

PMILD LINK

*The Bulletin of News and Information for Everyone Working with
People with Profound and Multiple Learning Difficulties*

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***PMLD LINK relies on contributions from practitioners, parents,
carers and everyone interested in this field***

Parents & Professionals: The continuing partnership

The theme of the next edition of PMLD Link will be working with parents and families. In our daily work with families we all strive to make our partnerships truly equal. A tradition of professionals working with, as well as on behalf of, parents of people with learning disabilities, is now well established in the UK and elsewhere. Schools and paediatric services have for some time acknowledged that the effectiveness of their own work with a child will be diminished if they do not support and empower the child's parents. With respect to adults, co-operation between providers of services and parents and other carers is now a formal obligation, enshrined in the *National Health Service and Community Care Act 1990*. Much of this partnership is realised, with varying degrees of success, in the formal setting of educational reviews, individual programme plan meetings and during the process of care management.

It is worth reminding ourselves why such partnership is viewed as an essential element of professional, and indeed voluntary, work with families with a daughter or son with learning disabilities in general, and of those with profound and multiple disabilities in particular. *Murphy (1992)* in his unique account of parenting of a child with profound and multiple disabilities and his other, non-biological children with equally complex needs, has suggested that parenting a child with disabilities is not different in kind to parenting an average or typical child. Both, he suggests, are mining the same seams of human aspiration and activity; both aspire to parenthood. Those with children who are not typical, however, are mining that seam at a deeper level; the issues that confront all parents may present themselves more starkly and in greater relief. One consequence of this quantitative difference is undoubtedly that the parent of a child with disabilities often experience intense and prolonged stress in fulfilling their role as a parent. In a recent paper Beresford (1994) reviews 30 years of research into stress in such families and the many personal means and mechanism that enable them to cope. The role of statutory or voluntary agencies in providing support in addition to these personal coping resources tends to be less intimate and of a practical nature.

At the heart of professional-parent collaboration, then, is the aim of enabling families to cope with parenting in the least stressful fashion. It is equally clear that what is required will vary across the person's life. In the field of learning disability we are fully aware of the continuum of needs from birth, through pre-school, to school, post-school, adult life and the process of ageing. Not only does the family have to cope throughout these changing circumstances, but parents are themselves having to adapt to the varying stresses of growing older and managing change. In broad terms, professionals' contribution may be seen as assisting coping through provision of:

information, which is critical to empowering parents not only to cope but also to enter into a relationship with service providers that gives them some control over the transactions. The information required is wide ranging, from information on the child's condition or syndrome and its management, to that on rights and entitlements to both benefits and services.

instrumental guidance, including a wide range of skills that in varying degrees may be transferred to parents by professionals, thus making life in the home more tractable. Arguably all professionals have something to offer in this context from teachers, to therapists, to doctors. Complementing improved ability to cope in the home will be the provision of respite support, now shown to be a crucial element in the pattern of services both for children and in community care plans for adults across the country.

emotional support, as research has indicated this typically comes from within the family, or at its remotest, from very close friends. Statutory and voluntary services tend to be viewed as offering instrumental aid in continued coping. Even in this therapy conscious age emotional counselling is rarely available at a professional level to parents following the birth of their child or during crucial and painful transitions in later life.

The many voluntary sector groups working with families all offer the types of support touched upon above. The special interest groups for specific conditions are prime examples of how to give practical help and support to families. (Details of these groups can be found in *The CaF Directory*). The larger voluntary agencies such as Mencap, Barnardo's, Enable, provide a range of services and also give help and advice to families. Such groups are primarily run by parents with professionals, although increasingly many now have representation from people with learning disabilities themselves. As there is not space here to review of the work of the many and varying agencies, I would like to draw attention to one such group whereby families with a daughter or son with profound and multiple disabilities are true partners in the organisation. In 1983 an organisation was established in Belgium to bring parents, professionals, and people with multiple (poly) disabilities, together in a unique collaboration that provides a model of inter-disciplinary working with families. The organisation is, AP³, (**Association de Parents et de Professionnels Autour de la Personne Polyhandicapée**). Its activities and title reflect the true partnership with parents and involvement of the person with 'polyhandicaps'.

In the last analysis it will parents and those who use our services who will tell us whether the developments noted above have taken us beyond the rhetoric of partnership into genuinely balanced relationships in which they are fully empowered.

We would very much welcome hearing about your work with families, including, new and innovatory initiatives and tried and true strategies that have proved successful.

Loretto Lambe
April 1994

References:

Beresford, B. A. (1994) Resources and strategies: How parents cope with the care of a disabled child. Journal of Child Psychology and Psychiatry, 35, 171-209

CaF, (1991). CaF: Directory of Specific Conditions & Rare Syndromes, London, Contact a Family

BUSINESS MATTERS

I am sorry I was unable to send out this issue of PMLD-Link before Easter, but I think you will agree with me that the articles about FE make very interesting reading. The difficulties involved in providing anything at all for any student who is not a potential wage earner, made me marvel that there are any courses at all for you to write about. I found the variety of courses which have been described quite fascinating, and wonder what other forms of provision our readers use, or deliver. Do continue to write in about FE and continuing education - there were many issues identified by Tina in her editorial which have not been discussed. Just because it is no longer the focus does not mean we cannot continue to think and write about it!

FUTURE ISSUES: As you know, the summer theme will be on Working with Parents and I look forward to receiving your thoughts and experiences on this subject. The date to aim for is the week beginning 6th June.

It has been suggested that the Autumn Bulletin should focus on Sensory work, but any suggestions for future topics will be welcomed, as we want to focus on the issues which you, the readers, would like to explore.

Looking further ahead, we are hoping to have an International Edition in Spring 1995. Have you worked abroad, or know people who are working abroad? If so, could you, or they, write an article describing the system in that country and the practice you/they have experienced. We are hoping for articles from many different countries to put our own practice into a world-wide perspective, so don't delay, start to write now or contact your overseas friends today, even though the final date for sending me material is not until after Christmas!

CHANGE OF ADDRESS: I am hoping to move to Herefordshire sometime in the summer, but unfortunately am in the position where it is likely, but not by any means definite yet. I shall continue to co-ordinate PMLD-Link after I move, but meanwhile, all correspondence should continue to be sent to me at 2 Rotherwood Road until further notice.

PMLD-LINK CONFERENCE: You will see from the Flyer enclosed with this issue that we are becoming ambitious and organising a one-day Conference in October. We have tried to keep costs as low as we can, so that as many people as possible can attend. Apart from the speakers, we hope that it will be a good opportunity for people from different regions to meet, exchange ideas, and make suggestions for the future.

Because of my move, the editorial group decided that it would be best if another member of the group dealt with enquiries about the Conference as we did not want to risk any correspondence getting lost. Loretto has kindly offered to do this and her address is on the flyer.

I hope you all have a very satisfying summer, wherever you work, and find time to write something for one of the future issues.

