Policy No: 02

Curriculum Policy

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Paces' Ethos of Conductive Education

Paces School is special in that it seeks to use Conductive Education in all areas of the curriculum and in all aspects of its activities whether in school or out. We do this in the belief that Conductive Education helps pupils to use their body and mind with increasing efficiency. As they become more active their motivation and self-image will improve. This enables more effective learning in every developmental area, including but not limited to, cognitive, physical, emotional, social and self-help domains.

Mission Statement

'We will create a centre of excellence and will have an approach towards curriculum delivery which captivates all learners, engages each of the senses, promotes as much independence as is possible and affirms success on a daily basis. Our curriculum will offer added value and strive to make a difference.'

Aims

Through Conductive Education we aim to:

- enable pupils to more fully develop in all areas of learning - motor, social, cognitive, sensory, communication, health and spiritual;
- ensure all pupils make progress in line with their developing abilities;
- develop trust through shared experiences and knowledge of each other and develop pupils' confidence, self-image and positive attitudes towards learning, giving each pupil a sense of achievement;
- encourage the essential formation of good relationships;
- create a happy, caring and stable environment;
- achieve the highest possible standards in both teaching and learning;
- keep communication open on every level and through every sense;
- provide inclusive opportunities for outside school experiences;
- ensure the upmost respect for pupils' dignity and welfare.
- involve parents and other key stake holders in the pupils' education and school life.

It is our intention to support children and young people to become active, independent, empathetic learners with strong communication and physical skills. Using the Conductive

Education approach, we strive for a curriculum which develops problem solving and independence skills throughout all aspects of the child and young person's life, as well as providing opportunities to gain qualifications. Our intention is that we develop all aspects of the pupils and ensure that they have a 'can do' attitude towards learning and life in general.

Wellbeing:

Our curriculum offer will ensure that;

- all pupils' achievements are celebrated promoting improved self-esteem and confidence
- pupils learning will be carefully differentiated to ensure they experience success
- differences are recognised and celebrated
- pupils feel a sense of belonging within the Paces community but also the wider community
- Positive relationships and friendships are built with both staff and their peers

Pupil voice:

Our curriculum offer will ensure that;

- Pupils are given the opportunity to make choices
- Pupils are encouraged to express views and opinions about their life in school and beyond.
- Pupils are involved in the evaluation of their own learning and the identification of their next steps.
- All pupils have a voice, supporting individual methods of communication consistently throughout school.
- Pupils are encouraged to express an opinion and feel that their opinions are listened to and acted upon.
- All pupils have opportunities to contribute to the school council whether they are a representative or not.

Social, Moral, Spiritual and Cultural Development:

Our curriculum offer will ensure that;

- Social skills are developed to ensure that pupils are enabled to be an active part of their community both within school and beyond school.
- Pupils are encouraged to develop an understanding of right and wrong and to behave in a way that ensures respect for others.
- Pupils have experience of a variety of faiths and beliefs and opportunities to learn about themselves but also those around them.
- Pupils appreciate cultural diversity and have opportunities to understand, respect and celebrate diversity.

- Pupils feel comfortable to express their thoughts and feelings, yet are respectful and tolerant of others' views and feelings.

Enrichment

Our curriculum offer will;

- Provide pupils with access to outdoor learning
- Develop partnerships with external providers that extend pupils' opportunities for learning
- Offer curriculum days that provide a range of different experiences and opportunities.
- Provide opportunities for off-site educational visits.
- Ensure pupils develop an appreciation for others by celebrating days such as Children in Need, Comic Relief etc.
- Provide appropriate work-based opportunities.

Curriculum organisation.

The curriculum at Paces School is driven in equal measure by the National Curriculum and pupils' individual and holistic needs as described in their EHCPs. This is achieved through a pathway approach in school with pupils following one of two pathways designed to fully meet the individual needs of each pupil. The pathways are supported by carefully chosen topic cycles and long-term planning. Each of the two pathways is broken down into phases, that group pupils according to their age and stage of learning.

In the EYFS, KS1, KS2 and KS3 a topic-based approach is used to support learning. Senior Leaders ensure coverage across these key stages through a carefully designed topic cycle. This topic cycle has been created using the support of the Cornerstones online platform planning tool. This tool provides teachers with a wealth of resources and ideas to ensure that our curriculum is motivating and engages pupils at all levels. Senior Leaders have created three-year topic cycles for Phases 1-3 of the Paces Pathways. Due to the changing needs of our groups planning will always need to be carefully adapted by the class teacher.

For further information regarding our Early Years Curriculum offer see EYFS curriculum policy.

Our KS4-5 curriculum is designed to be more subject specific with all elements of the National Curriculum that meet the needs of the individual pupil. This will be very much lead by the individual according to what will be most useful for their transition into adulthood. It would be expected that most pupils should access an element of 'daily living skills' and our programme of study will vary according to the cohort of pupils. It would then be anticipated that most pupils would continue to access an element of keys skills with a focus on English and Maths, again linked into daily living skills and providing pupils with opportunities to be as independent as possible. Our Conductive Education programmes and ethos will continue to be a focus for all pupils regardless of their age and stage.

