

PACES HIGH GREEN SCHOOL

SCHOOL POLICY DOCUMENT PS/PD.02

THE WHOLE SCHOOL CURRICULUM POLICY

Paces High Green School's Ethos of Conductive Education

Paces High Green School is special in that it seeks to use Conductive Education in all areas of the curriculum and in all aspects of its activities whether in school or out. We do this in the belief that Conductive Education helps students to use their body and mind with increasing efficiency. As they become more active their motivation and self-image will improve. This enables more effective learning in every developmental area, including but not limited to, cognitive, physical, emotional, social and self-help domains.

Mission Statement

'We will create a centre of excellence and will have an approach towards curriculum delivery which captivates all learners, engages each of the senses, promotes as much independence as is possible and affirms success on a daily basis. Our curriculum will offer added value and strive to make a difference.'

Aims

Through Conductive Education we aim to:

- enable the student to more fully develop in all areas of learning - motor, social, cognitive, sensory, speech, health and spiritual;
- ensure that all students make progress in line with their developing abilities;
- develop trust through shared experiences and knowledge of each other and develop students' confidence, self-image and positive attitudes towards learning, giving each student a sense of achievement;
- encourage the essential formation of good relationships;
- create a happy, caring and stable environment;
- achieve the highest possible standards in both teaching and learning;
- keep communication open on every level and through every sense;
- provide inclusive opportunities for outside school experiences;
- remember sensitivity for everyone's dignity and feelings;
- involve parents in students' education and within school life.

At the moment access to the curriculum in all subject areas generally takes place in a classroom base. This allows our students to use the specialist equipment required to deliver the fully integrated Conductive Education programme. Children have an assessment with a fully trained and qualified Conductor before admission to the school (*see - Admission policy and Initial Assessment*).

Improving Access to the Curriculum

Staff can make the curriculum more accessible by:

- presenting materials and resources that students can understand through sight, sound, touch, taste, smell or movement;
- providing opportunity to develop or improve the long term and procedural memory by practice and repetition in a state of FOCUSSED attention;

- providing tasks involving the coordinated operation of the senses and the motor system;
- using alternative communication to support and enhance understanding;
- using specialist communication equipment, for those individual students for who it has been assessed as beneficial to their progress and long term future;
- using visual imagery;
- using events and objects that are relevant and motivating to students, e.g. food, music;
- using everyday events and games that are well established, as well as new activities, to give opportunities for noticing changes and differences;
- using consistent and relevant cues to emphasise language within different areas of the curriculum;
- only introducing new skills and concepts when those which are well established are in place;
- increasingly to use ICT to optimise opportunities to assemble information and present it in an attractive form;
- increasingly to use relevant technology and appropriate software to develop learning for each individual student.

The school's 'Accessibility Plan' details how the curriculum is made accessible for all our students.

Every Child Matters

When developing all curriculum areas, we shall at all times aim to fulfil the outcomes of Every Child Matters. For some of our students, work in various curriculum areas will support them in working towards achieving economic well-being. We constantly strive to raise self-esteem, and our 'I can do' philosophy encourages motivation and supports our students to achieve at all levels and their efforts rewarded at every opportunity. Fun and humour are essential elements of the daily programme, making each day an enjoyable and motivating experience. We strive at all times to let our students know about the positive contribution they are making. Being healthy and staying safe are again essential elements of the whole conductive education programme. Staff risk-assess all curriculum activities and pay attention to student safety, and students are encouraged at all times to be aware of their own safety and that of others. A healthy life style is promoted through many strands of the curriculum and as students get older they are encouraged to consider and cook healthy meals as part of their personal development curriculum.

Outside Professional Agencies

The school, its students and parents, have the support of other disciplines including communication and language therapy, physiotherapy, occupational therapy, hearing and visually impaired support agencies, as well as educational psychologists. The school includes any strategies advised by external professionals as an integral part of the conductive education programme.