Carol Ouvry,
2 Rotherwood Road, London SW15 1JZ

MACE - MENCAP, ADULTS CONTINUING EDUCATION.

In November 1992, as a Principal of an establishment providing adult and further education opportunities for students who have profound learning disabilities I felt isolated and ill informed about the possible impact of changes heralded by both the NHS and Community Care Act and the Further and Higher Education Act. In an attempt to contact other professionals working within the similar provisions I contacted Matthew Griffith at Royal Mencap.

From that initial contact a small group was formed.

The membership of the group currently consists of twenty-six members representing a variety of establishments and services. These services are spread nationwide and have responsibility for the provision of post-19 educational opportunities for adults who have profound learning difficulties, within their locality.

The services and establishments have followed different developmental routes. The types of services represented vary from those which are fully integrated into main-stream colleges, offering support to individual students, to those which are segregated and offer a range of specialist full or part time courses.

Some of the establishments originally developed, and remain based, within long stay hospitals. They either developed as an extension to, or replacement for, hospital based schools services. Few of these provisions today cater solely for students resident within the hospital.

The funding background, like the developmental background, for these services is also varied. One establishment is fully funded, on a three year contractual basis, by the area Health Authority via the LEA, another is jointly funded by Social Services, the LEA and local NHS Trust, yet another is funded entirely by the LEA.

The management and staffing background of these services also varies. There are those establishments, although operating within segregated provisions are managed by and responsible to the local incorporated college, some are managed directly by the LEA, others are established as Centres in their own right with delegated budgets and Governing Bodies.

Despite these fundamental differences it became apparent that many of the members of MACE shared the same concerns and fears about the future. The main concern being the need to secure the continued provision of a range of quality educational opportunities for adult students who have PMLD.

Some of the potential threats to the future provision of post-19 educational opportunities for this group of students are:

A LACK OF 'POWER' - small isolated services, services run by part time staff and services with no formal managerial link nor statutory security are vulnerable. The staff often have little opportunity to access up to date accurate information, are unable access 'political' forums or to inform local and national

policy makers. The student group is devalued within society and therefore the provision can also become devalued. Unlike many schools, adults services quite often do not have strong parental support groups.

'EDUCATIONAL WORTH' - for the first time in a number of years certain members of MACE are being asked to argue or prove the educability of adults with PMLD. The word education has, perhaps, taken on a narrower meaning, being evaluated in terms of financial validity. With high value/status being attributed to those courses or provisions that correlate directly to the employability of the individual.

'INVISIBILITY' - With the reduction of residential hospitals the population of adults with PMLD are becoming invisible to planners and there is a danger that the educational needs of this group of students within the local community will be ignored. Who is identifying the educational needs of adult learners who have PMLD in your area? Do they have an understanding of the role of educational services? Is the LEA in your area involved in the formulation of the local Community Care plan? If not why not?

The provision of educational opportunities for adults with PMLD, nationwide, is patchy, varied and potentially very vulnerable. For this reason the following aims have been identified for MACE:

- * to provide a support and information network for members.
- * to gather and present accurate information for use in political debate, at both national and local levels.
- * to increase publicity and raise awareness.

MACE is small and our members are spread over a wide area, this makes regular meetings difficult, but not impossible. If you would like to provide or receive information via the MACE group please contact:

CLAIRE HOWLEY,
ORCHARD HILL FURTHER EDUCATION CENTRE
6 ELM AVENUE, QUEEN MARY'S AVENUE,
CARSHALTON, SURREY. SM5 4NR. 081-770-8125

N A I D E X 1 9 9 4

MIDLANDS NAIDEX - 17th to 19th May 1994

At the National Exhibition Centre, Birmingham

Late night opening until 8.00 pm on Wednesday 18th May

NAIDEX INTERNATIONAL - 27th to 29th September

At Wembley Exhibition Centre, London

A POST-16 PERSPECTIVE

Rose Hill School caters for pupils with a wide range of physical disabilities and associated learning difficulties. We have a large department of twenty pupils with profound and multiple learning difficulties, organised into three classes. Much of our work during recent years has been concerned with providing appropriate access to the National Curriculum and developing a Basic Skills Curriculum; and so, towards the end of the last academic year, we decided it was time to address in more detail the needs of our post-16 pupils who had been following, until then, similar schemes of work to the other pupils within the department.

We recognised that basic Skills Areas such as English/Communication, Cognitive Development, Sensory Development and P.E./Movement should remain as essential elements of the curriculum, but that we could extend the range of contexts in which these components are delivered.

As a result, we identified three context-based Curriculum Areas: Personal Development; Leisure; and Life and Community Skills. Within these three areas a number of components are divided into a wide range of activities (which are ongoing) and modules (which are self-contained units of work).

Gardening, for example, is a component within the Curriculum Area designated as Leisure. The school is currently developing a Conservation Area, and our post-16 students have been given the responsibility for the Sensory Area. This has not just involved planting - in fact, there has been precious little of this so far because of the weather! - but also a number of other preparatory tasks. As a precursor to the creation of this section of the Conservation Area, the students have been painting barrels and covering containers with cement mix, the latter providing an excellent context for age-appropriate messy play! Educational Visits have been organised to Garden Centres in order to obtain a variety of plants with interesting sensory qualities, and the students have also visited a local timber yard to observe and listen to the cutting up of railway sleepers which will be used to make raised beds.

As part of our regular programme of activities, students have a leisure morning every fortnight. Here, they are given the opportunity of choosing a specific activity: reading (magazines, books, story tapes); listening to music; participating in table games, or being introduced to a variety of computer games. Table games have proved to be especially popular, and we have purchased a number of new, age-appropriate games. Bar skittles and table bowls are certainly the favourite, and have proved particularly effective in working in an informal and fun-filled way on cause and effect, turn-taking and other developmental skills. In addition, leisure activities can be undertaken while the students are individually positioned for the benefit of their physical needs on side-lying boards, wedges, or in standing frames.

After the leisure session, the group has mid-morning drinks in "coffee bar" style, making fizzy drinks (if these have been chosen) using the Soda Stream while listening to the radio. Leisure Diaries are then completed by the students to maintain a record of the activities they have taken part in each week. They are encouraged to communicate to the rest of the group their choice of activity, and whether or not they enjoyed it, and the diaries then form part of their Record of Achievement.

Cookery has always been a part of the curriculum and has usually been linked, as far as possible, to topic work, with the emphasis on the processes involved. We felt, however, that while activities relating to cooking with students with pmld retained their importance, the greatest emphasis should be placed on the functional aspects of this activity. A number of our students have celebrated their 18th birthday whilst they have been with us, and therefore a natural consequence of this has been to focus on the creation of buffet-style food during the cookery sessions in preparation for their parties. Additionally, the young people have been involved in shopping for ingredients which will be used in the preparation of their own lunch, and this will be extended into modules focusing on such things as Indian cookery and Summer cuisine.

Since all of our students are non-ambulant, Movement remains a priority area, and they continue to receive a programme which encompasses positioning, hydrotherapy and exercises. The physio-therapist has been involved in supporting exercises which have been integrated into age-appropriate Music and Movement activities.

