



Expectations in Conductive Education during Remote learning

Curriculum Intent during Remote learning- the reason for learning remotely

Conductive Education sees the individual as a whole, recognising that each area of human development impacts on the next. Although the primary problem may be of a physical nature, cognition, social skills, health, emotional development, perceptual abilities, speech and language may all be involved, therefore these conditions cannot be seen as isolated physical disabilities.

The primary goal of Conductive Education is to develop the individual's personality – to develop an “orthofunctional personality”. That is, to teach the child the ability to cope, to adapt to new situations and to be spontaneous. This is the flexibility required for learning remotely during both national lockdowns due to Covid19 and when pupils / students are shielding.

Essentially, it is about developing a “can do” attitude – an active, problem solving approach to life and an adaptable, flexible nature in order to cope with the daily challenges life throws up – just like the changes required when learning from home full time or, having part time placements back in school.

What will remote learning look like in the subject?

Teacher Conductors will be offering a range of task series 1:1, or small groups live via Teams or through short video recordings added to Earwig to be able to access repeatedly throughout the duration of remote learning. Teacher Conductors must make explicit the recommend home applications of the skills being taught during the task series', as this is the true purpose of CE – to put the skills learned into practice in their daily life.

In addition, families will be supported through their NHS and Future Steps therapeutic interventions according to their postural management plan and equipment, as personally relevant.

Families will have the opportunity to discuss changing needs on a weekly basis with class Teacher Conductors and they will be able to highlight any additional need to relevant therapy teams.

Resources

Pupils/ students can be supplied with loan equipment that can be supplied by school, or use household alternatives;

Spikey ball / any ball

Stick / wooden spoon / broom or brush handle

Quoit / stacking rings toy

Arm / leg gaiters / hand or wrist splints / AFOs – should be with the individual wherever they are learning.

Postural Management plans – individual to each pupil / student, but could include;

Standing frame

Walking frame

Side lyer

Wedge

Supportive chairs

How will work be assessed?

Students were assessed using BSquared and REAL targets prior to Lockdown in January 2021, re-assessment will commence when back in school.

If families are engaging in live sessions or supplying video feedback via Earwig – staff will be able to provide conductive/ observational assessment and adapt the tasks, facilitations and recommendations in the moment.

Full assessment of ability and changes in tone require hands on intervention, so this will only be possible when pupils / students return to school.

How will feedback been given to pupils/students and parents/carers?

If engaging in live sessions – the feedback will be comments and recommendations for facilitation through the program.

If families are accessing the recorded sessions, they are encouraged to upload images / videos and comments to Earwig and Teacher Conductors will be able to offer assessment, and feedback accordingly.