

Ashgate Specialist Support Primary School

Looking after myself and my body

**A programme of learning for independence and personal care for pupils with profound and complex learning difficulties.
(previously assessed as working from P1- P4)**

The skills are listed roughly developmentally but when they are being taught, each skill (e.g. drinking from a cup) needs to be looked at carefully for each individual pupil and then taught step by step.

It may be helpful to use 'forward chaining' or 'backward chaining' as a teaching approach. 'Forward chaining' implies starting from step 1 and continuing to step 2 etc. 'Backward chaining' implies starting with the last step then the last but one step so that the child completes the task every time. For example, this might be a task analysis for eating with a spoon.

- Picks up the spoon from the plate
- Loads the spoon
- Puts the spoon to mouth
- Opens mouth and puts the spoon inside
- Closes mouth round the food
- Takes the food off the spoon with lips
- Withdraws the spoon
- Puts the spoon down or loads the spoon again

The Programme of Learning is divided into 6 areas:

1. Eating and Drinking
2. Dressing and undressing
3. Using the toilet
4. Cleaning Teeth
5. Hair Brushing
6. Washing and Showering

Eating and Drinking

There are a number of children in school who are tube fed and unable to eat orally. Some of these children may be able to have 'tiny tastes' of pureed food whilst others will be unable to take even very small amounts of food and drink safely. Other children may have difficulties with eating, drinking and swallowing and will have specific mealtime plans devised by a Speech and Language Therapist. Additional guidance

will always be sought from health colleagues if there are any concerns about the safety of a child's eating and drinking skills.



Where possible pupils should have opportunities to:

- Show awareness of food and drink (e.g. by moving the food around the mouth and swallowing)
- Being helpful when being supported to eat and drink (e.g. by opening the mouth for the spoon/ cup or turning to spoon/ cup)
- Eat and drink pureed food/ thickened drink
- Drink a variety of drinks (e.g. milk, squash, tea)
- Eat mashed food (usually each food mashed separately)
- Eat chopped food
- Eat small pieces of finger food starting with foods with a bite /melt texture.
- Hold foods for themselves and begin to bite/chew e.g. hold a sponge finger, bite off a piece and chew it before taking a second bite.
- Use a spoon to eat and then move on to using a fork.
- Use a two handled cup to drink, first with a lid, then perhaps a slanted cup before progressing to a conventional open cup.
- Use a single handled cup to drink
- Use a beaker (with no handles) to drink

Dressing and undressing

Whilst the majority of our children with complex physical needs are likely to always need physical support with undressing and dressing where possible pupils should have opportunities to:

- Show awareness of being dressed and undressed (e.g. by eye or limb movement)
- Be helpful when being undressed and dressed (e.g. relax limbs)
- Offer limbs (e.g. when putting on a coat)

- Finish taking off clothes once the process has been started by an adult (e.g. wriggle out of shoes once they have been loosened/ pull sock off toes after they have been pulled down)
- Actively assist with putting on clothing (e.g. pushing their arm up a sleeve of a coat or jumper when an adult has positioned it appropriately for them)
- Take off their clothes (probably starting with shoes and coats and progressing to other items of clothing)
- Pull up pants/ trousers (e.g. after using the toilet)
- Put on their clothes when handed the correct item (probably starting with shoes and coats)
- Put clothes on the right part of the body in the correct orientation
- Put their clothes on a peg, on a chair or in a locker
- Put clothes on in a sensible order (e.g. socks before shoes)
- Choose the correct clothes for an activity (e.g. coat to go outside, swimsuit for swimming)
- Put PE/ swimming kit into a bag
- Recognise basic clothing vocabulary/ sign/ symbol in context (probably coat and shoes)

Using the toilet

Although the toilet section is mainly about urination and defecation, menstruation is also involved. Girls with PMLD are unlikely to show awareness of managing menstruation but adults need to be aware of possible mood changes and discomfort.

