Curriculum Statement

**Intent**

Implementation

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# See also:

* [‘Pace purpose, vision and values’](https://thepacecentre.sharepoint.com/%3Ab%3A/g/policies/EdlJUc7ndrRKnK-gZub0NRsB7ru_kPGQQt_9hEMbmpkPZA?e=toor8J)
* Self evaluation form (SEF)
* Teaching and learning policy
* Assessment and impact policy
* School development plan
* Subject specific policies

INTENT

# 1.0 The Pace Integrated Curriculum Framework

Pace School is an independent special school for children aged 3-16 with neurodisabilities such as cerebral palsy.

We believe that every child is entitled to an accessible and exciting education of outstanding quality which meets their unique profile of needs.

At Pace School, our skilled teams work together to deliver our unique integrated curriculum, where therapeutic priorities and subject based knowledge and skills combine seamlessly to enable success.

**Our School Mission statement is made up of our three curriculum drivers:**

1. Orthofunction and fulfilment: The ultimate aim is for our young people to leave school with a sense of their place in the world. Able to problem solve, having a sense of agency, and with the resilience and wellbeing to live a fulfilling, happy life.
2. Communication and Interaction: Our young people have a voice! It is central to personal development to be able to understand the world around us and to express ourselves. Our students need to be able to build meaningful relationships with the people around them and, as our students leave Pace, they need to be able to take their voice into the wider world and to be heard.
3. Access to the World: At which ever level this is appropriate. From reaching out and exploring to being able to operate technology to control their environment to being able to use more complex software to access learning, record their thoughts and interact with the world at large.

## 2.0 The Pace School Integrated Curriculum is made up of nine areas:

1. Academic Skills

Through broad and rich subject area coverage (see appendix 1), we aspire to broaden horizons and facilitate enjoyment, curiosity and exploration of opinions, identity and preference in conjunction with the acquisition of factual knowledge and the core pedagogical skills of learning. It is our aim that this will enable Pace students to make their own choices and to be agents of their own lives.

1. Communication

We seek to maximise each student's communicative, speech, language and social interaction competence to enable them to express their emotions, thoughts and ideas, to understand and be understood, to have meaningful interactions and relationships and develop their potential for self-advocacy and control over their lives.

1. Daily life skills

Pace students embark upon a journey of reduced reliance on others to take care of daily needs. We aspire for our students to know when they need help and how to ask for it. Students are facilitated to be as independent as possible with their daily life skills, which include personal hygiene, dressing, toileting/continence, functional mobility and eating & drinking.

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1. Emotional Wellbeing

The development of self awareness, self esteem, confidence and identity are central to this area along with an understanding of how the world around them works and their place within it. Pace students are provided with opportunities to express their needs, wants and desires. We aspire for Pace students to develop their own assertiveness and ability to voice an opinion and challenge others and to feel proud of who they are and what they can do.

1. Posture and Movement

*Pace students learn how their body works and how to use it, developing their confidence to try and to persevere in order to learn what their body can do and to build on that understanding of ability. Our students learn how to move out of a state of stability and come back.**Motor control is developed and refined through intentional movement facilitated through motivating and engaging tasks. Repetition capitalises on the neuroplasticity of the brain to form new neural pathways and improve motor movement.*

1. Regulation and Attention

*Pace students are taught strategies to help them to become aware of, adjust and control their energy and arousal levels, emotions, behaviours and attentions. Learning objectives, goals and activities are carefully planned to ensure a ‘just right’ level of challenge which facilitates engagement, perseverance and a sense of accomplishment.*

1. Relationships

*Our students learn about the characteristics of a caring friendship and a respectful relationship, both for social confidence and fulfilment but also in order to stay safe and aware of what is acceptable within any relationship (See Personal, Social, Health and Citizenship Education (PSHCE) policy) Pace students develop their ability to see things from other people’s points of view, share their thoughts, feelings, fears and dreams and connect to those around them.*

1. Sensory Processing

*Students are supported to develop the skills they need to organise and utilise sensory information in order to interact effectively with their environment. Sensory processing needs to be working well to enable self-regulation which is critical for Pace students to access learning.*

