



TIMETABLES

For Learners with Profound and Multiple
Learning Disabilities

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**with acknowledgements to
Jane Godfrey, parent carer**

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INTRODUCTION

This booklet is a result of an online workshop 'Timetables for Profound and Multiple Learning Disabilities (PMLD) Classes and Individuals' held in October 2021. The workshop was hosted by NAC (Non-Verbal Affective Care), a Community Interest Company (CIC) based in the UK, which is dedicated to the emotional wellbeing and mental health of children and adults with severe and profound intellectual disabilities, PMLD and autism.

Over fifty people attended the workshop in which participants were asked what help they felt they needed in relation to timetabling for learners with PMLD. The themes and questions that arose were recorded, and have informed the content and structure of this booklet.

The booklet has been written collaboratively and is considered by the authors (listed at the end of the booklet), to be a contribution to ongoing consideration of the principles, values and practices for good timetabling for learners with PMLD. It by no means purports to provide all the answers to timetabling questions and challenges. This is not least because, as the booklet will explain, timetables that are most effective for education and wellbeing must be developed at a personal level with a full understanding of and compassion for each individual learner. The authors hope that this booklet will prompt further discussion and sharing of good practice principles and approaches.

WHAT IS A TIMETABLE?

A timetable is a plan of the times when particular events are intended to take place. It is for the engagement of learners and staff in a natural, constructive, productive and effective use of time and daily educational routine.

Effective timetables can prevent a wastage of time and energy to everyone and ensure that there is variability and a meaningful sequence in the themes and activities offered.

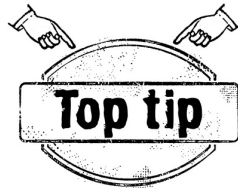
They can offer dignity and respect to the educator and learner, regardless of aptitude or ability, and assist in helping learners and staff alike to feel valued. It is a guide to support all aspects of learning, and should not be a creation that impedes learning.

Timetables provide consistency and stability. Structuring the day into sessions can help enable learners to know what is happening and predict what is coming next (Fox et al., 2020). Predictability and routine create a sense of safety and security. Predictability also helps learners develop a sense of self and an increased understanding of their environment (Watson et al., 2016).



WHAT DOES A TIMETABLE LOOK LIKE?

Timetables may be presented on paper or on a screen, but they are living organisms that grow, develop and change over time. They should be reviewed regularly and updated as necessary.



Review and update timetables regularly

You may need an overall timetable for the whole class and individual timetables for each learner. Positioning timetables on a board on the wall or door may enable easiest access and individual timetables may need to be portable so that they can be taken to the learner. Care should be taken so that timetables can be visible to wheelchair users (e.g. not placed too high) and to people with vision or sensory processing difficulties.

The way that timetables are designed and displayed is likely to need to be personalised for each learner.

It is useful to consider how they could be most easily made 'readable' for the team and learner, through methods such as colour coding, photographs, objects of reference, sounds and smells and alongside the use of assistive technology such as eye gaze tracking. Visual supports have been reported to be effective to use with learners with profound learning disabilities (Cannella-Maline et al., 2012) who have difficulties with memory (Lacey, 2015) and understanding of language (Stewart, 2017).

WHO IS A TIMETABLE FOR?

Timetables should be planned exclusively for the very best education of every individual. This naturally means that the timetable must work effectively for those following it too, as quality of education is highly dependent on the wellbeing, attitude, motivation and confidence of the staff team.

A timetable should be true to the learner, where the learner is at developmentally (Lacey, 2015; Colley et al., 2021) and what adds meaning and value to the learner's life.



Timetables are not created for the approval (often based on their aesthetic value) of governors, inspectors or ‘those in authority’ as their purpose is to communicate to members of staff and learners in a clear and accessible way what is to follow. The teacher must be strong in advocating for their learners for good timetabling and good implementation of timetabling throughout the week. They should not be compromised to meet often misinformed and meaningless requirements of external bodies. This requires strong advocacy and peaceful negotiations by the team leader who should have **a theoretical, evidence and values-based rationale for the design and use of their timetables.**



The content of a school timetable should be congruous with the school's philosophy, vision and mission for education, i.e. if the education establishment says that they provide a personalised curriculum and value social and emotional development, this should be reflected in the timetable. Personal timetables should link with Education Health Care Plans (EHCPs), individual target setting and record keeping.



