



Integrated curriculum statement

Pace School is a 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 integrated curriculum, where therapeutic priorities and subject-based knowledge and skills combine seamlessly to enable success.

Pace integrated curriculum consists of nine different areas, each area is part of the weekly routine in various different aspects. The learning outcomes are differentiated in relation to the group (Pre-Formal/Semi-Formal & Formal learners). All areas of the integrated curriculum feed into our rolling programmes for each subject taught at Pace School over a five or three year cycle.

All the outcomes in the lists below will not apply to all the children at Pace, our integrated curriculum is intended to be a bespoke platform for the Teacher, Conductor and Therapists to plan, deliver and evaluate bespoke sessions that meet the needs of all learners.

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

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

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

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

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

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

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

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

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, etc.)
- To take turns and play games with friends