



Policy for:

Physical Education

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Signed By: *Hannah Brown*

Governor Responsible for: Mr Robert Curry

Headteacher: Mrs P Derries

Our Policy for Physical Education

Rationale

To provide opportunities for all pupils to enjoy a wide range of physical activity, within a supportive environment, which motivates each child/student to maintain a lifelong interest in all aspects of Physical Education including a commitment to living and maintaining a healthy lifestyle.

Aim

Our aim is to provide a wide range of activities which ensures that all pupils have many opportunities, choices and experiences which he/she enjoys, are age and ability differentiated and which stimulates their enthusiasm and interest in being physically active and healthy within the curriculum, during extra curricular activities and out with school.

Objectives

- To provide a broad and balanced physical education programme which is appropriately differentiated for all pupils, through their IEP, which they enjoy and find are fun and positive experiences.
- To ensure that whilst at school all pupils enjoy a minimum of at least two hours physical activity each week.
- To provide safe and stimulating areas in which children/students can play and be active both outdoors during good weather and indoors during inclement weather.
- To ensure that individual social and personal skills are progressed and developed, for example into team skills and abilities, as well as physical skills.
- To encourage pupil participation in physical activity both within and out with curriculum time, especially during break and lunchtimes and supporting this by providing quality physical activity opportunities, facilities and equipment which consider:
 - the needs and interests of all pupils
 - promotes positive attitudes towards participation in physical activity
 - enables pupils to develop their movement skills
 - increases pupil's knowledge and understanding of the importance of physical activity

- To provide relevant in-service training opportunities for all those taking physical activity sessions and to ensure that all staff follow both general and PE specific Health and Safety guidelines, for example ensuring a commitment to safe and effective exercise procedures, including warm ups and cool downs.
- To use the support of all staff in promoting and providing physical activity.
- To establish and sustain a high profile for physical activity throughout the school, encouraging cross curricular links, positive adult role models and attitudes and a depth of knowledge and understanding of how to lead a healthy lifestyle.
- To support specific skills and knowledge development by optimising the expertise of paid coaches, trainers, instructors, volunteers and multi-professionals, especially physiotherapists and occupational therapists.
- To organise specific events for parents such as the 'Riding Days' which are held to celebrate the children's/students achievements and experiences.
- To have the opportunity to participate in weekly swimming sessions for all pupils.
- To participate in special events which celebrate sport such as 'Disability Cricket', Boccia and competitions such as the Kwik Cricket Tournament.

Curriculum Content Guidelines

Swimming - Our overall aim is to ensure that children/students are confident in water and find the experience exhilarating and fun. We have a swimming lesson booked each week at the local sports centre with qualified swimming instructors,

Hydrotherapy - Our focus is for children/students to become emotionally confident in water through developing a trust between themselves and the adults who are supporting them. Swimming lessons begin by learning to have fun in water before developing specific physical skills and progressing their swimming ability by attending lessons at The Swan Centre, our local sports centre. Specific exercises in water have enabled several pupils to strengthen their muscle tone and initially learn to walk whilst they are in the pool. Some pupils continue to enjoy swimming activities/exercise in water in the warm hydrotherapy water which

relaxes their muscles and is physically beneficial to them, throughout their time in school.

KS1 focus; develop confidence in water and an understanding of water safety and survival skills. To begin to look at swimming strokes.

KS2, 3 & 4; to further develop the ability to swim at a distance, using strokes on the front and back and to further progress stamina, skills and swimming technique.

All pupils, where appropriate, will learn how to "float to survive" as part of water safety.

Gross and Fine Motor Skills - Many pupils need the specific support of physiotherapy and occupational therapy to develop their physical skills. For some pupils their individualised physical exercise programmes are aimed at maintaining their physical abilities because as they age and their body grows and matures their medical condition may result in regression and deterioration of their physical well being. All pupils are supported to develop their balance, co-ordination and physical skills and much emphasis is also placed upon fine motor control skills which includes learning how to hold a pencil with a pincer grasp and how to cut with scissors. Support from occupational therapists enables differentiation of activities to be achieved through the appropriate use of specific resources which enable pupils to maximise their potential abilities and skills.