Individual Education Plans

Individual Education Plans are guided through the objectives outlined on the Statement or new Education Health and Care (EHC) Plan and the Annual Review process. (As yet not all students have been transferred to an EHC Plan by the

placing LA) The Individual Education Plan influences the curriculum which each student follows in every area of their learning.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- in order to ensure that the curriculum has balance and progression, the Curriculum Consultant, in consultation with the Conductor-teachers, develops the planning. From September 2014 and the introduction of the new National Curriculum, our planning has taken on a new format with each term's planning being planned as a whole school topic/project. (*See Appendix 1:2014/2015 Curriculum + Appendix 2 Report on 2014/2015 Curriculum Development*). This is in the form of an overview and provides the medium-term planning. Appropriate resources for each Conductor-teacher to develop their termly and weekly planning are listed on each term's planning sheet
- the Conductor-teachers are responsible for developing these overview medium term plans into workable short term plans to ensure that the curriculum has progression and appropriate coverage;
- the Conductor-teachers monitor and evaluate each student's learning and track and record assessments using various methods – (*See Appendix 3 Response to Assessment Recording and Reporting*) Our progress files are gradually changing so that evidence of progress in each student's file is recorded digitally;
- the Curriculum Consultant co-ordinates end of year assessment data in English, Mathematics, Science, ICT and PSHE using PIVATS which tracks each student's percentage increase of progress against themselves;
- the parents' role is central to student success. Parents are encouraged to be involved in all aspects of their child's education and this is formally acknowledged by their involvement in meetings with staff to help plan and be involved in their child's programme. Parental involvement is also informally encouraged by an 'open house' policy which encourages involvement at any point of need.

The Organisation of the Curriculum

The Outreach Service: 0-3 years

Our Outreach service for 0-3 year olds aims to offer a service which works in close consultation with parents to enable them to more fully understand their child's disability and support the child within their home environment. We do this to fulfil all the benefits of allowing families early access to conductive education, and so leading the child towards earlier independence skills and also to support the school's better development for the future.

The Outreach Conductor uses continual and observational assessment of parents and children to guide and establish the adaptive learning process.

Within this age group, CE aims to enhance the interaction and communication between child and parent, and empower the parents to undertake their role as the primary educators of the pre-school child.

N.B. Our Outreach Service supports all ages of students (*See PS/PD.31 Outreach Programme*)

Overview of the Whole School Curriculum 3 – 18+ years

All students access specific learning areas through their IEP. We seek to address students' physical and emotional well-being, to enable them to have a better chance of benefiting from the experiences offered through a topic based programme which incorporates each student's individualised programme. Therefore we teach subjects in ways appropriate for our students, and a curriculum which provides the breadth and balance and learning programme needed for our students. The whole school curriculum promotes 'the spiritual, moral, cultural, mental and physical development of students and of society, and prepares students for the opportunities, responsibilities and experiences of adult life.' (ERA 1988 Clause 1 2b). We therefore address other priorities within the whole curriculum, and in consultation with other professionals, cross-curricular elements and extra-curricular activities. Whilst subjects are sometimes delivered discreetly, we aim to draw together and deliver through a cross-curricular approach.

Students are grouped mainly according to age, but as described above, we also take account of their disability, work rhythm, cognitive ability and their individual need. Whilst taking account of our philosophy of Conductive Education already described, we also accept the responsibility placed upon us, to provide a balanced and appropriate curriculum and welcome breadth across the curriculum as entitlement for all the students we teach. Because the range of ability of our students in all areas of functioning varies greatly, we seek strategies to address the learning needs of every individual to learn and achieve.

Flexibility is important if we are to ensure a relevant curriculum for individual students at different stages of their school career, and although students are generally grouped in age-related groups, this may not be the case at all times. We therefore emphasise that not all the school's students will necessarily experience all aspects of the curriculum all of the time. Students will sometimes be grouped according to functional activity; e.g. a walking group which may include students from different age groups. Students may also be grouped according to their needs within different elements of the programme; e.g. some of our students access a sensory learning group. However, balance in the whole curriculum reflects the needs and entitlements of the students at various age-related stages of their school career. Students in early years benefit from periods of exploratory play and experiences encompassed within the Early Years Foundation Stage, while students at Key Stage 4 and Post 16 have an entitlement to and require a curriculum that emphasises Key Skills; Personal and Social Education, Citizenship and planning for life after school, including Work Related Learning. Contact with an appropriate peer group is encouraged through the community base that has developed around the school as well as by seeking contact beyond the school base. Some children also achieve this by having a split placement with a main stream school.

