

PMLD LINK

ISSUE No. 5

The number of subscribers to PMLD-Link is growing weekly, and I feel it is a tribute to the efforts of Barry and the team at Blythe School that people are now willing to pay to receive further copies! It also reflects the need, still felt by those working with this group, for support from others who are working in the same field. It is very pleasing to find that there are a number (small, but growing) of subscribers from other disciplines - physiotherapy, O.T., social workers and representatives from other organisations. We would like to have contributions from their point of view to broaden the perspective of PMLD-Link. The willingness of all concerned to share their expertise and experiences with others is one of the most positive aspects of this search for information and ideas. Thank you to everyone who has found time to contribute this time.

This issue focusses on the post-16 and young adult group which is an area of work which is now developing rapidly. PMLD pupils are participating in initiatives which would never have been dreamt of in the quite recent past. Please keep us informed of any interesting work that you, or any one else you know of, are developing.

There have been several suggestions for regular sections in PMLD Link including:

"EXCHANGE & MART", for the recycling of equipment and materials which are redundant. If you have any useful items you would like to get rid of - let us know.

"INFORMATION PLEASE:" if you want particular information about materials, resources, research, activities, in fact, anything, we will publicize your request.

We would also like information on articles or books which are useful, suppliers of materials, forthcoming courses or study days, write ups of any which you have been on and have found useful, successful outings or school journeys, links with mainstream schools, in fact anything and everything to do with working with pupils with PMLD.

All contributions should be sent to me at 2, Rotherwood Road, Putney, London, SW15 1JZ. by the beginning of March 1990 please.

CAROL OUVRY

November 1989

Dear Colleagues and Friends

I shall start off this issue of PMLD Link by saying that you are all "very special people".

Through recent workshops, I have come into contact with hundreds of people working in the area of PMLD.

It's a humbling experience to find out how "very special people" will travel, many, many miles in their own time to further their knowledge of this area. Recently we had a Saturday workshop at St. Johns, Bedford, and one teacher had driven from Penzance in Cornwall, just on the "off chance" of getting into the fully booked workshop. A small example of this search for understanding.

It's an exhilarating experience to watch 72 "very special people" learn a simple hand massage at a workshop, then turn to practise on the stranger next to them.

It's an overwhelming experience to share in the zest of comparing and contrasting ways of working with PMLD before, during and after workshops. "Very special people" give and take with a willingness that is unique.

Now for the challenge for "Very special people". This search for the best in PMLD should extend to the National Curriculum. There should be no compromise in the quest for the best in PMLD, which will then be embedded in the National Curriculum. The challenge is there for "very special people". I'm sure there will no disappointments.

Best wishes

Flo Longhorn.

The National Curriculum, and the implications for pupils with PMLD must be the most pressing current issue. Although we are not obliged to implement the NC until next September, many schools will already have started to plan and to base some of the class work on it. If you have any material you have found particularly useful in incorporating the NC into your existing activities, or any framework for analysing or recording NC work do share it with us in the next issue of PMLD Link.

There are some key questions to ask about provision:

1. Is it in the right setting?
2. Do the aids and equipment look age-appropriate (eg: just because someone wears a bib when eating, it does not have to be decorated with a nursery design)
3. Is dignity and privacy respected, especially in physical care.
4. Are learning needs post-19 reviewed and programmes changed if necessary?
5. Is technological support reviewed - and used when people move on?
6. Do real choices exist and are they consciously created?
7. Are parents both supported and consulted?
8. Are there integrated experiences?
9. Does the IPP (Individual Programme Plan) provide a point of contact between the young adult, their family, an advocate and the professionals?

During questions to Pat, a number of issues were raised:

- a) the needs of much older adults - education is for life
- b) the need for a "24 hour curriculum" with all the implications for professionals and families
- c) the importance of joint planning and the use of care in the community money
- d) the need for joint training
- e) clarification that post-19 education for PMLD must be an entitlement but cannot be statutory
- f) how is integration managed and where should it take place - not all colleges are ready for it
- g) how relevant is age-appropriateness? It is about a process to adult status, not adult behaviour, and can be reflected in the use of language, pictures, environment, etc.....

Two presentations

Angela O'Connor, Head of St. Margarets School, Tadworth Court, described their 48 week a year, 24 hours a day facility.

WHY STOP AT 19?

A conference organised by MENCAP London Division to look at the issues of continuing education for young people with profound and multiple learning difficulties.

Held at the Further Education Unit, Orchard Hill, Queen Mary's Hospital, Carshalton on 23rd June 1989.

This was a day intended to promote thought and discussion. It was attended by about 50 people from a range of backgrounds, including further education lecturers, advisers, HMI and voluntary organisation representatives.

The day was introduced by Matthew Griffiths, MENCAP Education Advisor, with an assurance that we really were talking about people with total physical dependence, little or no communication and great difficulties in learning. Pat Hood, FEU, looked at the curriculum for this group, which should be informed and influenced by the notion of adulthood. Everyone has an entitlement to adult status, including:

- personal autonomy and independence
- productive activity leading to economic self-sufficiency
- a social, leisure and community role
- a role within the family
- a range of choices

With the possible exception of the second, the curriculum for young adults with PMLD should aim for some degree of transition in all these areas.