Given the number of pupils with pmld within the department, we are very conscious of the need for progression, and for pupils to be given the opportunity of receiving different experiences at different stages of their education. As the pupils become older and mature physically, it becomes increasingly more difficult to provide them with access to activities which have a predominantly physical/movement bias, and we are always keen to hear of any new ideas for movement activities which may be appropriate for some of our older students. The post-16 group participates in some movement activities with all the pupils within the department, and a range of opportunities are available. Friday afternoon sessions devoted to movement activities provide an ideal way to end the week, and include wheelchair dancing (which is particularly popular, and in which we are currently devising new dances to pop music), an airbed session, and parachute and cooperative games.

The school has a well resources Art, Design and Technology area, and the group works with the subject specialist on modules which will provide the students with an opportunity to experience pottery, metalwork, photography and a range of art and craft activities which are relevant to their developmental level and appropriate to their respective ages.

A component which we are currently developing - "Myself and Others" - contains a number of modules, including, at present, one which we have entitled "Me and My Class." Our intention is

to look at the area of "Growing Up" as an extension of this focus, and we would be very interested to hear from anyone who has addressed the issue of sex education for pupils with pmlD, and to learn of any approaches, strategies and resources which have proved to be of particular benefit. We are also interested in making contact with other colleagues who teach a similar population (in particular, schools within the West Midlands region) and would like to explore the possibility of establishing a penfriends link. This would involve exchanging photographs of the pupils, sharing newsletters, and, if distance permitted, making occasional visits.

In addition to the activities outlined above, the addressing of individual needs remains an important consideration. Each student has an individual programme which has been devised as the result of multidisciplinary planning and review. Individual objectives are taught during one-to-one sessions, and are incorporated in, and recorded on, group recording sheets. Records of Experience are completed on a regular basis and supplement the profile sheets contained in a student's Record of Achievement folder.

The students certainly appear to be enjoying the range of activities which they are currently engaged in, but we are acutely aware of the fact that most of them are due to leave school in the near future. The transition to an appropriate post-school placement is of prime importance at this crucial stage, but, in common with many of our colleagues, we seem to be facing an uncertain future when reviewing the options currently available to our young people. We are, however, keen to establish worthwhile links with establishments in the wider community in order to capitalise on the experiences which our students have been offered, and to build on the achievements which they have made.

We hope that through this contribution we have provided you with at least some flavour of what it is we are attempting to achieve. Whilst we have more plans for the future, including the cementing of the initial links which we have made with our local college of F.E., we are also very receptive to ideas from colleagues in other establishments who are working equally hard to create an appropriate and engaging curriculum for their post-16 students with pmlD.

Janet Gibbons and Sue Newport
Rose Hill School, Windermere Drive,
Warndon, Worcester, WR4 9JL

SHAPING THE PATTERN OF FUTURE PROVISION

Further education colleges often have courses for students with moderate, even severe, learning difficulties, but provision for students with PMLD is very rare. At my last college, initiating courses of this kind was out of the question, and beyond my power. Now, however, as cross-college co-ordinator for students with learning difficulties and disabilities in a huge tertiary college it is my responsibility to shape the pattern of future provision. So what of my commitment to further and continuing education for the pupils with profound and multiple impairments with whom I worked throughout the earlier part of my career?

The college is certainly not ready to run a course for students with PMLD now, but will it ever be? I have made a statement for our 'three year academic and corporate plan' that this is a gap in our overall provision for SLD which we should address. To prepare for this we need to address:

- * funding the course
- * staffing the course
- * getting an appropriate physical location
- * getting all the necessary support services
- * changing attitudes

To put all this into the context of the current position and changing trends in FE the task seems daunting indeed. In this brief article I would like to focus on the first issue, as perhaps the first hurdle.

Funding has been the most talked about issue amongst special needs co-ordinators in FE for the last couple of years now, and for a while the prospects for students with learning difficulties and/or disabilities seemed very bleak. After much speculation we finally know the details of how their learning will be funded. The main funders are no longer the LEA, but rather a central body, the Further Education Funding Council who work to government directives on what can be funded. This is the era of education and training targets, the more students colleges get through academic, vocational (NVQ) and academic/vocational (GNVQ) qualifications, the more money they get ... what chance for people with PMLD?

Students with learning difficulties have to be able to access the courses listed in the infamous 'Schedule 2'. For them, this means the first level of (General) National Vocational Qualifications; courses following government approved national accreditation; courses in basic maths and English; and courses which enable them to move on to one of these. (This is much tighter than 'working towards' in the National curriculum sense). Ironically students with physical disabilities or sensory impairments without cognitive impairment do OK as their additional needs are costed out, and money can be accessed to support them on their course of study (although those with the most expensive support needs may be disadvantaged).

The main source of FE funding will not be available to students with PMLD then. We will have to look to the local education authority, health and social services. We are back to the problems of joint funding in a non-statutory area. Legislation such as Care in the Community may help in this, but I am not optimistic.

The emphasis in Further Education is most certainly training for the work needs of the 21st Century. Although there is much debate around whether the new qualifications mostly available in FE will help or hinder the academic-vocational divide, there is certainly no room for anything much beyond the academic and vocational. We seem to have lost the concept of education for its own sake, or education for our own personal development. People without potential earning power are devalued in the extreme in the new FE, and the battle to include students with PMLD in this form of continuing education will be a tough one indeed.

Melanie Nind
Ealing Tertiary College, Southall

Opening doors at RNIB Rushton Hall School

A new video promoting the exceptional facilities at RNIB Rushton Hall School has just been produced. *Opening doors* focuses on four of the children who attend Rushton, a school which caters for pupils aged 5 to 12 years who are visually impaired with additional learning difficulties.

The video shows how the children follow individual education programmes which can include speech therapy, mobility training, hydrotherapy and physiotherapy as well more recreational activities such as swimming, pony riding and country dancing.

As well as speaking to parents, *Opening doors* also features interviews with teachers and care staff. As most of the pupils are residential, the video stresses the importance the school places on creating a comfortable family atmosphere

Opening doors is available free on loan or at a cost of £5.00. For more information or to obtain a copy please contact:

Jane Pickerden, RNIB, 224 Great Portland Street, London W1N 6AA Tel: 071-388 1266.

Educational Opportunities for All:
College courses for PMLD students, a Careers Service Perspective

I have now been working as a special needs careers adviser for five years, and during this time, my brief has always been to provide vocational guidance for young people with special needs and disabilities. Included in this are people with profound and multiple learning disabilities. The question I have asked myself is just how do I provide vocational guidance for people in this group. Is it realistic to talk about future career possibilities?

I suppose if I defined my role only in terms of advising people about open employment (a definition to which some careers advisers work) I would not have felt I had much to offer PMLD pupils. I have, at no time, however, seen my job purely in this way. I feel that my work entails preparing school leavers for life after they leave school, whatever that may mean. For most school leavers during an economic recession, this does not mean going straight into employment, not only for PMLD leavers. My interpretation of the work of a careers adviser means I take the challenging task of helping PMLD pupils very seriously. I hope I can continue to develop my role alongside other professionals who have helped me much in my understanding of the needs of this client group.