Classrooms - One to one and co-active P.E. lessons begin in the classrooms which provide most of the space necessary for floor-based exercises with the use of ceiling tracking hoists in a number of rooms in school. If necessary, a free-standing hoist is available for use throughout all rooms in school. The length of corridors and maximising the use of all rooms both indoor and outside enables specific exercises and physiotherapy based programmes to be strategically managed because skills such as learning to walk using a walking frame and progressing this ability can be effectively planned as an integral part of a child's school day as well as being followed through at specific times. The development of fine motor control skills which includes grasping, holding, pencil control, cutting, sticking, building and manipulation skills is also an integral part of the children's taught lesson content and further helps the balance and control of their gross motor skills. Use of specific strategies such as Brain Gym, Action and Rhyme and Mime support children's initial learning of their own bodies and how they can specifically move and control themselves.

School Hall - Group lessons in classrooms progress into children individually managing themselves in the larger space of the hall, one to one support is planned, with the aim of progressing each child's independence, for as long as this is necessary. Team skills of listening to and following group instructions, turn taking, observing modelled skills and paying attention in a large space are specifically planned and managed. The use of the apparatus for climbing, balancing and movement skills brings an additional facility and experience to the P.E. lesson.

Sports Centre - The P.E. lessons in the school hall gradually progress into lessons based in the Sports Hall at the local sports centre, which provides a much larger space for our older students to further progress their skills. Team skills are planned which includes football, basketball, Kwik Cricket, Short Tennis and Unihock and on occasions the Astro turf outdoor all weather pitch is also used. Athletics, gymnastics, trampolining skills and rebound therapy are also taught. In addition to teaching PE at the sports centre ourselves we also hire in qualified coaches on a termly basis.

*** Gymnastics**

KS1 focus; to develop ability to travel, balance, jump, turn, roll, climb and swing on the floor and on apparatus and to link a series of these and repeat them.

KS2,3,4, focus; to make longer sequences on the floor and on apparatus. To develop abilities to turn, roll, swing, jump, climb, balance and travel.

*** Games**

KS1 focus; to learn how to play simple competitive games in pairs and in groups and to develop sending - throwing, striking, rolling and balancing - receiving and travelling skills.

KS2,3,4 focus; progress to small sided games in invasion, striking/fielding, net/wall and target games. Develop skills in attacking, defending, sending, receiving, striking and travelling throughout different types of games.

*** Athletics**

KS1 focus; children experience running, short relays, throwing and jumping.

KS2,3,4, focus; students further develop the ability to run over short and long distances and in relays, develop the ability to throw for accuracy and distance and jump for height and distance.

Soft-play - Within the soft-play room we have planned a range of equipment which can be enjoyed by all of the children/students. Whilst this space is excellent for developing gross motor skills it is also a fun

environment in which everyone can learn to have fun and enjoy themselves, whilst also developing their social, emotional and personal skills.

Sensory-music/Snozelon - Whilst this room has been primarily planned for children who have very special care needs and for our early year's group, for them to have fun and enjoy a wide range of sensory based experiences, it also aims to specifically develop the senses and skills which are usually achieved within the very early months and years of life. This calm and soothing room is also an ideal environment in which all pupils and adults can centre themselves and relax.

Horse Riding - Our school is very fortunate to be supported by the Etal Riding Group. The group is organised on a voluntary basis and is a member of the National Riding for the Disabled Association. There are many guidelines, procedures, protocols and Health and Safety legislation which the group must adhere too, to ensure the safety and well being of all the pupils who ride.

The opportunities which the group provides are highly valued and whilst the children are supported to develop their physical skills there is also much success in developing their social, personal and emotional skills too. Our school numbers have increased and it is not possible for all pupils who are able to or who wish to ride to do so. We have organised many permutations of plans and currently the one which is most fairly and efficiently working is prioritising this experience for the youngest pupils and those who expressly wish to ride, in preference to other physical activities. The development in the children's confidence and self-esteem when they begin to ride is noticeably significant. Currently our aim is to ensure that all school pupils will have the opportunity to horse ride, if it is physically possible for them to do so, for an equitable amount of time, within their attendance at The Grove School.