The curriculum to support the move to adult status for all students should contain the following elements:

- continuity (linked experiences)
- coherence
- progression
- quality
- integration
- partnership

It should additionally include advocacy and the use of technology. This curriculum should be:

- sensitive to individual needs
- flexible
- age-appropriate
- enhancing autonomy and independence
- negotiated
- providing real experiences in the real world
- balanced between skills and process

The unit has official support, and a good team, offering age-appropriate activities which are both worthwhile and rewarding, such as aromatherapy and massage, gardening and cookery. The staffing was not always 1-1, as room management and environment were essential aspects of the delivery. A "sensory experience", created by the staff was offered to groups, for example, the video showed a room transformed into an underwater space, with associated sounds, smells and tactile.

The importance of continuing education was clearly demonstrated by one young woman who was making a simple packet dessert; she had spent the first 16 years of her life lying flat in bed because there was no technology which would enable her body to hold the weight of her head. When such technology became available, and for the first time in her life she could look at something other than the ceiling, she could also begin to learn a whole range of skills which, while they were unlikely to enable her to live independently, must, by any criteria, significantly have improved her quality of life.

Afternoon workshops

The group discussions focussed on a series of questions:

1. Why should education go beyond 19 for these young people?
2. What should it consist of?
3. Where should it take place?
4. How can other agencies (Social Services, Health Authority, Voluntary Organisations) work with the Education Authority to support it?
5. Who should be responsible for developing this concept within L.E.A.

However, as there is little work going on currently, the groups found themselves raising more questions, and not coming up with the answers. Long debates about how we justify this work within the new context of ERA, and how we make judgements on behalf of other people about their quality of life, provoked heated discussions.

Statementing

The final input of the day came from Raphael Wilkins, from the Sutton LEA, who talked about Sutton's extension of statementing for people with PMLD up to age of 30, with a long term aim of offering life long education. The F.E. Unit at Carshalton was directly managed by the LEA, making use of no area pool funding (although this is soon to disappear). A multi-agency planning team implemented policy for this group, and had a strategic planning role and an input to joint staff development.

The school caters for 30 pupils aged 8-19, in teaching groups of no more than 5. All pupils are physically disabled, and non-ambulant on admission, ranging from those who have no voluntary movement to those who have the potential to walk. Many have additional sensory impairments, and often need skilled support to make use of residual hearing or vision. The cognitive level is at a maximum average of two years.

The school staff, including an O.T., devise and participate in all the programmes, including care and feeding, and care staff are teaching assistants in the school. They provide total support, and although children do go home for weekends, this is arranged flexibly to suit parents.

Every child is acknowledged to have skills, and each one can be the most able at something. A 5 year old, watching one of the most flexible jointed wrap his feet round his neck, asked "will he teach me to do that?"

The education package includes communication across the curriculum, physiotherapy and speech therapy at all times, fine and gross motor skills, sensory development and a leisure curriculum. Afternoon activities provide interaction rather than integration, the opportunity to be with and watch other people.

At 19, many students are in a position to begin to learn, having just established some of the above skills, and needs to be found an environment in which learning can take place, possibly residential. Therapy must continue, in order to maintain old skills and learn new ones, there should be stability of carers, opportunities for social contacts and an appropriate peer group.

Angela identified a set of criteria she uses when looking at an establishment. Atmosphere, smell and sound are vital, especially for those who compensate one disability with an accurate sense in another one. The appearance of residents is a good guide, for example, are they dressed age-appropriately? Observing whether staff activity is centred on people or things is an indication of priorities.

Freda Abbro, Head of F.E. unit at Carshalton, where we were based, then talked about this unique establishment. Although Queen Mary's was originally a children's hospital, it is now home for 200 people over 19, of whom 178 are in wheelchairs, half have a significant visual impairment, and most have little or no family contact.

The philosophy of the unit is that everybody has the right to learn and be respected, and to be valued as an individual, and these rights do not change because of their special needs.

B T F C - A New Venture

Throughout the last decade standards of educational development of students with severe learning difficulties have reached much higher levels than ever previously expected. The more schools included in their curriculum, the higher their aims became. For some years now we wanted our students to have opportunities similar to that of their peers in mainstream schools. Now, through the BTEC - City and Guilds Foundation Programme we are able to do just that.

As our school is for pupils with severe learning difficulties, there is a wide range of abilities within it, from profound multiple learning difficulties to borderline moderate learning difficulties. There will obviously be a variation in the nature of the individual programmes depending on the ability level of the individual students. Discussion will take place within school on the appropriateness of the different schemes available. It is intended that all pupils will be allowed access to the Foundation Programme irrespective of ability, and that we will provide the means for students with profound multiple learning difficulties to take part and have opportunities similar to that of their peers.

We realise that many of our students with profound multiple learning difficulties will not reach a level that is acceptable for certification at the end of the programme. However, we hope that, by including case studies that are designed within their capabilities but still require maximum effort on the part of both pupil and teacher, we will be fulfilling one of our main aims, which is:-

- "to provide a broad curriculum through the school within which equal opportunities can be developed and for collaborative teaching and learning to take place."

In our borough we have worked closely with all the other special schools and advisors and have been grateful for the advice and support given throughout writing our submission. Staff at our school and our sister (SLD) school are aware that it is a major achievement for our submission to be accepted, and we now hope to do justice to it by having a successful and rewarding first year implementing the programme.

I will report again at the end of the year, letting you know of the successes and no doubt a few of the problems we encounter.

Dee Boyle,
Moorcroft School,
Hillingdon,
Middx.