What, then, is there available for PMLD pupils when they leave school? There is often very little, which is why I am pleased that the local college in the borough in which I work has now started to run a course for these students. I very much believe in the value of further education. I have seen many students and particularly those with learning disabilities, develop skills, maturity and confidence during their time at college. It would seem to me, that if we are going to achieve equality of educational opportunity, the option of a college course for PMLD students is very important.

It is not, however, straightforward to set up a PMLD course, for example, there is the question of access. Are wheelchair users able to gain entrance to the college building? Are they maybe, restricted to using only the ground floor? Another consideration will be, that courses require a high number of care assistants to work with the tutors, as well as take a part in looking after the students' physical needs. Is the college able to provide enough people, and also have both men and women available so the course may enrol students of both sexes? A further question concerns the Further Education Funding Council, which is required to "have regard to the requirements of students with learning difficulties and disabilities". It is likely to give first priority to those taking accredited vocational courses, which may mean that there is not enough money to pay for courses for PMLD students. F.E. colleges could take over the funding, but now they are no longer part of the education authority, they may find it difficult to do so. There are many things to think about when embarking on

setting up a course for students with profound and multiple disabilities. I have outlined some of the problems that may be encountered. I am sure readers can think of others.

On the positive side, PMLD students benefit very greatly from further education. It may be their first real chance to learn social and independence skills in an integrated setting. In addition to formal lessons, a visit to the canteen may provide many opportunities to learn how to act appropriately, as may using recreational facilities provided by the college. Students are able to consolidate the learning that has already taken place at school and increase their level of competence, as well as their confidence in their abilities. They are also able to continue with activities they liked doing at school such as music and drama which may be therapeutic as well as enjoyable. An F.E. college has much to offer the PMLD student.

My opinion then is that an F.E. course, especially one that has been carefully planned and well resourced, is very beneficial for PMLD students. They are able to learn much that will be useful to them in adult life. It also offers them equality of opportunity, with regard to F.E. especially important for this vulnerable group. I hope many colleges will follow the example of my local college and consider setting them up.

Brenda Miller
Special Needs Careers Adviser - London Borough of Camden

Fun and Games

Practical Leisure Ideas for People With Profound Disabilities

Judy Denziloe

Project Manager, Play Leisure Advice Network (PLANET)

A partnership project between Mencap, Save the Children and The Spastic Society.

CONTENTS: Play and leisure; Doing it yourself; Mobiles and other hanging things; Sensory stimulation; Multisensory environments; Creating; Handling objects; Games; What can I do with...?; Useful organisations; Resources

READERSHIP: Physiotherapists, occupational therapists, nurses, families and carers

January 1994 246 x 189mm PAPERBACK 0 7506 0571 5 £12.95

ORCHARD HILL FURTHER EDUCATION CENTRE.

Orchard Hill FEC is based within a long stay residential hospital in Sutton, Surrey. The Centre has been in existence for nine years and today has a staff team of eighteen who operate five teaching groups. The full time equivalent for the Centre is estimated at 35 students. The students who attend the Centre are over nineteen and have a range of abilities and educational needs.

One of the biggest challenges for the Centre during it's development has been how to best provide a range of educational opportunities for adult students who have profound intellectual disabilities. We have a remit to provide for students who live not only within the residential services of the hospital, but also for those who live within the wider borough of Sutton. This catchment area gives us a potential student group of about 260. In an attempt to open up the Centre to as many people as possible it was decided to offer a range of part time courses which would be offered on a termly basis.

There are three main types of provision. Firstly, we offer five core curriculum courses in the areas of, Communication, Fine-Motor, Sensory Development and Understanding, Physical Development and a course for those students who have Visual and/or Hearing Impairment in addition to their learning disability. These courses are offered during term time and involve the student attending twice a week.

The second type of provision on offer are the activity based courses. These include, Social Interaction, Art and Craft, Swimming, Wheelchair Driving, Music, Movement and Drama, Discussion groups, Sensory Stimulation, Gardening, Cookery and Mobility. These courses are also offered term time only with students attending for one session per week. Included in this level of our provision is the supported attendance of students on evening classes at the local adult education centre.

The third level of provision is aimed at providing flexibility. The Centre although operating three academic terms is open for 48 weeks of the year. During the non-term periods a range of leisure based activities and opportunities are organised. During these times we manage to maintain links with students who may not be currently attending the formal courses within the Centre. During term and non term time, activities are also provided during the evenings these include a drama 'roadshow' which is taken to the students' homes. We participate in, and support the weekly Gateway Club activities and for one evening a week some students are involved in preparing and cooking their own supper.

The venue for courses is an important consideration and where ever possible courses are located in community based facilities. We have found over the past two years that securing the use of appropriate facilities is getting more difficult. The Centre is restricted by two factors, one being the transport of students to and from community based facilities and the other being that the number of premises offered free of charge or at a rate at which we can afford are reducing.

By offering a range of part time courses to our student group we have been able to ensure that access to the service is not determined by someone else's interpretation of the individual's ability to 'benefit'. It is the role of the lecturer in charge of the course to identify appropriate learning and teaching goals for those students who are attending. In any one term the lecturer may be responsible for two courses in the same area and have two groups of students who are very different in terms of their abilities, educational needs and by the way they challenge us. For each student the validity of learning and achievements must be measured in their terms. It is sometimes difficult to predict the end results of the learning/teaching programme when working with adults who have severe or profound learning disabilities. The reason for this is that each individual has a life time of experience. It is very dangerous to assume that an adult learner will achieve in accordance with assessed ability levels, students need to be given repeated opportunities to return to the learning environment.

There is no upper age limit for students attending the Centre. Some of the students have attended a variety of courses over a number of years. This has proved beneficial in that it has enabled us to maintain contact and re-introduce learning/ teaching at regular periods rather than in one single, never to be repeated block.

Referrals can be made by anyone working on behalf of the student. A student's attendance pattern will be very dependant upon the referral pattern. Students can repeat courses and attend more than one course per term. For the majority of courses there is a waiting list in operation and for some of the more popular courses these can be substantial. The average termly uptake of students is 110 individuals.

The needs of the adult student group can never be seen to be static or clearly defined, therefore, the content and framework for the delivery of educational opportunities needs to be under constant review. Each referral is considered in it's own right with the needs of the individual, at that moment in time, paramount. It is important that the curriculum framework, administration and management systems are seen to guide and support the delivery, and ensure quality of the educational opportunities being provided. They should not become too prescriptive and thereby restrictive. We have been working for five years in an attempt to identify the curriculum and mode of service delivery in categorical terms. We now appreciate that this is in fact a false dream and what we have developed is a system which can be moulded and determined by the ever changing need of our student group. Change may not always be instantaneous but it will happen. The local population will undoubtedly change significantly over the next few years with the gradual reduction of individuals living on a single site and the increase of individuals returning to live in the borough. The challenge for the Centre is to continue to develop and change.

