1. Aims of this policy

To outline the mission, ethos and principles which underpin Pace practice in relation to teaching and learning.

To summarise the aims and theory which underpin teaching and learning practice for Primary, KS3 and Early Years Foundation Stage (EYFS) Pace services.

To give a framework to which all staff work in relation to teaching and learning. This policy is to be considered in conjunction with the 'Planning and Assessment Policy' and 'Curriculum Statement.'

2.0 Our Vision

The PACE vision is that every child in the UK with sensory motor disorders, and their family, can access education and support services which are aligned with the PACE model and ethos.

2.1 Our Mission (in relation to the Pace Integrated Curriculum)

- To **demonstrate outstanding outcomes for children,** attributable to the PACE integrated education approach through the development of theory and practice at the school and beyond into our outreach and consultancy services.

- To provide an '**education for life'** which looks ahead to a child's true potential in terms of independent functional access to learning and society

3**.0 Pace Ethos and Principles (which underpin teaching and learning)**

The Pace Integrated Curriculum and its tailored design within each Pace group is centred around the following:

3.1 Pace ethos
3.2 Pace values
3.3 Pace practice

3.1 Pace Ethos

- A positive belief in the potential of every child who we support
- To keep the child's needs at the centre of our practice
- A respect for the uniqueness of every child and their need for a bespoke provision to meet individual needs and challenges
- A commitment to empower the child and their family to achieve maximum participation in all aspects of their life now and in the future
- To nurture and respect all members of the PACE community (child/family/staff/trustees/patrons/supporters) with **"unconditional positive regard"** and value the contribution that all members of the community bring
- A commitment to use the collective knowledge and skills of a transdisciplinary team to achieve a comprehensive understanding of the child and his/her family's challenges and goals and use these to deliver a high quality, bespoke provision
- To set the standard in a transdisciplinary approach to meeting the needs of children with motor disorders and related developmental challenges and actively demonstrate the impact of this approach
- To demonstrate **"best value/best quality"**

3.2 Pace Values

- Child, Family and Community Centred
- Empathy
- Achievement
- Expertise
- Innovation
- Dedication

3.3 Pace Practice

"The Pace Approach"- 25 years of innovation, experience and development.

- We are child and family centred
- 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 transdisciplinary skills and practice enable us to provide a bespoke learning environment and educational curriculum which are rich in learning opportunities and facilitate active learning and achievement at every level
- The construction of the daily timetable and lessons facilitates active and effective learning by preparing the child for each activity of the day
- The Pace integrated curriculum approach incorporates all aspects of developmental learning: sensory, movement, communication, play and recreation, academic, self-care, social and emotional (whole child/whole life)
- The Pace integrated curriculum approach is designed to be tailored to individual children's learning strengths and challenges and is delivered in groups of children who have similar learning abilities and needs. The nature of these needs dictates the focus of learning priorities, the style of the curriculum delivery and the skill set of the team delivering the curriculum
- Pace practice incorporates statutory guidance and regulations, and best practice from professional and clinical standards
- Our practice aspires to be "the best we can be", whether that is from an academic curriculum, communication/AAC, conductive education, clinical, SI or other perspective. This requires a commitment to ongoing staff training and support in observation and assessment, clinical reasoning and collaborative teamwork

4. Teaching and learning at PACE

4.1 Aims:

Primary and KS3

- 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 develop mutually supporting relationships with families so that both parties (PACE and home) can contribute to the curriculum 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.

- To develop in each child an awareness of others and a sense of responsibility towards others in their home, school and community.

- KS3 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 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

EYFS

As above but also to include:

- To deliver an integrated curriculum inkeeping with Pace principles and policy which also meets the requirements of the EYFS framework (2014).

- 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)

4.2 Theory

In order to construct a curriculum which is broad, balanced and relevant for Pace children, it is essential to have a comprehensive understanding of how children with sensory motor disorders 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 curriculum 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 motor disorders is about active motor learning across all aspects of their life rather than just accommodating to their disability.

An education for pupils with motor disorders 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.

The integrated approach to learning at Pace includes principles and practice of Conductive Education. (See Appendix 1)

4.3 Practice

4.3.1 The Pace Integrated Curriculum - overview

Within the philosophy and practice at Pace there is a task analysis approach to the planning and delivery of our integrated curriculum.