1. Play and Leisure

*Opportunities to develop play skills through structured activities as well as child led self directed play are included within the Pace integrated curriculum. Skills of play include initiation, ideation, imagination, interaction. Other skills include: understanding of cause and effect, exploring, being adventurous, sequencing, flexibility of thought and action, creativity, regulation.*

# IMPLEMENTATION

**See Teaching and learning policy**

## 3.0 Our specialist integrated transdisciplinary approach

**“The Pace Approach”- 30 years of innovation, experience and development.** Our practice is transdisciplinary requiring a collaborative team approach from professional staff (teachers, conductors, occupational therapists, physiotherapists, speech and language therapists and classroom assistants) and also a transdisciplinary skill set in every member of the staff team

*“A transdisciplinary team is composed of members of a number of different professions co-operating across disciplines to improve patient care through practice or research” (Miller Keane enc. of Medicine, Nursing and Allied Health Professions, 2003)*

*“ Transdisciplinary practice involves a team of professionals working together to deliver individually tailored intervention services to children and their families … Role release is a defining aspect of transdisciplinary practice” (Northcott, Australia)*

Our transdisciplinary skills gained from conductive education, education, occupational therapy, physiotherapy and speech and language therapy, together with parental input and other specialists, allow for a comprehensive assessment of children’s abilities and needs which informs shared goal setting and monitoring of progress. Our methodology draws on best practice from varied clinical and educational disciplines to provide a rich and individually tailored learning environment for our children across all nine areas of our integrated approach.

The skills of the Pace transdisciplinary team weave together with the individually identified objectives from each of the nine areas of our integrated curriculum to produce a bespoke tapestry of learning and outcomes for each child year on year. This includes Personal Learning goals (PLG’s) set for each child through their EHCP annual review cycle relating to their EHCP outcomes. PLGs are reviewed at least termly and annual progress is shared at the EHCP annual review meeting.

IMPACT

**See Assessment and Impact Policy**

## 4.0 Measuring Progress

**Individual progress towards EHCP Outcomes:**

EHCP Outcomes are used for each child to set termly Personal learning Goals (PLGs) which are tracked using a piece of software called ‘Evidence for Learning’ (EFL). Each student’s PLGs correspond to one or more areas of the Pace integrated curriculum.

Each term, PLGs are assessed using Goal Attainment Scaling (‘GAS’) which enables numeric quantifiable progression data.

**GAS:**

-1 = regression

0 = remained at baseline

1 = some progress made, but expected progress not met

2 = expected progress made

3 = exceeded expectations

Individual progress within the integrated curriculum and towards PLGs are reviewed termly, and this informs the annual EHCP review with which takes place with the family and the Local Education Authority annual (bi-annually for under 5s).

**Tracking individual progress in academic skills and knowledge:**

Each student is assessed using the ‘Dale School Continuum of skill development’ (CSD) for core subjects on a termly basis as part of the assessment cycle. The CSD is a 10 point assessment scale that provides statistical progression data both for individual students and across subject areas within the integrated curriculum.

CSD consists of four areas:

1. Prompting
2. Maintenance
3. Generalisation
4. Fluency

Each area is scored between 1-10.

## 5.0 Reporting Impact

**Progression statistics**

Progression data as outlined above is used to report individual progress and also to report the impact of Pace provision to the Management Board and to other relevant stakeholders.

Pupil progress meetings take place on a termly basis to examine individual progress across all areas of the integrated curriculum.

The Assessment and Impact Co-ordinator is responsible for collating, scrutinising and summarising impact data and headlines which are shared with the Lead teacher, Headteacher, the education sub committee (trustees) and also published online in a summarised format.

**Case studies**

Case studies are used to assess, analyse and articulate the story of a Pace child and the progress they have made as a result of Pace provision.

**Long term impact tracking**

Pace leavers become ‘alumni’ and are asked for consent to remain on the school contact list for the purpose of tracking long term impact.

A standardised online questionnaire is in place to gather feedback from pace alumni and their families where applicable to enable pace to track its impact over time.

Five Pace alumni act as Pace ‘Ambassadors’ and their testimonials are being gathered steadily over time to showcase their individual life stories and the long lasting impact that Pace school has had on their lives over time.

**Wider impact of Pace on families**

An annual family survey assesses Pace impact using objectives and outcomes identified in Pace School’s ‘Theory of Change’ document (see below).