Pupils should have opportunities to:

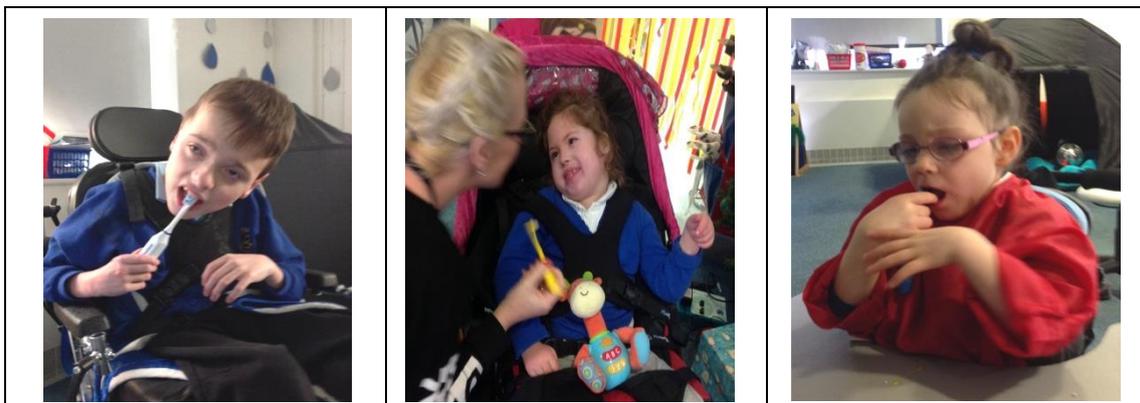
- Show awareness of having their pad changed (e.g. by limb or eye movement)
- Cooperate with having their pad changed (e.g. by rolling on the bed)
- Transfer from their chair to the changing bed using a turntable.
- Move to the changing bed independently when shown an appropriate object of reference, photograph or symbol.
- Climb on to the changing bed independently after staff have lowered it to an appropriate height.
- Transfer from chair to toilet or from standing to toilet
- Use toilet or potty appropriately if taken by an adult regularly
- Indicate the need to change their wet/soiled pad (e.g.: wriggle with discomfort)
- Stand to have their pad/ sanitary towels changed

- Recognise the word/ symbol/ sign 'toilet' in context .
- Indicate a need to use the toilet (e.g. go to the door or use sign/ symbol)
- Take themselves to the toilet when they need to use it.
- Flush the toilet
- Shut the toilet door
- Complete the whole toilet sequence (probably with adult support and prompting each step)
- Complete the whole toilet sequence without help including being able to wipe their own bottoms and wash their hands.

Cleaning Teeth

Pupils will have opportunities to:

- Show awareness of teeth being cleaned (e.g. by eye blinking, pulling a face)
- Be helpful when their teeth are being cleaned (e.g. opening mouth)
- Hold an electric toothbrush in their mouth but probably only on front teeth
- Use a conventional brush or electric toothbrush (probably on front teeth first, gradually learning to include all teeth)
- Put the paste on the toothbrush (beginning with just squeezing the toothpaste but then learning to twist the top off and on)



Hair Brushing

Pupils should have opportunities to:

- Show awareness of having their hair brushed (e.g. eye blinking or head turning)
- Be helpful when their hair is being brushed (e.g. holding head up)

- Hold hairbrushes (but not necessarily brush their hair)
- Brush someone else's hair or the hair/ fur of a toy
- Brush their own hair (probably one side first and then learning to brush all over)

Washing and Showering

Pupils should have opportunities to:

- Show awareness of being washed and dried - usually hands, face and bottom – or being showered (e.g. by eye or limb movement)
- Be helpful when being washed and dried/ showered (e.g. hold out hands or turn up face)
- Wash and dry their hands in the sink/shower
- Wash and dry their faces in the sink/shower
- Wash and dry their bodies whilst taking a shower
- Complete the whole showering sequence (probably with adult supporting and prompting each step)

Me and my community

For pupils working at a very early stage of development it may be most appropriate for the majority of activities to be presented in a familiar environment. A quiet environment may be needed for specific activities such as meal times. Pupils working at this level may find busy environments such as one-off celebrations or whole-school events distressing and alternative activities may need to be planned for these times. However, where appropriate pupils should have opportunities to:

- Join in class celebrations such as birthdays, class lunches at the end of term and events linked to festivals and celebrations (e.g. Easter Egg Hunts and pancake races)
- Play alongside children from other class groups in the outdoor environment.
- Join other pupils for special events such as visits e.g. from Artful Playground musical story group and Bag Books.
- Work with children from other class groups during physical activities such as Jabadao or Rebound Therapy.
- Take part in visits in the local community, such as travelling to the local shops or park.
- Visiting specific locations for activities such as the Donkey Sanctuary and exploring the opportunities on offer in the outdoor environment, sensory room and indoor riding school.
- Join in with whole school celebrations such as the Christmas Concert and party and the end of year achievement assembly.

- Join in with whole school curriculum events such as Travels by Tuba.
- Take part in sporting events such as the school sports day and inter school competitions.