At the heart of the Pace integrated curriculum lies the inter-relationship between postural, movement, sensory and perceptual skills and how they impact on conceptual / academic learning. The integrated curriculum therefore gives priority to developing foundation skills, which are pre-requisite to conceptual and cognitive development.

Our integrated approach provides learning opportunities for children to practice and extend their skills as learners. It also reflects our commitment to meeting the diverse needs of the children as individuals and to promoting their inclusion in the learning process within the school, home and community.

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 all of their goals when planning their programmes (See Planning and Assessment Policy). A high level of differentiation 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.

All Pace integrated programmes are taught through a thematic topic based three year 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 (See Appendix 3.)

The Pace Integrated Curriculum is made up of six different but interrelated components:

- The Daily Routine
- Academic Learning (both discrete and within other programmes)
- Motor skills
- Perception
- Self care and independence
- Speech and alternative communication

4.3.2 Daily Routine

Children's groups carry out their daily programmes according to a carefully planned daily routine. The daily routine (timetable) at Pace is planned so that each activity leads into the next. The structure of the day has a flow and rhythm, which helps to meet the needs of all the children. In addition, each lesson within the day is used to emphasise the development of social, emotional, communication, academic and motor skills, whilst often having a focus on one of these areas.

The daily routine is a framework in which the constancy and continuity of the sequentially organised programmes gives the pupils a secure structure in which to learn the skills and knowledge of everyday life. All tasks, which are the part of the day, must relate to functional activities, which have meaning and purpose to the child – this motivates them to participate.

As children work together in groups the needs of each individual child must be considered, firstly during the planning of the programmes and then during the programme itself. All programmes have a cognitive element and the tasks and equipment are chosen to motivate the children to be active participants. A high staff: child ratio also ensures each child's individual needs are met right throughout the day.

Because programmes at Pace consider the needs of the whole child, they include opportunities to:

- Learn to actively participate and become more independent in a range of functional skills e.g. eating, dressing, toileting
- Be aware of others and developing age appropriate social skills such as turn taking, sharing, helping etc.
- Interact with others using verbal and non-verbal communication skills
- Interact with their environment using a range of play and perceptual skills
- Learn to move independently both on the floor and against gravity
- Engage in a full academic curriculum.

Children in this way participate in physical and cognitive activities with meaningful aims. Pupils therefore work in an environment that helps to educate them to act and move independently and which also ensures the complex development of their personalities.

4.3.3 Academic Learning

The latest National Curriculum Guidance underpins the academic component of the integrated curriculum for children attaining at P4 and above. (September 2014 - see https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf)

For children working below P3, a pre-formal curriculum (Whitefields) is used with permission to offer a more accessible, sensory programme in which tiny steps of progress within these early P'levels can be tracked. The 'Communication and language' and 'Exploring and Ordering the World' components are utilised for the

relevant Pace children and the assessment tools are used to measure progress. (See Whitefields Pre-formal curriculum framework:
http://www.whitefield.org.uk/_files/073576658F61A9790CA72EAA45FBD3FF.pdf.)

These curriculum frameworks underpin the planning, recording and reporting of the academic component of the integrated curriculum. 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 planning and assessment, please refer to The Planning and Assessment Policy.).

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 phonics will be used.

Teachers within the transdisciplinary team are expected to adopt a 'whole child' approach to planning and assessment academic attainment whereby perquisites for learning including arousal level, physical positioning/posture, communication needs and visual perception are considered when planning academic programmes.

4.3.4 Motor Skills

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 communications 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 also 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.

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

- To plan simple movements and movement sequences
- To keep a symmetrical body posture in every position
- To control head position
- To control trunk position
- To co-ordinate separate lower and upper limb movements
- To co-ordinate fine manipulation
- To maintain correct weight bearing in all positions and during transition of movements
- To maintain correct body balance and balance reaction
- To change body position from supine to prone position
- To kneel up
- To change body position from four point kneeling
- To change body position from standing
- To sit up
- To sit
- To stand up
- To stand
- To reach up and out in standing
- To walk
- To manipulate (fine and gross motor)
- To use directions correctly while moving
- To use space correctly while moving
- To grade movements
- To time movements appropriately

- To use simple sport equipment in common games involving movement
- To use outdoor play equipment
- To use sensory motor awareness.