Visitors are welcomed at the Centre, to arrange an appointment please contact: Ms. C.Howley, Principal,
Orchard Hill Further Education Centre,
6 Elm Avenue, Orchard Hill, Queen Mary's Avenue,
Carshalton, Surrey. SM5 4NR.
Tel: 081-770-8125.

CMH/PMLDLK/3.94.

SPRINGBOARD

1 DAY LINK PROVISION FOR STUDENTS WITH SEVERE AND PROFOUND AND MULTIPLE LEARNING DIFFICULTIES AT WEST OXFORDSHIRE COLLEGE, WITNEY OXON

Set up

Three years ago, Springfield School initiated a link day at the local college for this group of 14+ students in preparation for a 3 year full time provision the following year. Unfortunately, the full time course is yet to happen (more later).

The nearest established course is 20 miles away as the local college were unable to offer anything for PMLD students. The existing local FE course for SLD students has gradually changed in content with the increasing numbers of MLD students and as such is no longer appropriate for our students.

Funding:

The link day is joint funded and staffed by the college and school, each providing a teacher and learning support assistant for the 6 students.

Extra funding has been secured from a variety of sources e.g. T.V.E.I and the Business Education Link which has been used to fund modules and to set up Work Experience.

Accommodation

We share accommodation with P.V.O. course (Pre-vocational opportunities course) which is largely inappropriate for the PMLD student's needs. However, we felt it better to make a start, get in there and as always, ever hopeful changes could be made as needs arose!

New Legislation

In response to new legislation, future provision is being negotiated with the F.E.F.C. the College Principal and Headteacher of Springfield School. The urgent need for full-time local provision for PMLD and SLD students is highlighted by Oxfordshire's Policy for 16+ students with SEN, which states that they should continue their education within Colleges of Further Education. The future is still uncertain.

Course Content:

The 1 day link provision is run on a modular basis both within the College, the local community and at the local Leisure Centre.

The modules offered are Cookery, Aromatherapy, Massage, Fitness Suite, Sherborne Movement, You and Me Yoga, Art and Craft and Multi-Skills Workshop and Shopping. These modules are run under the broader curriculum headings of Communication, Personal and Social Education and Physical Development/Leisure Pursuits.

They are open to students on the P.V.O. course, Youth Training Scheme and Adult Education Centre. In this way our students are not learning in isolation, but are part of the wider College Community Provision.

We have enabled our students access to the world of work by not only providing work experience at a local teaching farm but also "experience of work environments" through visits to local industry providing a wealth of material within the sensory curriculum.

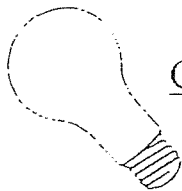
It is difficult to plan for progression on a 1 day link, so the curriculum, assessment and review system is linked to that of the student's school. However, the weekly link day aims to ensure a smooth transition from school to a college environment and to enrich their education within an age approved setting.

Course Tutors

Gerda Lysley

Bobbie Stormont

Springfield School
9 Moorland Close
Witney
Oxon
OX8 5LN



Creativity With People With Learning Disabilities: Practical Ideas With and Without Equipment

A video and information pack showing a range of low-budget, practical approaches for parents, carers and professionals working with students with profound & multiple/severe learning disabilities. Price £17.50 including postage & packing.

Orchard Hill Further Education Centre
6 Elm Avenue
Orchard Hill
Queen Mary's Avenue
Carshalton

Surrey SM5 4NR

Telephone

081 770 8125

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

Cheylesmore House
Quinton Road
Coventry CV1 2WT

Telephone 0203 863000
Fax 0203 863100

Dear Colleague

Disability, Learning Difficulties and Further Education

Thank you for responding to our call for evidence. Your views will help the Council's committee in its work. This pack will help you to give your evidence. Please follow the guidance carefully.

The pack includes:

- Section 1 the call for evidence
- Section 2 information about the committee and its work
- Section 3 how to give evidence.

The membership of the committee is on the back of the pack. There is also a form for you to complete and send with your evidence.

The committee would like to hear from the widest possible range of people, groups and organisations. You may be:

- a person with a disability and/or learning difficulty
- a parent or carer
- an advocate
- a student or professional in education, health or social services.

You may represent:

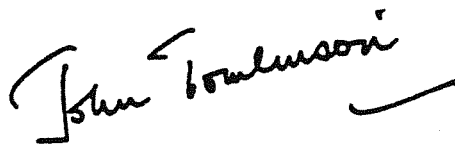
- a college or other training organisation
- a profession
- a voluntary organisation
- a national agency
- an employer.

You may be a concerned member of the community. Whatever your standpoint, the committee welcomes your views and experiences.

The final date for sending evidence using this pack is 1 August 1994.

There will be other ways to give evidence after that. If you would like to know more, please contact Lisa Young on 0203 863048.

Yours sincerely



John Tomlinson
Chairman
Committee on Disability and/or Learning Difficulties

The Development of Safeguards, Strategies and Approaches relating to the Sexuality of Children and Adults with Profound and Multiple Impairments

A project exploring these issues, supported by the Joseph Rowntree Foundation, will be starting in January 1994. It will be based at the University of Nottingham in the Department of Learning Disabilities.

Early in 1994 Ann Craft, the Director of the project, and Caroline Downs, the National Co-ordinator, will be inviting staff working with children and adults with profound and multiple impairments in schools, colleges, Day Centres and residential settings to take part in the project.

Most publications about sexuality and materials for sex education for people with learning disabilities have only fleetingly explored the needs of people with profound and multiple impairment, acknowledging these to be very different and requiring special attention as the subject of further work. In many ways individuals with PMI represent a "forgotten" group, particularly in relation to their sexuality and their personal safety.

The current project will seek to rectify this omission and is being undertaken at a time when guidelines for staff become a pressing necessity as we grow more aware of instances of abuse and as touch therapies such as aromatherapy and massage are increasingly prevalent without, often, the ethics having been well considered and safeguards attached.

It is the intention of the project that the notion of sexuality will be interpreted in the widest possible sense and will include many of the following:

- * guidelines and safeguards for staff working in an intimate way with individuals
- * ethics of interventions, therapies etc.
- * work with parents
- * age appropriate activities/appearance
- * emotions and emotional well-being
- * body awareness
- * self concept and recognition of individual preferences
- * communication
- * relationships/friendships
- * aspects of personal hygiene (including menstruation) - dignity, respect, practicalities
- * staff training
- * women's health issues
- * staff/parental responses to sexual exploration and sexual behaviour
- * physical growth and development
- * social opportunities.