WHO CREATES AND USES THE TIMETABLE?

Timetables should be regularly constructed by all the team together, including everyone who inputs to the learner's care, education and health, such as nurses, occupational therapists and physiotherapists. **This should be truly a team effort and involve parents as much as possible.** Parents are at the heart of the SEND Code of Practice (DfE and DoH, 2015). Timetables should be supported by the management team.





‘Education and care ideally converge in an integrated plan with joint responsibility of school personnel as well as therapists and daily caregivers. Due to the complex care needs of their students, teachers need substantial knowledge of and skills in care tasks (e.g. tube-feeding, medication, position switching), as well as an ability to identify and maximise teachable moments in daily care routines’.

Maes *et al.*, 2020, p46, referring to
Petitpiere *et al.*, 2007

“Medical tasks can be 'completed alongside something more fun.'

Colley et al., 2021, p139



At the Chailey Heritage Foundation all areas of provision are underpinned by support for wellbeing and independence (Colley et al., 2021). *'Medical care needs are done with, and not to, the young person whilst taking into account their feelings and comfort. Medical tasks are also completed along with something more fun to ensure that the focus is on being a child and not someone needing constant medical treatment, even if they do.'* (Colley et al., 2021 p139)

“Where children and young people also have SEN [special educational needs], their provision should be planned and delivered in a co-ordinated way with the healthcare plan.’
(DfE and DoH, 2015, p94)

A team approach to creating timetables may help to increase understanding of the purpose of everything that is on the timetable, and awareness that **learning may be taking place, even when what is happening looks informal, or like not much is happening.** Such understanding may, in turn, prevent avoidable interruptions.

Each person who is involved in delivering education and care should know and be confident in their role on the timetables. Working with the team to create timetables and exploring and addressing issues and questions that arise, can contribute to creating a culture where staff are skilled and feel secure, supported and confident.



WHAT GOES IN A TIMETABLE?

Start with the things that have to happen for the learner's safety and health - within and outside the classroom.



Include physiotherapy, occupational therapy, manual handling, nursing care, mealtimes and personal care. Give those tasks plenty of time because, as well as their importance for physical wellbeing, they are critical for quality of life and providing a meaningful curriculum for learners with PMLD. **When learners are enabled to actively participate in every aspect of their lives, all areas of their lives can be learning opportunities.**



'Moments of care can be considered as learning moments, with specific formulated learning goals. They are also opportunities to further establish a warm and interactive relationship, necessary for learning.'

Maes et al., 2020, p46

Following the same pattern and rhythm each day will create a sense of safety, security therefore maximising learning potential. For example, it may be a good idea to include '*consistent sessions and snack/lunch schedules for staff and learners*' (Fox et al., 2020, p48).

Observe patterns of energy levels throughout the day and plan for the more demanding activities to take place at times of peak alertness, and for time to rest when needed. Be vigilant for whether what appears to be tiredness is actually boredom, at which time engagement and stimulation may well be needed.



TIMETABLE ACTIVITIES AND EXPERIENCES

The word subject means ‘an area of knowledge’. By definition, subject learning is not accessible to someone who has profound learning disabilities, but learning through engagement and experience is.



‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (SEND Code of Practice, DfE and DoH, 2015, p94).

According to the Rochford Review (Rochford, 2016), **there is no legislative requirement for subject specific study for learners with PMLD** who are working at key stages 1 or 2.

The Engagement Model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key Testing Agency, 2020).

The 5 areas of engagement are:

- exploration
- realisation
- anticipation
- persistence
- initiation



The engagement model is based on the ideas that engagement is multi-dimensional and is necessary for pupils to learn, develop and reach their full potential. The areas are to be used to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum.

The engagement model does not provide a curriculum, tools or strategies for teaching. It does not replace a school's existing planning, assessment and reporting systems and schools have autonomy over how it will be implemented (Standards and Testing Agency, 2020).

It has been widely acknowledged that it is inappropriate to use mainstream pedagogy and curricula for learners with PMLD who require tailored approaches designed to their developmental needs (e.g. Imray and Colley, 2017; Colley et al., 2021).

