



Paces School
for Conductive Education





Welcome to Paces

We were welcoming to Paces School. Paces is a small specialist school for children and young people living with Cerebral Palsy and other neurological motor disorders from 3-18 years of age.

We are situated in the North of Sheffield and provide education for pupils from Sheffield, Barnsley, Wakefield, Rotherham, Leeds, Bradford and Derbyshire. Paces is a non-maintained specialist school that delivers the National Curriculum through the framework of Cerebral Education.

It is my absolute pleasure to be the Headteacher of our very special school. Paces is unique in so many ways and this diversity both recognised, valued and celebrated. I am extremely proud of our ethos and approach to working with children, young people and families. The pupils thrive on the high expectations staff have of them and the constant encouragement and opportunity to develop independence.

Our aim is to provide and develop a curriculum that enriches learning opportunities for all the pupils. The child-centred approach fosters an environment in which each pupil is given the tools and the motivation to succeed.

Each day at Paces is very carefully planned by our fantastic team of staff who are dedicated to providing the highest level of education possible. The children and young people at Paces

constantly amaze me with their approach to learning and truly deserve the best that we can offer.

Lizzie Bell
Headteacher



What Parents say:

"Paces is an amazing place, they are not just a school but foster a whole community with the pupils, parents and staff."

"We made a decision for our son when he was three years old to attend Paces Nursery School and then to continue into Primary. This was the best decision we ever made as he has learnt so much that will lead to greater independence. It's not just about walking, it's so much more. The staff are dedicated and inspirational. His education is second to none, he is very lucky to be able to attend Paces."

What Ofsted says (July 2024):

- The school's inclusive approach ensures there are no barriers to pupils' achievements.
- Pupils' special educational needs and/or disabilities are understood and met well by dedicated, highly skilled staff.
- Staff know pupils well. They guide and support pupils, empowering them to communicate their needs and feelings.
- Leaders have established an ambitious vision for pupils to be prepared for adulthood and to become independent.
- Pupils recognise that supporting their physical development encourages them to be more independent.
- There are a wealth of activities on offer to support pupils' wider development.
- This offer is exceptionally well thought out to ensure that there are no barriers to the activities pupils take part in.
- Staff go the extra mile to make sure their experiences happen.





What is Conductive Education?

Conductive Education is an educational approach developed in Hungary by Dr. Árpád Peto. Dr. Peto was motivated by his interest with the connection between body and mind. He designed Conductive Education to provide a structure that incorporates education, therapy and academic learning into one comprehensive approach.

Conductive Education helps people reach towards their potential by nurturing and developing an attitude to learning which is based on simultaneous development of movement, function and personality. The desire to achieve, to be successful and to reach new goals is paramount in this process.

This approach enables people to view themselves in a positive way through meaningful activity. It assists them in problem solving, learning strategies and techniques to tackle the various challenges faced.



Who can benefit?

Conductive Education is a system of integrated education and therapy which can help individuals with a neurological movement problem. Whilst cerebral palsy is the most common condition there are also those who have genetic disorder, global developmental delay and other conditions who may benefit.





Paces Aims



Through the use of Conductive Education, we aim to:

- enable the pupil to develop in all areas of learning (motor, social, cognitive, sensory, speech, health and spiritual)
- ensure that all pupils make progress in line with their developing abilities
- develop trust through shared experiences and knowledge of each other and develop confidence, self-image and positive attitudes towards learning, giving each student a sense of achievement
- encourage the essential formation of good relationships
- provide pupils with a 'total communication environment' ensuring that everyone has the opportunity to communicate and interact with their environment
- create a happy, caring and stable environment where the highest levels of care are provided and dignity and respect are upheld at all times
- achieve the highest possible standards in both teaching and learning
- communicate effectively with parents, carers and other professionals to maximise learning opportunities for all pupils
- provide induction opportunities for outside school experiences
- develop confident pupils with unique personalities and a desire to learn and achieve
- prepare and equip pupils for life in their communities, and after they have left Paces



Admissions

Admissions:

Paces School provides specialist education for children with motor disorders caused by damage to the central nervous system, including cerebral palsy. Children of different abilities are welcomed, and our provision is tailored to support those whose main needs relate to physical development. Families or professionals can contact the school directly to discuss a potential placement. Following an enquiry, an initial visit will be arranged with the Headteacher or Deputy Headteacher. If the school is deemed to be appropriate to meet the child's needs, then the parent should then contact their Local Authority SEND team and ask for Paces to be formally consulted for a place. We would then invite the child into school to spend time in a group to help us formulate a response for the consultation. Families should be aware that places at Paces School are often limited due to the the number of pupils in school.

Induction support:

Our first aim is to work with you to make the transition from home to school a happy and positive one for your child/child whatever age they join Paces School. Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.



All Paces schools will support a wide range of pupils who access their learning in varied and different ways. We have therefore tailored our curriculum to ensure that for all our pupils, their learning experience is engaging, stimulating, challenging and fully accessible to them. To facilitate this process, we have created two learning pathways. Both pathways are based on existing topics as well as EYFQ units of work for KS1 and above, both of which are carefully chosen and adapted. We use our knowledge of each pupil and our professional judgement to determine which pathway will be most suitable for them. This will then inform the best class and peer group for them to be taught in.