More details and guidelines for applying to be involved in the project will be available from January 1994 from the Project Director and Project Co-ordinator:

Ann Craft and Caroline Downs
Dept. of Learning Disabilities
Floor E, South Block
University Hospital, NOTTINGHAM NG7 2UH

Tel: 0602 709433

November 1993

The Impact of the National Curriculum on SLD and PMLD Pupils

In 1991 a team of eight teachers from Crevesford and The Gables Schools in Barnsley, South Yorkshire, undertook an Evaluation Project to look at what other schools catering for SLD and PMLD pupils were doing in response to the National Curriculum. As a result a Report was produced in October 1991, one of the conclusions being that there was no clear guidance or coherent policy of advice being given to such schools with regard to the implementation of the National Curriculum.

Six months later there was little evidence of any change in the situation and accordingly one of the original team members from Crevesford School embarked on further research. This has involved a more detailed examination of the legal requirements, official guidance and reports, and published materials; as well as an investigation into current working practices in LEAs, Schools and Crevesford School itself. The aim of the research was to produce a National Curriculum Policy and Practice document for adoption by Crevesford School.

The Project is now finished and the overall conclusion that has been reached is that the situation regarding the National Curriculum and SLD and PMLD pupils is still far from being resolved. Although much work has been undertaken to ensure greater accessibility to the National Curriculum for pupils with special educational needs, the minority, who still constitute a considerable number of children and young adults, have not, as yet, been proved to derive much demonstrable educational benefit from a curriculum which takes as its starting point the level of an average five year old. The inescapable conclusion that has been reached by many practitioners is that the National Curriculum, in its present form, is simply not of much direct relevance to pupils who are functioning at an extremely early level of development.

Consequently the teaching staff at Crevesford consider it is more realistic to offer a curriculum which has been specifically designed over many years to cater for the highly individual needs of those pupils and which has been modified after careful consideration to incorporate those elements of the National Curriculum which are felt to be relevant and appropriate.

This provision has been specified by summarising the school curriculum in terms of its aims and content for inclusion in each pupil's Statement of Special Educational Needs. The resulting "Crevesford Revised Statement", it was felt, fulfilled all the legal obligations whilst ensuring that pupils enjoy the benefits of a broad and balanced curriculum which provides them with every opportunity possible to maximise their individual development and to prepare for adult life.

The Revised Statement format was submitted to the DFE who advised that it did not in fact meet statutory requirements since it is the responsibility of the LEA to write and maintain statements and not an individual school's responsibility. However, Barnsley LEA consider that the framework contained within the Revised Statement, now retitled the Model Statement, provides an exemplar of good practice that may be adopted, if necessary as appendices, to meet the requirements of a formal statement under the Education Act 1993.

At the same time, it was felt important to consider the implications of The Education (Special Educational Needs) Regulations 1994 which were issued in draft form in October 1993. Consequently the content and format of the Revised (Model) Statement has been amended in order to satisfy requirements specified in the draft Code of Practice.

Copies of the Report "The Impact of the National Curriculum on SLD and PMLD pupils: A Way Forward" are available from Pam Heggie, Crevesford School, St Helen's Boulevard, Carlton Road, Barnsley S71 2AY, Tel 0226 283068 at a cost of £12 plus £2.50 p & p.

Copies of the amended Model Statement can also be obtained from Crevesford School.

PLANET 'S RESOURCE DATABASE
VIDEO LISTS
SECOND EDITION

Planet has over 230 videos in its Resource Centre and details have been entered onto a database. From this database Planet has produced a comprehensive guide to each of the videos.

The video lists are spiral bound and can be purchased in title order for £2.50 or in subject order for £4.00. Details of all the videos have been checked with the supplier and are correct at the time of printing.

PLANET UPDATE

Resource Pack

Planet has produced a resource pack of useful leaflets. Two - the Suppliers List and Journals List - have been available free in the Information Pack until recently, but we now have to charge to cover the cost of printing. The other two leaflets have just been published:

"The Importance and Role of Play, Leisure and Recreation"
A resource note for people who monitor services.

"Guidelines for Developing a Strategy on Play, Leisure and Recreation for People with Disabilities"
Aims to assist anyone developing a play, leisure and recreation strategy in a wide variety of settings.

The Resource Pack costs £3.00 including p&p. The Information Pack, containing basic information about Planet, is still available free of charge.

Fun and Games: Practical Leisure Ideas for People with Profound Disabilities

This book, by Judy Denziloe, has now been published and is available through bookshops. The publisher is Butterworth Heinemann, ISBN 0-7506-0571-5, price £12.95. Visitors to Planet can buy the book during their visit, if they wish.

Liberty, Equality, Disability - Images of a Movement

This pioneering set of seven A2 full colour disability posters has been out of print for a long time. We are pleased to announce that a second edition of the posters will be available soon, from Planet, priced at £7.00 per set plus postage. Produced and photographed by David Hevey and funded by the Joseph Rowntree Foundation, the posters were the first of their kind to celebrate the disability movement and, at the same time, challenge the oppressive representation of disabled people. The posters are still unique, and are much sought after. Now you can buy them - contact Planet for an order form.

Product News

First the bad news: Fisher-Price has decided to stop manufacturing the Lights and Sounds Piano. This wonderful toy was easy to use, with plenty of stimulating lights and music. If you agree with us that the loss of this toy is a tragedy, please write to the Customer Services Department of Fisher-Price (Oaklands Park, Wokingham, Berkshire RG11 2FD) and tell them so!

Interesting new products seen at the recent Toy Fair include:

- * Snowflake Koosh Ball - a pure white, silky, soft ball. Probably the best version of the Koosh ball since the

original. It is in the 1994 Mike Ayres catalogue (Tel 0246 551546) and will be appearing in other catalogues and the shops during the year.

- * Kickmaster - a football in a net bag with 14 feet of cord and a rewinding mechanism (like the dog leads). Useful for people who cannot see where the ball has gone or who cannot move to retrieve it. Contact David Mallinger (Tel 0533 513018) for further details and stockists.
- * Sum-Thing - a string of ten coloured beads threaded in a unique way so that they can only be moved one at a time and will stay in position. Intended to help number learning but great for hand and finger exercises, and as "worry beads". Contact St Joseph's Workshops (Tel 0942 883210) for further details.

Exhibitions

Planet will be taking part in various events around the country during 1994. Dates confirmed so far are:

Friday	11	March	Radford, Notts
Saturday	12		Runnymede, Surrey
Friday	18		"Equality in Practice" seminar for early years workers, London
Saturday	19		Information Fair, Doncaster
Monday	21		"Equality in Practice" seminar for early years workers, Cardiff
Thursday	24		"Equality in Practice" seminar for early years workers, Birmingham
Saturday	16	April	Colchester
Wednesday	27		Aylesbury
Tues	17	May	
to Thurs	19		Naidex, Birmingham
Saturday	4	June	Coventry
Fri	24		
to Sun	26		Infodex Wales, Cardiff
Tues	28		
to Wed	29		ILAM '94, Bournemouth
Fri	23	Sept	
to Sun	25		National Portage Conference, Leeds
Tues	27		
to Thurs	29		Naidex, London
Fri	18	Nov	
to Sun	20		National PPA Conference, Scarborough

For further information on any of the above items, please contact:

Planet, c/o Harperbury, Harper Lane, Radlett, Herts WD7 9HQ
 Tel 0923 854861 ext 4384.

