



RED BOOTS PRIMARY SCHOOL CURRICULUM STATEMENT
2021-2022



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1. INTENT

Conductive Education is constructed on the belief of human potential where children with neurological motor disorders have the capacity to learn and develop skills, previously deemed impossible, through structured teaching and learning programmes designed and delivered by professionally qualified conductors.

Our active curriculum embraces this philosophy, is ambitious and aims to incorporate knowledge and cultural capital through the process of socialization, tradition, and communication to enhance current and future needs and opportunities. Children will recognise, understand, and believe their full potential, capabilities, and an expectation that, if necessary, adaptations will be made to fully include them into a wider society with a view to independence. Emphasis is placed on the 'can do' rather than the 'cannot' where patience to enable is paramount. Learning through physical activity and movement is a priority to ensure that mobility and communication remain at the centre of what we do.

2. IMPLEMENTATION

All conductors are university educated and qualified in the practise of conductive education. Our practise tutor leads on and supports the development of all conductive delivery. The Head Teacher and Director of Organisational and Staff Development actively seek staff development opportunities with links to other professionals and training providers.

Conductors deliver uniquely specialised movement-based programmes to teach children with disabilities the full range of skills required to promote an active lifestyle.

Staff are actively encouraged to liaise with link schools for the sharing of good practise. Each member of staff is a key practitioner to selected families to share good practise. Each member of staff regularly links with other professionals to share good practise.

Mainstream subjects are integrated into the conductive element of curriculum delivery and discreet lessons are also provided. All teaching practise is highly differentiated to meet the needs of each pupil for individual development. Individual targets for movement, communication and socialisation are set and assessed to inform lesson planning and meet Educational Health Care objectives.

An emphasis is placed on memory via rote to encourage children to remember and build upon learning linked to song, physical activity, and independence. A carefully designed contextualised curriculum enables pupils to transfer what is learned into a variety of settings and larger concepts.

The B Squared assessment tool is used for foundation subjects to track small steps of learning. Individual targets are set to assess development in movement, communication, and socialisation. Assessment in all areas informs future lesson planning.

Most of the teaching takes place in one classroom which houses all necessary resources for teaching and learning and is designed to be structurally adaptable to host a variety of learning experiences. This includes easy access to toileting facilities to encourage independent skills in self-care. The curriculum also includes opportunities to learn outside of the classroom in the nearby grounds and park.

Phonics knowledge is continually assessed and plays an integral part of the curriculum. Words are provided alongside pictorial images to enhance recognition. Communication aids are used throughout to encourage individual feedback.

3. IMPACT

Essentially, the ability to be mobile and communicate are key skills our children strive towards to equip them for a better chance of an independent life. Our uniquely designed curriculum provides consistent opportunities to develop communication skills, raise self-esteem, raise confidence, develop individual personalities, understand themselves, their worth their potential. Our children gain a true understanding of the importance of positive relationships, online Safety, Social, Moral, Spiritual, and Cultural development, British Values, to better equip them for their transition into adolescence and adulthood. Essentially it impacts on their ability to lead a fulfilling life and further promotes awareness of equality and inclusion within a wider society.