Integral to both pathways is our Constructive Education practice. The application of skills learned in the daily task series is threaded throughout the daily routine in each classroom at Paces.

Pathway One: For pupils in pathway one, the teaching is delivered through subject specific lessons based on a more mainstream model. Activities are continually adapted to ensure they match the pupils' stage of development whilst remaining age appropriate. Similarly, the pace is adjusted suitably, allowing for repetition and reinforcement, and resources are fully accessible incorporating AAC as needed.

Pathway Two: For pupils in pathway two, the teaching is holistic and topic based. Developing the pupils' interaction, initiation and use of purposeful communication are consistent themes throughout all activities. Multi-sensory resources are used more widely and there is a greater emphasis on repetition and over-learning. Maximising the pupils' engagement is crucial and the necessary time is given to ensure activities encourage exploration, anticipation and persistence.

Early Reading and Phonics: It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of their disabilities or their background. We fully accept that the reading journey our pupils embark on will be different to their peers in mainstream classes. Our pupils will progress through the programme at a pace that suits them via a graduated, small steps teaching approach. Little Wandle Letters and Sounds Revised has been chosen by Paces because of its comprehensive EYFQ programme and its commitment to reducing cognitive load for pupils.





Careers and Preparation for Adulthood



As a Conductive Education school, we strive for the goal of orthofunction: equipping learners with the "can do" attitude, independence, and aspirations needed to actively enjoy successful and purposeful adult lives. This ethos gives impetus to how we fulfil the Preparation for Adulthood outcomes for our young people and fuels our careers education.

Our careers education forms part of our PPAH curriculum, and employability skills are developed throughout our curriculum – with a particular focus on communication and life-skills lessons for our secondary learners.

In Key Stage 4 and Key Stage 5, we will provide each student with personalised support to choose their next steps beyond Paces School. This will involve 1:1 discussion with our Careers Lead and key professionals to help us understand the opportunities and external links and support that will be most valuable. This could include supported work experience or work shadowing, or supporting students to make visits to potential future destinations, like local colleges or our adult service.





A typical day in the life of Paces

8:00am - Arrival

Pupils arrive via drop-off or with parents. Staff greet them and help them settle into their classrooms.

8:00-8:30am - Morning Preparation

- **1075** and **833** Circle time covering days, months, seasons, etc.
- **832** - Active entry into the classroom using rolling, crawling, or walking aids, preparing for the Conclusive Education programme. Staff discuss news and pupils' drawings.

8:30-8:50am - Conclusive Education Task Series

Structured physical activities in small, achievable steps, focusing on movement and skills. Early Years (non-parallel play) and topic-based activities.

10:00-11:00am - Snack & Personal Care

Encouragement of independent eating, drinking, communication (including **8452**), and personal care skills.

11:00-12:00pm - Lesson Time

Carefully planned and highly engaging lessons are tailored to each pupil's individual needs. They combine practical, hands-on activities with academic learning, ensuring pupils can apply skills from physical programmes, communication, and daily life into meaningful learning experiences.

12:00-12:40pm - Lunch

Class group lunches promoting independence, social, and communication skills.

12:40-2:00pm - Free Play

Structured or free play with staff support, including time for bathroom breaks.

2:00-2:50pm - Conclusive Education Fine Motor Focus

Activities targeting fine motor skills through ICT, Computing, Art, and practical applications of physical skills.

2:50-3:40pm - Lesson Time

Topic-based lessons covering subjects such as Geography, Science, History, Music, etc.

3:40-4:00pm - Home Preparation

Pupils get ready to go home.

Teachers update the home-school diary to share daily activities with parents/carers.



How will I know what my child is doing in school and how well they are progressing?

You will be invited into school within the first term of entry into Paces School to talk about how your child has settled in. It is an opportunity to look at individual targets linked to your child's Education, Health and Care Plan. You will receive targets providing clear information about what your child will be working on. These will be evaluated at the end of each term and sent home. Targets will link to the longer term outcomes set out in your child's EHCP.

There are three formal Parents' Meetings, each year one of which will be an Annual Review to discuss progress against the outcomes in your child's Education, Health and Care plan. We use a range of methods to measure progress and these will be explained as part of the Annual Review Meeting.

In addition, you are welcome to contact your child's teacher at any time if there are any aspects of your child's learning, development or behaviour that you would like to discuss.

Achievements are also celebrated in our fortnightly assembly with certificates and awards given to highlight and celebrate success.

A class specific newsletter is sent out at the beginning of each term outlining what your child's class will be learning about and exploring in the different areas of the curriculum. Our school website is updated with parents with each class page reflecting what wonderful and exciting activities have taken place. At the end of every term, a whole school newsletter is sent home. This is an opportunity for reflection, as well as updating parents on life in school.

Families also have access to ePortfolio for Learning, an online tool designed to capture and record evidence your child's journey through both photographs and video evidence.



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