

TRANSCRIPT: Class teacher – personal care PMLD (2)

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I teach a secondary class with pupils with profound and multiple learning difficulties, that range from eleven to sixteen.

The pupils in my class have very complex needs. This necessitates that we incorporate time within the timetable for personal care needs, physio and therapeutic input, so that we cover both education and care in an integrated manner.

An example would be that we often fit our physio and hydrotherapy programmes into the PE curriculum, so that when we go swimming we follow sort of a swimming lesson but integrated into that is a hydrotherapy session so that they get their physio needs met at the same time as their curriculum needs. This is done to avoid pupils constantly being withdrawn and having one-to-one work, enabling them to work in small groups and whole class settings.

With the pupils I teach, we work as a team. There's myself and a team of support assistants. I very much believe in leading by example. I don't ask the staff to do anything that I'm not prepared to do, and to ensure that the care is of a standard that I'm happy with, I regularly take part in personal care times with different members of staff and ensure that I do change who I work with throughout the week.

As a team, we undergo specific training in things like hoisting so that we are all competent to do so. But working as part of a team and putting myself in those positions gives me the opportunity to continue to show and encourage good practice.