Let's go!

Let's go! is the brand new termly calendar of leisure activities and events for visually impaired children and young people.

Every year we receive hundreds of enquiries from parents, professionals and young people about "what's on" in their area. We hope that Let's go! will answer their questions.

It's the first nationwide calendar to cover all aspects of leisure including sport, arts and crafts, exhibitions and museums, music, playschemes, holidays, activity days and other miscellaneous or one-off events.

The first edition will feature activities during **summer 1994** (June, July, August and September). The calendar will be distributed free of charge within eye contact and *Visability* magazines during May. Extra copies of the calendar will be available through the regional RNIB Education Centres.

Visability

Visability is the termly magazine for parents and professionals concerned with the education of children with impaired vision.

Focusing primarily on children and young people who are integrated into their local school or college, it also covers major issues such as the statementing process, daily living skills, mobility and training.

Each issue also includes the latest information on books, courses, technology, art and sport as well as National Curriculum developments.

eye contact

Also published termly for parents and professionals, *eye contact* magazine meets the needs of visually impaired children who have additional learning difficulties.

Articles highlight work being done around the country both in schools for children with learning difficulties, and in those which cater specifically for children with little or no sight.

Future issues will cover child care and protection; communication; sex education; and post-school opportunities.

Visability is available at an annual subscription of £6.00 (£7.50 non-EC countries) and *eye contact* at £4.80 (£6.30 non-EC countries). This covers three issues per year, and both are available in print, braille and on tape or disk from:

Jane Pickerden, Editor, RNIB Education Information Service, 224 Great Portland Street, London W1N 6AA. Tel. 071-388 1266 ext 2297.

FUN AND GAMES: Practical Leisure Ideas for People with Profound Disabilities by Judy Denziloe - Butterworth Heinemann 1994

In her introduction to the book, Judy Denziloe states that "the aim of this book is to share leisure ideas and enable you to make pieces of equipment". However, the book goes well beyond these two aims because she puts these ideas into a context of thinking about play and leisure, their essential elements and meaning for all children and adults.

At the same time she addresses the connotations of the terms 'play' and 'toys' and challenges us to question the use of substitutes such as equipment, object, item etc. particularly in relation to playthings used by adults with disabilities. She warns that "There is a danger that preconceived ideas about play and a desire to embrace new policies will lead those who care for people with disabilities to deny some of their most basic rights - the right to learn and practise new skills, to face challenges and solve problems and to seek relaxation, emotional fulfilment and social interaction through enjoyable activities." In the rest of the book she goes on to help us to avoid this danger, and provides a wealth of information and ideas for enablers to use in offering rich and varied opportunities for play and leisure.

The chapters are clearly organised and cover a number of themes. These look at particular kinds of playthings, things which encourage the use of the senses, different activities, different skills used in play, and different contexts. All the most recent developments in play and leisure resources are covered, such as multisensory rooms and aromatherapy, as well as the tried and true such as mobiles, 'messy' play, and balls.

The chapter on Doing It Yourself is a clear and useful introduction to the tools and materials used in making your own equipment, and contains many helpful tips and warnings, from those which could be life saving to merely reducing irritation! Throughout the book safety is always stressed wherever it could be an issue either for the maker or the user of the equipment.

Each chapter contains some background information about the particular theme, and masses of ideas for activities or equipment (generally inexpensive) for readers to dip into and try. Most chapters have a full description of how to make at least one, and sometimes several, pieces of equipment - enough to occupy the leisure time of the readers for many hours! The instructions are clear and although some of the products seem quite sophisticated, there are few which would be too demanding, even for those who are new to making equipment.

The chapters have useful sub-headings which make it easy to find the information you want, and the two final chapters contain lists of useful organizations and resources relating to each chapter theme. Here the reader will find information about books, videos, training opportunities and suppliers.

This book is a treasure chest for everyone working with people with profound disabilities, teachers and carers alike. I found its wealth of ideas most exciting and was inspired to start making many of the playthings described so clearly. I thoroughly recommend it as a thoughtful and practical resource book.

Carol Ouvry

Faculty of Arts & Education



Advance Notice

**The Physical Education Research Unit of the University of Plymouth
in conjunction with**

The International Sherborne Foundation

present

An International Conference on Developments in Sherborne Teaching

September 5th, 6th and 7th, 1994

The conference will focus on **research and developments** in Sherborne work over recent years in a variety of contexts. Keynote lectures are planned with Gerrit Loots, a Belgian psychologist, speaking on Sherborne work and its application from a psychological perspective and Bill Richards, Senior Lecturer in Physical Education, speaking on Sherborne teaching, Physical Education and the Primary School. Two other nationally known speakers have been invited to contribute, they will be announced later.

A call for papers. Those who are teaching, working or researching into the application of Sherborne methods are invited to present an abstract with a brief outline of their work and the nature of the contribution they would like to make to the conference. Further details will be advertised later though immediate contact by telephone to discuss the conference and a proposed paper would be welcomed. [Please present your abstract in English]

For further information please contact : **John Dibbo**, Senior Lecturer in Physical Education, Faculty of Arts & Education on Exmouth (0395) 255397 or **Sue Gerry**, Physical Education Research Student, Faculty of Arts & Education on Exmouth (0395) 255343

University of Plymouth
Faculty of Arts & Education
Douglas Avenue
Exmouth
EX8 2AT

29 October 1993

COPY of a letter published in
British Journal of Special Education
Volume 20 No. 4 December 1993

Mrs Margaret Peter
Editor
British Journal of Special Education
12 Hollycroft Avenue
London NW3 7QL

Dear Margaret,

Re: Future Shortage of SLD Teachers

I read with great interest the letter you published from Jean Ware on the above topic. The figures provided by Dr Ware were startling, although I think many people in the field had assumed that this would indeed be the pattern, and that children with severe learning difficulties were increasingly being educated by teachers who did not hold an appropriate specialist qualification.

'PMLD Link' is a network of teachers educating those with profound and multiple learning difficulties. We wish to add our support to the concerns expressed in that letter.

Recent statistics have indicated that there is a rise in the number of children with profound and multiple learning difficulties entering the education system. This is largely linked to improved post natal medical care, and the increased survival rate of one to two pound babies.

Traditionally it has been the experienced teacher of children with severe learning difficulties who has then chosen to develop skills which would enable him/her to be an effective teacher of children with profound and multiple learning difficulties. If the impact for children with severe learning difficulties is as projected by Dr Ware then the future for children with profound and multiple learning difficulties is very bleak indeed. All children deserve teachers of quality, and we should have in place the right professional development structures to enable teachers to prepare themselves for the challenging task of educating children with very complex learning needs.

We have watched our system of training teachers to work with children with severe/profound learning difficulties being gradually eroded and dismantled. Inadequate GEST funding from the Department For Education is central to this particular issue.

