

### High Green School for Conductive Education

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### PARENT HANDBOOK

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## Welcome to Paces School for Conductive Education

Paces High Green for Conductive Education is a DfES registered day school for children with motor disorders between 2-18 years of age. The School is located at Paces Campus in High Green, Sheffield. The school is administered by Paces Sheffield.

Paces was founded in 1992 and registered as a charity in 1995. From 1992-1994 Paces supported the highly successful Sheffield Summer Schools located at the Sheffield Hallam University site on Collegiate Crescent. In 1996, with help from The Sheffield College, Paces opened its first, temporary Centre at Norton, and in 1997 opened Paces School for Conductive Education at High Green. Our primary goal is to teach children with motor disorders to function as independently as possible. independent and self-assured.

The School was inspected by Ofsted in January 2005. The Ofsted report describes the school as a 'very good school. Pupils progress very well and enjoy their learning. They behave extremely well and work very hard. The expertise and enthusiasm of their teachers ensure that pupils are able to concentrate for extended periods.'

This handbook has been developed to answer some of the questions you may have concerning our policies, procedures and our programme.

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## Positive Behavior

As incorporated within the Conductive Education philosophy, we strive to maintain a high standard of behaviour at Paces School, and encourage pupils to follow our class rules.

### Being Positive

Our approach is one of encouragement and praise and to raise self esteem. We aim to promote a good self image, and through effort and opportunity, a realistic and attainable ideal self. We create a positive atmosphere, emphasising good work, achievement and positive aspects of behaviour. We also create a learning environment where pupils are encouraged to be positive about and respect others.

### Dealing With Inappropriate Behaviour

We consider the following as forms of behaviour which need modification through the Conductive Education programme:

physical aggression, communicated abuse in any form, towards either pupils or adults and defying or ignoring instruction by classroom staff  
anti-social conduct  
wilful damage of property.

If a pupil does something which is inappropriate we then label the wrong behaviour and show the effect of that behaviour and the feelings it generates. any negative comments are

associated with the behaviour and not the pupil personally.

### Sanctions

Sanctions are seen as inappropriate because behavioural issues arise only as a part of a pupil's condition. Therefore the behavioural difficulty needs dealing with through the Conductive Education programme.

### Celebrating Success

We emphasis rewards rather than sanctions. Individual efforts, successes and achievements are celebrated wherever possible:

- ◆ daily; 'star' of the day, stickers, e.t.c. during circle time/together time
- ◆ weekly; when pupils receive recognition for achieving a particular target
- ◆ half-termly; when certificates are given out, linked to targets, which then form part of their ROAE. (Record of Achievement and Experience)



## Complaints Procedure

Paces High Green School for Conductive Education recognises the importance of mutual trust between professional staff and satisfied clients. **It is also recognised that on occasion, something may go wrong and a client may be less than satisfied. We have therefore developed a complaints procedure which is intended to assure clients that all complaints (whether very small or very significant) will be dealt with promptly and thoroughly.**

### Stage 1 Minor Complaints

In the first instance you should discuss the problem with the staff member directly involved at a mutually convenient time, and appropriate action should be agreed. A response should be made within 10 working days. If there is no satisfactory outcome or agreed action a formal written complaint can be made.

### Stage 2. Formal Complaints

For a major complaint, or if the complaint may involve the conductor-teacher or if the client wishes to take that complaint to a higher level s/he should make a formal written complaint to the School Director **using the complaints form available from the school administrator.**

The School Director will immediately acknowledge receipt of the complaint in writing and outline to the complainant how and over what timescale the complaint will be investigated and reported on.

The complainant should normally receive a written reply within seven working days of receipt. If the complaint is complex and requires a more lengthy and detailed investigation the School Director will write to the complainant stating this and giving a final date for reporting back which will be no longer than fourteen working days from receipt of the written complaint.

**The client, parent or representative making the complaint has the right to involve an advocate or representative if they wish.**

If the complainant is not satisfied with the outcome then the remaining recourse is to write to the Chairman of the Board of Trustees. The Chairman will appoint a panel of at least 3 people who were not directly involved in previous consideration of the complaint and are independent from the management of the school.

**If the complainant wishes s/he can be present at the Panel hearing with any support person s/he wishes to attend with.**

The panel will investigate the complaint and report back to the complainant within ten working days. The complainant, the proprietor, the headteacher and, where relevant, the person complained about will receive copies of all findings and recommendations.

**All correspondence, statements and records of complaints, at whatever stage they were resolved, will be kept in a confidential file.**

**All complaints will be dealt with fully and properly and with no prejudice to the complainant.**



## Code of Practice

Each person working at the School will strive to establish and maintain its reputation by:

Upholding the Equal Opportunity and Anti-oppressive policy.

Ensuring that nothing is done to take advantage of your child and your family.

Paying proper regard to safety and well being of staff, your family and the public.

Working to the highest standards and in line with best practice, complying with the law and relevant codes of practice.

Sharing good practice.

Avoiding and challenging inappropriate language.

Maintaining confidentiality. Your child and your circumstances will only be discussed appropriately and purposefully within the School. Discussion will not take place with or in front of anyone not involved with the School, in particular identifying you and your child by name and/or other personal details.

Respecting you and your child as persons working towards autonomy, with your own beliefs and values.

Being accountable to you for what is done and why.

Maintaining effectiveness, resilience and ability to help you, your child and your family, seeking support when needed.

## INTRODUCTION

The Paces Project is born in the experience of disability; specifically the experience of the parenting of children with physical disabilities and their related learning difficulties. Paces Sheffield is a registered charity, founded by parents who have seen at first hand the benefits of Conductive Education developed by the world-renowned International Peto Institute in Budapest, Hungary for children with motor disorders (typically cerebral palsy).

