

# SEND Report



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## Paces School for Conductive Education

### SEND report

#### **School Context:**

Paces is a school for pupils with physical disabilities and associated learning difficulties. This school is for children aged 3-18 years of age.

Pupils travel from areas including Sheffield, Barnsley, Leeds, Bradford, Wakefield, Derbyshire, and Kirklees. A large number of pupils arrive via transport provided by the Local Authority and some are pupils are transported to and from school via parents and family members.

The school currently has 54.2(Full Time Equivalent) pupils on role and has the capacity to have 60 Full Time Equivalent pupils.

Pupils that attend Paces School all have an Education Health and Care Plan which clearly outlines the learning needs of the child and the provision that must be in place to meet those needs. Pupils are placed at the school by the Local Authority in which they live. This is following an assessment of need and Paces being named in the Education Health and Care Plan. Further details of the admission process can be found on our website.

#### **How do we ensure the effectiveness of our provision?**

The school Curriculum Policy and Assessment and Recording policy outlines the provision for meeting individual pupils needs. The holistic nature of Conductive Education provides a structure for a differentiated curriculum in which all of the pupils' needs are met. These needs include personal, social, emotional, communication and physical development.

We have a robust system of reviewing our provision using the Ofsted Framework.

This includes looking at:

- Pupil Achievement
- Behaviour and Safety
- Leadership and Management
- Quality of Teaching

Governors are involved in this review process and receive regular reports on a termly basis.

#### **What expertise and training do our school staff have?**

All staff receive comprehensive and ongoing professional development. Recent training has been provided to all staff on:

- Administering medication
- Epilepsy Awareness
- Moving and Handling
- First Aid at Work
- Safeguarding
- Tube feeding
- Fire safety training
- Safe Eating and Drinking
- Team Teach training

Named staff receive additional training as required to meet the individual needs of the pupils. Continuing Professional Development is in place for all staff linked to their performance management and appraisal objectives.

We have 7 trained Teacher-Conductors, three trained Teachers who have particular areas of expertise working in the field of SEND and two trained Conductors. All are experts in working with children with Cerebral Palsy and are trained to develop the needs of such children holistically. These members of staff form our teaching team.

Our support staff have a range of expertise including meeting the needs of pupils with physical difficulties. Many of them have either completed Level 3 OCN/AIM Conductor Assistant training or are currently undertaking the qualification.

Whole school training has included VI (Visual Impairment), Makaton, Behaviour Management and Phonics.

### **How do we secure specialist expertise?**

Where possible Paces engages with a wide range of external agencies and professionals to support the varied needs of the pupils. We have our own Physiotherapists, Occupational Therapists and Speech and Language Therapists on site who work with all pupils. In addition to this we have support and guidance from the following professionals:

- Hearing Impairment Team
- Visual Impairment Team
- Social Services
- Helena Nursing Team
- Advisory Teachers from placing Local Authorities.
- Sports Coaches

### **How is the curriculum delivered at Paces School?**

All pupils at Paces School are provided with high quality, differentiated teaching. Pupils are taught as a whole group, in small groups or 1:1 by a Conductor-Teacher, Senior Conductor Assistants or Conductor Assistants.

The Conductor-Teacher plans for all the pupils in his/her class and is responsible for the overall assessment of their progress.

The quality of teaching and learning at Paces is monitored in a number of ways including;

1. Senior Management classroom monitoring
2. External verifiers classroom monitoring
3. Ongoing assessment of pupil progress.
4. Work sampling and scrutiny of planning
5. Pupil progress reviews
6. Pupils and parental feedback
7. Attendance records.

All pupils have individual targets that are set in relation to the outcomes of their EHCP. Pupils' attainment is tracked using school tracking systems- this ensures that appropriate interventions are implemented for pupils in a timely manner.

### **How will the curriculum be matched to meet my child's needs?**

The planning and differentiation process at Paces School is child-centred. Teacher-Conductors plan very carefully to meet each individual pupil's needs- differentiating tasks to ensure progress for every child.

Every child has an annual targets set and evaluated within the context of their EHCP. These annual targets are then used to create termly targets that are shared with parents and reviewed regularly by staff and where appropriate the pupils themselves.

The curriculum is carefully planned to ensure that all aspects of the pupil's development are considered. Conductive Education underpins the curriculum supporting the development of the pupils as active, problem solving young people.

Pupils are provided with a wide range of resources to supporting learning. This will include access to specific/Augmentative and Alternative Communication (AAC) systems.

Our aim is to provide a curriculum that is relevant and broad in an environment that promotes physical independence and positive learning. Through the use of Conductive Education pupils access every opportunity to develop their independence and skills with a positive 'can do' attitude.

### **How do we consult with parents and involve them in their child's education?**

Initial visits to the school are led by the Headteacher or the Deputy Headteacher. During these visits parents and the child are given the opportunity to take a tour of the school and to discuss the Conductive Education approach to our way of working. An assessment will then be completed to ensure that as a school we feel that we can fully meet the needs of the child.

Families can access our Outreach provision which is an opportunity to work with experienced Conductors either on an individual basis or in a small group. There is more information on our Outreach programme on the school website.

Where possible home visits will take place prior to a child starting school to enable staff to see the child in their own environment.

Class Conductor Teachers will be in regular contact with you to discuss ways in which you can support your child.

Information regarding what pupils have done throughout the school day is shared with parents via home school diaries. Parents are encouraged to record information relating to home life in the diaries so this can be used to share with a pupils' peer group during circle times etc.

Homework/home activities are set in a way that is appropriate to each individual's needs.

We have an open-door policy and school staff and the Headteacher can be contacted in person and the earliest convenient time, phone call and through the home/school diaries.

The school as a very active PTA that regularly runs fundraising events.

Each class has a page on our school website and is regularly updated by the school staff with photos and information about what they are doing in school. A copy of the termly topic letter is sent home and can be found on the website.

### **How will I know how well my child is doing?**

Assessment of your child will be made throughout their time in school. This ensures that teachers always have a good understanding of the level your child is working at and what needs to happen next to move them forwards.

The teacher will happily discuss this with parents at any time across the school year. Teachers have progress meetings with the senior leadership team when assessment are judged across all areas of development, strengths highlighted and intervention strategies agreed.

An annual review of the EHCP takes place for every child in the school. This is an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child. Pupils under 5 years have six-monthly reviews with the class teacher.

Progress and achievement are shared with parents through termly target IEPs, Evidence for Learning, the annual review report to parents, parents evenings and regular opportunities to talk directly to the class teacher.

### **How will Paces ensure that all pupils have equal opportunities?**

Paces is fully committed to ensuring all pupils receive the support and resources to enable them to reach their full potential. We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

### **How can parents make a complaint?**

If a parent has concerns regarding their child, they are encouraged to discuss this firstly with the class Conductor Teacher. If the issue is not successfully resolved the parent is encouraged to contact the Headteacher at the earliest possibility. We aim to resolve all complaints at this informal stage, however, the process for dealing with more formal complaints is outlined in the Compliments and Complaints policy which is available on the school website.