

**To be read as an addendum to the Pace Curriculum Statement 2020-2021**

Following the Government announcement on 4<sup>th</sup> January 2021, changes were made in line with Government guidance to the way in which Pace school students access their learning and specialist therapy input in order to minimise the risk of Covid-19 transmission whilst balancing the need for students to continue to access school and therapy.

**\*Remote learning at Pace includes all learning that takes place as part of our specialist provision.**

This includes but is not limited to:

- Academic learning
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Conductive education
- Social Emotional and Mental Health support

Under current arrangements, Pace school students are accessing school provision in one of the following ways:

**Group 1** – Full time on site (for our most vulnerable students, and the children whose parents are keyworkers/critical workers). These students form their own bubble and access specialist integrated Pace provision 5 days per week.

**Group 2** – Blended/hybrid learning - Part time on site, part time remote learning - Small bubble groups are in place to reduce the number of students and staff on site at a time. Bubbles are on site for 2 days a week and during this time the onsite provision prioritises physical therapy and social, emotional and mental health. 2 days per week these students access remote learning provision including live lessons and self-directed activities. One day per week is self-directed, via activities uploaded on Google Classroom.

**Group 3** - Exclusively remote learning from home. This is either due to Parental preference or due to being extremely clinically vulnerable. 4 days per week are directed and include remote lessons, teletherapy and parental support. One day per week is self-directed using activities uploaded on Google Classroom.

Example timetables for each group can be found at the end of this document in Appendix B.

During this period of lockdown, where Pace students are accessing their school provision in one of three ways (listed above), Pace remain committed to our curriculum statements which are as follows:

- 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.

**Remote Learning Curriculum Aims**

- To provide a secure, safe and caring environment in which to nurture the individual needs of each child.

- To continue to achieve a high standard of education for children with motor co-ordination and learning difficulties using both remote and on-site learning platforms throughout this period of time.
- To ensure that the curriculum offered at Pace supports and enhances the children's access to all activities of school, family and community life, taking into account the impact of Covid-19 and lockdown, particularly in relation to wellbeing and social emotional and mental health.
- To ensure continued 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 strengthen existing successful partnerships with parents and families and to provide support for all who are responsible for the care of the children, including support with remote learning access, technology related issues and being flexible in response to individual family circumstances and needs.
- To provide equal opportunities and a multi-cultural education for each pupil.
- To continue to provide a transdisciplinary team approach which will meet the needs of the children, whether remotely or in person in line with the Pace covid-19 risk assessment.
- To continue 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.

Activities and resources are available to families via Google Classroom. Live lessons take place using Google Meets and 1:1 sessions/teletherapy are being delivered using Microsoft Teams, as are annual review and CIN meetings.

The safety and welfare of all children continue to be our top priority and the principles within the Keeping Children Safe in Education (KCSiE) 2020 and our Child Protection Policy (including an addendum for this period of lockdown) apply.

All of our remote provision is fully risk assessed and delivered in line with safeguarding recommendations issued by our host LEA Buckinghamshire. Our DSLs and school nursing team are continuously working together to monitor and remain in close contact with our most vulnerable families and provide additional support and sign posting where this is required.

#### **Summary of Online/Remote Provision:**

- Live group sessions
- Parent social/coffee and chat group
- Curriculum based activities (pre-formal and formal classes)
- Pre-recorded stories and sensory stories
- Communication challenges/activities
- Social group chat for kids
- Individual support with PODD and AAC
- Zones of Regulation activities and resources
- Wellbeing (including relaxation and mindfulness)
- Daily living skills activities and resources
- Webinars to support with specific issues delivered by therapists
- Physical challenges/activities
- Support with equipment issues at home, including liaising with other agencies
- Individual 'teletherapy' sessions (arranged directly between families and therapists)

- Annual review meetings as scheduled
- CIN meetings
- ILP (Integrated Learning Plan) goal review meetings

Our integrated approach continues to be delivered by our specialist staff as follows:

- Teachers
- Conductors
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Therapy Assistants (Communication Assistants, Occupational Therapy Assistants)
- Experienced Specialist Learning Support Assistants
- School Nurses

### **Academic Learning**

The teaching team have taken the lead with setting up and co-ordinating Pace's remote curriculum offer through Google Classroom. Each class at Pace has a virtual classroom on Google Classroom where curriculum resources are available to children and families to access at a time that suits them.