Curriculum 3 – 18+ years

For students aged 3 – 5, using the Statutory Framework for the Early Years Foundation Stage 2012 and based on ongoing observational assessment in the three prime and four specific areas of learning and the three characteristics of effective

learning, the early learning goals will be mapped out in terms of the EYFS areas of learning and their associated ELGs:

The prime areas of learning:

• **Communication and language development**

ELG 01 Listening and attention

ELG 02 Understanding

ELG 03 Speaking

• **Physical development**

ELG 04 Moving and handling

ELG 05 Health and self-care

• **Personal, social and emotional development**

ELG 06 Self-confidence and self-awareness

ELG 07 Managing feelings and behaviour

ELG 08 Making relationships

The specific areas of learning:

• **Literacy development**

ELG 09 Reading

ELG 10 Writing

• **Mathematics development**

ELG 11 Numbers

ELG 12 Shape, space and measures

• **Understanding the world**

ELG 13 People and communities

ELG 14 The world

ELG 15 Technology

• **Expressive arts and design**

ELG 16 Exploring and using media and materials

ELG 17 Being imaginative

The key characteristics of effective learning:

• **playing and exploring**

• **active problem solving**

• **creating and thinking critically**

These areas of learning will be used to guide the activity planning and ensure a broad and balanced range of experiences offered, developing an educational programme; the matters, skills and processes, which are required to be taught to young children.

The outcomes for all areas of learning will be on-going and developed throughout the Early Years Foundation stage. **Assessment** at the end of the EYFS, the Early Years Foundation Stage Profile, is assessed against the 17 early learning goals listed above. This profile will reflect: ongoing observation; all relevant records held by us, discussions with parents and carers, and any other adults who can make a useful contribution, e.g. through the annual review process.

As children transfer from Nursery to Key Stage 1, we are trialling the use of the STAT format to record transition from 'Developmental Matters into the National Curriculum', highlighting in purple.

For all students aged 5 -11+

At Key Stages 1 & 2, the full range of subjects of the National Curriculum, including, religious education, (*sex and relationship education and PSHE and citizenship - not statutory from Sept 2014*) form a basis for the whole school curriculum. All subject areas are guided by the new National Curriculum 2014 framework. However, in English and maths, individualised targets are planned and are supported by a range of resources including some of the resources and strategies outlined in the English Primary Strategy and the Numeracy strategy for maths. The curriculum is sometimes taught through discrete subjects but wherever possible is taught through cross-curricular themes which are developed into 'topic' areas (*see Appendix 1: 2014/2015 Curriculum*).

For all students aged 11-14+

At Key Stage 3, the full range of subjects of the National Curriculum, including, religious education, sex and relationship education and other aspects of PSHE and citizenship form a basis for the whole school curriculum. All subject areas are guided by the new National Curriculum 2014 framework. However, in English and maths, individualised targets are planned and are supported by a range of resources including some of the resources and strategies outlined in the English Primary Strategy and the Numeracy strategy for maths. The curriculum is sometimes taught through discrete subjects but wherever possible is taught through cross-curricular themes which are developed into 'topic' areas (*see Appendix 1: 2014/2015 Curriculum*).

For all students aged 14 – 18+

At key 4 and post 16 the curriculum becomes more flexible but as these students are often part of mixed groups then they may study National Curriculum subject areas as part of cross-curricular themes developed into 'topic' areas. The whole curriculum will also include religious education, sex and relationship education, business enterprise and other aspects of PSHE and citizenship.

