

Teaching and Learning Policy

Intent

Implementation

Impact

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Aims of this policy

To articulate in detail, the 9 part Pace integrated curriculum framework and how this is implemented at Pace School.

1.0 Teaching and learning at Pace

1.1 Curriculum intent (see also – Curriculum statement)

- To support the formation of the whole person, in a way which will enhance their quality of life both now and in the future, to enable them to take their place in the world
- To develop mutually supporting relationships with families so that both parties (Pace and home) can contribute to the individual child's curriculum priorities and personal learning goals (PLGs) and gain knowledge and understanding of the children's needs and abilities
- To develop each child's inner motivation and self-belief
- To help children gain the necessary foundation skills in order to become more functionally independent as learners
- To enable children with motor and communication difficulties to develop their skills and knowledge within the core and foundation subjects of the National Curriculum or EYFS framework
- To develop in each child an awareness of others and a sense of responsibility towards others in their home, school and community
- KS3/4 specifically has a stronger focus on preparation for future adult life and building up highly personalised functional daily living skills to facilitate future independence and success
- KS3/4 also incorporates a strong age appropriate focus on PSHE (personal, social and health education) and SRE (Sex and relationships education) including e-safety and impartial careers advice
- Pace is committed to the promotion of fundamental British values and these are embedded within our teaching and learning processes in an age appropriate way which is accessible and relevant for the children. These are particularly relevant in our PSHCE curriculum teaching and via our school house/school council system.

EYFS

As above but also to include:

- To deliver an integrated curriculum in keeping with Pace principles and policy that also meets the requirements of the EYFS framework (2025)
- To ensure that the Pace EYFS provision is reflective of the four main EYFS principles:
- These are:
 - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
 - children learn to be strong and independent through positive relationships;
 - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
 - children develop and learn in different ways and at different rates.
- To incorporate the seven key areas of learning into the Pace EYFS integrated curriculum, including the three prime areas of learning (See appendix 2)

2.0 The Pace Integrated Curriculum: Background and clinical reasoning

2.1 The interrelationship between posture, movement, sensory and perceptual skills:

In order to construct a curriculum which is deep, rich and relevant for Pace School children, it is essential to have a comprehensive understanding of how children with neurodisabilities interact with their environment.

The close interplay between postural movement, sensory and perceptual skills, and the development of conceptual learning is at the heart of Pace's approach and underpins curriculum content and delivery at every level.

This core belief in the need for an integrated approach to learning is encapsulated in Pace's integrated curriculum model. This entails a two-pronged approach which connects therapeutic processes involving assessment, task analysis and facilitation with conceptual and academic learning and attainment.

The Pace Integrated Curriculum Model is based on the knowledge that motor learning is a fundamental aspect of education for children with motor disorders. It is crucial for self-esteem, the learning of independence and social skills, and to address underlying sensory-motor, perceptual and neurological issues. The acquisition of sensory-motor and perceptual skills is a prerequisite for higher level learning and underpins the development of conceptual and cognitive skills. For pupils with motor disorders, motor learning cannot be an "add-on" but must be an integral part of their learning across and through life. If this is not the case, the educational experience of young people with motor disorders will fail to meet their lifelong learning needs.

An education for pupils with neurodisabilities is about active motor learning across all aspects of their life rather than just accommodating to their disability.

An education for pupils with neurodisabilities is an “Education for Life”. An integrated curriculum addresses the needs of the whole child thus developing their social, emotional, communication, cognitive, self-care, and physical abilities.

3.0 The nine areas of the Pace integrated curriculum

The Pace Integrated Curriculum is made up of nine areas:

1. ACADEMIC SKILLS
2. COMMUNICATION
3. DAILY LIFE SKILLS
4. EMOTIONAL WELLBEING
5. POSTURE AND MOVEMENT
6. REGULATION AND ATTENTION
7. RELATIONSHIPS
8. SENSORY PROCESSING
9. PLAY AND LEISURE

3.1 Academic Skills

Through broad and rich subject area coverage 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.

Pace Integrated Curriculum Framework Learning Intentions: Academic Skills

- To be able to access books for leisure
- To recognise and read everyday signs/symbols
- To be able to know and find out about the world around me
- To be able to demonstrate my knowledge of the world
- To be able to record my ideas for others to understand
- To be able to use money to make a purchase in person or online
- To be able to understand how I fit into my community
- To be able to explore different topics and subjects and how these apply to my life
- To solve a problem using my mathematical skills and knowledge
- To show curiosity and interest in testing a theory or hypothesis

See Curriculum Statement and individual subject policies for further details.

Teachers ensure that curriculum content and learning objectives are pitched according to the current attainment and developmental level of the child rather than their chronological age/National Curriculum Year (For more information about assessment, please refer to The Assessment and Impact Policy).