A broad range of curriculum subjects are being offered with a particular focus on the core areas of literacy, numeracy and science. The offer comprises of a number of different learning opportunities, connected to the learning that is planned as part of our rolling programme of study. We have reviewed practice across the different classes to ensure consistency and balance.

The curriculum is being delivered through a combination of lesson materials that are uploaded for families to access at their own speed and live lessons via Google Meets. Teachers are being brilliantly inventive and ensuring that materials posted are engaging. They are utilising different media such as worksheets, slide shows, original video content as well as links to websites that support learning, or further knowledge of the topic being studied.

We are supporting families through Parents' meetings where ILPs (Integrated Learning Plans) are shared, and Parents will be actively involved in reviewing key priorities for their children. This includes talking through and identifying strategies that can be safely used at home to help their children continue to make progress towards their EHCP outcomes as well as facilitate their functional engagement during self-help and daily living tasks.

All our support and interactions are taking place with the knowledge that at this time there is an even greater need to be empathetic to each individual home situation and to be sensitive to how much each family can manage without feeling overwhelmed. Our core Pace value of being 'child and family centred' is very much in the forefront of our minds.

### **Conductive Education (CE)**

The main aim for CE is to support and enhance a personality or belief in one's self and ability to achieve challenges. The Conductor team have continued to ensure this is displayed in all of the support that is given at Pace – even more so now when both families and pupils are in situations that challenge their abilities and strength.

The Conductors continue to work in transdisciplinary teams to deliver integrated programmes but also with their expertise and knowledge of the pupils try to ensure that the pupils are as active as possible and not overwhelming parents but supporting and showing them ways to achieve this “activity” at a differentiated level.

The remote Pace Curriculum is being supported by CE and the Conductors in the following ways:

- Planning mobility programmes with Physiotherapists (delivered 1:1) e.g. stretch sheets, active physical challenges, 1:1 advice where and as needed.
- Joining with group and individual chats with pupils and encouraging the resilience that the pupils have and being supportive. This has supported the mental well-being of pupils and families.
- Taking an active role in setting/delivering programmes using Google Classroom
- Taking part in pre-recorded sessions particularly linked to active hand function. Pupils can see demonstrations and parents are given advice and tips as to how to best support pupils to be as independent as possible. At the end of this giving pupils an opportunity to share their work “end product”, encouraging meaningful feedback.
- Continuing to train and support staff and families with raising their skills and expertise in specialist facilitation techniques
- Working with colleagues proactively to ensure that pupils have the equipment they need at home and that families know how to use it safely. This has been critical to help safeguard against the risk of our students reducing their range of movement.

### **Occupational Therapy**

Occupational therapy provision strives to mirror what is delivered at school as much as is possible during this period with an increased focus on mental health and wellbeing.

The Zones of Regulation programme is familiar to the pupils and this is utilised in various guises to best meet each individual need. Additional relaxation and mindfulness activities are provided for pupils in response to the current situation.

Therapy is also focussing on activities of daily living and the skills required that underpin successful engagement in schoolwork, selfcare and leisure, delivered using a variety of methods such as video, teletherapy and online activities using Google Classroom.

These skills include but are not limited to attention, sequencing, coordination and visual perception. Activities such as Pace’s equivalent of the Getty Museum Art challenge is an example that incorporates all of the above-mentioned skills and more, in a discreet, fun way that can easily be carried out at home and adjusted to ensure they are appropriate for the pupils regardless of their physical and cognitive abilities.

Therapists are available to respond to the needs of pupils and their families and provision continues to evolve based on this.

### **Physiotherapy**

Children are receiving physiotherapy either remotely or in person based on individual circumstances and risk assessments and according to their needs and goals based on their EHCP.