The Rochford Review also recommends assessment of early mathematics and literacy skills to track whether learners 'are developing the right concepts and skills to progress on to those aspects of subject-specific learning assessed by the pre-key stage standards, if and when they are ready to do so' (Rochford, 2016, p6).

Whilst some curriculum area labels are shared and remain very appropriate such as art, drama and social and emotional wellbeing, it is inappropriate to stretch the imagination to try to construct a timetable of activities into subject areas, rather than to call them what they actually are. A classic example is naming a 'modern foreign language' session consisting of eating baguette and brie cheese. Another example is naming 'history' exploration of old fashioned toys. This is disrespectful to where the learner is at and is not a true reflection of what their experience of engaging in the activity or session is.

Colley et al., (2021) point out that there can be a tendency to place higher value on teaching subjects typically found in the mainstream curriculum than on areas of 'real learning', such as 'using a spoon, getting undressed or using the toilet' (p146).

Similarly, **learning to regulate, manage emotions and develop relationships with others, arguably is the curriculum for learners with PMLD.** Some of the most valuable learning outcomes may occur when a learner is able to show that they need rest or time to regulate, or when they are able sit companionably and vocalise with a peer or member of staff.

The timetable should allow for learning to take place in the areas of SEND identified in individual Education and Health Care plans.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

By timetabling activities and experiences, rather than subjects, a holistic approach can be taken to education.



Supporting regulation, personal care, health and sensory needs and postural care is part of education, as well as being needed to enable learners to access other areas of their curriculum. For example, a person must be regulated to be able to access the parts of the brain necessary for cognition and academic learning (Perry and Winfrey, 2021), and if they are not well positioned and supported physically, their energy may be taken up coping with discomfort or pain and therefore not be available for learning.

Activities should take account of individual sensory, communication, postural care, personal care and movement needs, as well as the learner's own interests and relationships (Fox et al., 2020). The SEND Code of Practice (DfE and DoH 2015, p94) states that '*All pupils should have access to a broad and balanced curriculum.*'

There needs to be sufficient **breadth and variety** for interest, motivation and to provide access to **opportunities and experiences** that support the various areas of development, learning and wellbeing. Plenty of **repetition** is also needed for learning to be consolidated.

It may be important to schedule time every day for physical activities. Movement is critical for wellbeing, having a sense of agency and developing competencies enabling participation and self-direction in self-care activities.

Movement breaks and time for rest and relaxation may be necessary for some and helpful for most, if not all learners. It is essential to plan time for extra movement activity during intimate routines and outside the room space. A good example is going to hydrotherapy and allowing time for getting to the pool, changing on arrival and changing before return.

The timetable should reflect and allow time for approaches and activities that have been shown to be effective, such as hydrotherapy, active learning, rebound therapy, sensology, sensory stories, information technology and Intensive Interaction. Intensive Interaction is a natural way of communicating that can be used throughout the day, as well in dedicated sessions (Hewett, 2018). Therefore allowing plenty of time will increase the possibility for meaningful interaction to occur throughout the entire curriculum.



ONE-TO-ONE AND GROUP TIME

Teaching sometimes needs a one-to-one approach and sometimes can be carried out as group activities. Consideration needs to be given to individual needs, allowing learners enough space and enough individual attention (Fox et al, 2020; Maes et al, 2020) point out the need for '*individual distraction free learning stations*'. For PMLD learners this is unlikely to be a desk or table but could be a couple of beanbags in a quiet part of the room, a sandpit or sensory room.



USING THE TIMETABLE FLEXIBLY

What is going on during the day that hasn't been planned for may also have great value for wellbeing, learning and supporting developmental outcomes. This is 'the hidden curriculum', but for learners with PMLD is so crucial for their development and quality of life that perhaps could and should be made more explicit. Experiences that are beyond the timetable are fundamental to learning and **an environment which is responsive to such opportunities will be educationally rich and one in which learners cannot help but learn.**

The timetable should be designed and used in a way that maximises learners' opportunities to make progress in the areas of engagement (exploration, realisation, anticipation, persistence and initiation). In order for this to happen, the team need to remain observant for when learners are showing signs of engagement, or active participation as this is when learning is most likely to be taking place.