Dance - When appropriate, we have the opportunity to hire the hall at our local Maltings Art Theatre and the theatre's dance tutor takes Movement and Dance lessons with our older students. Joanne Burn's skills and talents, are much appreciated by all of the pupils who attend these lessons.

KS1 focus; to have the opportunity to develop control, co-ordination, balance and poise in actions such as travelling, turning, jumping, stillness and gesture. To use music to enable children to express moods and feelings rhythmically and using contrasts of speed, shape and direction.

KS2/3/4; To develop the work from KS1 on expressing moods and feelings and responding to a range of stimuli. To look at dances from different times and places. To increase control of movements using shape, direction, level, speed, tension and continuity.

Play and Lunchtimes - We consider that play and lunchtimes are valuable learning opportunities which can provide the children and older students with lots of opportunities to enjoy themselves, have fun and to develop their imaginative play, physical, social, emotional and personal skills. A careful rota of staff is timetabled to ensure that there is sufficient support to encourage structured activities whilst also respecting the children's decisions with regard to their own choices and preferences for these times. A wide range of activities is provided, the planning for which rests with the children and the staff on break duty, which includes -

- * Tricycles and bicycles fitted for specific individual pupils, all of whom have their own safety helmet too
- * Ride-on toys, tractors, go-karts etc.
- * Scooters and mini-scooters with helmets
- * Large soft-play shapes including a slide, for early years
- * a Wendy House and the equipment within, for early years
- * a large parachute
- * Various small equipment including balls, hoops, skipping ropes, quoits, bean bags and a mini basket ball net for early years
- * a specific ball skills area for the older pupils including a senior basketball net
- * a produce garden in which to enjoy gardening
- * a small Astro turf sensory area
- * a bucket swing and other smaller pieces of equipment on our all weather surface

During days of inclement weather some of the older students may choose outdoor and some of the younger ones' indoor activities. It is usual for the hall, soft-play, the sensory room, the library and classrooms to be used at these times.

Health Related Fitness

One of the focuses for all pupils is to understand the changes that occur within their body during exercise. For more senior pupils this is developed further to look at the components of fitness which includes specifics such as a healthy heart, warm ups and cool downs, perspiration and the

bodies need for regular water intake and more generally the benefits of living a healthy lifestyle in both the short and long term.

Cardiovascular health is developed through running and chasing games, swimming and skipping. Flexibility is developed through gymnastics and dance and through maturation and individual targets pupils develop their muscular strength, stamina, agility, endurance and specific skills abilities. The basic habits of hygiene such as going to the toilet before swimming, showering afterwards and changing clothes after physical activities are an important part of our physical education programme.

Personal and Social Development

Appropriate behaviours are an intrinsic part of all lessons and pupils are encouraged to think about and discuss joining in and participating fairly, co-operation, respect and communication. These learning dispositions are specifically planned to meet the individual ages and development of the children and students.

Activities involve interactions and we aim to teach children to consider each other in planning, performing and evaluating their activities. We encourage care of our equipment and our environment. Pupils are taught to recognise their successes, how to develop their skills and talents and to enjoy celebrating the joy of winning, with an understanding of humility. Pupils are helped to consider others feelings, being happy for others success and showing understanding and being sensitive to the needs of others when they are persevering and/or not being successful whilst positively managing their own personal disappointments and celebrations.

Cross-curricular Links

ICT is part of the PE curriculum by encouraging children and students to talk about their work and by using a variety of media to record their experiences and achievements, enabling the children to develop a personal understanding of their own skills and talents. The links between P.E. and other subjects is recognised and considered through careful planning and consistently aims to develop skills in other areas especially those in communication skills, numeracy, ICT and PHSE and Citizenship.

