



**Villa Real School**  
*together we achieve*

# Conductive Education Policy

## 2024

Responsibility: Natalie Fitzpatrick / Kata Molnar Date: February 2024

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 04.03.24

Date to be reviewed: February 2027

## **INTRODUCTION**

Conductive Education (CE) is a holistic educational programme for children with motor disabilities, with emphasis on active learning in a group setting. Conductive Education is a unique method of teaching children and adults with motor development problems. Conductive Education is not therapy, but a different way of learning, which focuses on the pupil/student's emotional and academic development, as well as their physical ability. Conductive Education is a highly co-ordinated educational process that provides an age appropriate, individual way of life providing an overall positive perception.

## **MISSION STATEMENT**

We provide full or part-time places for children from the age of two. All pupils and students are entitled to be included in all appropriate educational opportunities. Within the CE provision we use Conductive Education throughout the Early Years Foundation Stage Key Stage 1 and 2, 3 and 4, and 5 curriculum, including all these areas of learning:

- motor skills
- communication
- social skills
- daily living skills
- cognitive knowledge
- understanding and developing independence to support to become visible, active and valued in their community

## **RATIONALE**

Conductive Education believes in every pupil/student's ability to learn. Therefore, we offer Conductive Education to pupils and students with a wide range of diagnoses in Villa Real School. We believe that providing Conductive Education to our pupils and students affords them the opportunity to achieve their personal potential in all areas of the Curriculum.

## **ENTITLEMENT**

The SEND department identify pupils/students who may require CE or whose therapists/parents/carers have requested CE.

## **AIMS**

The aim of Conductive Education is the complex development of the personality. The method is pupil/student, learning and education orientated. The method is considered complex for it involves all areas of development and learning from the pupil/student of the relevant age group on their individual level. Movement, speech and ability are not separately or consecutively

developed, but simultaneously. The CE method demands social contact and generates emotions – this is the purpose of the CE model being delivered across their day as part of a group, without segregation or a 1:1 focus.

The aims of our Conductive Education ethos are to:

- enable pupils and students to develop an orthofunctional personality, which is to say that they become as independent as they are able to be and to participate in school and home life to the best of their ability
- teach pupils and students how to learn and how to find ways to achieve in all areas of the Curriculum
- enable pupils and students to be an active, visible and valued part of the School and local community
- enable pupils and students to take an active part in the Task Series, a structured educative process through which pupils or students with motor impairments are helped to understand and learn about their own bodies and how to then apply the skills learned, to the rest of their day

See appendices 1.1, 1.2 1.3 and 1.4 for general aims for each specific individual Task Series.

### **REQUIREMENTS/EXPECTATIONS**

In order to provide Conductive Education in specific class groups and an ethos of Conductive Education across the school for all appropriate pupils and students, trained and qualified Conductors, Conductor Teachers and CE assistants are essential. The School employs qualified Teacher Conductors and conductors who work as a team with teachers and professionals to implement and develop an appropriate curriculum for the pupils at the school, built on and around the philosophy and practice of Conductive Education. Enhanced Teaching Assistants attend internal training and gain experience in the classroom. The assistants are currently taking part in the Conductor Assistant training course, the content of which was provided by the National Institute of Conductive education, to ensure rigour and consistency of high-level training being offered to best support the learning of our pupils / students. All staff in CE access NICE training on an annual/ biannual basis.

Through this approach, all pupils and students will be offered a level of input ranging from weekly group sessions to a full-time placement in a Conductive Education class.

Oversight of the implementation of Conductive Education is undertaken by the Conductors, who are line-managed by the Headteacher. To facilitate the best possible outcomes for our pupils and students, the Conductive Education team work closely with other agencies such as Physiotherapy, Occupational Therapy, Speech and Language Professionals as well as Sensory Support Services.

## **RESOURCES**

The School has a supply of specialist Conductive Education furniture and resources, which have been updated consistently. The School provides a yearly Conductive Education budget for specialist resources.

## **MONITORING, RECORDING, ASSESSMENT AND REPORTING**

Pupils and students accessing Conductive Education receive a termly Short-Term Target with small achievable targets in different areas to work towards, within REAL Targets that are linked to individual EHCP outcomes.