'Engagement is a journey that connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement without engagement there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.'

Carpenter, 2010, p5

Notice when learning is happening and go with it, rather than sticking to the planned timetable rigidly.



'Monitor levels of engagement with each activity to understand when to move on. Allow children who show an interest in an activity to continue with it.'

Fox et al., 2020, p48

This does not entail the use of school bells or the educator having to end a session because 'it says so' on the timetable. The period of time is dependent on the learner. It may be an hour for a group activity or 45 seconds for an individual with fleeting powers of attention.

When everything is considered a learning opportunity and learners are supported to actively participate in everything they do there is no rush to get back to timetabled activities or 'classroom learning' (Colley et al., 2021).

When a learner does not want to follow the timetable and shows that they don't want to, responding to their communication provides a wonderful opportunity for initiation and expression. Supporting people with PMLD to become independent communicators should take priority, where possible, over following a timetable.

Changes should not be seen as a failure as they reflect the observed need for on-going review and development. Some people with PMLD may be resistant to change or find change difficult. Sensitive support and preparation may be needed. Communicating changes to the timetable or usual routine with the learner may be helpful.

Flexibility is the name of the game.



To fully support learning, teachers and managers can observe and feedback on the learning outcomes they notice emerging within any and all activities, e.g. I noticed how much attention he was paying, how focussed she was, how calm he appeared, how much she was initiating during that interaction.

Time needs to be made available to be responsive, acknowledge communication initiations, share moments of attention and, crucially for rest, taking in, processing and assimilating information, sensations and experiences. It takes longer for someone with PMLD to take in and process information, therefore **allow plenty of time** and ensure that not too much information is given at once (Goodwin, Miller and Edwards, 2015).

Interactions with peers can provide a lot of learning opportunities (Maes et al., 2020). Look for naturally occurring interactions and relationships between students and particular members of staff and adjust the timetable accordingly to allow these relationships to flourish.

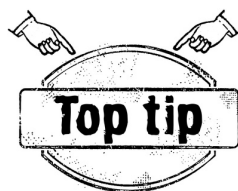


WHEN THE DAY DOES NOT GO TO PLAN

Dealing with last minute changes and emergencies to reduce disruption to other learner's learning

Anytime Learning Experiences – described on cards for the teacher to hand out or be picked up if the planned lesson is stopped by an emergency or other unavoidable disruption. The card describes an activity or experience suitable for different environments and different needs of the learner e.g. 'If outside in the playground....' 'If needing to relax...' 'If needing stimulation...' 'When calm, alert and ready to learn...'

Each learner should have their own set of Anytime Learning Experience cards. You do not need too many because, when the activity or experience offers the right level of challenge and motivation for an individual, and they are engaged, repetition of it is good for learning (Lacey, 2015; Hewett, 2018) and provides a secure foundation for children who are emotionally vulnerable (Fox et al., 2020).



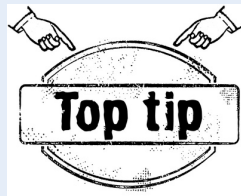
Keep the cards somewhere easy to access. Make them succinct so they can be read quickly. As well as saying what to do, remind of the purpose of the activity or experience – what can the learner gain from the experience?

Grab Boxes - Similar to the cards, grab boxes can be used as and when needed. They are boxes or bags of resources put together for an individual learner and positioned where they can be quickly grabbed, with brief instructions as necessary, to be easy to use without further direction.

Anytime Learning Experiences and Grab Boxes are designed to be used to **provide experiences that form part of the curriculum** and work towards identified targets. These activities and experiences can also be offered during free play time.

They are not to be regarded as ‘filler’ activities to carry out until ‘proper lessons’ or ‘real learning’ resumes. Real meaningful learning will take place if the activity is facilitated well. This is important because last minute change, and derailment from planned and timetabled activities may be an inevitable and regular feature of learning environments for people with complex health needs.





Appoint a day floater

To accommodate medical, social and intimate care needs and respond to unforeseen occurrences, each team member may spend part of the week as a day floater, overseeing the whole classroom and enabling education to happen regardless of what else may occur.