It was essential that the statement should genuinely meet individual needs, and not be resource led. Delivery was through a variety of centres, including colleges, social services and outreach. Resource bases ensured the availability of a range of materials and curriculum aids to meet individual needs.

Funding for the statementing policy had come initially through a major priority shift, reflecting, for example, declining areas of F.E. and demographic changes. It was also seen that the LEA was not the lead authority, and that there was a shared responsibility between agencies, hopefully leading to developments in the context of the Disabled Persons Act. It was significant that the policy had been developed by mainstream management.

Under ERA, Sutton had allocated a weighting of 2.25 of Special Needs, and the LEA met the full cost of statemented students. The scheme of delegation had included a number of steers to support special needs work and this commitment was reflected in the strategic plan.

Readers may be interested in knowing that the talks presented at Castle Priory College last March by the ILEA teachers for dual sensory impairment have now been published by the ILEA as part of a training package entitled 'Communication as Curriculum'. The pack consists of materials and a manual and provides the basis of a course of four units.

It is intended as a resource pack and describes a method of providing a communicative atmosphere, a system for disseminating information and suggestions for creating awareness of the children's needs by simulating conditions experienced by the children daily.

In addition to the manual which contains 12 colour photographs and suggestions on how to conduct the course, the pack includes tapes, slides, glasses simulating eye conditions, overheads and handout masters.

Interested people are invited to request further information from: - Carol Williams
Hawthorn Cottage School,
Welton Road,
Swingate Lane,
Plumstead SE18 2JO
Tel: 01 316 1068

or: - Blanche Robinson
Grove House School
Elmcourt Road,
Tulse Hill,
SE27 9DA
Tel: 01 670 9429

OXFORD COLLEGE OF FURTHER EDUCATION

EXTENDED EDUCATION, A FURTHER EDUCATION COURSE FOR STUDENTS, 16-19, WITH SEVERE LEARNING DIFFICULTIES.

The Extended Education course was set up as an autonomous course in January 1979 in response to parental pressure. The 1944 Education Act calls for education to 19 years of age, and parents utilised this.

Ten places per year were provided for selected students on a course located initially in a SLD school. Later the course moved to a centrally-situated site as part of Oxford College of Further Education.

A move in 1984 to larger premises in one of the main college precincts paved the way for expansion. Coupled with this was parental pressure for a place for a PMLD student. The LEA agreed to this and the course was reorganised to take young people from the catchment with SLD and PMLD, on a full-time three year course. Although there are four other colleges in Oxfordshire offering SLD courses, the practicalities of access and staffing lead to students coming to Oxford from as far afield as Witney, Wantage and recently out-county. Resourcing/staffing levels are commensurate with the LEA's commitment to this.

Currently there are 33 students, 5 with PMLD and a further 25% with severe communication/behaviour problems. We also have 13 school pupils on a link course one day a week.

Considerable work has been done and interest shown in F.E. curricula for SLD students. However, for the less able such work is in its infancy. In Extended Education, development work on this is ongoing, using individual programme planning and recording of achievement for these students within the context of an appropriate F.E. curriculum. Of the 5 PMLD students, 4 are in the Special Class.

THE SPECIAL CLASS

The Special Class is part of Extended Education based within the Blackbird Leys Annexe. It offers educational provision for 16-19 year old students with profound and multiple learning difficulties (PMLD), on a three year course. We are now entering our fifth year and as one might expect each year has been different, and not just because students have left and new ones have joined. It has more to do with the changes in the students during their time with us, and the changes within us, the staff, as we learn about them and their needs as well as our developing philosophy.

At the present time we have four students. This number changes during the day with intergration as we offer support to other students from the course as and when needed. It is expected that we will have 5-6 students next year. Of the four, three use wheelchairs for mobility, although one can weight bear with support for a short time and one can wheel himself around the unit but not outside. The other wheelchair is a large model with a special mould. The remaining student is able to crawl about the floor, pull herself up on the furniture and walk with support on both sides (when she wants to!); otherwise she also needs a wheelchair. All are incontinent and unable to participate in a

toileting programme. One student feeds himself unaided with a spoon but is not yet ready for the Savoy! Another can manage with a lot of help as she is unable to scoop; the other two need to be fed. None have oral or sign language, however, they can make their basic needs known.

We have a very large room that is light and airy, divided into two areas. The 'soft' area is carpeted with a wool carpet in soft green checks. This carpeting is important to us as we spend a lot of time on the floor with activities such as physio, playing, self awareness games, yoga, some music sessions etc. It also provides an alternative to wheelchairs that does not restrict them. There is also a variety of furniture, 'the bed' heavily disguised as a sofa in case of illness, fits etc. Added to this we have easy chairs of different designs including 'basket' and rocking chairs all of a normal domestic nature. We do have one specialist seat but, at the present time it is not used. There are also two specialist wedge bean bags, but these are covered in a matching Sanderson fabric (it is just as easy to wash 'pretty' covers as hospital/practical ones). We also keep our musical bed and electric key board in this area. Across one end we have built a shelving complex which houses our fishtank, gerbil's tank, books, toys, musical instruments, radio, shells, tapes and of course some plants. One wall has a large collage of a desert scene and another area of wall displays our collection of tea-cloths which we collect on special outings.