The Paces Project recognises the needs of the Families and Carers of children with disabilities as well as the children themselves; of the need for independence as well as the need for inclusion in wider community life. Paces Campus represents the ambitions of the Trustees and other sponsors of Paces Sheffield to set up a School for Conductive Education conforming to the highest possible standards; and also the hopes of the people of High Green to revitalize a major building and asset within, and for the benefit of, the local community. Many of the supporters of the project also see this as a major investment, which may help to provide an additional impetus to economic regeneration in this northern area of Sheffield.

**To fulfill the charity's aims, Paces Sheffield works in partnership with others and has established a new model of specialist educational provision within an inclusive family and community neighborhood centre, which offers learning, child-care, sport and leisure, recreation and personal well-being opportunities, as well as information services and a café. Paces High Green School for Conductive Education is registered with the Department for Education and Skills.**



Paces has a particular concern to support the needs of families and carers of those with disability and to enable young people with disabilities make the transition to independent adulthood, work and active citizenship - and, by extension, with others, to challenge all forms of discrimination.

## Anti-Bullying Policy

### Procedures To Follow

- ◆ Pupils will always be reassured that all bullying concerns will be dealt with sensitively and effectively.
  - ◆ If pupils communicate a concern or if a pupil's behaviour appears anxious or out of character, then pupils will be encouraged to talk with an adult of their choice. This would apply whether or not the anxiety was linked to bullying or any other concern.
  - ◆ A pupil might choose to communicate with someone whom they trust; an adult in school or a parent/ carer.
  - ◆ Pupils will be encouraged to share their concerns using the most appropriate communication method for that pupil.
  - ◆ If the concern highlights bullying of any sort then the adult should discuss with the pupil what action might be taken and who might be involved. (
  - ◆ Communication books between home and school should be used to raise any issues and concerns staff may have about a pupil's changed behaviour. This will raise awareness of changed behaviour and promote further discussion and communication.
  - ◆ Face to face discussion between school and parents will be necessary to discuss actual incidents of bullying from within school.
- ◆ If there is a concern about bullying involving another adult in school, then the school's disciplinary action would become active.
  - ◆ If the raised concern about bullying involved another pupil then the school's process for 'positive behaviour intervention' would become active. All intervention techniques will become part of the 'positive intervention programme'.
  - ◆ All incidents of bullying will be recorded in the school incidents book



## Anti-Bullying Policy

### Statement

It is our intention that incidents of bullying, within our very structured environment and in the positive atmosphere which is central to our whole school philosophy, should be dealt with very quickly as they arise. Most incidents of inappropriate behaviour linked to our school code will be dealt with through our 'Encouraging Positive Behaviour' policy. Any follow up procedures will then be encompassed within this same policy. However, we recognise that bullying could occur at any time and come from different directions, including other pupils and also adults. This policy covers any incidents of bullying during school time, whether in school or on a school visit.

### Definition

Bullying is defined as being deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. We are aware that our pupils are very vulnerable, and have particular difficulties communicating their concerns and fears, and therefore it is particularly difficult for them to defend themselves. Bullying is also defined as when someone keeps doing something or saying things to have power over another person.

Some of the ways pupils can be bullied are:

- ◆ name calling, including racist remarks
- ◆ saying or writing nasty things about a person, including comments about a pupil's disability
- ◆ sexual bullying, including sexual innuendo
- ◆ leaving them out of activities
- ◆ not talking to them
- ◆ threatening them
- ◆ making them feel uncomfortable or scared
- ◆ taking or damaging their things
- ◆ hitting or kicking them
- ◆ making them do things they don't want to do.

### Our Aims And Objectives

Our aim is to challenge bullying effectively in order to promote the safety and happiness of our pupils. The aim of our anti-bullying policy is to ensure that all our pupils develop in a safe and caring environment without the fear of being bullied and where their self-esteem is maintained or restored. Bullying is an anti-social behaviour and as such is totally unacceptable and will not be tolerated. It can happen at any time. If we see that a pupil is being bullied by another pupil or by an adult our aim should always be to: **challenge the bullying immediately never ignore suspected bullying**

## OUR MISSION

**Supporting families supporting children with disabilities into independent adulthood as active citizens - with a particular focus on physical disability and especially by the provision of Conductive Education** (taken from the charity documents as the mission statement).

Because we believe in the potential of each and every one of our children we will:

**Provide Conductive Education for children with motor disorders giving them a positive learning environment and the opportunity to achieve.**

**Support and be a resource for families, partnering with them so that they can organise an active learning environment in the natural setting, the home.**

**Partner with our communities through education and awareness of Conductive Education. Together we can provide our children with support and guidance to help them become productive and contributing members of society.**

By focusing on the child's ability, not disability, we can affect change in the lives of the children and families we serve. We will provide the opportunity for these children to step toward their maximum independence.

## PHILOSOPHY

**Paces School for Conductive Education provides a complex child development programme based on the philosophy and practice of Conductive Education.**

Conductive Education is a unified education system for children with motor disorders whose disability has been caused by damage to the central nervous system. It is a complex system, which covers all aspects of development; physical, educational, social, emotional, communication and language. Conductive Education focuses on the person as a whole, not on individual symptoms. It is based on the assumption that these children are able to learn the same skills as their

able-bodied peers with the guidance of Conductive Education.











## Description of Services/Programmes

The School provides programmes for children up to the age of 18 and serves children whose motor disorders originate from damage to the central nervous system.

