

Conductive Education at Ingfield Manor School

All students, aside from students within our Woodview provision follow a Conductive Education curriculum.

Intent

At Ingfield Manor School, the aim of our curriculum is to maximise individual student's holistic potential, so they believe 'I can'. Our ethos is based on the principles and practice of Conductive Education.

Conductive Education is a holistic, cognitive, problem-solving, life-long approach to overcoming disability. Our students' neurological impairments result in a range of developmental challenges which affect their confidence, self-esteem, motivation and personality. At Ingfield we aim to help students overcome their challenges through developing their problem-solving skills and a 'can do' approach to learning, guiding them towards independence. Conductive Education views disability from an educational rather than a treatment viewpoint, harnessing the neuroplasticity of the brain to utilise the brain's residual capacity through active learning.

Implementation

Through a structured, student-centred teaching environment we teach students active, purposeful movement in order to achieve their goals. Each day starts with a motor learning session and depending on the age and stage of the students, further motor learning sessions take place within the day. These sessions establish active learning and teach functional movements that are then applied throughout the day, in a range of situations, providing repetition, practise and moving towards independence. Rhythmical intention is used as a teaching tool; language is connected to movement and rhythm used to guide the movement. Literacy, numeracy and cross-curricular skills are built into motor learning sessions as appropriate for the age and stage of the students.

Impact

The active problem-solving approach at the centre of Conductive Education at Ingfield enables our students to function despite their disability, empowering them to make choices, take responsibility for themselves, and move towards independence.

Students are motivated by their successes and the success of others around them. Conductive Education is a social approach and peer review is actively encouraged and enhances student wellbeing. Students see the impact of the skills they learn during the motor learning programme as they achieve functional tasks throughout the day e.g. a student may practice active arm extension, flexion, grasp and release within a motor learning session then use these skills within a curriculum session to reach for and hold their pen, placing it down on the table when not in use, or reach for and use a washcloth to clean their face.

Students make links between the different areas of development through the holistic approach used and the emphasis on functional, meaningful activities.

Through carefully chosen goals and skilful facilitation, students experience success which motivates them and encourages an active 'can do' mindset and the ability to face their challenges.

For our students accessing our residential provision, this approach is continued through a 24-hour curriculum and their learning further extended, facilitated by the overlap of staff who have seen their achievements during the day and help them build on their learning.

Through strong school-home connections and extra-curricular activities and school trips, the skills the students are learning at school are further reinforced in the home environment, out in the community and throughout their lives.