National Curriculum

The latest National Curriculum Guidance underpins the academic component of the integrated curriculum for children attaining in our semi-formal and formal curriculum groups.

(September 2014—see

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf)

Pre-formal Curriculum

For those pupils achieving within pre-formal curriculum, we offer a sensory based programme linked to the pre-engagement model with extension through a range of learning pathways. This pre-formal curriculum is used to offer a more accessible, sensory programme in which tiny steps of progress can be tracked.

‘Communication and language’ and ‘Exploring and Ordering the World’ pre-formal curriculum frameworks are utilised for the relevant Pace children.

Specialist teaching strategies are adapted and selected according to the needs of the child. For example, if synthetic phonics is not accessible or appropriate for an individual child, an alternative method of teaching reading skills will be applied by the teacher and speech and language therapist within the transdisciplinary team.

Teachers within the transdisciplinary team are expected to adopt a 'whole child' approach to planning and assessment academic attainment whereby all nine areas of the integrated curriculum are considered and taught across the week.

Curriculum progression in KS3 and KS4

The following themes/topics underpin the learning programmes delivered within KS3/4 at PACE:

- Global Dimension and Sustainable
- Development
- Identity and Cultural Diversity
- Healthy Lifestyles
- Community Participation
- Enterprise
- Technology and Media
- Creativity and Critical Thinking
- People who influenced the World
- Relationships and Mutual Respect
- Looking after Ourselves

Writing skills, pre-writing skills and recording of work through digital means

Pre-writing and writing skills include:

- Gross motor ability
- Fine motor ability
- Head control
- Balance in sitting position
- Hand-eye co-ordination
- Visual closure/targeting
- Visual tracking and scanning
- Spatial perception (2D/3D)
- Tactile discrimination
- Finger identification
- Ability of use writing resources
- Letter recognition
- Letter formation / size and orientation
- Imitation and copying skills
- Understanding of written text
- Grammatical structure written text/age appropriate
- Format and presentation of writing

The following teaching aids and equipment are used within programmes to facilitate writing/recording of work through digital means:

- Letter templates and letter formation aids
- Special handled writing resources
- Chalk boards, Chalks, ("Handwriting without Tears" course materials)
- Lined exercise books
- Paper fixer
- Special chairs
- Angle boards
- Different PC resources: Specialist keyboard/mouse, touch screen, specialist software
- Assistive technology
- Voice activated devices and software/ talk to type dictation software

Religious Education is taught as a discrete subject and arrangements can be made for pupils to be withdrawn and alternative activities can be offered in their place should parents/carers request this.

ICT and PSHCE are taught at both a class and an individual level dependent on the needs of the pupils concerned.

3.2 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.

Pace Integrated Curriculum Framework Learning Intentions: Communication

- To interpret how others are feeling and express how I am feeling
- To initiate communication
- To maintain an interaction
- To make meaningful choices
- To understand object cues/objects of reference/pictures/symbols/familiar sounds/early words/single words/spoken language
- To have an expectation to be listened to and to persist in communicating my message
- To share thoughts, feelings, fears and dreams in a variety of methods, e.g. typing, using PODD, making short films etc.
- To participate in a conversation with familiar people
- To communicate for different reasons. I can request/comment/greet/express likes, dislikes/answer questions/express an opinion/tell an idea
- To use language to demonstrate my knowledge and to complete learning tasks.
- To participate in group activities and get people to engage with my ideas

Speech and communication skills (writing, alternative communication) at Pace are taught holistically throughout the complex daily routine, as part of the curriculum areas (especially the English curriculum) and as part of the motor activities.

Content of speech and alternative communication programmes

Communication has three key elements:

1. Receptive skills (comprehension)
2. Expressive skills (communicating to others verbally, in written form or with alternative communication methods)
3. Communicative Intent

Comprehension skills

Each aspect of communication is taught in our programmes. Expression cannot be taught without meaning so we therefore begin with the understanding of communication.

The assessment is done without the usual contextual cues that accompany spoken language and will reveal how much actual language is understood. The appropriate non-verbal response to the spoken language e.g. gestures, facial expressions, eyesight responses or other given signs of understanding are also assessed throughout this

assessment. Assessment of children's comprehension skills is the first step in the teaching-learning process.

Verbal communication

The second step is to assess pupils' spoken language abilities. The assessment and planning of learning objectives includes the following areas of verbal ability:

- Oral motor ability
- Breathing capacity
- Vocalisation ability
- Vocabulary (receptive and expressive)
- Articulation abilities
- Pronunciation abilities
- Semantic aspects of language
- Grammatical structure of spoken language

In the teaching and learning process the next step is to determine the necessary individual teaching objectives, methods and special aids for each of the above areas.

Alternative communication

If it is necessary, we explore alternative communication methods and special aids according to children's individual needs. No one particular method is used throughout the school, rather a selection of different alternative communication methods and aids for example:

- Sign Language
- Communication Boards, Cards and symbols (Board maker/PCS)
- Electronic aids and software (high and low tech)

3.2 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.