The School is a year-round school and is open between 8:30 am and 3:30 pm. Class times vary depending on the group. (see enclosed schedules)

### Programmes provided by the School are:

-  Assessment (see below)
-  Parent and Child Service for children with cerebral palsy and other motor disorders of neurological origins. Aged 0-3 years old.
-  Advice and home based programme for children with global developmental delays. Aged 0 -3 years old.
-  Primary Education for children with cerebral palsy and other motor disorders of neurological origins. Aged 5-11 years old.
-  Secondary Education for children with cerebral palsy and other motor disorders of neurological origins. Aged 11-18 years old.
-  Summer Programme
-  Sessional programmes for all age group during school term time
-  Curriculum advice

### Assessment

The assessment is a complex examination of the child based on the principles of Conductive Education and uses all relevant information from parents, medical practitioners and other service providers. Each child we serve is an individual with different service needs. Based on the assessment, eligibility is determined and an appropriate form of education will be designed for the child.



### The Parent and Child Service

- ◆ The Parent and Child Service enables parents/carers/family members gain a greater understanding of how motor disorder affects their child and helps them encourage their child to achieve greater independence.
- ◆ The service provides a comprehensive early years education which is appropriate to the age, ability

## General Information

### Holidays

Specific dates are noted on the School Calendar which commences in September of each year and is given out at the start of each year.

### Staff

The staff team comprises Conductors that are dually qualified as Conductor and have a Teachers diploma. We employ staff that have obtained qualified teacher status (QTS) and as such, are registered with the General Teaching Council for England. Each staff member has developed an area of expertise in order to provide a broad and balanced curriculum with Conductive Education principles at the core of the programmes, incorporating the national curriculum structure at all levels.

### Staffing List

#### Chair of Governors:

Christine Goldsack  
 Contact: Paces Campus, High Green  
 Sheffield S35 4HL  
 Tel: 0114 284 5298  
 During Holidays: 0114 284 4444

#### Teaching Staff

**Head Teacher:** Gabor Fellner,  
 Conductor-Special Needs Teacher,  
 BA, PgD in Education QTS  
 Contact: Paces Campus, High Green  
 Sheffield S35 4HL  
 Tel: 0114 284 5298  
 During Holidays: 0114 284 4444

**Secondary Class:** Erzsebet Janovszki  
 Conductor-Special Needs Teacher QTS

**Primary Class:** Eva Sebeszta  
 Conductor-Special Needs Teacher  
 QTS.

**Nursery, Parent&Child:** Gyorgyi Fellner,  
 Conductor-Special Needs Teacher, MA, QTS

**Curriculum Consultant:** Trisha Monteyne,  
 Certificate in Education, History, NVQ Assessor

Joanne Joseph Teaching Assistant  
 NNEB

Angela Rose Teaching Assistant  
 NVQ3 Childcare

Mandy Nelson Teaching Assistant

Lyndsay Cook Classroom Assistant

Melanie Pledger Classroom Assistant

Julie Armitage Classroom Assistant

Emma Davies Teaching Assistant  
 ICT/Communication

Joanna Dallyn Classroom Assistant

Debbie Varcoe Classroom assistant

Vicki Strange Classroom Assistant

### Programme Costs

The cost is established prior to admission according to your child's programme. It can also change if your child moves from one group to another. The School is responsible for issuing invoices to yourself or the placing education department/authority as agreed.

The amount is payable in advance by the first of the month. Please make **cheques** or **money orders** payable to **Paces Sheffield Ltd**. We accept cash. The charge is "per month" and guarantees your child's place in the School, subject to a regular review of your child's needs. **The charge will not be reduced when your child does not attend for any reason.**

inclusive education setting needs to be managed carefully and the Conductors will have an important part in this. When it becomes evident that the transition is necessary the Conductors will advise the parents through the Conductive Education Planning Meeting. Based upon mutual agreement the School will implement the transition in cooperation with the child's new school's liaison teacher. If the parties concerned do not agree about the transition, and the child's needs have not changed significantly, the Annual Review Meeting will be the place to discuss any proposed changes.

### Withdrawal from the Conductive Education Programme

If you wish to withdraw your child from the programme, you are required to notify the School by giving **thirty days** written notice. Please note that you will be responsible for payment of the full programme cost through to the final date of this period.

### Waiting list

If your child is included on the waiting list, they will have been assessed as having the potential to benefit from a Conductive Education programme delivered at the School, but a start date could not be given at the time of the assessment. During the waiting time, an appropriate Home Programme will be given for your child if



requested. The Conductor will monitor the programme regularly. The School will endeavour to ensure that your child remains on the waiting list for no more than six months.

### Video tape policy

Occasionally, the School will take video footage to document your child's progress. This will be for internal use only. Due to child protection legislation, we cannot permit you or anyone else to videotape any of the



daily educational programmes.

The School and the Paces Charity, reserves the right to allow outside media to videotape for promotional, educational or fundraising purposes and a consent form will be provided for you to sign stating your agreement.

Several times a year there will be special events, such as productions put on by the children, and you will be permitted to videotape your child taking part. This material cannot be used by you or others for public viewing, promotion or fundraising without first seeking permission from the school and those who participated in the video.

**All of the Policies including Complaining and Anti Bullying Policy is available in the School Office.**

and needs of the children and leads to the development of physical, social and self care skills as well as communication and intellectual abilities.

- ◆ Alongside education for the child we provide support and advice to families and aim to work in partnership with associated professionals to achieve the best possible outcome for each child.