IT'S OK TO PLAY!

Play is important for brain development and playing helps to develop important skills for learning and life.



Play helps learners explore their feelings, build resilience and cope with stress and make sense of the world. Through play, problem-solving skills, imagination, creativity, language and observation skills, memory and concentration are developed.

Children and young people have a right to play. The UN Convention on the Rights of the Child states (in Article 31) states that every child should have *'The right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.'*

Illustrating the importance of play, Her Majesty's Chief Inspector commissioned a 'good practice survey to gather evidence to address the recurring myth that teaching and play are separate, disconnected endeavours in the early years' (Ofsted, 2015).

ANCHORING THE DAY

To increase expectancy, predictability, consistency, a sense of rhythm and knowingness of 'what is coming next' consider the following:

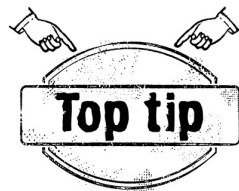
- Starting and ending the day – how will the learner be met?
- How will the day be started as a group? E.g. with a song or a game.
- Starting and ending a session or activity – songs, music, objects.
- Starting and ending the week and term.
- Supporting other transitions.



TIMETABLING AND USE OF SPACE

Timetables flourish in a carefully constructed classroom space. The team leader has power over the use of this space and can choose to plan for it to be used in 'zones of learning'.

A carousel of learning zones (learning stations) should reflect the timetable with distinct working spaces or zones, such as a dark space, sensory story library, life skills, technology, active learning boxes and sensory heaven or relaxation space.



Keep well-organised, pertinent resources to hand in each zone.

Learners are enabled to pass through these spaces and, may with time and repetition, begin to confidently anticipate and express preference and where they need to be at any particular time.



THE RUMPUS TIMETABLE

Every now and then, throw the timetable in the bin and have a rumpus just like the Wild Things!

'Let the wild rumpus start!' (Sendak, 1963).

Life should contain some good/bad/dubious surprises, fun, unexpected happenings. This is for learners and teachers! Be aware of learners who may need structure and predictability to cope and thrive and support accordingly.



WHAT DOES A GOOD DAY LOOK LIKE?



One where everyone has done their best, given the resources available.



One where priorities have centred on the learner and their needs rather than extraneous and poorly informed ideals and expectations.



One that was well planned but where staff responded to changes flexibly.

A TIMETABLE QUALITY SELF-AUDIT

	Points to check	Actions for improvement
<input type="checkbox"/>	Can you provide a rationale for everything that is on the timetable?	
<input type="checkbox"/>	Has the learner been at the centre of its development?	
<input type="checkbox"/>	Are all the activities and experiences meaningful and appropriate for an individual's preferences and needs?	
<input type="checkbox"/>	Is there enough time to carry out personal care and medical tasks in a way that also supports general wellbeing and learning?	
<input type="checkbox"/>	Is time allowed for postural care, mobility and physical activity?	
<input type="checkbox"/>	Do staff know what to do when planned lessons get interrupted?	
<input type="checkbox"/>	Do staff know how to communicate changes to the timetable to learners?	
<input type="checkbox"/>	Were all people involved in education provision, including family involved in designing the timetable?	
<input type="checkbox"/>	Is the timetable supported by the management team?	
<input type="checkbox"/>	Is the timetable reviewed regularly?	

For ideas on activities to support wellbeing visit

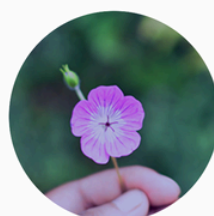
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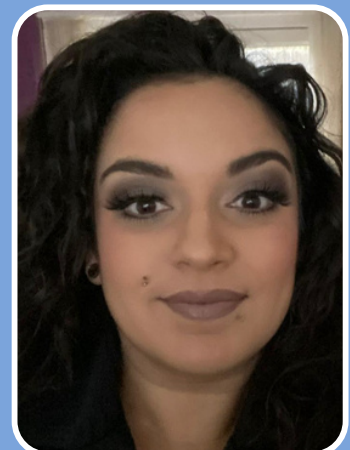
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EXAMPLE TIMETABLES

The example on the next page is the 'amazing magical master one' that can be deconstructed in complete layers.