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 also 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 life long pursuit.

The staff responsible for assessing motor skills, planning learning objectives and giving guidance in the use of special aids and equipment are conductors, physiotherapists / occupational therapists in liaison with teaching and support staff.

4.3.5 Perception

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 eye sight 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 also 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 of 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.

4.3.6 Self Care and Independence

This is a key aspect of the curriculum especially for those children with profound and multiple learning difficulties.

Many aspects of personal and social education are developed throughout each pupil's time at school within different conductive groups. The level of teaching PSD will depend on the individual child's special needs and on the needs of the group. All personal and social skills are very closely interrelated and are taught in an integrated way, according to the principles of Conductive Education.

Play and recreation motivates children and develops their knowledge of the world. Play gives opportunities to practise other related areas of PSD and utilise and develop motor skills. Therefore the programmes of PSD include a variety of play activities, game and have an important role in the conductive daily routine.

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 have a link closely with the child's motor ability.

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

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

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

Levels of play
- Solitary
- Parallel
- Co-operative

Spiritual skills
At Pace the spiritual skills activities include the development of following areas:

- Own values and attitudes
- Early reasoning
- Religious traditions and beliefs
- Personal and community celebrations

Moral skills
At Pace the moral skills activities include the development of following areas:

- Equal opportunities
- Tolerance
- Honesty and integrity
- Responsibility

Different materials and resources are used to teach and to practise Personal and Social development at the school.

Further information is detailed in the school's policy for Personal and Social Development.

Health
- Keeping as healthy as possible
- Keeping safe
- Respect differences between people.

4.3.7 Speech and alternative communication
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. The teaching / learning of language and communication skills is one of the most important development areas for children with severe learning and motor difficulties. Therefore to enhance their ability in these areas children must be taught skills, which are learned spontaneously by most children, during the daily programmes. Also, for children whose communication needs require specialised attention, the daily routine provides opportunities for individual programmes.

Language skills are only part of communication. Before effective communication and language skills can emerge other capacities of personality have to be developed for example:

- Sensory abilities
- Motor abilities
- Motivation
- Conceptual understanding
- Attention

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 staff member responsible for assessing comprehension skills, planning learning objectives and giving guidance in the use of special aids and equipment is the Speech and Language Therapist. 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, eye sight 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.

Communication skills

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.
The staff member responsible for assessing verbal communication, planning learning objectives and giving guidance in the use of special aids and equipment is the Speech and Language Therapist.

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 Languages - Makaton
- Communication Boards, Cards and symbols (Board maker / PCS)
- Electronic aids and software (High and low tech).

The staff member responsible for planning learning objectives and giving guidance in the use of special aids and equipment is the Speech and Language Therapist.

Writing skills

As writing is a part of non-verbal expressive communication, we assess pupils' writing skills. We aim to establish the best opportunities for developing their written expression. The people responsible for assessing pupils' writing skills, planning the learning objectives and supporting other staff are the teacher/occupational therapist. The assessment and planning of learning objectives include the following aspects of pre-writing and writing skills:

- 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:

- 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

The above special methods, resources and equipment are introduced to children and used in subject lessons, and when possible in other areas of daily routine. The special aims, learning objectives and other further teaching resources of communication can be seen in more detail in the English Policy of Pace.

Resources and Accommodation

Topic boxes linked to the three year rolling programme are being developed cumulatively and are generally organised by the teaching team. Subject specific academic resources are audited and maintained by the relevant curriculum subject leaders. Where a specialist resource of project is

identified as being a priority for a specific child or group of children, Members of the transdisciplinary team staff and management staff endeavour to seek funding for this via relevant restricted funds or via targeted trust applications. General resource purchasing is in accordance with normal school procedures and is based upon the needs of the children. All PACE staff are jointly responsible for maintaining resources, monitoring their use and organising storage.