Methodology

Within PE a variety of learning and teaching styles is used to create stimulating environments which enable children/students to develop their skills and/or experiences. Practice and consolidation are a valuable part of the children's learning which is supported by thoughtful and sensitive

planning which encourages the children to develop their skills and evaluate these. To maximise quality learning experiences planning uses a range of methods which includes:

- Direct instruction; this is more appropriate for the younger children and is a style which ensures the safety of the children by enabling them to listen to instructions and to be attentive. An instruction-based approach relies upon adults demonstrating and using pupils to model skills and there is an element of copying/following the leader. This style does not specifically include provision for the differentiation of task but this is achieved through co-active and one to one support.
- Exploration; this style encourages personal exploration within the Pupils' levels of understanding. Children learn that there is no wrong answer which is very useful in games as it enables the children to explore different types of equipment, find which best suits them and enables a further depth of assessment of their ability.
- Limited Response; this style gives the children some freedom to explore but at the same time keeps them on a particular task by encouraging individual differences and abilities through a differentiated outcome e.g.
"Travel around the room on your hands and /or feet."
- Problem Solving; this is a more analytical approach where the children are set problems and boundaries to work within to solve them, there is no wrong answer with the result being an individual one.
- Guided Discovery; children who have reached this developmental Level, are asked questions which guide them to the required response, therefore finding the answer for themselves.
- Reciprocal; this is appropriate for older students who are able to take a responsibility for developing an autonomy in their learning. The students are encouraged to know what they are looking at and for, whether it is right and how it can be developed with the main role of adults being in the background and subtly ensuring the students are clear about the task and understand the criteria for success.

The process of planning, performing and evaluating is included throughout the physical education programme and is observed through;

- Differentiation
- Positive reinforcement
- Appropriate grouping

Resources

Staff are responsible to ensure that all equipment is well cared for, stored safely and maintained in good order. All damaged and known lost equipment, for example balls which land on the school roof or out with the school boundary, must be reported to Mrs Brown, our PE Co-ordinator.

Staffing Levels, Responsibilities and Safety

○ All staff are responsible to ensure a safe environment for all physical activity. All staff work collaboratively and with Miss Waugh, Health and Safety Co-ordinator and Mrs Foreman, PE Co-ordinator to ensure that we provide a safe environment for children to experience physical activity. The following areas must be considered and followed through by everyone:-

- All staff must ensure that safety procedures are followed.
- All staff must be aware of all children's medical conditions, their treatment and our school and individual emergency protocols.
- All staff promote the importance of physical activity and a healthy lifestyle with all children.
- All staff take responsibility and care for all equipment and environments used and ensure that these are safe and well maintained.
- All staff in liaison with Mrs Derries, Headteacher, ensure that they and/or Lead Practitioners/Coaches/Instructors have sufficient training and qualifications for the role and the related responsibilities they are fulfilling.
- All staff follow reporting guidelines for accidents and incidents.

Specific steps need to be followed to minimise risk.

All Teachers must ensure that they with Teaching Assistants, Coaches and Instructors:-

- Carry out regular assessments of risk in terms of general procedures, activities and exercise practice.
- Have a risk assessment framework.
- Are familiar with the BAALPE document.
- Are familiar with The Grove Schools Health and Safety Policies.
- Are aware of and support annual equipment checks, in liaison with Mrs Foreman.
- Understand particular medical conditions and know how to plan/ adapt activities.
- Are able to assess the safety of specific exercises and activities.

- Understand factors influencing pupils response to exercise e.g growth spurt and know how to plan/adapt activities to minimise risk.
- Ensure that rules regarding clothing, footwear, jewellery are followed.

Responsibilities of Coaches and Instructors.

We have a number of coaches and instructors who provide support for a variety of PE activities including football, swimming, riding, Yoga, BoogieBeat, Kwik Cricket and dance. Their responsibilities include and are:

- To liaise closely with and to support school staff to ensure that school policy guidelines are followed and with particular regard to each child's Individual Education Plan, agreed objectives and holistic targets, personal health/medical, social and emotional needs.
- To ensure safety procedures are followed.
- To take the lead from and support school staff with regard to decisions about individual children's needs and how these may be most appropriately supported.
- To take the lead from and support school staff in particular with specific, agreed strategies for positive encouragement and effective management of challenging behaviours.

A copy of this and all other policies is available from Mrs Penny Derries, Headteacher by contacting Mrs Lorna Stevenson, School Office Manager.

Policy reviewed:- May 2025

Penny Derries
Headteacher

Robert Curry
Chair of Governors

Next date for review:- May 2028