Policy No: 04

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 pupils aged 3-18 years of age.

Pupils travel from areas including Sheffield, Barnsley, Leeds, Bradford, Wakefield, Rotherham, 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 60.2 Full Time Equivalent (FTE) pupils on role and has the capacity to have 60 FTE pupils.

Pupils who attend Paces School all have an Education Health and Care Plan (EHCP) which clearly outlines the learning needs of the pupil 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 EHCP. 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 pupil needs. The holistic nature of Conductive Education provides a structure for a differentiated curriculum in which all a pupil's 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:

- Quality of Education
- Personal Development
- Leadership and Management
- Behaviour and attitudes

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 8 trained conductor-teachers, and 4 trained teachers all of whom have particular areas of expertise working in the field of SEND. All are experts in working with pupils with Cerebral Palsy and are trained to develop the needs of such children and young people 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 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 via a combination of whole group, small group or 1:1 sessions, led by a teacher, conductor-teacher, senior conductor assistant or conductor assistants. The 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 Leadership 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. Pupil 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 pupils' needs?

The planning and differentiation process at Paces School is pupil-centered. Teachers and conductors plan very carefully to meet each individual pupil's needs- adapting tasks to ensure progress for every pupil.

Every pupil has 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 a pupil's development are considered. Conductive Education underpins the curriculum supporting the development of the pupils to be active, problem-solving young people.

Pupils are provided with a wide range of resources to support 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 their child are given the opportunity to take a tour of the school and to discuss the Conductive Education approach to learning. A further assessment will then be completed to ensure that as a school we can fully meet the needs of the child.

Families can access our Outreach (parent and child) provision; this is an opportunity for family members to work with their child with experienced conductors, either on an individual basis or in a small group. More information on our Outreach offer can be found 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 home environment.

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

Where appropriate homework/home activities are set in a way that is adaptable to each individual pupil's needs.

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

The school has an active PTA that runs fundraising events.

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

How are parents informed about their child's progress?

Pupil assessments take place throughout their time in school. This ensures that teachers always have a good understanding of the level a pupil is working at and what needs to happen next to move them forward. The teacher will happily discuss this with parents at any time across the school year. Teachers have progress meetings with the senior leadership team during which assessments are judged across all areas of development, strengths are highlighted, and intervention strategies are agreed.

An annual review of the EHCP takes place for every pupil in the school. This is an opportunity for 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 targets that are evaluated and sent home
- Evidence for Learning: staff upload and annotate work/photos/videos or observations. Some of this evidence is shared with parents.
- Formal annual review report to parents in preparation for the annual review meeting
- Parents' evenings are held three times a year, as well as regular opportunities to talk directly to the class teacher either in person or via phone.

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 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.

Report written by Ruth Liu – Headteacher January 2025

Report updated by Lizzie Bell – Headteacher January 2026