

School Curriculum Subject Guide

Physical Education

(last updated in June 2016)

Statement and Philosophy

The Physical Education department believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a student's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for student's increasing self confidence in their ability to manage themselves and their bodies within a variety of situations. Progressive learning objectives and targets, combined with empathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all students. Through the selection of suitably differentiated tasks and activities, it is intended that student's, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every student. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also help to develop the student's ability to work independently and to respond appropriately to others, irrespective of their age, gender, cultural or ethnic background. We aim to establish an atmosphere and culture where creativity, problem solving, team building and communication are positively encouraged both individually and collectively.

Students take part in activities that improve gross motor skills, co-ordination and spatial awareness. As ability levels improve, activities may then be selected from a wider range on the basis of interest or to improve performance.

All St Piers School students will be given the opportunity to attain success and develop a positive attitude toward physical activity, as this will provide the greatest motivation for them. We strive to introduce our students to the concept of physical activity as an integral component of daily life. This not only means mobility, sport and exercise, but also includes the additional benefits of increased confidence, social competence and the pleasure of meeting new challenges.

Through the use of choice that promotes self-advocacy, we recognise and respond to the student as an individual. It is intended that this strategy will prompt the students to use their leisure time constructively and feel sufficiently confident to carry those new skills with them when they leave Young Epilepsy.

Physical education has many cross-curricular links, and plays an important role in the development of student's communication, numeracy, PSHE and ICT skills.

The majority of our students have "difficult to manage" epilepsy. This may be combined with a range of challenging behaviour, physical or sensory disabilities, communication difficulties, developmental delay and psychiatric disorder. Therefore to reduce the inherent risk of some of the physical activities delivered, specific policies and operational guidelines have been developed.

Philosophy

The statement it is the ability not the disability that counts ensures that all our students are presented with a Physical Education programme that is appropriate to their individual needs.

Within Special Educational Needs (SEN), the Physical Education Team requires the aptitude to adapt subject expertise to the individual needs of the students. This must be combined with the right degree of care and understanding. Yet at the same time, students should not be protected to the point of stifling development.

Generally the Physical Education Team operates an inclusive model rather than an overt competitive one. "All young people with SEN should take part in regular sport. It is vital to their growth and development. Such students need more rather than less sport." (baalpe 1995).

Aims

The six National Curriculum activity areas (Swimming, Dance, Gymnastics, Athletics, Games and Outdoor Adventurous Activities) are delivered. In addition we deliver where appropriate, Team Building and Health Related Exercise. Dance is delivered through our activity week and the Surrey Special Schools Sports Association (SSSSA). In addition students receive dance through creative arts.

There is appropriate delivery as per the National Curriculum. However, some students will participate in the most appropriate activities for their developmental level where the focus may be functional, sensory and experiential.

All the activities are taught in half term units of work or multiples thereof and these are established in the preceding July as the overall Physical Education Programme is developed.

The aims for Physical Education across school and the Sixth Form are as follows:

The promotion of enjoyment through physical activity, physical development and the adoption of a healthy lifestyle

Students should be taught:

- To be physically active.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To adopt the best possible posture and appropriate use of their body.
- To engage in activities that develop the recognised components of fitness i.e. mobility, flexibility, strength and stamina.
- The increasing need for personal hygiene in relation to vigorous physical activity.
- The range of activities and commercial resources available in order to encourage active and future lifestyle use of leisure time.
- Functional physical skills that positively transfer to their everyday lives.

To develop positive attitudes and the ability to work independently, and communicate with and respond positively towards others

Students should be taught:

- To observe the conventions of fair play as individual participants, team members and spectators.
- To develop how to cope with success and limitations of performance.
- Be considerate of others and the environment.
- To develop and encourage socially acceptable and appropriate behaviour.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others safety and well being

Students should be taught:

- To respond readily to instructions.
- To recognise and follow relevant rules and safety procedures for activities or events.
- About the risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing is worn for different activities.



To improve observation and evaluation skills

Where appropriate, students should be encouraged to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.

To keep up to date with national initiatives

To develop policies and operational guidelines and an outreach programme of national importance in liaison with other interested parties.

To educate young people, parents and the public with regards to epilepsy and exercise

That epilepsy or learning difficulties does not mean a reduced quality of life provided certain procedures are followed.

Use of local facilities and sporting fixtures

To encourage and promote integration within the local community.

The Sports Physical Education delivers all six of the national curriculum activities

This provides progression and continuity across both Upper and Lower school (the key stages).