### The Parent and Child Service will:

- ◆ help families understand their child's particular needs. Introduce children and their families to the basic skills young children need to acquire and show them how to work together to achieve these skills

- ◆ help parents find ways of encouraging their child's physical development, for example active movement or the use of hands to play.

- ◆ enable children to develop their communication skills.

- ◆ advise parents of appropriate techniques and toys to encourage the development of social and play skills.

- ◆ provide advice and support on the management of daily activities and routine.

- ◆ provide opportunities to meet other parents of children with special needs.

- ◆ help parents prepare their child for the most appropriate nursery education.



### Attendance

The Parent and Child Service is able to offer continuous placement for children aged from birth to three years and their parents/careers/families. The duration of the groups depend upon the age and ability of the child and attendance may be once or twice a week. In some cases individual sessions may be offered, often as a pre-requisite to group work.

### Academic Performance

Details of each pupil's individual academic performance is reported to all relevant parties during the annual review process. From September 2005 onwards school analysis of leveling data, from 3 years of age onwards, including results of national tests will be published separately via the school's newsletter.

## Early Intervention Service for children with cerebral palsy and other motor-disorders of neurological origin from 3-5 years of age

### School life is divided into the following areas:

Foundation Stage	3-5 years	Nursery & Reception
Key stage 1	5-7 years	Y1, Y2
Key stage 2	7-11 years	Y3, Y4, Y5, Y6
Key stage 3	11-14 years	Y7, Y8, Y9
Key stage 4	14-16 years	Y10, Y11

Paces High Green School for Conductive Education currently offers the following services for children aged 3-5 years.

### NURSERY & RECEPTION GROUPS

Paces School for Conductive Education offers a service designed to meet the needs of children (three to five years of age) and their families by delivering a conductive service with the flexibility to suit most family needs. These services can link in with either a mainstream or other specialist provision or can be a dedicated, stand-alone conductive service for that child.

**Short-term places are available at certain times in the school group.**

We also offer a transitional service which helps prepare both the child and the receiving school. We also offer sessional services to provide on-going contact and input for children who have left, and their families, for as long as is required.



### Aims

**All children will have their own particular set of goals which will be worked towards within the group environment. Overall aims may include:**

- developing children's range, coordination and control of movement
- developing children's self help skills

welcome to observe the programme. However, in order to maintain routine and structure we expect that all visits



are **scheduled in advance**. We consider your child's education and wellbeing to be our priority and wish to minimize disruption to the groups of children attending each programme. It is important that each visit is by appointment only and is by agreement with the School Head or the classroom teacher. Please do not involve yourself in arranging a visit with a third party; when you would like others to visit, pass their contact details to the School so that the visit can be arranged and agreed directly with us.

### Health & Safety issues

Smoking and alcohol consumption are not allowed on School premises.

Emergency Cards (contact details) to be completed for your child on an annual basis and kept up to date.

A School Disaster Plan is displayed in each classroom and this is outlined below.

### Disaster plan

In the event of an emergency or disaster, the following procedures will be implemented:

The telephone will be used for outgoing emergency calls only and will be kept off the hook in the event of an emergency or disaster.

Your child will remain with staff members on the premises or at the designated emergency evacuation site for 72 hours unless an injury requires release to an emergency medical facility.

Signs will be clearly posted at the Centre giving the destination of evacuated children.

Appropriate news media will be informed of the evacuation so information can be broadcast and printed.

There will be a specific area for claiming and signing out your child at the evacuation site. Only adults previously authorized on emergency cards will be able to sign out children.

### Conductive Education Planning (CEP) Meetings

CEP meetings are held quarterly. The Conductors will discuss the progress of your child with you and set goals for the next term. Other professionals involved in your child's programme may attend and this will be arranged by the School as appropriate, or as requested by yourself provided sufficient notice is given. If the child is placed at the School by LEA (Local Education Authority) the annual review meetings will be organised based on the placing Education Department's (LEA's) requirements.

### Transition from Conductive Education

It is the aim of Conductive Education to integrate the child into age appropriate inclusive educational settings. Therefore, when the child has achieved the age appropriate level of their development or when it is considered that the child will benefit from a different system of education, the School will propose a transition from Conductive Education to another suitable or available setting.

The transition for children attending conductive education programmes to an

infection, etc. appear. Children showing any sign of illness will not be admitted or allowed to remain in the School.

### Accidents

If your child is involved in a minor accident at the School a report will be completed and given to you. Appropriate first aid will be given immediately. If it is determined that a physician's care is needed, you will be notified immediately and emergency card instructions will be followed. If you or other designated persons listed on the emergency card is unavailable, the child will be taken to the nearest hospital for treatment.



### Absences / Vacations

When an enrolled child is ill, you are expected to notify the School by phone as early as possible regarding your child's absence. Please notify the School in advance, in writing, if you plan to take vacation days. Programme costs must be paid in full in accordance with the current agreement, each month regardless of the number of days your child actually attends. This guarantees that a place will always be available for your child subject to the regular reviews of the appropriateness of the placement.

### Dress

You are encouraged to dress your child in comfortable, washable, weather appropriate clothing. Your child will be given the opportunity to participate in all aspects of the School's activities,

including painting, water play, pasting, etc. While every reasonable precaution will be made to protect clothing, the School cannot be held responsible for clothing soiled during these activities.