We now clearly have spelt out for us an impending national crisis in the future for teachers working with children with severe/profound learning difficulties. Perhaps before children begin to pay the price for this crisis Central Government may intervene.

Yours sincerely

Barry Carpenter M.Phil
Principal Lecturer in Education on behalf of 'PMLD Link'

TRAINING: COURSES/CONFERENCES

APRIL

- 27th Developing Communication in Multisensory Impaired Children
A one day conference for teachers, speech therapists and psychologists working with multi-sensory impaired children.
Keynote speaker: Professor Jan van Dijk
Venue: RNIB Education Centre, London
Further information from Olga Miller, Inset Co-ordinator,
Tel. 081-968-8600 or 071-612-6277

MAY

- 3rd Self Advocacy for Pupils with Severe and Profound Learning Difficulties
Presenter: Catherine Attridge
Venue: Institute of Education, London
Repeated on:
22nd June - Institute of Education, London
29th June - Millwharf Conference Centre, Birmingham
Further information from Catherine Attridge, 35 Send Road, Send, Woking, Surrey GU23 7ET Tel. and Fax 0483 223707
- 4th Prerequisites to Learning: A Sensory Approach
Presenter: Flo Longhorn
Venue: Institute of Education, London
Repeated on:
15th June - Professional Development Centre, Bury
18th June - Beamish Hall, Stanley, Co. Durham
24th June - Dartington Hall, Totnes, Devon
Further information from Catherine Attridge, 35 Send Road, Send, Woking, Surrey GU23 7ET Tel. and Fax 0483 223707
- 5th Planning a Religious Education Programme for Very Special People - including new RE syllabus
Presenter: Flo Longhorn
Venue: National Re Centre, London
Repeated on:
11th June - Swansea University, Wales
25th June - Guildford Cathedral, Surrey
28th June - Millwharf Conference Centre, Birmingham
Further information from Catherine Attridge, 35 Send Road, Woking, Surrey, GU23 7ET Tel. and Fax. 0483 223707
- 9th and 16th Developing and Running a Horticultural Therapy Programme
(Split 2 day course)
Horticultural Therapy's short courses provide an introduction to horticulture as a therapy, offering ideas and advice for those wishing to set up a new project or expand an existing project.
Venue: HT Demonstration Garden - Trunkwell, Nr. Reading
Further information from Horticultural Therapy, Goulds Ground, Vallis Way, Frome, Somerset BA11 3DW Tel. 0373 464782

- 10th PLANET Video Day
This is an opportunity to view recent additions to the wide range of videos held in our resource Centre. There will be two programmes of videos, running in parallel, covering various topics including:
* disability issues * play and leisure
* specific disabilities * creativity
Further details from Planet, Harperbury, Harper Lane, Radlett, Herts WD7 9HQ TEL: 0932 854861 Ext. 4384

JUNE

- 7th PLANET Focus Open Day for Playworkers
Details from Planet, as above
- 9th Storytracking 'Odyssey Now'
Workshop presentation of the project, followed by interactive sessions based on episodes from the story.
Presenters: Nicola Grove, Keith Park, Ailsa Turner.
Venue: Institute of Education, London
Further details and booking forms from Des Johnson, RNIB Education Centre: London, Garrow House, 190 Kensal Road, London W10 5BT
Tel. 081-968-8600
- 10th Multisensory Massage - including practical sessions
Presenters: Flo Longhorn and associates
Venue: Swansea University, Wales
Repeated on:
16th June - Professional Development Centre, Bury
17th June - Beamish Hall, Stanley, Co. Durham
21st June - Institute of Education, London
Further information from Catherine Attridge, 35 Send Road, Woking, Surrey, GU23 7ET Tel. and Fax. 0483 223707
- 11th Communication and Learning Disability: A Briefing and Update on Recent Developments
A series of presentations on communication issues across the whole range of learning disabilities by nationally known experts in the field.
Chaired by: Professor James Hogg and Professor Michael Beveridge.
Venue: Royal Society of Medicine, London
Further information from Mrs. May Santos, Forums Officer RSM, 1 Wimpole Street, London W1M 8AE
- 16th Rett Syndrome
This is an extension to two days of special clinic appointments. A presentation on Rett Syndrome will be followed by a discussion session open to anybody interested in Rett Syndrome.
Presenter: Dr. Alison Kerr
Venue: St. Christopher's School, Bristol
Further information from Mrs. Yvonne Milne, 'Hartspool' Golden Valley, Castlemorton, Malvern, Worcs, WR13 6AA

JULY

- 13th and 27th Developing and Running a Horticultural Therapy Programme
(Split 2 day course)
This is a repeat of the course run in May.
Venue: Chequers AEC, Islington, London

SEPTEMBER

- 5th to 7th International Conference on Developments in Sherborne Teaching
The conference will focus on research and developments in Sherborne work over recent years in a variety of contexts. International and nationally known speakers to be announced.
Further details from John Dibbo or Sue Gerry, Faculty of Arts & Education, University of Plymouth, Douglas Avenue, Exmouth EX8 2AT
Tel. 0395 255397/255343
- 22nd PLANET Focus Open Day
For Therapists
Details from Planet, as above

OCTOBER

- 13th Supporting Children with Multi-sensory Impairments
This three day course for care-workers and special needs support assistants working with multisensory impaired children will be delivered in three individual day sessions spread over the Autumn and Spring terms
Further information from Olga Miller, Inset Co-ordinator Tel. 081-1968-8600 or 071 612-6277
- 15th PMLD CONFERENCE - Promoting Quality of Life for People with Profound and Multiple Learning Disabilities
The programme will cover pre-school; school years; transition to adult services and further and continuing education. The conference will bring together practitioners and researchers working in all these areas to share their experiences and findings with the aim of improving policies and practice for all learners with profound and multiple disabilities.
Venue: University of Birmingham
Further information from Loretto Lambe, White Top Research Unit, University of Dundee, Dundee DD4 1HN
- 27th Mobility Training for Visually Impaired Children in the Pre-school and Early Years
Workshop aimed at parents, teachers and support assistants working with young visually impaired children or older children with learning difficulties
Further information from Olga Miller, Inset Co-ordinator Tel. 081-968-8600 or 071-612-6277

NOVEMBER

- 22nd PLANET Focus Open Day
For Advice Workers and Information Officers
Details from Planet, as above

NEW BOOKS

Fun and Games: Practical Leisure Ideas for People with Profound Disabilities by Judy Denziloe - Butterworth Heinemann (1994)

Access to Communication: Developing the basics of communication with people with severe learning difficulties through Intensive Interaction by Melanie Nind and Dave Hewett - David Fulton (1994)

Creating A Responsive Environment for People with Profound and Multiple Learning Difficulties by Jean Ware - Routledge and Keegan Paul (in press - due May/June 1994)

Support Services and the Curriculum: A Practical Guide to Collaboration by Penny Lacey and Jeannette Lomas - David Fulton (1993)