Previously students were sent individual exercise plans with ideas for things that could be carried out at home to assist in physical development which remain available.

The Physiotherapy team are in regular contact with families about their equipment needs whether key pieces of equipment can be loaned by Pace in order to make physical activities easier and more fun at home. Equipment has been delivered to families that need it and instruction given on its use and safety.

Telephone, email or online support: Each family has been unique in their requirements during this time and the Physiotherapy team have been responding to the needs of each family individually through whatever means the family have needed at the time. Video calls and telephone calls with the student themselves or with the family to check in on how they are doing with the activities and provide practical support/suggestions where possible. Assistance has been given to families to embed physical routines into their day such as the use of splints, standing frames, regular changes of position and movement opportunities throughout the day.

Google Classroom has been used as a way of uploading activity suggestions through combined working with other therapists, teachers and conductors that look at the students' learning goals. Physical challenges are being used to encourage students to participate where appropriate.

Throughout the whole process communication with outside agencies and other professionals involved in the student's care has been key to ensuring that each student's needs are met. E.g. following up with wheelchair services where seating is an issue, supporting equipment needs, liaison with medical teams involved re medications and evolving physical symptoms like pain management. The annual review process has also been maintained, reports written, meetings attended on teams and new goals set where appropriate in phase transfer.

### **Speech and Language Therapy**

Speech and Language Therapists (SLTs) and Communication Assistants (CAs) continue to work closely with their classroom teams to plan and deliver provision and support children and parents at home.

Indirect provision, such as termly joint goals setting and planning for children's language and communication programmes as well as their individual learning plans, parents' meetings, ongoing class-based transdisciplinary liaison and working, liaison with external professionals (e.g., GOSH), annual review report writing, etc. continues to be provided as per normal, using online SharePoint and meeting platforms.

Direct support and advice is being offered to families to facilitate functional communication and language development at home.

In addition, parents are being actively encouraged to keep in regular contact, particularly if they have any specific questions regarding their child's language, communication (AAC or verbal) or require direct support to manage AAC devices.

A variety of group and individual language, communication and literacy activities are being delivered by SLTs/CAs within the context of children's bubbles and / or via teletherapy to meet individual children's needs.

Differentiated communication challenges and activities for self-directed times are regularly provided via Google Classroom. These resources are for both children and parents to access in order to continue to meet different EHCP requirements, work towards the children's specific speech, language and communication goals and support low and high-tech alternative and augmentative communication (AAC) use at home.

Specific examples of SLT input include but are not limited to:

- Therapy-focused coffee mornings for parents
- Differentiated sensory stories or activities using low-tech AAC and providing aided language stimulation for our more cognitively involved children

- Individual face-to-face / teletherapy sessions to support, for example, specific AAC users or coach their parents how they might be able to support their children's use of AAC at home or to work with children on their individual communication and language goals
- Small-group face-to-face/teletherapy social communication and chat groups to provide verbal children with a safe, semi-structured online opportunity to interact with their class peers
- Goal related communication and language activities and challenges posted for individual children in their Google Classroom

## Appendix A

### Home learning plan template

Building a home learning plan.

Name of student:

How many days per week is the student learning from home:

#### 1. **Therapy Provision:** (Fill this in ahead of the meeting to share with parents)

|   |  |
|---|--|
| How will the pupil receive their therapy support? |  |
| Who will deliver it and how often?                |  |

Does the family need tech support?

Does the pupil need any equipment loaned?

#### 2. **Go through the pupil's ILP.**

Are there any areas of the ILP that the family feel that can't help with at home?

How can we support to meet those needs? Training/ home visit etc?