Parental feedback is also gathered at the point of annual review and via termly Parent meetings.



# Appendix 1

# Academic Subject Coverage and links to the National Curriculum and Early Years Foundation Stage (EYFS)

Academic Coverage within the Pace integrated Curriculum Approach

The latest National Curriculum Guidance and latest guidance relating to the ‘Early Years Foundation Stage’ (EYFS), underpins the academic component of the Pace Integrated Curriculum according to the age of the children concerned, which is taught through a thematic topic based rolling programme. This ensures broad and balanced curriculum coverage for all children, where prior learning is built on purposefully and consistently whilst avoiding repetition for children who may change groups at the start of a new academic year.

For children working at an early learning development stage, a pre-formal curriculum is used to offer a more accessible, sensory programme in which tiny steps of progress within this early development can be tracked. (See **‘Teaching and Learning Policy’** and **‘Assessment and Impact Policy’)**

Literacy

* The separate skills of Literacy are best developed through work which integrates and links these skills. We seek to provide activities which are interesting and motivating in themselves and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language at times so that children learn what they need to know in a systematic way.
* Phonics is taught both discretely and integrated into the school day for many Pace students. Whilst exposure to letter shapes and sounds can be part of a rich learning experience for any students, phonics will not be relevant to all students’ current and future access to language. Phonics learning can be suitable for some AAC users, even if they use symbol rather than text-based communication, for example allowing them to give sound-based clues to words that are not yet in their AAC. Assessment of the relevance and priority of phonics for individual students are made by teachers in liaison with therapy colleagues and give consideration to a range of factors that affect basic underlying skills such as sound discrimination and visual discrimination of letter shapes.
* Planning in Early Years, Key Stages 1,2, 3 and 4 is based on the bespoke English curriculum, which has been written mainly with a reference to the EYFS and National Curriculum with some additional reference to curricular from other specialist academic and therapy settings.
* Although Literacy is clearly a cross-curricular subject, children are taught specific skills and concepts during discrete Literacy lessons, group communication\* lessons, individual communication\* programmes and during the conductive daily programmes. We follow the literacy-hour lesson model flexibly but ensure that the appropriate balance of whole group and individual teaching is retained.
* Literacy is also an integral part of all work in other subjects and, as such, is ongoing throughout the day at Pace. Some more time in the week is set aside for individual independent reading where this is appropriate, and all children have access to reading scheme books to take home.

Mathematics

* At Pace we recognise that learning and teaching Mathematical concepts will be embedded throughout the day, including through daily routines and by making cross curriculum links in subjects across the curriculum. In addition to this, pupils are taught specific skills and concepts in Mathematics lessons and during the daily motor programmes.
* We follow the Pace Mathematics curriculum that is designed with the needs, learning access and abilities of children at Pace in mind. It is organised into Steps from Pre-Formal through to Semi-Formal and onto Formal. Steps 1-4 for Pre-Formal is taught under the heading of ‘Exploring and Ordering the World’. A range of sources have been used to create the Pace Maths Curriculum including The National Curriculum for Mathematics, Pre-Key Stage Standards and engagement model. In Early Years, the curriculum is guided by the Early Learning Goals.
* Mathematics is important in all sessions, as children are encouraged to think about their movements and positions throughout the day. As many children find this difficult due to their motor disorders, the Mathematics curriculum at Pace is organised into Maths Number and Maths Topic sessions. Our assessment system reflects this.
* At Pace, we use a range of teaching strategies to support children in acquiring mathematical concepts. Pupils will experience objects and concepts first hand through movement and sensory stimulus. This experience will be developed into an understanding of abstract concepts. The approaches taken will vary from pupil to pupil depending on their understanding and access needs. Considerations that need to be taken into account include children who are limited visually and will access their environment more through sound and touch. Also for pupils who fatigue quickly, aids to support mental understanding and reduce the amount recorded for each problem are developed on an individual basis.
* The Secondary focus of Mathematics builds on the foundation skills needed for functional Numeracy taught in the Primary phase. To support using and applying these concepts, subitizing numbers and mental strategies will be developed in line with individual needs and challenges. Once students enter the secondary years there is an expectation that they are further taught to apply, problem solve and use their mathematical skills in order to consolidate and carry out functional and meaningful mathematical tasks that they will need in their everyday life.