We also request that you bring sufficient changes of clothing for the school week to include underpants, shirts, shorts or trousers. Your child will participate in potty training and may need to change their clothes several times during the early stages of this process. Because we are dealing with clothes for a number of children **we request that you label/identify your children's clothes to avoid loss.**

### Food

A cooked lunch can be arranged on request, or you can provide food **every day** for your child's snacks and lunches. Except for drinks, all unused food will be disposed of or sent home each day. The food we provide and expect you to provide, should be of the quality and quantity to meet the needs of your child. As meal-time is part of the conductive education programme, it will involve teaching your child to feed themselves and a variety of foods will be used; some requiring forks and spoons; some the use of hands. We ask that any food you provide will be of the sort to enable your child to be as independent as possible so that they become less reliant on the constant facilitation of a member of staff. All food provided will be stored in a refrigerator. Please see that it is stored in appropriate containers. Caution should be used with foods that can cause choking in young children and infants. Such foods include but are not limited to nuts, popcorn, and large pieces of fresh vegetables, large grapes, and hot dogs. **Please ensure that you inform the School of any food allergies experienced by your child.**

### Visitor policy

Visitors and extended family are

such as dressing, feeding and toileting

- developing the children's social and daily living skills
- developing children's expressive and receptive language skills.
- providing, where required, opportunities to study a broad and balanced curriculum at appropriate levels of understanding.
- working with parents to develop appropriate ways to encourage children's learning within the home.
- liaising with other professionals as appropriate.



## Curriculum

The Early Intervention Programme aims to help children to develop their movement skills, speech and communication skills, cognitive functions, intellectual skills, self-care, emotional and social skills. The confidence and self-esteem the child gains as a result of this increased control will also have a positive effect on his/her ability to be included within a peer group.

Children attending for their full-time early years education follow the pre-school curriculum within **the Foundation Stage**. The Early Learning Goals will be mapped in terms of Language and Literacy, Mathematics, Knowledge and Understanding of the world, and Creative Development; they will be used to guide the activity planning and ensure the broad and balanced range of experiences offered. This has been skilfully integrated with the requirements of Conductive Education.

Parents will be welcome to visit sessions by arrangement in order to ensure continuity of approach and to accelerate their child's learning.

## Primary Education for children with cerebral palsy and other motor disorders of neurological origins. Aged 5-11 years old.

Paces High Green School for Conductive Education currently offers the following services for children aged 5-11 years.

### SCHOOL GROUPS

Full-time daily provision for children with cerebral palsy and other motor disorders of neurological origin of early primary school age.

Short-term places are available at certain times in the school group.

We also offer a transitional service which helps prepare both the child and the receiving school. We also offer sessional services to provide on-going contact and input for children who have left, and their families, for as long as is required.



### Curriculum

The School Service provides children with cerebral palsy and other motor disorders of neurological origin with a comprehensive education. Conductive Education curriculum, due to the nature of cerebral palsy, is usually broader and more holistic than a traditional curriculum in mainstream settings. Within a Conductive Education framework, Conductors design and implement a curriculum which covers all of the needs of the children with cerebral palsy and additional motor disorders. This curriculum also teaches those skills as well which typically developing children would usually develop spontaneously due to an intact central nervous system. Conductors are working with children to develop their movement skills, speech and communication skills, cognitive functions, intellectual skills, self-care and social skills.

you have been informed that there is a place for your child.

### Keeping information current

At the time of enrollment, an application pack is completed. It is important that this information is kept current and accurate for each child so that you or the person you nominate can be contacted in case of an emergency. You will be asked to complete two emergency cards prior to enrollment. *These forms must be kept current at all times.* This basic information includes address, home and work telephone numbers, work location, and names and contact numbers of at least two people authorized to pick up your child. **PLEASE ENSURE YOU NOTIFY THE SCHOOL OF ANY CHANGES AS A DELAY IN CONTACTING YOU (OR THE PERSON LISTED) MAY BE CRITICAL.**

### Medical records update

As part of our application pack, we require a Physician's form to be completed by your child's \*doctor stating that your child does not have any medical condition affecting your child's health and ability to benefit from the programme. This form must be completed before your child can start the programme.

We believe that it is in your child's best interest to be monitored by their \*physician/paediatrician/orthopaedic consultant whenever needed, but at least on an annual basis. We request that the same form be completed, signed by the doctor and returned to the School Head annually.

### Medications

Should it be necessary for staff to dispense medications during school hours, the following procedures will be followed:

A Medication Permission Form is to be completed and signed by you (the

parent/legal guardian).

All medications sent to school must be in the original container displaying your child's name, physician's name, and the dispensing instructions must be clearly labelled on the container.

Over-the-counter medications of any type or medical products will only be



administered when you have completed a Medication Permission Form and have provided both the medication and the signed permission form to the classroom teacher.

All medications will be kept in a locked cabinet. Any medications still at school on Friday will be sent home. Ongoing medications must be re-supplied each Monday,

### Illness

Children may be excluded from the programme if symptoms such as rash, high temperature, diarrhea, signs of

## Policies and Procedures

### Admission

Paces High Green School provides education for children whose motor disorder is originated from the damage of the central nervous system, such as Cerebral Palsy.

**There are no criteria as to intellectual ability or skills attainment, although the school as a whole is less likely to be appropriate for children whose difficulties are secondary to genetic disorders or profound intellectual disabilities.**

The school does not require a formal referral from any agencies. Anybody can contact and discuss assessment options with the relevant school staff.

When an assessment requested the school will send a pre-assessment form that includes questions regarding the child's medical condition, and diagnosis if any. Upon receipt of the completed form an invitation to attend an assessment will be sent to the family

### Enrollment

If the assessment concludes that the School can meet the child's special educational needs a place or an appropriate individual programme will be offered

The forms required for enrollment need to be completed accurately, so please take care to ensure that you provide information that is current and provide updates as and when you and your child's circumstances change. By signing the enrollment forms, you are also certifying that you have legal authority for your child either as a parent or legal guardian. You will be required to provide your details and those of your child's other natural parent where they have parental responsibility.