The other area has a normal 'lino' tile floor which is easy to keep clean. One corner is laid out as a domestic corner where we cook, make coffee etc. Although this area is protected for safety reasons, it is accessible to the wheelchairs, as well as having good table space with ordinary seating. This area is also used at lunch time as it offers good space as well as a social setting, which is important for feeding programmes, social interaction and relationship building. Other parts of this practical area hold our ballpool, specialist fun/physio swing, piano, electronic activity board games, an indoor garden and a portable hoist. Work done by the students is displayed as appropriate throughout the class. The ceiling above the soft area has a collection of mobiles (not of a nursery type) some of which make noises when touched or blown. Others are 'pretty'. Above the practical area we have hot air balloons and clouds that we have made, Chinese kites with birds and some butterflies. We plan to add some rain and planes to these.

As can be seen from the brief description we attempt to provide a stimulating but safe and comfortable environment with a lot of variety. Our curriculum covers many areas such as swimming, cooking, art and crafts, 'playing', sewing, gardening (we have a small enclosed garden with a large pond), yoga, music, woodwork, gym, trips etc. It must be pointed out that the students are involved as much as possible in these activities, although some are easier than others for them to participate in. For example, they are totally involved in swimming which we are able to do twice a week. Woodwork would be a short project of a few sessions where the student participation may only be as much as feeling the vibration of the drill or electric sander and the experience of the sound and smell. We would also have the use of what was produced.

The aims and objectives are different for each student and each will have their own individual programme. We have also this year started to implement records of achievement. A physiotherapist visits the class one morning a week and plans a daily physio programme for each student. Our day, by necessity, is fairly structured but our timetable is flexible enough to take advantage of the many activities described above and any unexpected opportunities or occurrences that may, and often do, present themselves. One could argue, "what use have many of

the above activities to such very handicapped young people. I would equally argue, "what use or pleasure do they get from trying to match colours or post shapes, for which they do not have the ability or even the prerequisite skills, thus condemning them to more failure. Most of these young people, due to the severity of their handicaps have, from an early age lead a very protected and as a consequence isolated life, as regards every day life experiences. By undertaking, and where possible, helping them to participate in these activities, we open up a whole new experience for them, especially in the area of sensory stimulation which may provide some of the prerequisites required in terms of developmental progress. Although providing concrete evidence in this area would be difficult without a lot more research, we do have evidence that the students do make developmental progress and in general do become more settled and happy. It is accepted that this will be due to many factors of which this may only be one element.

One area that has had a large impact on the way we work is that of 'playing'. If we take the principles that underpin many of the theories on developmental progress, in simple terms we must achieve one stage before we can go on to achieve the next. Looking at the early history of these young people it is easy to see how their medical conditions and impaired intellectual development have precluded the normal baby to toddler play. Examples would be building bricks, balls, rattles, soft toys, etc; also baby games such as peek-a-boo, hide the toy, clapping songs, as well as tickling and rough and tumble. In the past these activities may not have been implemented in the special care class at school or, as in many cases, hospital. We have found that by regressing the students' activities to this early stage and helping them to learn how to play they make marked progress through developmental stages and often in several areas; especially so with relationships and communication. There is also some evidence of developing prelanguage skills, although I accept this may be no more than wishful thinking at this early stage.

Mary Williams
Extended Education Course Tutor

Dian Blay
Special Class Tutor

Oxford College of Further Education
October 1989

A Post-16 Education Project for
Students with Profound and Multiple
Learning Difficulties

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This paper has been submitted to Mental Handicap for publication.
Contact Alan Tompkins if you would like further information
immediately.

HOLISTIC MASSAGE AND AROMATHERAPY

There has been a lot of interest recently in the use of massage and aromatherapy with both children and adults with PMLD. Catherine Warren is Manager of Mulberries, a residential home for children and young adults with PMLD and she describes two courses she has attended at Castle Priory College.

One of the most beneficial things which can be done for any person with physical, mental or emotional problems is a massage with aromatherapy. In particular this has great benefits for people with learning difficulties. As well as providing stimulation by means of the sense of touch and smell - and hearing if music is used - it can be relaxing and healing depending on the oils used. It can even incorporate physiotherapy in the form of passive joint movements and stretching limbs. It is a lovely way of giving someone one-to-one attention and making them feel cared for. If you cannot often make the time to give full body massage you can massage hands, feet, face and scalp in a short time with no need for heated and exclusive privacy. If you can give a full body massage nothing is better for an immobile person with poor circulation - not to speak of the pure enjoyment derived from a massage.

Last year I attended a two-day course on Holistic Massage and Aromatherapy which is taught by Carol Houseman, and later in the year I went on the follow up course. These must be some of the most enjoyable courses available.

In the first course we learned about the therapeutic properties of essential oils and tried a little reflexology. On the follow up course Carol started by giving us more information on essential oils. We then spent the rest of that first afternoon doing meditations and learning about the balancing of chakras. This demanded some concentration but left us all feeling relaxed as we went off for dinner and a visit to the pub.

The following day contained the main part of the course. A full body massage was broken down into various parts which we practised on one another after seeing a demonstration by Carol. Every part was practised with a different partner which was great for getting to know people and learning how different techniques felt. Initially we "diagnosed" one another's needs and mixed appropriate oils to be used on ourselves. This done, we began with our various partners on the massage. This was made even more enjoyable for most of us by being out in the garden. It was a hot sunny day, there were flowers and trees all around us, a river running past and birds singing. If you can imagine the pleasure of lying in this lovely garden, totally relaxed, being massaged! Even giving the massage was just as good: there was loads of space to move around and no need to worry about spilling oil. The people who remained indoors enjoyed being in the coolness of the room and listening to the music. Every so often we stopped to have a coffee break or a meal served to us. Although we were learning we were all enjoying ourselves so much that we felt as if we were on a health farm.