Pace Integrated Curriculum Framework Learning Intentions: Daily Life Skills

- To be able to participate in personal hygiene (underpinning skills, volition – body awareness, visual perception, gross and fine motor skills)
- To direct you to help me complete a task
- To participate in household jobs and roles
- To advocate for one's needs
- To look after myself (choices, yes/no, keeping safe, dressing, personal hygiene)
- To eat (and enjoy) my lunch (make choices, experience different foods, cooking)
- To participate in un/dressing
- To show engagement in self-care or ADL by actively participating. This may be fully independent or to directing others in how best to help
- To access community activities
- To have a balanced sleep wake cycle

Self-care skills

At Pace the self-care programmes include the development of the following areas:

Eating and drinking

- Independent eating and drinking
- Safe sitting
- Hand eye co-ordination
- Appreciation of the pleasure of independent eating
- Use of special equipment for eating
- Hygiene and etiquette
- Sequential routine to mealtimes
- Motor planning, organisational skills
- Social interaction, communication

Dressing and undressing

- Independent dressing and undressing, motor planning and sequencing of dressing process
- Applying gross and fine motor movement sequences
- Knowledge of the function of clothing items
- Aesthetic skills.

Toileting and personal hygiene

- Appropriate use of toilet
- Developing the will to be clean and dry
- Use of required fine and gross motor sequences
- Personal hygiene and habits

3.3 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.

Pace Integrated Curriculum Framework Learning Intentions: Emotional Wellbeing

- To have the courage to try new things and experience how these make you feel
- To use these experiences to develop personality or sense of self
- To recognise and accept different feelings and have strategies to manage them when needed
- To express frustration sadness, safety, pain, as well as happiness, excitement
- To use support provided for mental health
- To be flexible and have strategies to manage change
- To understand feelings and to label feelings
- To persevere in trying to get my message across
- To have volition/ interests/ leisure/ creative outlets to build a sense of identity
- To have strong and appropriate attachments

3.4 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.

Pace Integrated Curriculum Framework Learning Intentions: Posture and Movement

Ocular motor:

- To be able to stabilise my head and move my eyes to explore the world around me
- To be able to coordinate my eye muscles for meaningful vision
- To assign meaning to the information that I receive through my eyes whether that is movement, colour, shapes or light

Oromotor:

- To maintain my posture of body and head with or without external support as a basis for safe coordination of swallowing and bolus control.
- To manage my saliva efficiently (to the best of my ability)

Fine Motor:

- To be able to move objects within my hand for exploration, manipulation and play
- To be able to use my hands together
- To be able to make meaningful marks on paper or other medium
- To be able to access environmental controls so that I can influence my surroundings
- To be able to access switching for movement and activation of toys, (for cause and effect)

Coordination:

- To be able to use different parts of the body together smoothly and efficiently

Balance:

- To be able to rest in or move out of a steady position safely

Motor planning:

- To be able to plan, execute and evaluate/adjust movements to reach a desired outcome

Gross motor:

- To be able to transition from one position to another as independently as possible, e.g. lying to sitting
- To be able to use my stabilising muscles around my hips and shoulders to improve the quality of my movements in my legs and arms

- To use gross and fine motor skills in order to move independently as early in my life as possible

24 hour postural care:

- To be able to voice when I need to change positions or show I am uncomfortable
- To be able to change/ access a variety of positions that assist my body in maintaining comfort, muscle length, symmetrical body shape against gravity
- To maximise my potential to access my own movements and allow me to participate in all activities across my day
- To minimise my reliance on outside support by using my own muscles to keep my body in a safe position
- To use equipment dynamically to achieve balance in accepting support and using my own muscles

Exercise tolerance:

- To be able to positively influence my cardiovascular health
- To be able to use movement for fun activities

Strength:

- To develop my endurance and muscle strength to allow me to participate in activities during my day
- To be able to stabilise my core while using my limbs
- To be able to hold myself up against gravity

Breath control:

- To be able to activate and strengthen my muscles that allow me to breathe in and out for producing sound, coughing and clearing my airways

Conductive Education (See appendix 1)

Conductive Education is an educational methodology used within the Pace integrated curriculum. According to the principles of Conductive Education, learning and practising motor movements are carried out continuously through all the activities of the daily routine and have not been strictly divided into separate lessons. Consequently, the motor programmes incorporate many cognitive and communication tasks, and also contain elements of play skills. In some programmes motor tasks form the principal learning objectives and in others, motor skills are secondary elements of the programme.

Children learn new movement sequences in goal orientated motor task-series. Task-series often require the use of special conductive equipment and resources. Motor task series are designed specifically for the group and address the needs of individuals. Children work as a group according to their own abilities and needs.