All pupils in KS4 & 5 have the opportunity to work towards Entry Level or Entry Pathways qualifications through the WJEC. Each pupil will receive either an award, certificate or diploma according to the number of credits gained. Teachers in secondary will work with SLT, the pupils and their parents/carers to determine the best subjects for each pupil. The WJEC units link carefully to the KS4&5 topic cycle.
See the exams policy for more information on the range of options available to pupils.

To support the planning of each subject area, a progression of skills and knowledge document is in place for each subject and each pupil. As a school, we have worked hard to ensure the coverage in each subject is the most beneficial to our pupils and provides an overall 'big picture' across our whole curriculum. This has involved making decisions about what is included and the documents evidence the sequence of skills and knowledge taught. They also support the teachers in the subject planning, as well as their tracking of class and individual pupil progress.

Curriculum Delivery

The ways in which lessons are delivered very much depends on the age and stage of each class group.

Development of motor skills:

There are times throughout the day where motor learning is a focus. The daily routine across school incorporates motor learning programmes which enable the pupils to gain independence through the completion of a series of physical tasks. The tasks increase in complexity throughout the programme and are differentiated according to the needs of the group and the individual. Within this programme, as with all sessions, the development of the young person is at the forefront. The skills learnt during this programme are then put into practice throughout the pupils' day, in different contexts. Motor learning is an integral part of the entire day. Elements of the National Curriculum are incorporated into our motor programmes with the focus on PSHE being delivered at these times in some classes.

Accessibility:

Staff make the curriculum more accessible by:

- presenting materials and high-quality resources that pupils can understand through sight, sound, touch, taste, smell or movement;
- providing opportunity to develop or improve the long term and procedural memory by practice and repetition;
- providing tasks involving the coordinated operation of the senses and the motor system;
- using augmentative and alternative communication to support and enhance understanding;
- using specialist communication equipment where appropriate and ensuring opportunities to develop use are embedded throughout the curriculum;
- using events and objects that are relevant and motivating to pupils, e.g. food, music;

- using everyday events and games that are well established, as well as new activities, to give opportunities for noticing changes and differences;
- using consistent and relevant cues to emphasise language within different areas of the curriculum;
- only introducing new skills and concepts when those which are well established are in place;
- using ICT to optimise opportunities to assemble and present information in a way that enables pupils to be as independent as possible;
- using relevant technology and appropriate software to develop learning for each individual pupil.

Evidence of progress:

The way in which we monitor the impact of our curriculum and demonstrate it, is specific to the age and stage of each of our pupils. However, all pupils are set termly targets that link to the longer-term targets in their Education, Health and Care Plans (EHCP). Staff teams work together to gather a variety of evidence to demonstrate pupil achievement in relation to these bespoke targets. At the end of the term each Conductor Teacher will produce a document to summarise progress made towards these targets before setting new targets. Targets are set very much with a 'so what' approach- 'so what do we want the pupils to achieve and how will this make a difference to their lives'. Whole group and whole school analysis of this data ensures that trends and patterns are identified, supporting Senior Leaders and staff to identify where a particular focus may be required to ensure appropriate progress in all areas of pupil development.

More formal numerical systems are also in place to assess progress against a set of criteria. In the EYFS pupils are assessed using the Ages and Stages document. Pupils working below the equivalent of P4 (P-Levels) l are assessed using the Engagement Profile whilst other pupils throughout the school Pivats is used to assess progress over time. Data drops occur twice yearly and again are used by Senior Leaders to assess progress of pupils across the school, highlighting areas of focus for either specific groups or specific subject areas.

In Key Stages 3 and 4 it is hoped that all pupils will access a qualification(s) that allows them to engage in a programme of study that will support their successful transition into adulthood. Further information relating to our examination programme and assessment processes can be found in our Assessment Policy.

Outside Professional Agencies

The school, its pupils and parents, have the support of other disciplines including speech and language therapy, physiotherapy, occupational therapy, hearing and visually impaired support agencies, as well as educational psychologists. The school includes any strategies advised by external professionals as an integral part of the conductive education programme.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Governors have responsibility for the monitoring of this policy and the strategic development of the curriculum and impact measures.
- The Headteacher and the Deputy Headteacher, in consultation with the conductor-teachers, develop the planning ensuring breadth, depth and coverage. Each term, all classes are given a topic overview outlining the key areas of the National Curriculum that will be covered through the teaching of that termly topic. Appropriate resources and supporting ideas for each conductor-teacher to develop their termly and weekly planning are listed on each term's planning sheet.
- The conductor-teachers are responsible for developing long term plans into workable medium/short term plans to ensure that the curriculum has progression and appropriate coverage.
- The conductor-teachers monitor and evaluate each pupil's learning and track and record assessments using various methods. Our progress files and work books provide evidence of progress for each pupil;
- The Headteacher and Deputy Headteacher co-ordinate end of year assessment data in English, Mathematics, Science, ICT and PSHE using PIVATS which tracks each pupil's percentage increase of progress against themselves. In addition to this the Headteacher and Deputy Headteacher undertake data analysis of individual pupil's termly evaluated targets.
- The parents' role is central to pupil success. Parents are encouraged to be involved in all aspects of their child's education and this is formally acknowledged by their involvement in meetings with staff to help plan and be involved in their child's programme. Parental involvement is also informally encouraged by an 'open house' policy which encourages involvement at any point of need.

Policy written by Ruth Liu Headteacher April 2022