The last morning was dedicated to giving a complete body massage and a polarity massage to our latest partners. After lunch we all headed off home in our different directions, having enjoyed a very inspiring and relaxing couple of days and developing our skills to a higher level. All I can say is - there is a strong case for a follow-up follow-up course!

The power of smell

Just about everyone has experienced that sensation when you arrive at a holiday destination and feel your body relax as the first whiff of sea air or pine forest hits the nostrils.

The profound sense of well-being certain smells produce has been exploited for centuries by perfumers. Now psychologists and psychiatrists are experimenting with various fragrances as a means of treating certain health problems.

The term osmotherapy is derived from the Greek word 'osmos', meaning smell. It's also the name of a new company (with a capital 'O') which manufactures therapeutic smells in the form of impregnated sponges and fragrance cassettes.

Dr George Dodd, who developed osmotherapy, is a biochemist at the University of Warwick. He's spent 25 years examining how smells are sensed by the nose and interpreted by the brain.

"The odour cassettes are about the size of a small credit card," Dr Dodd says. "There will only be one smell per cassette, such as a woodland walk or the seaside. Each will be designed to treat different problems, like insomnia, anxiety or stress. You



simply pull it out and sniff it when you need to."

Dr Dodd is now hoping to set up a research institute to look into other medical applications of smells — for instance in the diagnosis of Alzheimer's disease. In this severe form of dementia, having difficulty in identifying smells is a common early symptom.

Bromsgrove psychiatrist Dr John King has used fragrance cassettes to treat agoraphobia and other forms of anxiety. His patients relaxed by

visualising the scenes where the smells would occur in nature.

It's well known that people feel uplifted by some scents and depressed by others, but which smells do which is still a matter for research. We know that perfumes which drive some men wild with desire can make others run a mile.

However, smells that make people feel good are not just a matter of personal preference or past associations. It's to do with the way the molecules of different fragrances are registered by the brain. Smell is interpreted by the area of the brain concerned with emotion and motivation, which is also the target of some anti-depressants and tranquillisers. Some scents stimulate and others inhibit the brain cells responsible for producing positive or negative emotions.

With this in mind, some of the osmotherapy smells are designed to help smokers, or people with a weight or drink problem, to achieve the emotional stimulation they normally derive from cigarettes, food or alcohol. Fragrance cassettes and sponges should be available in chemist shops by the end of the year.

Olwen Glynn Owen

Tony Tunnegron, David Porter illustration; Damon Bierhard

NEAL'S YARD REMEDIES A BRIEF GUIDE TO ESSENTIAL OILS



Essential oils are the essences obtained from flowers, leaves, barks, roots and berries by various methods of extraction. Each essential oil has its own therapeutic properties that have been proven by use through the ages. Essential oils can be used to treat a wide range of ailments including first-aid, common minor ailments, stress related diseases and skin problems. Chemical copies of essential oil fragrances are used widely in commercial cosmetics and perfumery because they are much cheaper; but these will have none of the therapeutic properties of a pure essential oil, and may indeed be damaging if used in therapeutic doses.

Essential oils contain the active ingredients of the plant from which they are extracted in highly concentrated form: they should be treated with respect, and always diluted in water or oil before being used. Children under eighteen months should not be treated with essential oils. We do not recommend that essential oils are taken internally. Oils to be avoided during pregnancy or breastfeeding are: basil, cedarwood, clary sage, hyssop, juniper, marjoram, myrrh, pennyroyal, rosemary, sage and thuja.

Neal's Yard Cosmetics are designed, manufactured and packed by a qualified and trained group of people, many of whom are practitioners in the various fields of natural medicine and health care. Since we were founded in 1981 we have developed several new lines, and this year sees the launch of an increased range of products and a fresh new design. We continue to pack our range in blue glass and the new labels give information on every ingredient that we use.

We have created these cosmetics with great care and respect as a complement to our natural medicines. What goes onto our skins can be absorbed into the body. We make every effort to ensure that our products remain as natural and effective as possible. Wherever possible we use organically grown herbs. Our products are only naturally fragranced with pure essential oils. All our products are cruelty free.

CASTLE PRIORY COLLEGE.
THAMES STREET, WALLINGFORD, OXON OX10 0HE
Telephone: (0491) 37551

- THE YOUNG CHILD WITH A VISUAL DISABILITY
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10 - 12 January 1990 £145 inclusive
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30 April - 2 May 1990 £145 inclusive
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8 - 9 May 1990 £75 inclusive
- ORGANISATION OF LEARNING ENVIRONMENTS FOR PROFOUNDLY HANDICAPPED
CHILDREN
23 - 25 May 1990 £165 inclusive
- HALLIWICK SWIMMING METHOD - PARTS A & B
10 - 14 June 1990 £195 inclusive
- THE PROFOUNDLY HANDICAPPED CHILD WITH CEREBRAL PALSY - CHANGING
MOTOR PATTERNS
15 - 17 June 1990 £145 inclusive
- A SENSORY CURRICULUM FOR VERY SPECIAL PEOPLE
7 July 1990 £35 inclusive
- HEALTH CONSIDERATIONS
9 - 11 July 1990 £145 inclusive
- ACTIVITY DAY
14 July 1990 Adults £7.50 Children £2.
- HOLISTIC MASSAGE AND AROMATHERAPY
16 - 18 July 1990 £145 inclusive
- CREATIVE PLAY AND LEISURE FOR THOSE WITH MULTIPLE DISABILITIES
27 July - 1 August 1990

For further details of these courses please send a stamped
addressed envelope to Castle Priory College at the above address.