Rhythmical Intention

The rhythmical intention is the verbalised structure and the mental preparation of each movement, which is spoken by the staff and repeated by children. The rhythmical intention directs the children to plan the movements, gives guidance in learning directional movement and assists in initiating, controlling and finishing the actions. It also

develops communication skills. Rhythmical intention can take many forms, e.g.: rhythmical speech with key word repetition, counting, singing an appropriate song, which has a connection with the movement, or chanting a rhyme.

Content of motor skills development

The motor task series have many forms and include different movement elements, based on the basic body positions e.g.

- lying
- sitting
- standing

The task series also have complex movement patterns, which teach children how to change their body position in space and use the basic movement elements continuously e.g.

- pushing
- pulling
- rolling
- pivoting
- crawling
- kneeling up
- creeping
- sitting up
- manipulating
- squatting
- standing up
- rocking
- turning around from standing position
- walking
- transfers on-off furniture e.g. chairs, toilet, bath

Several tasks in the task series are planned to develop different skills:

- body control
- body awareness
- hand eye co-ordination.
- spatial perception
- tactile perception
- vestibular perception
- auditory perception
- visual perception
- proprioceptive perception
- communication
- focusing attention
- problem solving

The motor task series provides further activities for children to improve their performance in common games, sport or outdoor activities e.g. ball or beanbag games, wall bar activities and outdoor activities, according to their abilities. Our aim is to provide experiences and learning opportunities, which will enable children to reach their full potential in the following activities:

- To roll
- To catch
- To throw
- To kick
- To target
- To hit
- Wall bar activities
- To climb
- To ride a tricycle
- To swing

Within these games and activities, we aim to teach the basic principles and understanding of rules and to encourage co-operation and team spirit within the peer group and with adults. It is our aim that work during movement task series is a source of pleasure for children and that the will to move becomes a lifelong pursuit.

3.5 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.

Pace Integrated Curriculum Framework Learning Intentions: Regulation and Attention

- To maintain a level of arousal suitable for the duration of an activity
- To learn coping skills (to use co/self-regulation tools)
- To use a variety of strategies from each sensory tools to include, tools for the mouth, body, movement, hands, ears and eyes
- To use a variety of calming and thinking strategies
- To pay attention in a lesson
- To maintain an appropriate sleep/ wake cycle throughout the day/night
- To attend to own body and body space

3.6 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.

Pace Integrated Curriculum Framework Learning Intentions: Relationships

- To be able to respond to sensory stimuli/events in my environment
- To be able to connect with others
- To be able to recognise and respond to my name
- To be able to pursue friendships
- To be able to positively affect how I and others feel
- To be able to repair friendships if they break down (self-awareness, awareness of others, communication)
- To experience a variety of activities which you may not otherwise have access to
- To be able to anticipate what is going to happen in a familiar routine or interaction
- To be able to develop self and other awareness
- To be able to take turns playing a game with a friend or several friends

Personal, Social, Health and Citizenship Education

This is a key aspect of the KS3/4 curriculum especially for those pupils with complex physical and learning needs.

Many aspects of personal and social education are developed throughout each pupil's time within the Centre. The level of teaching PSHCE will depend on the individual child's special needs and on the needs of the group.

The following areas have been written holistically not in terms of hierarchical development, because the skills taught in each component part may overlap with those of another and may link closely with the child's motor ability.

Personal Education

Personal education programmes include the development of the following areas:

Citizenship Education

Citizenship education programmes will include:

- Legal rights and responsibilities underpinning society

- Awareness of, and respect for, the diversity of national, regional, religious and ethnic identities in the United Kingdom
- The role of parliament and government
- Encouraging active participation in the democratic and electoral processes
- Encouraging participation in voluntary groups and organisations
- The role of the media
- The rights and responsibilities of consumers, employers and employees
- Consideration of topical political, spiritual, moral and social issues
- Negotiation skills

Careers Education

Careers education programmes will include:

- Self-assessment of skills and abilities
- Presentation of personal information in a range of formats
- The identification of areas for development
- Goal setting, action planning and review
- Stereotypes and misrepresentation of people and occupations
- Attitudes towards work and employment
- The meaning of work to the individual and to society as a whole
- Planning a career
- Work shadowing
- Sources of careers advice and guidance
- Information handling and research
- Access to vocational and further education
- Decision making
- Making and managing change
- Making informed/realistic choices
- Impartial careers advice

Relationships and Community Links

In order to prepare for pupil's integration and to maintain a high quality of planning and teaching and also to continually develop teaching and learning at Pace, our school has a wide and ongoing relationship with other schools, with governors and with conductive centres in the UK and around the world.

Giving up to date information to parents about the children's development has high priority at the school. Information is in written form in children's liaison books, in annual reports or during private meetings during which objectives are discussed.