Post 16 students may, depending on ability, also access some adult core curriculum work for English and Mathematics. Some students at Key Stage 4 and Post 16 are also encouraged to access a more diverse curriculum. Work Related Learning and Careers Guidance is incorporated into the curriculum. During KS4 we aim particularly to develop the key skills of Language and Communication, Information and Communication Technology, Application of Number, Improving own Learning Performance, Problem Solving, and at all times encourage the thinking skills which complement these key skills. Therefore, wherever possible, students will be encouraged to participate in an additional interest or work related activity which may or may not be relevant to their future needs. This will take place on or off site, depending on the needs of the student, and appropriate resources being available. When it is considered appropriate, Post 16 students are also encouraged to participate in college life, both locally and at other venues around the country. Again this depends on the needs of the student and family, debated through the Annual Review

Assessment, Recording and Reporting

Assessment, Recording and Reporting is ongoing for all our students. Each student has a Progress File containing work which evidences progress linked to the IEP and which is now linked to a digitally recorded file with evidence of progress stored and accessed digitally. Monthly records of progress in the 5 areas of learning; Gross Motor, Fine Motor, Cognitive, Self-help and Communication are written and kept in

students' individual files. Ongoing assessments are recorded and discussed on a daily basis through consultation with all staff. Key milestones are transferred to each student's Assessment book derived from PIVATS which provides detailed, small steps of progress for English, Maths, Science, ICT and PSHE and better enables assessment of learning, performance monitoring and effective target setting for the next steps of learning. It does provide for small steps assessment for ICT but for many of our students, where communication is a key issue, then wherever possible we develop and report on the targets set by the Communication Therapist often linked through the Annual Review process. Although, since September 2014, it is no longer a requirement to use the 'old' NC levels, we will continue with their use as a follow on from the 'P' levels and as a part of our PIVATS assessment in the aforementioned subjects. For those students who are just above 'P' levels we are also trialling the use of the STAT format (*See Appendix 3 'Response to Assessment, Recording and Reporting'*). All these records and assessments help inform levels of achievement which are recorded on the Progress Report presented at the Annual Review. Each student's small steps of achievement in all areas of learning, including communication and academic skills are recorded digitally on a DVD, which also features milestone achievements. End of year assessment data tracks each student's percentage increase of progress against themselves in English, Maths, Science, PSHE and where appropriate ICT. Parents can informally consult with Conductor-teachers at any time, but they meet more formally three times a year including once at the Annual Review.

Statutory Assessment

As an Independent School we choose that most of our pupils will not be entered for key stage tasks and tests. It is our opinion that for so many it would be setting them up for failure. However, depending on ability, we may use the tasks and tests to help inform our statutory teacher assessment levels. Also, some pupils who are on split placements with a mainstream school may take part in the tasks and tests at the mainstream school. We consult with the mainstream school about participation in the tests and about the teacher assessment judgment reported to the NAA, and in return they consult with us about all attainment levels.

Parents are informed of any of the above decisions and encouraged to discuss any issues.

At all stages, any statutory assessments and our own ongoing assessments will help inform the Annual Review and our decision making process as to whether the student has a 'readiness' and a level of functioning to be able to transfer to mainstream education.

Schemes of Work

Schemes of work will provide students with a range and breadth of teaching within and across the Key Stages. For students aged 3 -5 we develop planning from the Early Years Foundation Stage. For students aged 5 – 18+ DfEE/QCA Schemes of Work, along with other resources outlined on each term's planning overview are used to support the development of all areas of planning. For those students working below National Curriculum level, our planning incorporates the guidance within "Planning, Teaching & Assessing the Curriculum for students with Learning Difficulties". These students are assessed at 'P' level. (*see Assessment, Recording & Reporting Policy + Appendix 3 'Assessment, Recording and Reporting' – for further information on school assessment*)

In English and maths, children are set individual targets which are guided by the small steps of PIVATS. The NC 2014 framework, the Primary framework for English and the Numeracy Strategy for maths are used to guide schemes of work for termly planning. By nature of the groups, there is the need for a lot of differentiation and work has to be devised which is appropriate and relevant for all the individuals within the group. To develop individual targets and some curriculum areas, some students are taught in small groups or on a one to one basis. We shall also use other available resources which we believe are appropriate for some of our 16+ students and which will allow us to develop those key skills as described above. We shall:

- select a specific focus
- make it relevant to students' experience
- identify clear expectations
- reinforce and consolidate learning by repetition and variety