Science

* In the teaching and learning of science, we follow the National Curriculum programmes of study. A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.
* Planning for children in the Foundation Stage is based on the Early Learning Goals.
* Planning in Key Stages 1,2, 3 and 4 is based on the bespoke science curriculum, which has been written with a reference to the National Curriculum, STRATA science frameworks and adapted P – scales statements are differentiated to meet individual needs. Students working within our pre-formal strand for science meet their science intents as part of our Exploring and Ordering the World Units of Learning.
* A wide variety of communication aids are used within Science from simple PCS symbol cards to complex communication books and from simple speech aids (switches) up to complex communication systems (Tellus, Dynavox).

Music

* In order to achieve the aims outlined previously approximately 18 designated music lessons are time tabled across the year throughout Key Stages 1-3, with approximately 12 in Key Stage 4.
* Music lessons, planned to develop certain musical skills, concepts, knowledge or attitudes, are time tabled throughout all the Key stages and outlined on the rolling programmes, additional music teaching will be of a cross-curricular nature and planned in the conductive movement activities, while some will be specifically.
* Learning in music is essentially practical using the music resources available for teachers / conductors and children.  This will be enhanced by the use of some Soundboards, a Soundbeam, CDs and regular live music opportunities.

History

* In order to achieve the aims outlined above, the teaching of History at Pace forms part of a cross-curricular, topic based three-year rolling programme. Topics may be History-based where History is the main focus of the topic with other curriculum areas playing a complementary role.  History may also be the minor subject in a topic which has another curriculum area as its focus, for example Art, Design and Technology, or Science, English and Geography.
* History is identified and valued as a subject in its own right, even when it is taught within an integrated topic.  Certain topics provide opportunities for the development of cross-curricular themes, dimensions and skills. The Programmes of Study for History are enriched by looking at the history of the local and regional areas and how this relates to Britain and its place in world history.
* Within History, learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to small groups in a number of ways: by providing direct, ‘hands on’ experience of historical resources and materials, for example artefacts, pictorial and written sources, buildings, people and so on; by teacher prepared materials such as worksheets and by practical tasks developed for the pupils.  Whenever possible and appropriate educational visits are included in a history topic, making use of locations accessible to the school.
* Pupils may occasionally be asked to undertake some homework activities or tasks as part of their history work.  This could involve information from the library, information from the family, collecting objects or pictures and so on.
* People with an interest in or expertise in a particular topic or area of history may be invited into school to work with the pupils.  Such visitors may include parents, grandparents, other family members, neighbours and people from the local community.
* Subject planning and evaluation for history work is usually incorporated into topic planning.    Planning and evaluation of history topics at a whole school level, in order to implement any necessary changes, takes place annually.
* Within a class group History work may be developed for the whole group, for individual pupils, or for groups of pupils according to age or ability.
* History may be taught as a separate subject or included in topic work.  Each conductor/teacher ensures that throughout the year all History topics specified in the whole school topic plans are covered in the correct amount of detail.  Planning on a weekly basis takes account of the work to be covered in a History, based topic.

Geography

* Approximately eighteen lessons of teaching time within one year are allocated to Geography.  Geography is taught in discrete lesson slots, as well as part of a possibly wider-ranging topic.  It is recognised that the use of an integrated approach to topic work means that the time allocation will vary from group to group.
* Conductors/teachers ensure that the subject is adequately represented in terms of the overall curriculum timetable in each group.  The whole school annual topic plans are devised to ensure that Geography has the correct amount of allocated time within any year and within each Key Stage.
* At  Pace, the importance of outdoor work in Geography is appreciated.  In order to facilitate this, help and advice will be given to staff; and trails, within school, around school, in the school grounds, within the immediate vicinity of the school and around the locality will be implemented.

Art

* In order to  achieve these aims Art and Design is planned as part the rolling programme of study for each Key Stage.  The Art and Design lesson is delivered to have a dual focus on hand skills.  Evaluation of individual achievement is recorded in pupils’ progress files.
* When planning and developing activities for a programme of Art and Design, four major components are considered.