Children's creative, social experiences and competencies are enhanced by:

- Visits to shops, museums, galleries, theatres, cinemas, concert halls, monuments, facilities, parks, and other areas of interests
- Outdoor visits where children have opportunity to observe and experience all that is around them

- Accessing resources of the wider community by inviting visiting different professionals

3.7 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.

Pace Integrated Curriculum Framework Learning Intentions: Sensory Processing

- To interpret and act upon signals that my body is sending me
- To interpret and act appropriately to environmental inputs
- To process and understand Zones of Regulation and use it to identify which level I am at
- To understand when I need to use one of my strategies to manage my level of alertness
- To have strategies to recover from reflex reactions to sensory input such as startle response
- To use appropriate strategies to regulate myself
- To receive information from all my senses (Tactile, Proprioception, Vestibular, Auditory, Visual, Interoception) comfortably and understand this information

The quality and capacity of the sensory receptors fundamentally effect perception, cognition and information-processing. The quality of information processing (complex learning) is affected by the sensitivity of receptors, the quality of perception, physical condition and motivation towards activities. With practice, the capacity and the functional development of the receiving channels can improve.

Impairment in sensory processing is linked to poor motor function and if perception is considered an essential educational process, the role of receptors receiving stimuli must attract particular attention, especially in the case of children with motor disorder. As the child's perceptual ability influences his / her complex development, the daily routine at Pace therefore provides a wide range of opportunities for developing pupils' perceptual skills. Activities can be integrated into different motor task series, into subject areas or if necessary, into individual programmes.

Staff at Pace are aware of how the development of perceptual skills influence children's complex development. Full assessments undertaken include a detailed observation of children's response to sensory input and how this affects their behaviour and performance.

Visual perception

The quality of visual perception plays one of the most important roles in perceiving space and dimension and discovering the environment. Visual perception also plays a major role in the development of writing and reading.

Our aim is to provide experiences and learning opportunities which will enable children to reach their full potential in the following objectives:

- To focus on visual stimuli
- To develop full use of visual field – central and peripheral vision
- To fix eyesight on one object – visual attention
- To develop visual closure
- To follow mobile objects or light – visual tracking
- To visually scan objects in the environment – visual scanning
- To be able to make quick localisation with eyes – visual targeting
- To develop hand eye co-ordination
- To match and identify colours and discriminate between shades
- To match, identify and name shapes and sizes
- To recognise differing spatial relationships
- To recognise 2D and 3D objects and identify the differences
- To develop figure-ground perception
- To develop visual memory including visual sequential memory
- To develop perceptual constancy – the ability to perceive an object as possessing in variant properties

Auditory perception

The chief factor that influences verbal communication is the perception of sounds and human voices. Being able to distinguish the direction of sounds enables a child to orientate towards the source of the sound and to react accordingly.

Our aim is to provide experiences and learning which will enable children to reach their full potential in the following objectives:

- To listen to auditory stimuli as a simple reflex
- To modulate response to auditory stimuli e.g. not overreact to noises
- To identify sounds and locate their position and source
- To develop auditory memory – including sequential memory
- To give an appropriate response (verbal and non-verbal) to auditory stimuli
- To develop auditory figure-ground perception – the ability to focus on relevant sounds and to ignore background noises

Tactile perception

Besides visual perception, tactile perception is a substantial element of spatial awareness. It is also essential for assessing the relationship between the immediate environment and ourselves and the relationship between objects in space (position in space and spatial relationships). The tactile system receives input from the receptors in

the skin and has two main functions: protective and discriminative. The protective role of the tactile system alerts us to when touch is harmful. The discriminatory function is to tell us the difference between helpful and harmful and to teach us about properties of objects and influences our body awareness. The tactile system plays an essential role in social and emotional development.

Different types of tactile sensation can affect children with light tactile being alerting and sometimes unsettling whereas a firm deep pressure is organising calming and helps the child focus. Children can be either hypo or hyper responsive to tactile sensation. All above types of tactile perception influence children's writing skills.

Our aim is to provide experiences and learning which will enable children to reach their full potential in the following objectives:

- To identify objects and their properties using tactile experience – stereognosis
- To identify differences between objects using tactile experience
- To respond appropriately to tactile stimuli e.g. modulation – neither hypo or hyper responsive

External spatial and internal spatial (vestibular) perception

The sensory-motor intelligence of children is closely connected with the development of their motor skills. External and internal spatial perception is partially a cognitive process realised by activities and experiences. The development of the categories of objects, space, causality and the perception of one's own body posture requires practical activities rather than conceptual thinking.

Processing space in this way depends upon the co-ordination of movement. Receptors of the vestibular system are located in the inner ear, which responds to movement and gravity through the central nervous system. The function of the vestibular system gives us security in moving against gravity and helps us gain our body balance, muscle tone/co-ordination and body posture.

The efficiency of the vestibular system influences hand-eye co-ordination, vision and visual-spatial skills. Poor internal perception of body balance and position create responses including fear and uncertainty towards all kinetic activities and affects attention.