4.3.8 Academic Learning in the KS3 Integrated Curriculum

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

Global Dimension and Sustainable Development
Identity and Cultural Diversity
Healthy Lifestyles
Community Participation
Enterprise
Technology and Media
Creativity and Critical Thinking
(Equals Key Stage 3 Themes)

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 PSHE&C are taught at both a class and an individual level dependent on the needs of the pupils concerned.

The daily routine provides various opportunities to teach aspects of the core subjects and to practice specific skills.

Each curriculum area includes the development of the following:

- Sensory abilities
- Gross and fine motor abilities
- Oral and visual motor abilities
- Learning processing skills
- The will to communicate
- Communication abilities
- Motivation
- Interaction skill

For those pupils achieving within P-Levels 1 to 3 we offer a sensory based programme derived from The Whitefields Curriculum with extension through a range of learning pathways via Routes for Learning.

Personal, Social, Health Education and Citizenship

This is a key aspect of the KS3 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 PSHE &C 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:

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 the dressing process
- Applying gross and fine motor movement sequences
- Knowledge of the function of clothing items

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 grooming

Personal awareness

- Identifying own personal qualities, skills and achievements
- Develop sense of own identity
- Managing praise and criticism positively
- Recognise peer pressure and how to respond to it
- Personal finances and budgeting

Social Education

Social education programmes will include:

Developing and Managing Positive Relationships

- Use of community resources and venues and the role of individuals within them
- The role of family members
- Basic social vocabulary and appropriate gesture

- Responsibility and appropriate behaviour within the family, school and community
- Active and co-operative participation in communal activities.
- Awareness of diversity and prejudice
- Challenging unacceptable social behaviour
- Develop working relationships with a range of adults
- Understanding the responsibilities of parenting
- The role of marriage in family life
- Dealing with changing relationships positively including marital breakdown and divorce

Recreation and Leisure

- Body-orientation
- Manipulational
- Constructional
- Creative
- Exploratory
- Imitational
- Imaginative
- Rule play

Health Education

Health education programmes will include:

- Decisions about life-style which impact on personal health
- Healthy eating
- Heath risks associated with tobacco, alcohol and illegal substances
- Human reproduction, contraception and sexual health within the context of relationships
- The importance of work life balance
- Exercise and the promotion of physical and mental health
- Emergency First Aid procedures and how to get help
- Access to professional advice

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
- Stereo-types 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

5. 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 Education, our school has a wide and ongoing relationship with other schools, with governors and with conductive centres in the UK and around the world. The PACE Outreach Service enables PACE provision to be delivered in a highly personalised and targeted way to individuals who attend other educational settings.

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

6. Equal Opportunities

All pupils should have access to a broad, balance 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: September 2016

Date of next review: September 2017

REFERENCES and Useful Links

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

http://www.whitefield.org.uk/_files/School%20Policies/FF5757F85B353A8A6B04DB5B167130A5.pdf

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

3- 3 year topic based rolling programme

4- Teaching and learning: Key factors for effective practice

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."