Entitlement

St Piers School provides all pupils with the full entitlement of two hours of high quality Physical Education a week. This is delivered through one morning or afternoon lesson. Units are blocked so for either half or a full term students will follow the same activity.

In school there are two unit packages, Unit 1 and Unit 2

Students following Unit 1 will participate in OAA, trampoline, swimming, HRE, Games and athletics. Students following Unit 2 will participate in OAA, trampoline and swimming.

Unit 2 focuses on the most appropriate activities for their developmental level and needs i.e. functional, sensory and experiential.

In sixth form all students follow an options programme and follow a NOCN course.

Curriculum Planning

The timetable and curriculum planning is written by the PE co-ordinator. The PE Department follows progressive schemes and units of work.

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Relevant units are available to all PE staff. PE staff are expected to evaluate these units, feeding back to the subject co-ordinator. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons should be evaluated and recorded in the plenary file

Differentiation and improving access to the Physical Education Curriculum

Physical education in the school will comply with the three basic principles for inclusion in that it will

- Set suitable learning challenges
- Respond to students diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of students

St Piers school physical education staff can make PE more accessible for all students by:

- Using materials and resources that students can access through sight, touch, sound, for example, different-sized, textured, noisy and fluorescent balls
- Using a range of activities where the first steps are for students to get involved, for example, in indoor and outdoor play, playground games, action songs and rhymes
- Making effective use of physiotherapy, occupational therapy, hydrotherapy and mobility programmes, designed to meet individual needs and promote access to a range of physical activities.
- Ensuring students have first-hand and direct experiences in different areas of activity of the National Curriculum.
- Ensuring consistent coactive support
- Making use of all the appropriate available resources in the school, the local community and sporting organisations that can enhance the range of opportunities on offer to students. For example, local sports centres, swimming pools and Surrey Special School Sports Association.
- Using ICT, visual and other materials to increase students' knowledge and understanding.
- Using specialist aids, equipment and adapted workspaces. For example, adapted bikes, larger targets etc.

- Providing support from adults or other students when needed, but giving students space and freedom to do things for themselves and allowing students time to respond and use a range of equipment.
- Providing alternative activities
- Taking account of the pace at which students work and the physical effort required, and giving them time to be correctly positioned for the activity.
- Ensuring a balance of consistency and challenge, according to individual needs.

Equal Opportunities and Inclusion

Every student has equal access to physical education. Learning experiences are differentiated in such a way as to meet the needs of all students.

All pupils in school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and facilities.

Equipment, Resources and Facilities

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the students in order to enhance learning.

The PE team is expected to assume day to day organisational and developmental responsibility of the given facility(s).

The main areas of inclusion are:

1. The Sports Hall.
2. The Fitness Suite/Gym.
3. Canoe and Cycle Stores.
4. Ropes Course.
5. Aquatrainer
6. Camp Site and Cycle Track
7. Orienteering Course

All are expected to collaborate on major developments or initiatives. To facilitate teaching and delivery in a professional and appropriate manner to the wide range of students at Young Epilepsy a wide range of diverse facilities are available.

On Site:

Sports Hall
Archery and Gymnastics
Cycle Store
Old Orchard Way
Ropes course
Aquatrainer
Pond
Canoe/outdoor equipment store
Camp Site
External Pitches
Cycles
Boule Piste
Orienteering Course
Cycle Track

Off Site:

Ashdown Forest
Hindleap Warren
Harrisons Rocks
Toad Rock
Wellington Rock
Bulls Hollow
Hedgecourt Lake
Blackland Farm
Kings Centre
Edenbridge Centre
Tandridge Pool
Crawley Pool
Tonbridge Pool
Crowborough Pool
Deer's Leap Cycle Track.
Weir Wood Reservoir

All these facilities need to be pre-booked via the Physical Education team or the external centre concerned. However please be sensitive to the number of Young Epilepsy students that may be using any one off site resources. It is considered good practise to impact as little as is possible on the general public whilst also attempting to educate them to the needs of our students.

Maintenance of Equipment, Resources and Facilities

All the on-site facilities listed previously hold the Young Epilepsy Physical Education Team resources for use in and out of the education day e.g. balls, bats, trampoline, goals, weights, canoes etc.

To maintain all the equipment in a safe and serviceable condition requires a system of inspection, reporting, recording, repair or replacement.

Some of the inspection is on an annual basis e.g. trampoline and gym, some daily before use. All of us must be vigilant regarding wear and tear or damage and the subsequent reporting of the same. Any damage, breakage or loss of resources must be reported to the PE team as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time it is made safe. In house maintenance is carried out by the maintenance team.