PLANET is a partnership project between the Save the Children Fund, Mencap and The Spastics Society. We believe there is a need for a network to link people working in the fields of play and leisure for children and adults with special needs and we are working together to establish a national resource to do this.

What is PLANET ?

Play Play is vital for all children, the means by which they develop physically, mentally, emotionally and socially. Children with special needs have the right to experience the same range of play activities we provide for other children. Adults also play, and a sense of playfulness enriches our lives. The challenge is to provide appropriate and meaningful play activities.

Leisure We all need leisure time: it is essential for our physical, mental and emotional well-being. Young people and adults with special needs have the right to choose the leisure activities they wish to pursue and to use community leisure facilities.

Advice There is a greater awareness of the important contribution play and leisure can make to the quality of life of people with special needs. Parents and staff may welcome advice and information on specific equipment, activities and organisations. Staff in mainstream play, youth and leisure services may seek advice on ways in which they can welcome people with special needs into their facilities.

NETwork Around the country there are people with good ideas for play and leisure and there are parents and care staff who are desperate for ideas and activities they can use - let's get together ! Networking will enable us to share new ideas, learn from other people's experiences, support each other and work together to improve the range of play and leisure opportunities available to people with special needs.

.... cont.

What will PLANET offer ?

- A display room of play and leisure equipment (commercial and DIY) for people with special needs. This will enable visitors to see what equipment is available, handle it and receive impartial advice.
- A reference library of books, journals and other printed resources.
- A resource of videos, slides and photographs.

These resources may be visited by appointment.

- Leaflets and information sheets on play and leisure activities and equipment. These will be sent out to enquirers and to people on PLANET's mailing list.
- Information on conferences and training events organised by PLANET or by other agencies.
- Advice and information to statutory and voluntary agencies interested in formulating policies on play and leisure, setting up training sessions, or opening up their mainstream services to people with special needs.

PLANET will work closely with Playtrac, the mobile training resource established by Save the Children and, since April 1988, funded by the North West Thames Regional Health Authority as a permanent service within the Region. PLANET will also work with similar projects in other parts of the country and would welcome approaches from groups who are interested in working together to achieve common goals.

For further information, please contact:

Judy Denziloe
PLANET Manager
c/o Harperbury Hospital
Harper Lane
Radlett
Herts. WD7 9HQ.

Tel. 0923 854861 ext. 4385

EDUCATIONAL TRIPS OF WORTH

Hindleap Warren is a purpose built outdoor activity centre situated on a 650 ft. ridge in the Ashdown Forest in Sussex. The centre is just over an hour's drive from central London and stands in 300 acres of mixed forest and heathland. It was opened in 1974 by the London Federation of Boys Clubs.

The building is all on one level built in wood which resembles a Swiss chalet and can accommodate 60 students in rooms of 4 or 5 with beds or bunks and fitted with wash basins. At the end of each dormitory wing are the student entrances, these are ideal for use in all weather conditions as there are shower rooms and suitable areas for the removal and drying of wet and muddy clothes. The central block of the centre contains an open lounge and a dining area.

St John's School, Kempston, Bedford, have had the opportunity to experience two very successful trips, which has made it well worthwhile travelling two and a half hours to get there. Last year an able group of pupils experienced Earth Acclimatisation, an idea by Steve Van Metre from America - the programme involved outdoor learning including Earth walks, activities which guide pupils to see, hear and touch the natural world in a new and wonderful way. The aim was to allow each person to develop an empathy with the natural environment through both feeling and understanding. Activities included the 'Root Man', a practical way of finding out how trees get water; Mr. Sun's Restaurant - the sun is a source of energy for all living things and visiting 'Pooh' Bridge to play Pooh Sticks.

This year we took a mixed ability group of seven, including two non-ambulant pupils, plus one with challenging behaviour, for outdoor pursuits, including an obstacle course and low rope exercises, abseiling, the zip wire, ground tunnelling, canoeing and stone farm bouldering. The five days gave not only pupils but the five staff an opportunity to sample the adventure and challenge of the outdoors. During all the sessions we had the experience of working with expert tutors whose time, patience and enthusiasm for the pupils was superb. Everyone achieved success, no matter what obstacles had to be overcome as wheelchairs were 'bomped' or 'humped' over hilly ground. Imagine the exhilaration of being held by a safety harness and being winched twenty feet into the air before abseiling at high speed along the zip wire and the smiling face at the finish, to tell the waiting and the time it took for each pupil to have a turn was well worth it! The team work of more able pupils who solved problems in order for the less able pupil to be involved was good to see and presented a real challenge. Watching a pupil who does not readily respond to new experiences become quite animated whilst climbing rocks and showing such pleasure when finally reaching the top. Dangling a hand over the canoe and watching the ripples circling out across the water has a different feeling from playing with bath water. Being out in the warm rain, crawling through muddy tunnels and climbing the rope nets with a little help from my friends, gives a whole new dimension from just sitting in a wheelchair.

