

Policy Connections

This policy should be read in conjunction the Supplementary Guidance for Curriculum Policies (covering Philosophy; Ethos; Connections; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting; and Supporting Learning Beyond the School).

Aims and Purpose of Study

Physical Education is a foundation subject within the National Curriculum. These aims are consistent with our school philosophy and take account of LA curriculum policy and National Curriculum Statutory guidance.

The purpose of high-quality Physical Education is to inspire pupils to succeed and excel in competitive and other physically demanding activities. It should provide opportunities for pupils to become more physically confident in a way which supports their health and fitness. Sporting opportunities encourage personal and social development. The aims are to ensure that all pupils, wherever possible:

- develop their competence
- are physically active for sustained periods of time, as is appropriate for their individual levels of health and ability
- engage in competitive sports and activities
- lead healthy and active lives

Method of delivery

Physical Education is a practical subject that enables all pupils to participate at their own individual ability and skill level. At the Loyne, pupils may sometimes be taught in ability groups. This allows students the opportunity to access physical activities at an appropriate level and to be challenged alongside pupils with similar physical abilities. Teachers plan a unit of work which outlines the content, learning activities, learning outcomes and resources. The short-term planning specifies the focus for each lesson. Personalised learning objectives are also incorporated into lessons and activities.

Early Years Foundation Stage

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development and physical development will give opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 Physical Education curriculum.

Key Stages 1 & 2

Key Stage 1 & 2 are sometimes combined and taught in ability groups at the Loyne. During these key stages, pupils will have opportunities to:

- develop fundamental movement skills, such as balance, agility and coordination and running, jumping, throwing and catching through athletics and games
- learn a range of movement patterns and perform dances

- develop flexibility, strength, technique, control and balance through gymnastics
- participate in individual and team challenges through outdoor and adventurous activities.

All schools have the choice of providing swimming at either Key stage 1 or 2 but at the Loyne it is timetabled for **all** pupils weekly.

Key Stages 3 and 4

Key Stages 3 & 4 are combined and taught in ability groups at the Loyne.

During these key stages, pupils build on and embed the physical development and skills learned in key stages 1 and 2. They:

- become more competent, confident and expert in their techniques, and apply them across different sports and activities.
- participate in activities that develop their personal fitness and promote an active, healthy lifestyle
- are encouraged to take part in sports clubs.

The study of PE at key Stages 3 and 4 includes activities that allow pupils to:

- overcome opponents in **team or individual games**
- develop their own technique and improve performance in **athletics and gymnastics**
- work as a team, building trust and problem solving skills through **outdoor and adventurous activities**
- review their own performances and demonstrate improvement through **dance and gymnastics**

In addition to this programme of study, 'inter' and 'intra' schools' sports competitions are organised where possible as extra-curricular activities.

F.E. Centre

Students access Physical Education as part of the Leisure Curriculum. Students take part in a wide range of activities both within school and within the community. They are provided with opportunities to experience many different sporting and leisure activities, identifying those that they may wish to continue with on leaving school. They are introduced to local facilities and taught how to access them alongside the general public. Students who show a particular aptitude or enthusiasm for physical activity and sport are able to take a BTEC Award in Sport and Active Leisure. Students also access swimming in the school pool. Small groups of students may on occasions work on therapy programmes and disability sports such as Boccia, Kurling, Tai Chi and Yoga.

Assessment, recording and reporting

In swimming lessons, pupils are taught to swim competently, confidently and proficiently and work towards and are assessed for STA Rockhopper and Distance awards. The Loyne School also has its own Sensory Swimming Awards. Pupils receive certificates and/or badges on completion of each award. Those pupils that are able are taught to perform safe

self-rescue. The Winstrada Award scheme recognises and awards certificates for progress in gymnastics and Rebound Therapy.

Student's achievements are recorded on Evidence For learning which is used to track progress and share their learning with parents and carers.

Resources

P.E. lessons take place in the school hall, or weather permitting, outside on the school field, cycle track, and multi-use games area (MUGA) or playground. Swimming takes place at The Loyne Hydrotherapy Pool or other local pools. Where appropriate students may access facilities within the community. All pupils are encouraged to wear the appropriate clothing for the activity they are engaged in. Students get changed for PE in an environment that is sensitive to their individual developmental needs

Safety in Physical Education.

The Loyne School has a written risk assessment for both Indoor and Outdoor PE, the cycle track, MUGA and Rebound Therapy. Staff leading the sessions ensure that the risk assessments have been read and they also always carry out dynamic risk assessments in order to assess dangers prior to and during each lesson.

It is important to follow the safety requirements as laid out by the guidelines in "Safe Practice in Physical Education". (baalpe 2012)

These guidelines refer to:

1. The wearing of appropriate clothing, footwear and jewellery.
2. The lifting, carrying and placing of equipment.
3. Pupils responding appropriately to instructions and signals.

Below is a summary of safety issues

Teaching

At the Loyne Specialist School only qualified teachers and identified experienced TAs, who have National Governing Body coaching qualifications, can lead lessons in Physical Education. Rebound Therapy is led by staff who have completed a specialist two day Rebound Therapy Course

Clothing and footwear Pupils are expected to change into PE kit. This will be loaned if necessary. Parents and carers will always be informed of the importance of kit. It is best that all pupils wear pumps or trainers. Some pupils however may need to wear piedro boots or other supportive footwear as is advised by the physiotherapist. Teaching staff must always assess the playing surface to ensure that this is appropriate. Pupils usually take part in Sherborne lessons in bare feet.

Jewellery should not be worn, or if it is, it should be taped over to avoid injury to self and others.

Equipment and playing area. The gymnastics equipment is inspected on an annual basis by a specialist agency. All equipment is checked prior to use and any damage is reported immediately.

Medical records need to be checked for each individual. There may be medical reasons why some pupils cannot participate in certain activities. Physiotherapy advice should be sought where there is any doubt or should a pupil's abilities change following illness or surgery.

Report all injuries, especially head injuries to the school nurse and seek advice as to the need to fill in an accident form. Incident forms must always be completed and advice sought from a senior member of staff. All injuries which require incident forms are also recorded electronically on CPOMS.

Outdoor and Adventurous Activities

OAA includes problem-solving, team-building and orienteering activities within the school buildings and grounds. When engaged in any outdoor pursuit **safety should be paramount**. Many of the activities do require the need for specialist qualifications. On Residential visits and day visits it is the responsibility of the teacher in charge who has a duty of care with regard to the pupils' safety. This duty of care operates for the full duration of the trip. **The Lancashire Educational Visits Policy should be adhered to at all times.**

The Role of the Physiotherapist in P.E.

The aim is to maintain and develop mobility in conjunction with programmes devised for pupils with PMLD or physical disabilities. There are meetings with all teachers to enable discussion about the specific problems with gross motor skills. This promotes understanding a child's difficulties in P.E. and allows for specific therapeutic targets to be worked on. Where necessary the physiotherapist takes an active role in carrying out these programmes. When possible pupils' individual programmes or therapy targets may be incorporated into a PE lesson.

Some pupils have regular sessions in the hydrotherapy pool. The temperature of the water offers the opportunity for pupils with severe physical disabilities to receive hydrotherapy on an individual basis. The physiotherapist attends some of these sessions and is involved with programme planning and target setting along with the swimming staff.

Please read Safe Practice in Physical Education for more detailed information. This is kept in the Staff Room.

Policy by: Marc Molloy (Subject Leader)
Updated: May 2020
Review date: May 2024