Children require a wide variety of different movement experiences to help the vestibular system grow and develop.

Our aim is to provide experiences and learning opportunities, which will enable children to reach their full potential in the following objectives:

- To have an awareness of their own body posture
- To control body balance while standing and moving
- To identify objects' position in space
- To be able to perceive depth, distance and directions of objects in space
- To plan and grade sequences of movement
- To develop spatial awareness, which is a pre-requisite for conceptual learning and motor planning

Proprioceptive perception

The proprioceptive system receives input from the muscles and joints. This input gives us a sense of both conscious and unconscious body awareness.

Proprioceptive perception is essential when planning the strength and range of movement and is essential for successful motor interaction with the environment. The accuracy of proprioceptive perception strongly depends on the state of muscle tone

Our aim is to provide experiences and learning opportunities, which will enable children to reach their full potential in the following objectives:

- To be aware of own body position in space
- To plan the strength and grading of gross and fine motor movement
- To plan the range of movement
- To be able to judge and smoothly execute movement
- To control the muscle tone of the body
- To develop motor planning
- To be able to problem solve within new or unfamiliar motor task
- To integrate all the above objectives appropriately within the environment

Pace provides a multi-sensory environment to help develop children's perceptual skills and enable them to interpret the immediate and wider environment independently. The staff responsible for assessing perceptual skills, and planning learning objectives and giving guidance in the use of special aids and equipment are the Conductor/Physiotherapist/Occupational Therapist.

3.8 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.

Pace Integrated Curriculum Framework Learning Intentions: Play and Leisure

- To develop the drive and ability to pursue interests that bring joy and fulfilment (volition)
- To explore options and find what motivates me.
- To experience a variety of play and leisure activities
- To feel safe in order to be imaginative
- To initiate in order to enable spontaneous play that is absorbing
- To express self through creativity building self-identity and self-worth
- To develop skills in an area that interests me (hobby, sport, craft...)
- To take turns and play games with friends

Social skills

At Pace the social skills activities include the development of following areas:

- Appropriate behaviour and attitude in different settings
- Use of community resources and the role of individuals within them
- The role of family members
- Basic social vocabulary and appropriate gestures
- Responsibility and appropriate behaviour in the family and in the school
- Basic home activities e.g. cooking, washing up, washing etc
- Active and co-operative participation in communal activities
- Basic social behaviour in the community

Play skills: Types of play

- Body-orientated
- Manipulational
- Constructional
- Creative
- Exploratory
- Imitational
- Imaginative
- Role play

Levels of play

- Solitary
- Parallel
- Co-operative

4.0 Implementation of the Pace integrated curriculum

4.1 INTEGRATED CURRICULUM IMPLEMENTATION OVERVIEW

All Pace integrated programmes are taught through a thematic topic approach based on a central rolling programme for each school phase. 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.

Our integrated curriculum provision is planned to meet the total needs of our pupils. The transdisciplinary team consider the child as a whole and take into consideration one or more of their Personal learning goals (PLGs) when planning their programmes.

Within the philosophy and practice at Pace there is a task analysis approach to the planning and delivery of our integrated curriculum. Derived from conductive education, 'task series' form the basis of motor programmes and integrated motor learning throughout the day. Each student or group of students will be expected to execute a series of steps (tasks) throughout the task series, which over time will build the skills required to achieve a particular goal.

A high level of differentiation/adaptation combined with regular individual evaluations (which are graded against clear success criteria) ensure that progress and attainment are tracked on a daily basis and used to inform future planning.

4.2 DAILY ROUTINE

The daily timetable is co-ordinated by teachers and overseen by the lead teacher. The timetabling structure at each Pace site allows for streaming during specific programmes as may be beneficial for the students, for example during the AM1 motor programme. Programme planning is the responsibility of the respective programme leader, which is typically the teacher, conductor or therapist. A small number of highly skilled therapy assistants also lead programmes overseen by a therapist/teacher.

The daily timetable at Pace is planned so that each activity leads into and builds on the next. The structure of the day has a flow and rhythm, which helps to meet the needs of all the pupils, linking back to key objectives across all nine areas of the Pace integrated

When planning the daily routine the following additional elements must be taken into consideration:

- The allocation of staff appropriate for the programme and for pupils' individual needs

- Classroom organisation
- Equipment positioning
- Traffic and transition into/out of different positions
- Motivation and engagement

Programmes within the daily timetable are planned to link so that each day provides repeated and related opportunities to address issues of movement and co-ordination, problem solving, information processing and communication.

4.3 ROLLING PROGRAMME (LONG TERM PLAN)

Formal / semi- formal primary and secondary school services and EYFS have their own 3 year rolling programme, which summarises subject based learning coverage, and pre – formal primary and secondary school services follow a 5 year rolling programme.