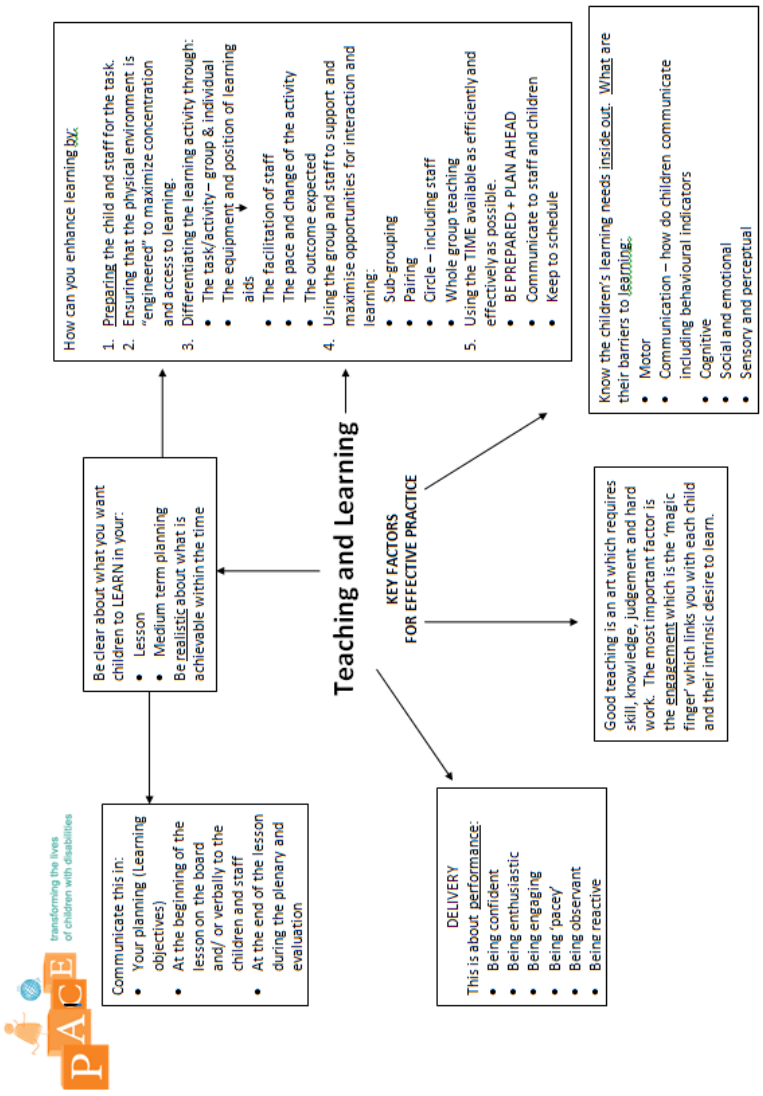
Department for Education (2014). **Statutory Framework for the Early Years Foundation Stage.** Runcorn: Department for Education.

APPENDIX 3

Rolling programme	**Literacy** (+ongoing phonics, sentence building, etc.)	**Numeracy** (+ongoing number, calculation & problem solving)	**Science** (+ongoing Working scientifically)	**Geography/History**	**PSHE/SMSC & RE**	**Creative: Art/D+T/Music**
Autumn 1 **Ourselves & Our School**	Stories & poems with familiar settings. Information texts, including signs, labels, lists & instructions.	Data handling. Estimating, measuring, comparing & ordering length.	N.C. Y1, Y2, Y3,Y4, Y5, Y6 Animals, including **humans**	Geography KS1 Human and physical geography KS1 Locational knowledge KS 2 Locational Knowledge KS2 Geographical Skills and Fieldwork	What does it mean to Belong? – Multi Faith Christmas Harvest	Portraits. Hand prints. Footprints. Junk modelling. Making paper.
Spring 1 **Camouflage & Disguises**	Traditional stories, myths, legends & fables from a range of cultures. Dictionaries, encyclopaedias & other alphabetically ordered texts.	2D shape & pattern. Colour. Symmetry.	N.C. Y1 Everyday materials N.C. Y2 Uses of everyday materials N.C. Y3 Light N.C. Y5 Properties and changes of materials N.C. Y6 Light	Clothes past & present. (history)	Signs and symbols – Multi Faith Links to Art	Pointillism (Seurat) Gaudi (tessellation) Tinga Tinga African art Aboriginal Australian art
Summer 1 **Journeys & Holidays**	Adventure & mystery stories. Letters, postcards & persuasive writing.	3D shape. Time. Estimating, measuring, comparing & ordering mass.	N.C. Y1 Seasonal changes N.C. Y3 Forces and Magnets N.C Y5 Earth and Space N.C. Y5 Forces	Seaside holidays past & present. (history).	Pilgrimages – Multi Faith	Sensory pouch pictures linked to seaside & space. Sand pictures. Transport models.
Autumn 2 **Fire & Ice**	Poems on common themes, including poetry in different forms. Information texts, including recounts of observations, visits & events.	Estimating, measuring, comparing & ordering capacity. Data handling.	N.C – Y1,Y2 Everyday materials N.C – Y4 States of matter N.C - Y5 Properties and changes of materials	<u>Geography</u> KS1 Place knowledge KS1 Geographical skills and Fieldwork KS2 Place Knowledge KS2 Geographical Skills and Fieldwork KS2 Human and Physical Geography	Christianity	Making candles Batik Playing with mediums – create a sketchbook Dance – Movement to music
Spring 2 **Circus & Fairground**	Humorous poetry & poetry with language play. Fiction & non-fiction – information from different sources.	Money. Position and direction.	N.C. Y1, Animals, including **humans** – hearing N.C. Y4 Sound N.C. Y4, Y6 Electricity	History KS1 Lives of significant individuals in the past. KS1 Changes within living memory. KS2 Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Easter Ciz 5 Diverse world – Multi Faith	Craft activities linked to circus and fairground Making juggling balls in hand programme