A master PMLD timetable is like a red onion. Inside there are complementary layers of growth. Resulting in a perfect red onion



There can be complete, complementary layers such as:

- whole school timetable
- assistant timetables
- teacher timetables
- external staff (music therapist, physio, etc) timetables
- class staff timetables
- individual timetables for each learner
- small groups in the class timetables
- parent timetables

EXAMPLE TIMETABLE FOR PMLD CLASS OF 7 STUDENTS (AGES 14 – 19) AND UP TO 8 FULL AND PART TIME STAFF

Staff identifiers: Initials in bold and in Capitals (e.g. AC) Student identifiers: First 2 letters of name (e.g. To) and anonymised. Students underlined and in red: Change of position (Standing Frame / Walker / Bed / Floor / Pool.

	9.00 – 9.50	9.50 – 10.40	11.00 – 11.50 (Personal Care)	11.50 – 12.40 (Personal Care)	12.40 - 1.40	2.00 – 2.45	2.45 – 3.20
Monday		Community All students LC - driver, plus AC, LD, SF, KJ, KT (White minibus plus van and driver for Ah)					
Tuesday	Target Time	Art Art Room: Sa, Gi, Ah, Be, To, Gh, <u>La</u> SH, LD, SF, KJ, AD, KT	SMART Board Sa, To, <u>Be</u> , La AC, LD, SF Small Light Room: Ah, Gh, Gi / AD, KT, KJ	Swimming: Gh, Gi KT, KJ, LD Communication Base Room: Be, La, Sa, Ah, To / AC, SF, AD Small Light Room available		Sports / Movement Garden / Base Room / Field: All students and 6 staff	Target Time Personal Care
Wednesday	Target Time Swimming: Gi, To, <u>La</u> JN, SF, SB	Physio (Base Room): Sa, Gi, Ah, <u>Gh</u> , (Gi, To, La) AC, LC, LD, KJ, (SB, SF)	Target Time Room tbc: La, Sa, Ah / LD, SF, KJ Target Time Base Room: Gi, Gh, Be, To AC, LC, SB	Sports / Movement Garden / Base Room / Field: Sa, Gi, Ah, To, <u>Be</u> , Gh, La AC, LD, SF, KJ, LC, SB		Communication Perf Arts Room: Gi, To, Be / AC, SF, KJ Sensory Activities Base Room: La, Sa, Gh, Ah / LD, LC, KT	Target Time Personal Care
Thursday	Target Time	Tac Pac Perf Arts Room: Sa, Gi, Ah, Be, To, <u>Gh</u> , La BW, LD, SF, KJ, RD, SB	Humanities Base Room: Sa, Gi, Ah, <u>Be</u> , To, <u>Gh</u> , <u>La</u> PN, LD, SF, KJ, RD, SB (To: Bike Time) 11.50: Sa + 1 to KS4 Numeracy			Arts and Crafts Art Room: Gi, Ah, To SF, SB, KJ Arts and Crafts Base Room: La, Sa, Be, Gh AC, LD, LC	Relaxation Personal Care
Friday	Target Time Assembly	Music Music Room: <u>La</u> , Be, Gh LD, SF, KJ. Music Base Room: Sa, Gi, Ah, To / AC, RD, SB	Swimming : Sa, <u>Be</u>, JN, AC, LD, SB Communication Base Room: Gh, Ah, La, Gi, To SF, KJ, RD, Large Light Room available	Large Light Room: Gh, Be, Gi SF, SB, RD Target Time Base Room: Sa, La, Ah, To / AC, LD, KJ		Large Light Room: La, To LD, SB SMART Board: Sa, Gi, Ah, Be, Gh, AC, SF, KJ, RD	Target Time Personal Care
						Bake the Biscuits! Food Room: <u>Gh</u> , Be, Gi LD, SB, RD Communication Base Room: Sa, Ah, La, To AC, SF, KJ	Celebrations! Base Room / Common Room plus Personal Care