### Attendance

The progress of your child depends on many factors. An important one is regular attendance as recommended by the Conductor. \*Sporadic attendance may lead to the withdrawal of a place for your child. If a Local Educational Authority or another government agency pays the tuition costs we are required to notify them of any unplanned absence. If your child is part of a five-day programme, attendance is required for no less than four days.

Please be mindful of the times the programme begins and ends, it is important to ensure that your child arrives and departs on time so that interruptions do not disrupt your child and their classmates.

### Statement/Support

The assessment & statementing process adopted by the Local Education Authority's are prescribed in law and are complex. Often the outcome is determined as much by resource considerations as the actual needs of the child. The law gives children with special educational needs a clear legal entitlement to receive the provision those needs call for, in practice the onus is on individual parents to ensure that LEA's fulfil its duty to their child. The School has experienced advisers & consultants it can call upon to support you with this process. It is therefore, important that you inform and involve the School regarding the preparation or review of your child's statement of special educational needs when you wish to have the School named in your child's statement. The School is only able to support you in this aim if your child has been assessed by a Conductive Education professional and

Academic programmes are delivered through the National Curriculum. For pupils within **KS1, KS2 & KS3**

academic learning takes place in the following study areas:-

English, Mathematics & Science R.E.

Information & Communication

Technology, Design & Technology,

History, Geography, Art & Design,

Music, Physical Education, Personal

Social & Health Education, Citizenship.

These have been skilfully integrated with the requirements of Conductive Education to provide access to a broader and balanced curriculum.



**Attendance** - 9.00 am to 3.00 pm  
5 days per week - Monday to Friday

A calendar of term dates can be found in the School and Early Years Services Prospectus along with further information on the organisation of the Early Years and School Services. To obtain a copy please contact the School on 0114 2845298.



## Secondary Education for children with cerebral palsy and other motor disorders of

**Paces is the only registered school in UK which provides full-time conductive education for secondary aged children.**

### SECONDARY CLASS

Full-time daily provision for children with cerebral palsy and other motor disorders of neurological origin of secondary school age.

**Short-term places are available at certain times in the school group.**

### Aims

The aim of the secondary school programme is to provide a conductive education curriculum which serves all of the needs of the children with cerebral palsy. The programme also considers the significant emotional and



physical changes that the young adolescents are going through at this period in their life. Conductive Education curriculum, due to the nature of cerebral palsy, is usually broader and more holistic than a traditional curriculum in mainstream settings.

Academic programmes are delivered through the National Curriculum which can be modified if it is necessary based on the needs of the young adolescents. For pupils within **KS4** learning takes place in all of the following study areas.

**English, Mathematics & Science, R.E., Information & Communication Technology, Design & Technology, History, Geography, Art & Design, Music, Physical Education, Personal Social & Health Education, Citizenship.**

Vocational study areas are identified within the annual review process.

These have been skilfully integrated with the requirements of Conductive Education to provide access to a broad and balanced curriculum.

Our school participates in the South

reinforcement, etc., to assist children in reaching their goals.

### Rhythmic intention

Facilitation highlights the importance of intention in the learning process. Intention is a significant characteristic of human behaviour - a powerful initiative resulting in a decision to act. It is made up of the combined energy of will, effort and an internal rhythmic harmony. Essential requirements are:

Intention

Knowing how to realize that intention

Being able to do so

Conductive Education uses natural pace and rhythm to translate intentions into actions.



### Daily routine

In Conductive Education the daily routine is based on a system of requirements designed to encompass the skills needed in everyday life. In

their daily routine, groups of children are brought face to face with the same daily activities and expectations society places on their peers.

### Conductor

The Conductor is a specialist whose diploma has been issued by the International Peto Institute after four years of full-time training.

The Conductor leads and guides the group, constantly observing each child's performance and modifying the programme and timetable accordingly. It is the Conductor's job to hold the child's attention and to ensure that they work to their full potential throughout the programme.



## Sessional and summer programmes for all age groups.

The School can provide short-term programmes. This programme is designed for children who have limited access to intensive developmental programmes during the school year.

### The aims of this course are:

- ◆ Maintain or improve the child's current condition
- ◆ Teach new ways of co-ordination
- ◆ Develop self-care skills
- ◆ Improve attention and concentration



- ◆ Develop independence

You, your child's carers and other support workers for your child are welcome to assist and learn together

## Components Of Conductive Education

Our programme is based on the principles of Conductive Education. The following are essential components of Conductive Education. All must be present.

### Group

The basic unit of Conductive Education is the group. Groups are formed to provide the best learning environment by taking into account the children's differing abilities (motoric, communication and intellectual). The groups are part of a system of groups, i.e. infant/toddler groups, pre-school groups and school groups.

### Task series

The task series provides the opportunity for children to develop their own solutions to achieving developmental goals. The Conductor sets appropriate goals and breaks the motor tasks up into elements. Although each member of the group works towards the successful completion of a particular task, individual children work at their own level and to their own potential. The Conductor guides and encourages the children as they progress towards their goals.

### Facilitation

Facilitation encompasses the Conductor's role in selecting the appropriate tools for learning. They may be methods, physical assistance or

Yorkshire E-Learning Project therefore all of the children have opportunities to use a well developed virtual learning environment. Also their communication and language skills can be improved using the latest information technology.