All pupils and students have a set of objectives from the Task Series they take part in. These objectives may take two forms. Some pupils and students will have specific objectives for particular tasks within the Task Series, while for others, it is more appropriate for them to have a small number of more general objectives which may be pursued throughout the Task Series.

As Curriculum sessions are integrated into the Task Series, Curriculum objectives will be fulfilled through the Task Series to provide complete access to the broad and balanced Curriculum.

The pupil's/student's achievements within the Task Series are reported to parents/carers on a regular basis through the home-school diary system / Class Dojo and within the Annual Review Report.

The overall progress of CE students / pupils are reviewed by the CE Coordinator bi-annually, taking into account their academic and individualised, bespoke REAL targets and qualitative feedback through task series target information. From September 2020 all pupils/ students not yet ready for subject specific learning, will be assessed against the Engagement Model.

## **SAFE MANUAL HANDLING**

- All relevant guidelines and legislation including Health and Safety at Work Act 1974, Manual Handling Operations 1992 regulations and Local Authority policies must be followed. For this reason, all moves are assessed and planned by a multi-agency team including the Moving and Handling trainers
- Staff must follow manual handling risk assessments written individually for each pupil /student and adapted for staff with medical needs themselves

- Check what range of movements are safe for the pupil/ student and what to avoid which will be included in the risk assessment. Do not just follow the assessment unquestionably as change may have taken place in the meantime due to epilepsy, medication, illness, deterioration, stiffness in limbs, particularly after holidays
- Staff must evaluate the sessions and note down findings, pupil /student enjoyment and spontaneous initiation of a move, possible discomfort to pupil, student or staff responses, evidence of anticipation etc. and then risk assessments and moving and handling plans are then updated accordingly.

If any equipment is to be used, i.e. plinths, stools, chairs, hoist and sling, mats, sliding sheets, cushions and blankets etc., staff must check that they are in a suitable condition. Individual equipment is checked and signed for, by staff daily. Any concerns about equipment are highlighted to Health and Safety and are not used until rectified.

Staff must carefully follow the programme written by the staff working within the Conductive Education programmes and assess any possible risks carefully following their individual pupil or student risk assessments. Staff must consider the following risks carefully:

- medical conditions including epilepsy
- muscle tone, stiffness or flaccidity
- spasms and involuntary movements
- gastrostomy and nasal feeding tubes
- behavioural problems
- body length and weight – pupil, student and staff

### **CLOSE PHYSICAL CONTACT POLICY**

- This type of movement with pupils with PMLD and physical difficulties that accompany Learning Difficulties is experimental and engages pupils and students in physical contact to help them to understand their own bodies and relate to other people
- The physical contact is placed in the context of a structured, planned and managed teaching and learning environment
- Staff must be sensitive at all times to the dignity and rights of the pupils and students, should a pupil or student show displeasure or discomfort, the task must be stopped and a consultation with the Conductor/Conductor Teacher and other appropriate agencies must take place. Some pupils/students may be 'tactile defensive' and this must be considered
- Staff themselves must be happy and confident both with the manual handling and the closeness/physical contact and can opt out of any or all of the tasks when the Moving and Handling Plan is agreed

- Parents/carers can be invited to watch and participate in the activities and staff will listen to parental/carers views and involve them in the programme/class
- There will always be a minimum of two staff present during a Task Series.

## APPENDICES

### 1.1 GENERAL CONDUCTIVE EDUCATION AIMS – LYING TASK SERIES

- Happy and relaxed group atmosphere
- achieving and maintaining midline orthofunctional position in:
  - sitting: Arms forward grasping the ladder or arms down by their side or on their knees, feet flat, bottoms back, head in middle
  - standing: flat feet, legs straight, arms straight grasping ladder, head up
  - prone lying: Legs straight, toes pointing down, arms forward, head in middle
  - supine lying: Legs straight, toes pointing up, arms down at sides, head in middle
- To develop active and independent change of place and position:
  - rolling, crawling, creeping ○ sitting down / standing up
  - lower limb movement in supine and prone upper limb movement in supine
- to increase range of movement
- to learn active bending and stretching
- to reduce increased muscle tone
- to strengthen back muscles
- to promote body symmetry and develop body awareness
- to develop hand-eye coordination
- to learn to grasp and release
- to encourage vocalisation learn to sit independently, increase sitting balance
- improve weight-bearing evenly through both legs
- improve spatial awareness, balance, co-ordination and confidence
- develop social relationships with parents, staff and peers
- to develop age-appropriate mathematical concepts of counting, matching, comparing, sorting and sequencing □ to develop awareness of their environment □ to work independently as part of a group.