The class teacher works closely with other programme leaders from the transdisciplinary team to apply, interpret and adapt the rolling programme for the class each year on a termly basis.

4.4 SCHEMES OF WORK/MID-TERM PLANNING

Using the agreed topics and areas of focus in the long-term plan, each programme leader constructs a brief outline of their termly transdisciplinary programme objectives, weekly activities and resources.

In recognition of the significant workload involved in this process, programme leaders are invited to choose whether to refer directly to the schemes of work for the relevant subject area or whether to adapt this in a separate document to form their mid term plan for their class. Irrespective of the arrangement, these mid term planning arrangements are internally moderated by the teaching team at least twice a year. This moderation process is overseen by the Lead teacher.

4.5 TRANSDISCIPLINARY OVERVIEW

The transdisciplinary overview is a document unique to Pace which summarises in one place all the individual goals for the children in the group across each area of their learning. This acts as a 'quick reference document' for programme leaders when they are planning, ensuring that whilst each programme has a core focus, other pertinent goals can also be worked on by the nature of the activities planned. For example, mobility goals can be practised during an academic programme when the teacher plans how each pupil will transfer from one activity to the next.

4.6 INDIVIDUAL LESSON PLANNING

Programme leaders use the transdisciplinary overview to ensure that their programme addresses the needs of the whole pupil, whilst sustaining a core focus.

In recognition of workload demands, programme leaders are asked to produce detailed lesson plans which showcase their transdisciplinary thinking on the following occasions:

- During their first half term as a programme leader to develop their transdisciplinary planning skills
- For a lesson observation (for supervision/monitoring/performance evaluation)
- As a training exercise or intervention to address an issue or upskill a member of staff with a training need

Programme leaders must plan carefully for the resources required to facilitate pupils' learning, such as:

- Teaching resources for the programme
- Specialist resources for the programme/individual to enable optimum access and facilitation of learning
- Resources for motivation
- Individual communication aids
- Manual facilitation
- How attainment and progress will be assessed and recorded (eg using Evidence for learning)

4.7 QUALITY ASSURANCE AND CONTINUED IMPROVEMENT CYCLE

Every member of staff with a responsibility for planning and leading one or more lessons is observed at least once per term. This observation will be carried out by their supervisor, or by another member of the School Management Team.

In addition, subject-co-ordinators are expected to observe their subject being delivered across all school groups at least twice per year. Lesson observation feedback links into individual performance evaluation goals and school development priorities such as training and resource needs.

Periodic learning walks take place without prior warning, to glean a snapshot of learning taking place across the school groups. These will be conducted by the Headteacher/one of the Deputy Headteachers and they may be accompanied by another member of the SMT depending on the focus of the learning walk.

Informal and generalised feedback is shared to promote reflection and continued improvement as a result of learning walks. Learning walks can also be used to identify training needs, any inconsistencies in implementation of the Pace integrated curriculum and to observe and celebrate best practice for others to learn from and replicate.

4.8 HOMEWORK

The Pace approach to homework is very much in line with the Pace approach to teaching and learning overall in that it is child centred and highly differentiated for each individual student.

In cases where it is judged by Pace staff to be age and ability appropriate, and when it is deemed to further enhance a child's learning, homework will be set.

The decision as to whether it is appropriate to set homework will be made by the teacher with input from the transdisciplinary team and will be subject to review in conjunction with feedback from Parents.

In instances of dispute, the lead teacher may mediate discussions in relation to homework.

Homework can include 'home reading' books and/or any other extension of learning to undertaken at home outside of school hours. This may also include holiday projects.

4.9 ROLES AND RESPONSIBILITIES IN IMPLEMENTING THE PACE INTEGRATED CURRICULUM

HEADTEACHER LEAD TEACHER	Overall responsibility for ensuring integrated curriculum framework is implemented to the highest possible standard across all school groups.
	Responsibility for devising and delivering induction training module 'The Pace Integrated Curriculum: A transdisciplinary approach'
	Responsible for updating policy documents and ensuring all staff are familiar with these and applying them in their daily practice.
	Responsible for co-ordinating internal and external moderation opportunities.
	Responsible for capitalising on opportunities to seek out good practice in other settings, and share Pace good practice externally
SMT – ALL HEADTEACHER LEAD TEACHER LEAD CONDUCTOR LEAD SLT LEAD OT LEAD PT LEAD LSA	<p>Shared responsibility for ensuring consistent and high quality implementation of Pace Integrated Curriculum using our transdisciplinary methodology.</p> <p>Observation of supervisees leading lessons and delivering feedback through supervision meetings. Identifying training needs and showcasing best practice.</p> <p>Participation in learning walks and delivering feedback.</p>
SUBJECT CO- ORDINATORS	Responsible for monitoring and quality assuring the planning, delivery and assessment of their subject in line with policy and best practice.
	Responsible for keeping up to date with the latest developments in pedagogy relating to their subject and updating their policy and training material accordingly
	Managing the budget allocated to their subject to ensure it is well resourced.
MEMBERS OF TRANSDISCIPLINARY TEAM WHO ARE NOT RESPONSIBLE FOR PLANNING AND LEADING LESSONS	<p>Read and familiarise yourself with Pace curriculum policy. Highlight any areas of concern or training needs to your supervisor. Be proactive and curious about the learning that you are facilitating during lessons.</p> <p>Capture progress and attainment using EFL and report back to programme leader.</p>