The week was shared with a nearby junior school who helped us with parachute games and a group from a senior girls school who cooked us a BBQ and entertained us with mime, dance and song. It was a tremendous week, though tiring and we were more than proud of the achievements of each and everyone. It is to be highly recommended. We have already booked for 1990 and look forward to working with the dedicated team again.

Further details can be obtained from Juhan Saxty, Hindleap Warren, Wych Cross, Forest Row, Sussex RH18 5JS. Tel No. 0342 - 82 - 2625.

The trip was recorded in photographs as shown and each evening we talked about our daily activities, recording onto a cassette which was copied for each pupil to take home. Parents were very appreciative of this and gave them a real flavour of the whole weeks activities.

Christine M. Smith
St. John's School.



AGE APPROPRIATE SENSORY BANK EQUIPMENT

Body Rap Machine (from "Argos")

Get wired for sound, the complete portable rhythm and sound machine. 8 pressure sensitive sound pads, drum or cymbal or "bbbody rrrap!"

A male box of Body Shop products. e.g. deodorant, aftershave, talc, face moisturiser, etc.

A female box of Body Shop products. e.g. make-up, moisturisers, eye creams, perfume, nail varnishes, etc.

A face and neck box. e.g. neck gel, make-up, lip balm, scalp oil, moisturiser, skin oils, etc.

Trays of grains and pulses to feel and sift as a move away from the sand box.

A bag of lurid sparkly junk jewellery to dress up to kill - near a mirror to see the fun effect.

A pile of saris to wear, roll around a person and feel.

A mobile made of conkers and twigs.

A mobile made of rattly drink cans and wine box innards - good smell too!

Cover the ceiling in suspended open umbrellas.

A scrubbing box containing brushes, toilet brush, nail brush, pan scourers, etc.

A windowsill of scented geraniums to feel and smell.

Disposable gloves filled with wet clay, sand, rice pudding, for a spooky feel.

Make glitter cardboard records for an old record player and play at 78 rpm. Use a mirror to view if necessary.

Pillows filled with different types of paper, dried leaves, polystyrene bits, foam plastic, etc.

"Flip" books made to accompany trendy tapes. Use teenager magazines stuck on card.

Make a book of large cardboard sheets with "jiffy" padded envelopes attached holding a surprise.

MAIL ORDER ADDRESSES FOR GOOD SELECTIONS OF MOTIVATING EQUIPMENT

TRIDIAS

Mail Order Warehouse
124 Walcot Street
Bath BA1 5BG

- cheap and cheerful items including very large balloons and a large clockwork mouse with a wriggly tail.

NES

Christmas Catalogue
Ludlow Hill Road
West Bridgford
Nottingham NG2 6HD

- glitters, sequin mesh, metallic lustre pipe cleaners, etc.

OXFAM

P.O. Box 182
274 Banbury Road
Oxford OX2 7DZ

- multi-cultural mobiles, paper parasols, foot massager, dragon kites, etc.

NEW WORLD CASSETTES

Freepost
Paradine Farm
Westhall
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Suffolk IP19 8DR