### 1.2 GENERAL CONDUCTIVE EDUCATION AIMS – Standing TASK SERIES/ Individual walking tasks

- Happy and relaxed group atmosphere
- Achieving and maintaining midline orthofunctional position in:
  - sitting: Arms forward grasping the ladder or arms down by their side or on their knees, flat feet, bottoms back, head in middle
  - standing: Flat feet, legs straight, arms straight grasping ladder, head up
- To develop active and independent change of place and position:
  - rolling

- sitting up / lying down standing up from the floor through kneeling and squatting
- sitting down / standing up ○ lower limb movement in sitting
- to learn to achieve and maintain symmetrical standing position
- to increase movement of lower limbs
- to improve active flexion/extension of lower limbs
- to improve standing balance
- to improve weight bearing skills
- to improve skills of changing place and position
- to improve co-ordination of movements
- to improve perception/spatial awareness/concentration/attention
- to increase self- awareness
- to improve hand-eye / foot-eye co-ordination
- to develop/improve speech and language
- to learn step on/over object and to learn to walk over uneven ground
- to increase independence
- develop social awareness with parents/carers, staff and peers □ To develop age-appropriate Mathematical concepts:
  - counting, matching, comparing, sorting and sequencing.

### **1.3 GENERAL CONDUCTIVE EDUCATION AIMS – Sitting TASK SERIES**

- Happy and relaxed group atmosphere
- Achieving and maintaining midline orthofunctional position in:
  - sitting: Arms forward grasping the ladder or arms down by their side or on their knees, flat feet, bottoms back, head in middle
  - standing / walking: flat feet, legs straight, arms straight, heads up
    - To develop active and independent change of place and position:
    - standing up from the floor through kneeling and squatting ○ sitting down / standing up
    - lower limb movement in sitting and standing position
- to increase range of movement
- to reduce increased muscle tone, learn to separate lower and upper limbs
- to strengthen back muscles □ To promote body symmetry
- to develop hand-eye, leg-eye coordination
- to learn to grasp and release
- to encourage vocalisation
- improve weight-bearing evenly through both legs
- improve spatial awareness, balance, co-ordination and confidence □ develop social relationships with parents/carers, staff and peers □ to develop age-appropriate Mathematical concepts:



- counting, matching, comparing, sorting and sequencing.
- to develop fine motor skills that can be transferred into their everyday life
- to develop awareness of their environment
- to work independently as part of a group

#### **1.4 GENERAL CONDUCTIVE EDUCATION AIMS – HAND TASK SERIES and Oral-Motor (Speech) Program**

- Happy and relaxed group atmosphere
- Achieving and maintaining midline orthofunctional position in:
  - sitting: Arms forward grasping the ladder or arms down by their side or on their knees, flat feet, bottoms back, head in middle.
  - standing / walking: Flat feet, legs straight, arms straight, heads up □ to develop active and independent change of place and position:
    - standing up from the floor through kneeling and squatting
    - sitting down / standing up
    - lower limb movement in sitting and standing position □ to increase range of movement.
- to reduce increased muscle tone
- to develop fine manipulation and finger differentiation
- to learn how to find and maintain a symmetrical sitting position
- to learn grasp and release
- to learn pronation and supination of arms and wrists
- to develop fine motor skills that can be transferred into their everyday life
- to encourage vocalisation
- to strengthen tongue, increase tongue movement and coordination
- to increase lip and jaw strength
- to increase oral-motor coordination
- to increase oral stimulation and awareness
- to stimulate jaw masseter muscle
- develop social relationships with parents/carers, staff and peers □ to develop age-appropriate Mathematical concepts:
  - counting, matching, comparing, sorting and sequencing □
- to develop awareness of their environment □ to work independently as part of a group.