External maintenance involves specialist firms e.g. trampoline, gym or aquatrainer.

Safe Practice in Physical Education

The Physical Education Teams delivers a broad and balanced programme that is as safe as possible, whilst embracing the concept of equal opportunities and inclusion for all students at all levels of development. The only exception to this inclusive policy is exclusion temporarily or permanent due to medical issues.

Due to the nature of our students, all the physical activities, unless safeguarded, carry a degree of inherent risk, ranging from minor incidents through to serious injury or even death. The Physical Education team constantly assesses these risks in relation to Young Epilepsy students. If the risks are significant in general, or to an individual student, the team consults internally and when appropriate with others, locally or nationally. The team then determines and implements the precautions and practices necessary to eliminate or minimise those attendant risks.

Additionally there are local and national minimum requirements demanded by the National Governing Bodies of sport (NGB) and are incumbent on individual staff. Staff must attain these qualifications prior to being sanctioned to run some components of the physical programme at Young Epilepsy. These typically include qualifications to run hazardous activities that involve fall heights, water and entrapment. This list is not exhaustive. The qualifications demanded by the NGB's are considered by Young Epilepsy to be a baseline prerequisite. From this the Physical Education team develops the Young Epilepsy policy and practice for that particular activity. Indeed some of our practice has subsequently been adopted nationally both formally and informally.

The Physical Education team consider that this is the only appropriate response in being presented with the many combinations of developmental delay, social immaturity, epilepsy, psychiatric disorder, challenging behaviour, medical condition and physical disability.

These Operational Guidelines apply to all staff, volunteers and students at Young Epilepsy whether on or off site, in the UK or abroad, they may not be diluted.

Seizure Management and Physical Education Team

This is both simple and complex. At its' simplest, what needs to be ensured is:

- student's limb's are safe
- students head is safe
- airways are clear
- reassurance afterwards
- recovery position if needed
- advice is sought if needed

At its' most complex, certain potential hazards must be planned for, or removed from the programme prior to the student being engaged in the lesson. A non-exhaustive list would include:

- medication
- fall height
- impact absorption
- water
- traffic
- belays
- entrapment
- casualty evacuation from the furthest point of operation

There is a wealth of experience that is internationally second to none regarding seizure management at Young Epilepsy. It is therefore very professional to talk to other staff and seek their knowledge.

Aquatic Seizure Management

Highly specialised, requiring specific training when operating any water sports programme. This is to be run as a component of the RLSS Aquatic rescue test.

School Sports Partnership (SSP)

School Sport Partnerships (SSP's) are groups of schools working together to develop PE and sport opportunities for all young people. St Piers School is currently a member of the East Surrey School Sports Partnership.

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The partnership is co-ordinated by a Partnership Development Manager (PDM) with the local sports development team. They provide the local hub to strategic planning and delivery of sport for and with all secondary, junior, primary and special schools and the local community within each partnership area.

A typical partnership consists of:

- A partnership development manager (PDM);
- School sport co-coordinators (SSCos);
- Primary and special school link teachers (PLTs).

A PDM is a full-time role usually based within a Sports College. They manage the SSP and develop strategic links with key partners in sport and the wider community. An SSCo is based in a secondary school and concentrates on improving school sport opportunities, including out of hours school learning, intra and inter-school competition and club links, across a family of schools. PLTs are based in primary and special schools and aim to improve the quantity and quality of PE and sport in their own schools.

Sports fixtures and Surrey Special Schools Association

Surrey Special Schools Sports Association is an organisation consisting of around 40 special needs schools. Each school has a representative on the organising committee. The committee organise an extensive timetable of events throughout the academic year across the ability and age range. A member of the Physical Education team represents Young Epilepsy at the relevant meetings. Young Epilepsy both organises, hosts and attends events.

In 2002 Young Epilepsy were awarded a trophy as the school who contributed most to the organisation

Sports/Activity Week

It is expected that the Physical Education team contribute their skills, knowledge and expertise during the activity week. The team also have a variety of external contacts that are able to deliver during the week and enhance the programme that is offered.

Sportsmark and Activemark

St Piers school currently holds Sportsmark and Activemark. The kitemarks reward delivery of the national PE, School Sports and Club Links strategy. That means they will only be open to schools which are directly benefiting from the strategy by being within a Schools Sport Partnership. They are awarded annually, automatically through the national school sport survey, which all partnership schools take part in. The survey takes place during the summer term and the awards will be announced during the autumn term.