#### 3. **Build the Home Learning Plan**

|  |  |
|--|--|
| Conductors<br><br>Which morning sessions could the pupil join via a live link? |  |
| Teachers<br><br>Which programmes could the pupil join via a live link?         |  |
|  |  |

|  |  |
|--|--|
| Prepare self-directed work and upload to Google Classrooms (GC). Pupils will then undertake this work at their own pace/ time. |  |
|--|--|

**This is what the timetable will look like:**

| <b>Mon</b> | <b>Tue</b> | <b>Wed</b> | <b>Thu</b> | <b>Fri</b> |
|------------|------------|------------|------------|------------|
|            |            |            |            |            |
|            |            |            |            |            |
|            |            |            |            |            |

## Appendix B – example timetables for each group

### Example Group 1 Timetable (on site):

| Mon  | Tue   | Wed                     | Thu   | Fri  |
|--|---|-------------------------|---|--|
| 9.40 am<br>Music Therapy<br>with support<br>of one staff   | 10.30-12.00<br>Sensory/Physical motor programme               |                         |   |  |
| 10.30 – 12.00<br>Physical/<br>Sensory<br>Motor<br>programme<br><br>1.30-2.15<br>PHSE (Google<br>Classroom)<br>led by Julie | 1.30-2.15<br><br>Creative (Google<br>Classroom) led by<br>Jan | 1.30-2.15<br><br>DLS/RE | 1.30-2.30<br><br>CLL (Google<br>Classroom) with<br>Rowan online | 1.30 – 2.15<br><br>Maths & Science<br>or<br>Group chat (Google<br>Classroom) |
| <b>Self-directed work:</b> available to do at any time.  |   |                         |   |  |

### Example Group 2 Timetable (hybrid onsite bubble group/remote learning):

| Remote  |   | Self directed  | On site  |                                    |
|---|---|--|--|------------------------------------|
| <b>9:30-10:00<br/>Online Group<br/>Physical</b><br><br>Google classroom   | <b>9:30-10:00<br/>Online Group<br/>Physical</b><br><br>Google classroom   | <b>Self-directed<br/>Physical</b>                              | <b>CE Programme at<br/>Pace</b>  | <b>CE Programme at<br/>Pace.</b>   |
| <b>Assignment –<br/>Communication</b><br>Set on Google<br>Classrooms.   | <b>Assignment<br/>Literacy</b><br>Set on Google<br>Classrooms.  | <b>Assignment<br/>Literacy</b><br>Set on Google<br>Classrooms. | <b>Maths</b>   | <b>Literacy</b>                    |
| <b>Live Session on<br/>Google Classroom<br/>Maths<br/>13:15 – 13:45</b><br><br><b>Live session, social<br/>call on Google<br/>Classroom<br/>13:45 – 14:15</b> | <b>Live Session –<br/>Literacy<br/>on Google<br/>Classroom.<br/>13:15 – 13:45</b><br><br><b>Live session, social<br/>call on Google<br/>Classroom<br/>13:15 – 13:45</b> | <b>Assignment<br/>Maths</b><br>Set on Google<br>Classrooms.    | <b>Hand Programme<br/>Creative</b><br><br><b>Communication<br/>session with<br/>therapist input at<br/>Pace.</b> | <b>Hand Programme<br/>Creative</b> |

**Example Group 3 Timetable (Remote learning):**

| Mon   | Tue  | Wed  | Thu   | Fri  |
|---|--|--|---|--|
| Self directed learning using activities on Google Classroom | <b>10:00 Communication session</b><br>(Charlie L)<br><u>Live</u> – Teams | <b>11:00 Coffee morning</b><br><u>Live</u> - GClrms<br><br><b>R.E.</b><br>Upload to GClrms | <b>EOW</b><br><br>Upload to GClrms                                | <b>Hand programme</b><br>Upload to GClrms<br><br><i>(Additional activities linked to live session)</i> |
|   | Self directed learning using activities on Google Classroom              | <b>12:00 Motor programme</b><br><u>Live</u> – Teams  | Self directed learning using activities on Google Classroom       | Self directed learning using activities on Google Classroom  |
| <b>1:00 C &amp; L</b><br>(Jenny L)<br><u>Live</u> - GClrms  | <b>1:00 EOW</b><br>(Jenny L)<br>Live - GClrms                            | <b>Motor programme</b><br>Upload to GClrms   | <b>2:00pm Hand programme</b><br>(Josie R)<br><u>Live</u> - GClrms | Self directed learning using activities on Google Classroom  |