				When and where did circus originate Egyptians' display of exotic animals Greeks' use of chariot racing Circus Maximus - first circus in Rome Changes to circus acts over time Chevalier Blondi / Nik Wallenda – tight rope walkers (also look at jugglers etc) Theatre history Famous Magicians		
Summer 2 **Growing Food**	Stories with related themes. Information texts, including signs, labels, lists & instructions.	Estimating, measuring, comparing & ordering mass, length & capacity.	N.C. Y1, Y2, Y3 Plants N.C. Y3 Rocks N.C Y2, Y4, Y5, Y6 Living things and their habitats N.C. Y6 Evolution and inheritance – plants	Geography KS1 Human and Physical Geography KS2 Human and Physical Geography	Parables	
Autumn 3 **Heroic Humans**	Stories & poems by significant children's authors, illustrators & poets. Information texts, including recounts, biographies & journalism.	Time. 2D & 3D shape.	N.C. Y1, Y2, Y3,Y4, Y5, Y6 Animals, including **humans**	History	Half term 1 Jewish Faith Half term 2 Hindu Faith	
Spring 3 **Animal Lives**	Stories & poems with predictable & patterned language. Dictionaries, encyclopaedias & other alphabetically ordered texts.	Data handling. Position & direction.	N.C. Y1 Seasonal changes N.C. Y1, Y2, Y3,Y4, Y5, Y6 **Animals**, including humans N.C Y2, Y4, Y5, Y6 Living things and their habitats	Geography KS1 Locational knowledge KS1 Geographical skills and Fieldwork KS2 Geographical Skills and Fieldwork KS 2 Locational Knowledge	Muslim Faith	
Summer 3 **Places & the Past**	Classic & modern poetry from different cultures & times. Texts with related themes, e.g. stories & information texts that raise issues.	Money. Pattern.	N.C. Y1 Everyday materials N.C. Y2 Uses of everyday materials N.C. Y3 Rocks - fossils N.C. Y4, Y6 Electricity	History	Sacred texts – Multi Faith	

APPENDIX


Teaching and Learning
KEY FACTORS FOR EFFECTIVE PRACTICE
How can you enhance learning by:
1. Preparing the child and staff for the task.
2. Ensuring that the physical environment is "engineered" to maximize concentration and access to learning.
3. Differentiating the learning activity through:
• The task/activity – group & individual
• The equipment and position of learning aids
• The facilitation of staff
• The pace and change of the activity
• The outcome expected
4. Using the group and staff to support and maximise opportunities for interaction and learning:
• Sub-grouping
• Pairing
• Circle – including staff
• Whole group teaching
5. Using the TIME available as efficiently and effectively as possible.
• BE PREPARED + PLAN AHEAD
• Communicate to staff and children
• Keep to schedule
Know the children's learning needs inside out. What are their barriers to learning:
• Motor
• Communication – how do children communicate including behavioural indicators
• Cognitive
• Social and emotional
• Sensory and perceptual
Be clear about what you want children to LEARN in your:
• Lesson
• Medium term planning
Be realistic about what is achievable within the time
Good teaching is an art which requires skill, knowledge, judgement and hard work. The most important factor is the engagement which is the 'magic finger' which links you with each child and their intrinsic desire to learn.
Communicate this in:
• Your planning (Learning objectives)
• At the beginning of the lesson on the board and/ or verbally to the children and staff
• At the end of the lesson during the plenary and evaluation
DELIVERY
This is about performance:
• Being confident
• Being enthusiastic
• Being engaging
• Being 'pacey'
• Being observant
• Being reactive
transforming the lives of children with disabilities
PACE