4.9 Equal Opportunities

All pupils should have access to a deep, rich and relevant curriculum. It should meet their individual needs and the philosophy of the school, whilst also providing the breadth of experience necessary to achieve individual aims. Teaching objectives should reflect the multi-cultural society in which we live. Materials should also be checked for race or gender stereotypes.

Reviewed: October 2025

Date of next review: October 2026

Reviewed by: Deputy Headteacher for Impact and Assessment

REFERENCES AND USEFUL LINKS

Department for Education (2014). Statutory Framework for the Early Years Foundation Stage. Runcorn: Department for Education.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf)

Pace Planning and Assessment Policy

APPENDICES

- 1- What is Conductive Education?
- 2- EYFS Areas of Learning

APPENDIX 1

What is Conductive Education?

Conductive Education is an education system for children and adults with motor disorders. It is neither a therapy, treatment nor cure. It recognises motor disorders as chronic conditions, which result in problems of learning or re-learning which will respond to appropriate teaching. It recognises that each person's own "will to do"; their intrinsic motivation is crucial for any real learning. The founder of Conductive Education said that "children and adults with motor impairments must learn to modify their abnormal stereotyped ways of moving, and gain new motor skills in just the same way we all learn, by wanting to learn in the first place, by being taught how to do something, and then being given plenty of opportunities to repeat and practice the skills".

Both the philosophy and practice of Conductive Education therefore looks at the factors that influence learning and attempts to set up the "ideal" learning environment. The outcomes, although recognizing and working alongside the medical professions, are fundamentally psychological, with the ultimate aim of creating a 'can-do', problem-solving person. Conductive Education aims to create autonomous learners who go on to learn, adapt and develop under their own direction (referred to as 'orthofunction'). The individual learns how to overcome the problems he/she encounters with movement and functional skills in everyday life. Teaching someone how to go about solving motor difficulties gives them the ownership of their own success. There is an often-used quote from Peto:

"Ask me not what I can do for a child with cerebral palsy, but ask what they can learn to do for themselves."

A "Positive Learning Environment" is an essential part of Conductive Education as is the knowledge and skills of the "Conductor" who receives a four year training in the philosophy and practice of Conductive Education. The Conductor is the catalyst for the person's own learning. The Conductor must ensure continuity and consistency throughout the day both in the inspirational method of teaching and in the activity of the individual. She/he must have the skills and personal abilities to be able to motivate children and adults to learn and to create the conditions in which learning can take place. Learning in a group environment is fundamental to this process.

Conductors are not, as sometimes stated, a combination of teacher, therapist, nurse etc, though they may at times deal with some of the issues dealt with by existing professions. They are part of a new, pedagogic profession, with its own philosophy, techniques and ways of organizing their work.

Conductive Education uses its own specialist equipment, which serves many purposes (e.g. slatted wooden furniture to help give the children feedback as to how they're sitting, lying etc; grasp bars help the children to hold with their hands and fix their body in midline, etc). Conductive Education rarely uses highly supportive and specialist equipment and aids, with the exception being walking aids such as sticks or walkers. However, each child's needs are different, and change with age and growth, therefore their equipment needs are under regular review.

Where did Conductive Education originally come from?

Conductive Education developed from the work of Austrian-Hungarian physician Andras Peto who in the 1920s and 1930s, in Vienna, developed an approach to chronically sick patients that encouraged them to take their lives in their own hands and get on with life (see *Lische Heilung*, or 'healing of the soul'). From the late forties till his death in 1967 he worked in Budapest with adults and children with motor disorders, describing his approach as 'conductive pedagogy'.

Peto's practice was continued at the State Institute for Motor Disorders which he had founded and which was renamed the Peto Institute in his honour in 1985, under the direction of his pupil, Maria Hari.

Peto's work with motor disorders was described in professional journals in English and in German from the mid-sixties but widespread interest did not begin till the mid-eighties following a BBC television documentary. Popular enthusiasm in the UK spread rapidly to Israel and Australasia, then to Germany and now to North America. As yet this interest mainly concerns children with cerebral palsy.

There are now few countries with services for children with cerebral palsy where there are not individuals and groups working to establish Conductive Education.

APPENDIX 2

EYFS Areas of learning

“There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design

Department for Education. Statutory Framework for the Early Years Foundation Stage.

Runcorn: Department for Education.