familiar activities
Ef	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attend to held objects
Eg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reach purposefully for an object
Eh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cause movement in a variety of small objects
Da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Show interest in parts of their body
Db	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognise main carers and familiar pupils
Dc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	React consistently to stimuli which are liked/disliked

Figure 5 Recording sheet to show attainment of general skills in science
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**Scheme of work
SCIENCE**

General skills

S1	level E	k/s 2	Contact and interact with staff and children within the whole school
S2	level E	Pre	Exploration of their scientific environment
S3	level E	Pre	Exposure to a variety of sensory stimuli both routine and occasional
S4	level E	k/s 1	Movement session in water
S5	level E	k/s 1	Relaxation and massage
S6	level E	k/s 4	Experience different weather conditions
S7	level E	k/s 1	Exposure to different light conditions
S8	level E	k/s 1	Push different objects to generate movement
S9	level E	k/s 3	Cause and effect relationships
S10	level E	Pre	Exposure to rhymes and simple songs
S11	level E	Pre	The exercise of choice
S12	level E	k/s 3	Practical problem solving
S13	level E	k/s 2	Name familiar objects
S14	level D	k/s 1	Watch objects being partially hidden and retrieved
S15	level D	k/s 3	One-to-one correspondence in everyday situations
S16	level D	k/s 2	Explore sequence in everyday life
S17	level D	k/s 3	Activate dangling object or computer programme
S18	level D	k/s 4	Explore the relationship between environmental clues and events

Scientific investigation – A.T. 1

S19	level C	Pre	Play with apparatus and toys worked by switches
S20	level C	k/s 4	Relate objects to their function
S21	level C	k/s 3	Experience movement of things in the natural world
S22	level B	Pre	Explore or experience a variety of sounds in play situations
S23	level B	k/s 4	Experience difference between still and moving water
S24	level B	k/s 2	Explore or experience a range of objects and substances

Life and living processes – A.T. 2

S25	level B	k/s 3	Respond to plants and animals with respect
S26	level B	k/s 4	Experience how we dispose of a range of waste products
S27	level A	k/s 4	Observe a variety of plants, using sight, touch and smell noting changes taking place during the seasons
S28	level A	k/s 4	Simple gardening
S29	level A	k/s 3	Simple food preparation

Materials and their properties – A.T. 3

S30	level C	k/s 1	Handle a range of different materials
S31	level A	Pre	Use flexible materials in a way that changes their shape

Physical processes – A.T. 4

S32	level C	k/s 2	Make sounds through musical instruments and our bodies
S33	level B	k/s 3	Play with light from different sources

Figure 7 Elements in a scheme of work for science

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SCIENCE General Skills	Name
S1 LEVEL E	Class
	Date / /
<p>This is an example of 33 pupil record sheets which link with the SCIENCE Scheme of Work These records form part of the Pupil Record of Achievement and Experience</p>	
<p>Contact/interact with staff and children within the whole school</p>	

Figure 8A Recording achievement and experience linked to scheme of work (pupil record)
© Mordaunt School, Southampton

SCIENCE

Name _____

Records of Achievement and Experience

General skills	Date	Class	Teachers' comments	Signature
S1	LEVEL	E		
Contact and interact with staff and children within the whole school	___/___/___	k/s 2	class	
S2	LEVEL	E		
Exploration of their scientific environment	___/___/___	k/s pre	class	
S3	LEVEL	E		
Exposure to a variety of sensory stimuli both routine and elaborated	___/___/___	k/s pre	class	
S4	LEVEL	E		
Movement session in water	___/___/___	k/s 1	class	
S5	LEVEL	E		
Relaxation and massage	___/___/___	k/s 2	class	
S6	LEVEL	E		
Experience different weather conditions	___/___/___	k/s 4	class	

Figure 8B Recording achievement and experience linked to scheme of work (teacher record)

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R.E.

Name _____

Records of Achievement and Experience

AT 1 To have a knowledge and understanding of religious belief and practice
 Date Key stage Class Comments

RE1
 To be aware of the roles of special people within a personal and religious context
 ___/___/___ k/s **pre** class

RE2
 To be aware of special books and sacred writings
 ___/___/___ k/s **2** class

RE3
 To be aware that different religions have their own special buildings and places of worship
 ___/___/___

RE4 a)
 To participate in festivals and celebrations and to have a knowledge of signs, symbols and language within a religious culture:
 A major festival or celebration ___/___/___ k/s **pre** class
 Shrove Tuesday ___/___/___ k/s **1 a** class
 Holi ___/___/___ k/s **2 a** class
 Easter ___/___/___ k/s **3 a** class b)
 A Sikh festival ___/___/___ k/s **4 a** class
 Divali ___/___/___ k/s **1 b** class
 Harvest ___/___/___ k/s **2 b** class
 A Jewish festival ___/___/___ k/s **3 b** class
 Christmas ___/___/___ k/s **4 b** class

Figure 9 Record of achievement and experience limited to scheme of work: teacher-based recording sheet for religious education
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All about me

My birthday is



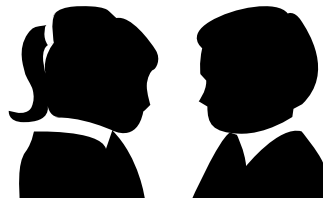
.....



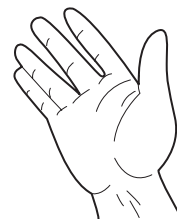
At home we speak



.....



When I play at home I use my



right hand

left hand

unsure yet

Figure 10 Building up knowledge of the whole child with a This is Me record
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Baseline Assessment

Name

KEY 1 not at all 2 occasionally 3 frequently 4 consistently

LANGUAGE AND COMMUNICATION

Does the child:		DATE	COMMENTS
1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		show some intent to communicate e.g. indicate a need – continue/stop an activity
2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		attend to people in some way e.g. vocalise/change facial expression
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		begin to show some consistency in response to adult interaction e.g. consistent vocalisation/gesture, giggles/to tickle etc.
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		participate in turn-taking activities e.g. shaking/rattling tambourine etc.
5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		show understanding of: <ul style="list-style-type: none"> • gesture • objects of reference • pictures and photographs • signing • symbols • single words
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		show some means of communicating by: <ul style="list-style-type: none"> • gesture • objects of reference • pictures and photographs • signing • symbols • single words

Figure 11 Recording sheet for baseline assessment
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