- relaxation tapes and soothing ranges of music

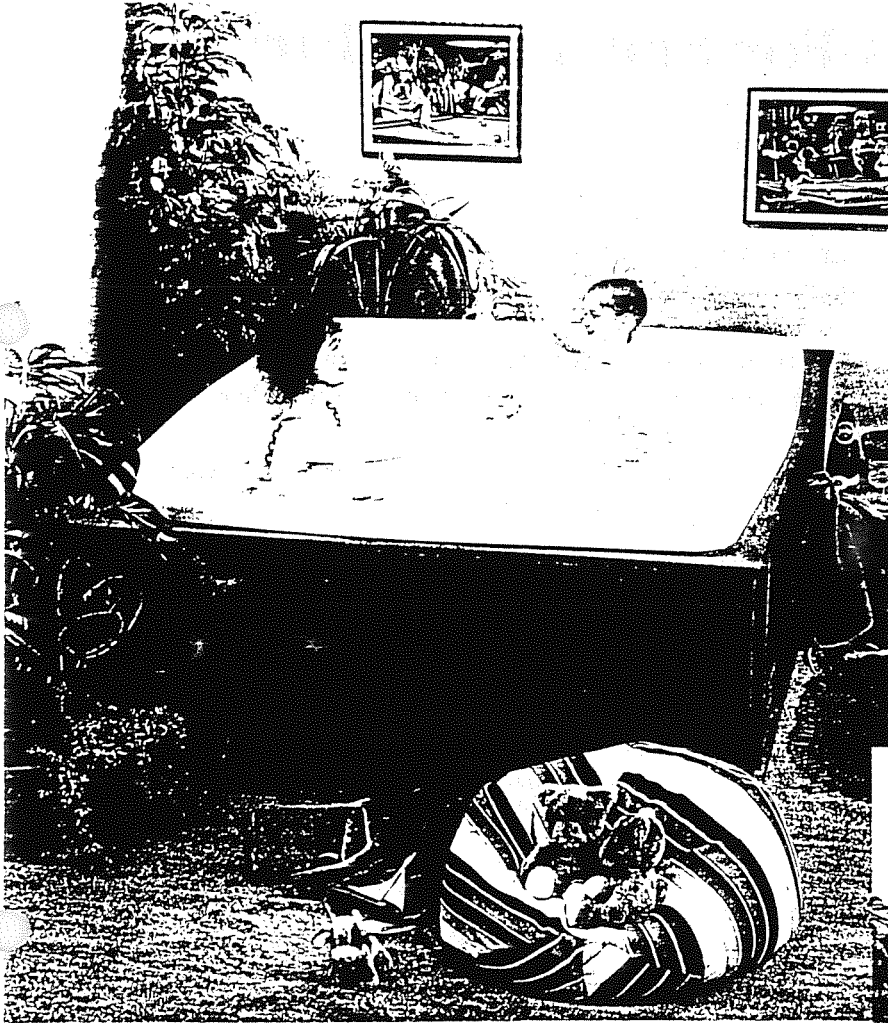
STOCKING FILLAS

Tennant House
Fence Avenue
Macclesfield
Cheshire SK10 1LP

- small novelties, e.g. balloon racer, super streamers, fan, ghost ball.
-

THE NOMAD II

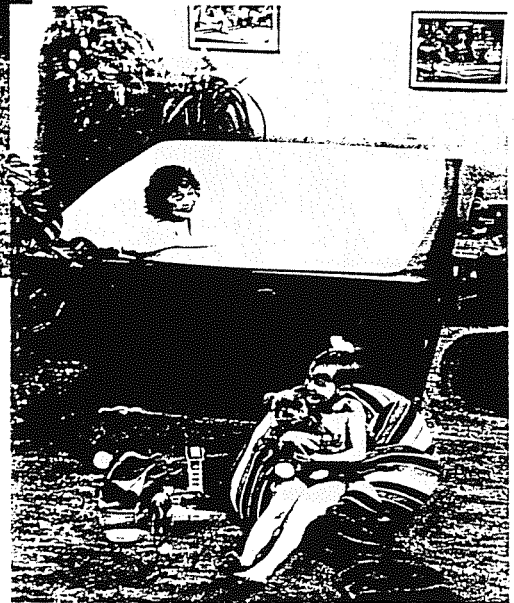
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A Luxurious portable Aquaspa from Aquatech

The beauty of the Nomad II is its flexibility. Put it on the patio, in a summerhouse, a conservatory, or that spare room. The Nomad II moves with you! Whether outside or inside, the Nomad II will provide hours of fun and pleasure. Use it on your own to unwind, or invite a few friends to a spa party!

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Many people are under the mistaken impression that spas are a luxury within the reach of only the very wealthy. This is just not true. The Nomad II is a quality spa at a low price, heralding the age of affordable luxury!

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All our toys carry the Lion Mark which shows they have been manufactured to British Standard 5665, the highest standard of safety in force in Britain today.

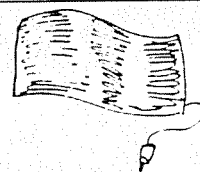
N.B. Full colour catalogue is available by ringing or writing to the above address.

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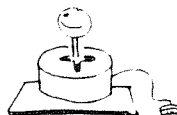
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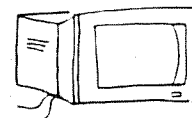
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RESOURCES FOR LEARNING DIFFICULTIES, THE CONSORTIUM

We are a team that designs and produces curriculum materials for pupils with learning difficulties.

Requests for projects come from schools and we work closely with staff and pupils to develop and trial the learning materials.

At the moment we are funded by the Inner London Education Authority, from April 1990 we will be with the London Borough of Hammersmith and Fulham.



Two projects currently in progress with reference to profound and multiple learning difficulties are:

SEASIDE

SEASIDE is a music drama resource pack that is under development. It is a multi-sensory "day out" for pupils with profound and multiple learning difficulties.

The aim is to provide a music drama resource pack that has flexibility. The story and songs can be modified to create new situations.

This will be done by providing the story as a text to be told by a member of staff to the children. The story is augmented by the movement songs which will be presented on two audio-cassettes. Tape 1 will contain the main sequence that relates directly to the story. Tape 2 will have extra songs which can be used to vary and/or extend the story. In the teacher's handbook will be the story text, songs words, details about the activities and suggestions for re-structuring the story.

It is hoped that everyone will have opportunities to add their own ideas and contribute to the learning situation with their personal experiences.

AGE APPROPRIATE EQUIPMENT FOR TEENAGERS

Currently we are researching into age appropriate sound makers and equipment for fine motor skills for teenagers with profound and multiple learning difficulties.



If you would like a catalogue and price list please contact:
Resources For Learning Difficulties
The Consortium
Jack Tizard School
Finlay Street
London SW6 6HB

01 736 8877

INFORMATION EXCHANGE

INFORMATION EXCHANGE is a termly newsletter written by people who work with multi-handicapped visually impaired children and young people and for others who are concerned with their education and welfare. Topics in past issues have included:

light stimulation

ideas for Christmas at home

congenital nystagmus

assessing a multi-handicapped child

approaches to curriculum

Each issue is also full of ideas and suggestions about toys, play items and teaching aids. Information Exchange also contains information on books and journal articles, details of forthcoming courses around the country and many general items of interest for teachers, parents, peripatetic advisers, therapists - in fact anyone who comes into contact with a multi-handicapped child.

Information Exchange is published by RNIB three times a year. The annual subscription is £4.50 and you can receive extra copies of each issue for an additional £1.50 each. Back copies are available for 60p each. Please send a cheque payable to RNIB Information Exchange.

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