Within the Conductive Education framework the conductors design and implement the curriculum which covers all of the needs of the children



enrolled to the programme. The special aspect of this curriculum is that it also teaches those skills which typically developing children would usually develop spontaneously due to an intact central nervous system. During adolescence a child's body undergoes significant changes both physically and emotionally. This can lead to the child feeling de-skilled as the problems in everyday life begin to increase. Conductors are working with the children in order for them to learn how to respond to these new challenges. As a result of this planning process their

movement skills, speech and communication skills, cognitive functions, intellectual skills, self-care and social skills will improve within one unified programme.

For pupils of 16+ individualised schemes of work are planned which are guided by the Adult pre-entry curriculum framework for Literacy and Numeracy and also the Adult Literacy and Numeracy core curriculum framework.



## The following summarizes our goals in all cognitive study areas

### COMMUNICATION

Communication is a cross-curricular skill that will be continually developed through all areas of the curriculum. It is essential when encouraging pupils to communicate that they are given a reason to communicate and a means to communicate. In this way they discover that communication is a rewarding process and this builds up each pupil's confidence in language. A number of strategies are used to augment and encourage communication throughout the school. Pre- speech and speech activities are an integral part of the daily programme and symbols are used to develop understanding and support effective communication. ICT as a means of communication is offered to all pupils as part of a group programme, and also on a personalised basis linked to Individual Education Plans. Individual pupil's needs are recognised in adapting the programme and using equipment which allows them better access. The customised resources used by different pupils are advised through the annual review process, and supplied through the work and advice of the Communication Therapist.

### ENGLISH

Language is the vehicle for learning in all curriculum areas. We encourage competence and confidence in communication, in speaking and listening, in reading and in writing. Resources are adapted to meet individual need, and at all times pupils are encouraged to share their ideas and successes within the group. Pupils are taught according to their individual needs as outlined in their Individual Education Plan. In order to develop

effective communication and listening pupils are encouraged to adapt their communication to a widening range of circumstances and demands. At the same time we aim to build up each pupil's confidence in language, and pupils are encouraged to listen, understand and respond appropriately to others. We aim to develop our pupils as effective readers by using words, signs, symbols and images, encouraging them to read with accuracy and understanding. To develop and record their thoughts our pupils are taught compositional skills and presentational skills. This supports the development of their ideas and communication of meaning to a reader whilst using a wide variety of presentation forms for different purpose and audiences. At all times our pupils have access to ICT to optimise their opportunities for assembling information and presenting it in an attractive form.

### MATHEMATICS

Mathematics provides a way of viewing and making sense of the world. Pupils are taught according to their individual need as outlined in the Individual Education Plan.

We aim to give our pupils the opportunity to build on their existing awareness to recognise changes in pattern, quantity and space in their own environment and later in the wider world. We use their developing awareness to help them to anticipate and predict change and develop problem solving skills which help them make choices. We develop and use a wide range of mathematical skills to help increase understanding of the world and support learning across the

### MUSIC

The fundamental aspects of music; performing, composing and listening are incorporated into the daily programmes. Music is a tool for learning through the whole curriculum. It is a unique language concerned with communication of ideas, aesthetic sensibility, sensory perception, physical competence and critical judgment. Through Music pupils can organise and communicate their responses to the musical experience presented. There is no single 'right answer' and each pupil's responses has value. Through Music pupils develop imagination and creativity, express their ideas and communicate their feelings.

### PSHE

PSHE is an important part of the Conductive Education programme. Learning PSHE helps our pupils develop as individuals. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationship with others. It helps them make choices and decisions whilst developing a degree of responsibility and control over their lives. It helps them to adapt to change as they grow and develop and consider the point of view of others.

### SEX AND RELATIONSHIPS

Our aim is to promote spiritual, cultural, mental, physical, emotional and moral development, helping pupils respect themselves and others. In all aspects of our work we shall not only take into account the age of the pupils but also their level of maturity and ability. In this way we aim to help our

pupils understand their physical and emotional development. Pupils will be presented with accurate information at a time and in consultation with parents, that we feel is appropriate to their level of maturity. There are strong links within Sex and Relationship Education to our PSHE and Science topics.

### CITIZENSHIP

The principles of Citizenship; fairness, justice, equality, rights, responsibilities, co-operation, respect, democracy and negotiation are all central to our school ethos, and from January 2001 have been included into our planning. Citizenship is also central to the ethos within the School.

Citizenship is taught as a subject in its own right but it is also included within many other areas of the curriculum and in particular RE, assemblies and PSHE. It has also many links within history and geography. Much of the work developed is done through drama and role play situations, in order that our pupils can fully communicate their contribution. Students are encouraged at all times to reflect on and contribute their personal opinions in relation to topic events and issues.

### EQUAL OPPORTUNITIES

It is the policy of the school that all staff ensure that pupils attending the school have an equal chance to develop their potential recognising the differing needs that exist according to age, class, cultural and religious background, ability, race and gender.

## DESIGN & TECHNOLOGY

Design and Technology enriches pupils learning experiences. They explore and clarify a task. They generate, develop and communicate ideas and are involved in testing, evaluating and modifying, planning and making. It gives our pupils a sense of achievement and improves their self esteem. They are able to see their own progress as they begin to evaluate their work. Their personal involvement can help improve concentration span. Whilst they are involved in tasks they make choices and are involved in sensory and communication activities within a practical learning experience.

## HISTORY

History helps develop curiosity and an understanding of the past. It also helps develop broader communication and literacy skills through encouraging interaction with other pupils and staff. They develop knowledge and understanding of the sequences, routines and chronological patterns that make up the world. They also develop an understanding of their personal history alongside understanding about events in the world and what shapes them.