* Subject matter
* Media
* Key elements of Art and Design
* Experience to be given

* Within Art and Design activities, learning is sequenced to ensure continuity and progression. Pupils are taught through a combination of direct teaching (providing  pupils  with real experience), use of teacher-prepared materials, other artists’ work, educational visits and other resources such as Information Technology.
* Art is taught by all group teachers/conductors/ OT.

Design and Technology

* To  achieve the aims outlined previously, the teaching of Design and Technology at Pace in embedded  within the rolling programme  for  each Key Stage.  We attempt to co-ordinate the Design and Technology curriculum within an integrated topic, thus providing development of skills and integration with other subjects e.g. History or Geography and  non-curriculum  areas in the Conductive daily routine. There will be a balance between practical applications through topic work and specific skill teaching by the teacher / conductor.
* Design and Technology is taught through a combination of direct teaching to introduce new skills, and by providing pupils with real experiences in appropriate contexts during the daily routine.
* Each conductor,  teacher  and OT ensures that, throughout the year all targets listed in the rolling programme have been covered.  Planning for Design and Technology  is done with the dual focus of developing fine motor  and independence skills in mind and is done with input from the teacher, conductor and OT in each group.

PSHCE and SRE

* Every class has a  weekly timetabled session of PSHCE learning every week. This may be part of the SMSC (Spiritual Moral Social and Cultural) learning that takes place weekly through class and whole school assemblies.
* In addition to this, PSHCE is also taught within other subject areas and as part of cross-curricular     projects: Science, Geography, RE, English and History.

* PSHCE will also be addressed on a daily basis  as questions and incidents arise.  At times, teachers may choose to hold an additional discussion session in response to a particular event or issue.
* Whole school and class assemblies provide a daily opportunity to enhance pupils’ spiritual, moral, social and cultural development (SMSC), promoting our school’s values and celebrating achievement.
* PSHCE is taught in an age appropriate, relevant and accessible way given the complex and varied needs of Pace children from one group to the next.
* PSHCE is embedded within the Pace integrated curriculum framework daily through self-care activities, eating and drinking and incidental learning opportunities throughout the school day.

SMSC

* Whole school SMSC Assemblies take place  weekly through the school year and each day/time is set aside for a short period of reflection within the class groups.
* The content of the SMSC Assemblies, may also reflect specific religious festivals, special days e.g. birthdays or events in the life of the School.  Such assemblies may also provide an opportunity to celebrate personal or collective achievement or focus our thoughts on a specific issue or individual, for example, a child / adult who is ill or in hospital.
* Assemblies are planned to foster a sense of the spiritual, by providing time to be still, to be quiet, and for reflection.  Music may be played or a candle lit, to instil a sense of calm.  On occasions, staff and pupils maybe invited to engage in Acts of Collective worship.
* At the end of the school year there is a whole school Celebration of Achievement to which parents and carers may be invited. During these assemblies the individual achievements of each pupil are recognised and celebrated by the school community.

ICT

* When children enter the school provision the focus on the foundation skills required for the development of fine motor and perceptual skills continues through the conductive programme.  Opportunities for practising ICT skills are provided according to the needs of the child.  The use of switches, communication devices  and the computer to facilitate AAC and to enhance learning is integrated throughout the day.  Children are familiarised with Picture Communication Symbols in their communication books and during academic lessons for communication and recording their work.
* ICT is used to record children’s work and as a teaching resource for literacy and numeracy.  The skills needed for the students to access their learning materials and record their work are becoming embedded across the curriculum as a key strand.
* In all groups, it is the programme leader’s responsibility to plan for the use of ICT in their lessons according to Pace’s curriculum policy.
* The seating and postural requirements of children whilst using ICT equipment are monitored carefully by staff to ensure its effective use, as well as to encourage a good postural and motor habit in each child. In addition, the provision of switch access to support independent powered mobility is an ongoing focus.

Religious Education

* Religious Education is taught in discrete weekly lessons and/or assemblies lasting around 35 minutes and some elements may also be included in topic work.
* Religious Educatuon is also discretely taught through many subjects with cross curricular links with geography, history and PSHE topics.

**Reviewed:** October 2023

**Date of next review:** September 2024

**To be reviewed by**: Richard Smith, Modesta Rimkute