

**EVERY  
MOMENT  
IS A  
LEARNING  
MOMENT**

**Meadowfield School Aims, Beliefs and  
Ethos for Teaching and Learning for  
Pupils with PMLD and MSI**

**Our Ethos**

We will:

Respect pupils as individuals, as communicators  
and as learners.

Reflect on what the pupils are actually learning  
through and by our actions

Respond to pupils at their pace giving them  
time to process information and give a  
response.

**Our Beliefs**

We believe all our pupils have the potential to learn and  
develop.

We believe that everyone is equal in our diverse culture.

We believe that pupils with PMLD/MSI must have  
equality of opportunities with their peers.

We believe that a robust approach is key to effective  
learning for all.

We believe that it is fundamentally important that a  
collaborative approach is undertaken to ensure the  
development and wellbeing of every pupil.

We believe that it is the right of all pupils to be treated  
with dignity and respect. As pupils move through their  
school journey their age and needs will be acknowledged  
and respected.

We believe that staff and other professionals must be  
equipped with the right skills, through high quality  
professional development, in order to meet pupil's  
needs.

We believe that the knowledge, experience and expertise  
of parents and carers is central to pupils' learning.

**Our Aims**

We aim to provide an environment where total  
communication is embedded throughout.

We aim to ensure that the curriculum is relevant,  
engaging and related to pupil's independent needs.

We aim to foster independence, self-care and self-  
advocacy.

We aim to provide a safe and caring environment with  
meaningful learning experiences.

We aim to support learning through adult interventions  
which promotes and does not hinder learning.

We aim to work in partnership with parents and carers  
respecting their knowledge, experience and expertise to  
support the pupils' journey through school life and  
beyond.

We aim to understand the pupils within the context of  
their family.

**MEADOWFIELD SCHOOL**

***Engage Pathway***

**IMPACTS  
Curriculum**  
Multi-sensory  
approach to learning



# What is IMPACTS? Why did we choose it ? What does it mean for your child?

## What is IMPACTS?

Impacts is a curriculum which is centred around the needs of each individual.

I= INDIVIDUALISED

M = MEANINGFUL

P = PROFILE

A = ASSESSMENT

C = CURRICULUM

T = TARGET

S = SETTING

## Why did we choose IMPACTS?

Impacts has been developed by teachers at Rosewood Free School in Southampton, an outstanding special school. It is grounded in the research of highly acclaimed professionals and organisations including

- ⇒ Barry Carpenter
- ⇒ Penny Lacey
- ⇒ Chailey Heritage School

Research has shown that pupils with profound and multiple learning difficulties and multi-sensory impairment learn best using their whole body senses. Learning needs to be connected in order to support the child to make sense of themselves and their environment.

Pupils with very complex learning needs usually have a range of therapy targets alongside their educational targets. The whole ethos of IMPACTS is that all learning is centred around the child so that all targets are integrated .

Targets are addressed through whatever task the child is participating in whether that is in class, in the hygiene area, transitioning around the school, in the playground, in the hall, eating, drinking being fed ANYWHERE.

## What does IMPACTS mean for your child?

The Profile assessment will be completed prior to the Annual review. The teacher will use the assessment to identify key target areas, these will be discussed, adapted and agreed with Parents and other professionals at the Annual Review. Generally pupils will have:

- \* 3 communication Targets
- \* 2 cognitive targets
- \* 2 personal, social and emotional targets
- \* 2 physical (gross & fine motor) targets
- \* 1 technology target
- \* 1 engagement target

However this curriculum is individualized so some pupils may have a greater or lesser number of targets in any area depending on their learning priorities.

Learning in class will look the same as in any other class, there will be an overarching theme which will run for 2 terms to enable greater consolidation. The difference is that whatever the activity pupils will always be working towards their individual set of targets. These are assessed against the Engagement Model to maximise pupils progress.