## GEOGRAPHY

Geography helps pupils develop curiosity in, and an understanding of themselves, other people and places and the relationships between them. They become aware of, and understand, their personal position in space, and become interested in themselves and their immediate surroundings, whilst exploring local and then wider

environments. It also allows them to experience aspects of other countries and their cultures.

## ART AND DESIGN

Art and Design is a tool for learning through the whole curriculum. It is a unique language concerned with visual communication, aesthetic sensibility, sensory perception, physical competence and critical judgment. Through Art and Design pupils can organise and communicate their responses to experience. There is no single 'right answer' and each pupil's responses has value. They experience, experiment with and use colour, form, shape, texture and pattern, whilst exploring different materials and processes.

## PHYSICAL EDUCATION

PE, alongside the Conductive Education programme gives the opportunity for all pupils to develop their physical skills in different situations. It also enables personal and group achievements to be acknowledged. It develops their skills in coordination and control and contributes towards physical development whilst developing personal qualities of commitment, fairness and enthusiasm. It allows them to compete against themselves and others whilst taking part in challenging activities to enhance self confidence and self esteem. As part of the PE programme pupils will be involved in a residential visit which offers outdoor and adventurous activities.

curriculum. We aim to develop all skills in a range of practical, everyday task situations, and employ a variety of teaching and learning styles relevant to individual need.

## SCIENCE

Children and young people have a natural curiosity for everything that happens in the world around them and through science we hope to make a valuable contribution to their understanding. Like all other children they are surrounded by aspects of science, and in addition they are supported by a variety of medical sciences, and increasingly by Information and Communication Technology. We aim to give our pupils the opportunity to increase their scientific knowledge by developing an awareness of, and interest in, themselves and their immediate surroundings and environment by building on their natural curiosity through systematic enquiry. Because our pupils' ability to explore their own natural curiosity is constrained in many areas by their physical limitations and by health and safety considerations, 'hands on' science can be limited and some elements of science become something of a second-hand experience. However wherever possible we use science to give our pupils the opportunity to think and learn through exploration and investigation and by using pupil's senses to develop scientific skills such as observation, investigation and experimentation. We develop an understanding of cause and effect and encourage communication of scientific information in a number of ways.

## RELIGIOUS EDUCATION

We aim to help our pupils to explore religion in order to achieve knowledge,

understanding and tolerance of others. Christianity provides the main focus but we teach about different faiths and beliefs and about the moral and spiritual dimensions of life. The emphasis is on religion as a living tradition that influences daily family life.

Time is set aside for Acts of Collective Worship / Together Time, when pupils share and reflect on "life".

Parents are entitled to withdraw their children from RE lessons, if they wish, after consultation with the School Head.

## INFORMATION & COMMUNICATION TECHNOLOGY

Pupils at Paces School receive an ICT programme which not only covers the National Curriculum but also presents opportunities for a deeper appreciation of ICT potential which will help them to improve the quality of their life. Both Information Technology and Information Communication Technology allow access to language, methods of recording and communicating creative and recreational activity. Our main aims are to offer the opportunity to use and appreciate as wide a range of ICT resources as possible in as many areas as possible to enhance all curriculum areas and to develop each pupil's ability to use the resources available to enhance their own life choices. We aim to assist each pupil to accept ICT facilities as an integral part of everyday life and to appreciate the opportunities it provides in order to access ICT as appropriate to support individual communication needs and increase independence in communication, language and literacy.

## ACADEMIC YEAR 2010/2011

The school calendar is on our website: [www.paces-school.org.uk/downloads](http://www.paces-school.org.uk/downloads)

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Term Name & Holiday	From	To	Days
<b>Autumn Half Term 1</b>	Wednesday 1 September 2010 <i>(Training Day 1 Sept 2010)</i>	Friday 22 October 2010	<b>38</b>
<b>October Half Term Holiday</b>	Monday 25 October 2010	Friday 29 October 2010	
<b>Autumn Half Term 2</b>	Monday 1 November 2010 <i>(Training Day 1 Nov 2010)</i>	Friday 17 December 2010	<b>35</b>
<b>Christmas Holiday</b>	Monday 20 December 2010	Monday 3 January 2011	
<b>Spring Half Term 1</b>	Tuesday 4 January 2011	Friday 18 February 2011 <i>(Training Day 18 Feb 2011)</i>	<b>34</b>
<b>February Half Term Holiday</b>	Monday 21 February 2011	Friday 25 February 2011	
<b>Spring Half Term 2</b>	Monday 28 February 2011	Friday 15 April 2011	<b>35</b>
<b>Easter Holiday</b>	Monday 18 April 2011	Monday 25 April 2011	
<b>Summer Half Term 1</b>	Tuesday 26 April 2011 <i>(May Day 2 May 2011)</i> <i>(Training Day 3 May 2011)</i>	Friday 27 May 2011	<b>23</b>
<b>Spring Bank Holiday</b>	Monday 30 May 2011	Friday 3 June 2011	
<b>Summer Half Term 2</b>	Monday 6 June 2011 <i>(Training Day 6 June 2011)</i>	Friday 15 July 2011	<b>30</b>
<b>Summer Camp</b>	Monday 18 July 2011	Friday 29 July 2011	
		Number of School days	<b>195</b>
		Less staff training days	<b>5</b>
		Total number of pupil days	<b>190</b>

**5 Training days for staff only (no children):**

Wednesday 1 September 2010

Monday 1 November 2010

Friday 18 February 2011

Tuesday 3 May 2011

Monday 6 June 2011