Courtesy of Andrew Colley

EXAMPLE TIMETABLE FOR A PMLD CLASS

EYFS PMLD TIMETABLE				
	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:30		Morning Greeting /Arrival, coats and bag hung, toileting, choose favourite toy		Friday
9.30 -10.00	Good morning (Group song) Good Morning (COMMUNICATION) (Sing and along) Self-Registration, Day of the Week, Weather, Interaction Song (Group 1: On floor mats / Group 2: Class Chairs)			
10.00 – 10.30	Group 1: Sensory, Physical, Social Emotional Development Group 2: Action songs / ETC/ My Day	Group 1: Sensory, Physical, Social Emotional Development Group 2: Action songs / ETC/ My Day	Group 1: Sensory, Physical, Social Emotional Development Group 2: Action songs / ETC/ My Day	Group 1: Sensory, Physical, Social Emotional Development Group 2: Action songs / ETC/ My Day
10.30 - 11.00	Sensory Music	Sensory Story (topic)	Whole Group: Physical Development / Hydrotherapy	Sensory Art
11.00 – 11.40	NDP / Playground / Inclusion/ Intensive Interaction Focus	NDP / Playground / Inclusion Intensive Interaction Focus	NDP / Playground / Inclusion Intensive Interaction Focus	NDP / Playground / Inclusion Intensive Interaction Focus
11:40 - 12:00	Personal Care Routine (PHYSICAL / PERSONAL DEVELOPMENT)			
12:00 - 1:00	Dinner time (PERSONAL DEVELOPMENT)			
1:00 - 1:20	Afternoon routine (PERSONAL DEVELOPMENT FOCUS)			
1:20 – 2.00	Physical Development / Hydrotherapy	Sensory Art	Sensory Cooking	Sensory story/Drama (theme)
2.00 – 2.40	Sensory, Physical, Social Emotional Development Inclusion / Physio / NDP Intensive Interaction Focus	Sensory, Physical, Social Emotional Development Inclusion / Physio / NDP Intensive Interaction Focus	Sensory, Physical, Social Emotional Development Inclusion / Physio / NDP Intensive Interaction Focus	Sensory, Physical, Social Emotional Development Inclusion / Physio / NDP Intensive Interaction Focus
2:40 - 3:10	Yoga / Relaxation / Personal Care Routine / Going Home Routine (COMMUNICATION/PHYSICAL/PERSONAL DEVELOPMENT)			

Key for abbreviations

EYFS - Early Years Foundation Stage

ETC - Environmental Technological Control (micro switches / eye gaze etc)

NDP - Neuro Dramatic Play

Courtesy of Martin Goodwin PMLD Curriculum Lead



Swan Class Timetable

	Monday (Rebound)	Tuesday	Wednesday (Swimming AM)	Thursday	Friday (Sensory Room)
8:50 – 9:45	My Communication, My Physical Development & Independence and My Wellbeing (Arrival, Greeting, Positioning, Hygiene Routines, Intensive Interaction, Communication Targets)				
9:45 – 10:00	My Communication (Circle Time)				
10:00 – 10:45	My Thinking & Problem Solving and My Wellbeing (Cause & Effect, Positioning, Hygiene Routines)				
10:30 – 11:00	My Physical Development & Independence and My Communication (Snack & Play)				
11:00 – 11:30	My Physical Development & Independence (PE - MATP)	My Thinking & Problem Solving (Cooking)	My Thinking & Problem Solving (Messy Play)	My Creativity (Art)	My Thinking & Problem Solving and My Creativity (Music)
11:30 – 12:00	My Communication (Sensory Story)				
12:00 – 12:45	My Wellbeing, My Physical Development & Independence, and My Communication (Dinner)				
12:45 – 13:30	My Wellbeing, My Physical Development & Independence (Physiotherapy Programmes and Play)				
13:30 – 14:30	My Thinking & Problem Solving (Hand Therapy - Fine Motor Skills)	My Wellbeing (Dance Massage/TacPac)	My Physical Development & Independence (Fine & Gross Motor Skills - Physio Based activities)	My Thinking & Problem Solving (Sensology)	My Wellbeing (Massage Story)
14:30 – 15:15	My Physical Development & Independence, My Wellbeing and My Communication (Home Time Routine, Feeding, Drinks, Hygiene Routines & Positioning)				