

Curriculum Statement 2017-2018

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1.0 What is Pace?

Pace is a family-centred charity and school which provides an innovative education for children with sensory motor disorders and other associated conditions, based on the belief in every child's ability to learn and tailored to their individual needs.

We use our collective knowledge and skills to achieve a comprehensive understanding of the child and his/her family's unique challenges and goals in order to educate, empower and support. We always work in close partnership with our families.

Our children's current and future needs are at the core of everything we do. We have a positive belief in every child's ability to learn and strive continuously to ensure that they receive an "education for life" which enables them to be as active and independent as possible and to achieve their potential for a fulfilled life.

We are committed to achieving and advancing best practice in our field through active engagement with other partners and aim to set the standard required in transdisciplinary skillsets, teamwork and approach to best meet the needs of children with sensory motor disorders and related developmental challenges. We aim to demonstrate the impact of our approach through data collection and research.

The dedication of our staff and community of supporters is a real strength of Pace. We value and respect the contribution that **every** member of our community brings to the work of Pace.

We always seek what is best for our children and families whilst providing value for money to those who fund our work.

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.

3.0 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

4.0 The PACE Integrated Curriculum

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

4.1 Pace ethos

4.2 Pace values

4.3 Pace practice

4.1 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"**

4.2 Pace Values

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

4.3 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

Rather than being defined by a single methodology, PACE has developed its own unique transdisciplinary methodology and curriculum approach.

This draws on best practice from varied clinical and educational disciplines to provide a rich and individually tailored learning environment for our children.

At the heart of the Pace integrated curriculum lays the relationship between postural, movement, sensory and perceptual skills and how they impact on conceptual / academic learning.

The integrated curriculum therefore gives priority to developing essential foundation skills which are pre-requisite to conceptual and cognitive development. Details of these skills are outlined in our **'Teaching and Learning Policy'** and **'Planning and Assessment Policy'**.

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. High levels 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.

The latest National Curriculum Guidance and latest guidance relating to the 'Early Years Foundation Stage' (EYFS), underpins the academic component of the integrated curriculum according to the age of the children concerned, which is 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.

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. (See **'Teaching and Learning Policy'** and **'Planning and Assessment Policy'**.)

5.0 Curriculum Aims

- 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 Early Years Foundation Stage (EYFS) and National Curriculum.
- To develop in each child an awareness of others and a sense of responsibility towards others in their home, school and community.

6.0 School Aims

- To achieve a high standard of education for children with motor co-ordination and learning difficulties.
- To ensure that the curriculum offered at Pace supports and enhances the children's access to all activities of school, family and community life.
- To secure a comprehensive and regular assessment of each child to determine their abilities across the spectrum of their development, their management and provision to meet their needs.
- To develop a successful partnership with parents and families and to provide support for all who are responsible for the care of the children.
- To provide equal opportunities and multi-cultural education for each pupil.
- To develop and enhance a successful partnership with our trustees/governors, with other schools, professionals and conducive institutes.
- To provide a transdisciplinary team which will meet the needs of the children.
- To enhance the skills and expertise of staff through internal and external training programmes, and to disseminate these skills beyond PACE where appropriate into the wider community.
- To provide a secure, safe and caring environment in which to nurture the individual needs of each child.

Reviewed: September 2017

Date of next review: September 2018

To be reviewed by: Claire Smart