



Curnow School
Physical Development Policy Statement (Incl. Physical Education)

Rationale

At Curnow School we believe that Physical Development is an important and core part of our curriculum offer and that it is essential to:

- Promote a physically active and healthy lifestyle in which pupils are able to make informed decisions about keeping themselves healthy beyond school
- Ensure all pupils are able to maintain their mobility and strength through a range of physical and therapeutic activities.
- Learn and develop skills and knowledge in PE through a well sequenced curriculum that prepares them well for adult life
- Ensure that pupils have access to engaging and motivating activities and sports within their local community
- Develop social, emotional and communication skills, developing confidence and raising self-esteem

Our Physical Development offer includes 6 aspects that ensure that Physical Development is fully inclusive and meets the needs of all our pupils across the school. Pupils will have different aspects making up their Physical development offer dependent upon their need identified through their Education Health and Care Plan (EHCP), ability and individual interests and skills. These aspects are

- Physical Education
- Therapy
- MOVE
- Movement and Mindfulness
- Sensory Integration
- Outdoor activities

The intent, implementation and impact of each of these aspects is detailed within the Physical development School offer.

We fully understand the importance of Physical Education as a curriculum subject for our learners

Physical Education

The National curriculum aims to ensure that all pupils develop the confidence to excel in a broad range of activities which encourages them to be physically active for sustained periods of time and to engage in competitive sports and activities and lead healthy and active lives’.

At Curnow our P.E provision already ensures that all pupils at Curnow School study physical education as part of their basic academic entitlement and is of vital importance to our Core curriculum offer.

All staff at Curnow School are involved in the teaching of PE paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsible to individual need, physical need, developmental need and learning style.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of PE can offer by enabling the pupils to become healthier, understand and experience the benefits of physical activity and be able to develop interests in physical activities that can play an important part in their lives within school and as they move into adult life.

At Curnow we aim to ensure that all pupils have a breadth of experiences utilising the units of work and programmes of study from the EYFS and the National Curriculum. Our intention therefore, is to modify and adapt programmes of learning which makes them both specific to need and provide a breadth of experiences and offer progression to children's learning. We endeavour to support the development of important gross motor skills through our work within our Primary school provision. Through such means we are able to identify clear progression pathways in the promotion and further acquisition of gross motor skills in an informed way as our pupils move through the school.

Through the teaching delivery of Physical Education across the school we need to consider the learning needs of all pupils taking account of the differences/nature of their special educational needs. Additionally we need to recognize the importance of the development of the key skills identified within the Physical Education curriculum. These key skills fall into the following areas and will be addressed via our long term planning documents across each key stage:

- Physical competence
- Physical activity
- Competition
- Healthy and active lifestyles

Through these we will identify medium term planning outlining the key skills being pursued; the key learning indicators identified for Physical Education will inform learning outcomes.

We acknowledge that we have many different learning cohorts at Curnow whose educational needs require different curriculum approaches and teaching and learning styles (Engagement, Access and Discovery). We have therefore identified aims for each cohort of learners to ensure our curriculum provides breadth, depth and relevance for all pupils/students at Curnow School.

In the EYFS we encourage our pupils to:

- develop fundamental movement skills (**Physical competence, Physical activity**)
- become increasingly competent and confident and access a broad range of opportunities (**Healthy and active lifestyles, Competition**)
- extend agility, balance and coordination, individually and with others (**Physical competence, Physical activity, Healthy and active lifestyles**)
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations (**Competition**)
- Develop the components of efficient motor function, symmetrical activity, basic body movement, large muscle development, eye/hand co-ordination, eye/foot co-ordination, body image, balance, rhythm, space and direction (**Physical competence, Physical activity, Healthy and active lifestyles**)

The teaching delivery within Key Stages 1 and 2 will aim to encourage the pupils of Curnow School to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success by:

- Develop an awareness of, and interest in, themselves and their immediate surroundings and environment (**Physical competence**)
- Join in practical activities that link to ideas, for example, invasion games (**Physical competence, Physical activity, Healthy and active lifestyles**)
- Use their senses to explore and investigate (**Healthy and active lifestyles, Competition**)
- Develop an understanding of cause and effect (**Physical competence**)
- To start to work co-operatively together (**Physical competence, Physical activity, Healthy and active lifestyles, Competition**)

The aims of Physical Education within our **Key stages 3 – 4** will encourage our students to build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques (**Physical competence, Physical activity**), and apply them across different sports and physical activities. They will be encouraged to understand what makes a performance effective (**Physical competence**) and how to apply these principles to their own and others' work (**Physical competence and Competition**).

They will additionally be encouraged to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. They will be encouraged to tackle complex and demanding physical activities. They should become involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle by:

- using running, jumping, throwing and catching in isolation and in **combination (Physical competence)**
- playing competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending (**Competition/ Physical activity**)
- developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (**Physical competence/activity**)
- performing dances using a range of movement patterns (**Physical activity/competence**)
- taking part in outdoor and adventurous activity challenges both individually and within a team (**Competition**)
- comparing their performances with previous ones and demonstrate improvement to achieve their personal best (**physical competence**)

The teaching delivery within Key Stage 4 will aim to encourage the pupils of Curnow School to tackle complex and demanding physical activities. They should become involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle by:

- Experiencing that personal actions have consequences, leading to the seeking of explanations, and understanding (**Physical competence**)
- Increasing the breadth and depth of their experience, knowledge and understanding (**Physical activity**)
- Linking and applying physical education knowledge and understanding to everyday life (**Competition/healthy and active lifestyles**)
- Developing an understanding of the more aesthetic as well as the concrete and practical skills (**Physical competence**)
- Analysing their performances compared to previous ones and demonstrate improvement to achieve their personal best (**Physical competence**)

The teaching delivery of Physical Education within **Post 16** will be addressed through the Health and Well-being curriculum focusing upon modules identified through the 'Keeping healthy 4 life' strand; such modules will include Enjoying sport, exploring a range of sports, Teamwork, Developing my skills and Sport and my body). Such work can be accredited through the ASDAN Personal Progress and Personal and Social Development modules of work which are determined below (if/as appropriate).

To further develop and generalise these key skills students will be provided with opportunities to participate and understand the importance of P.E and Sport as part of healthy lifestyle within the wider community. These will include additional opportunities offered which encourages our students to choose, participate and experience many of the following activities: Short Mat Bowling, Sailing, Yoga and Fitness Sessions such as RLG Dance.

The aims of Physical Education within our **Post 16** encourage our learners to:

- Take responsibility for themselves and others which enable them to take their place as adults in society in a way which is enjoyable and fulfilling
- Develop concepts, attitudes, knowledge and skills within Sport, Health and Therapy
- Manage independently in a range of community activities demonstrating the understanding of the needs of themselves and others
- Experience and participate in a range of sporting activities including team and individual activities
- Experience and participate in a range of health and therapy activities
- Move from class/school based activities to those in the local community generalising learned skills accordingly
- Indicate judgements/ autonomy when participating in sports/health/therapy activities
- Develop confidence, self -esteem, foster positive attitudes and values
- Explore, select and safely use appropriate resources for specific purposes
- Utilise skills, knowledge and understanding acquired to enhance their lives as adults
- Further develop their functional skills generalising their skills within wider contexts

All pupils will have a bespoke Physical Development offer which will include Physical Education for R2L pupils as detailed within the policy as well as a bespoke offer dependent upon need, level of interest and skills the 5 other aspects which we believe provide essential physical development input.

Therapy

INTENT:

- Work collaboratively with other professionals to support pupils to maintain and progress physical capabilities
- Develop strategies that maintain body symmetry, improve core strength, cross the mid-line and increase head control and full body stabilisation
- Bilateral motor movement using both sides of the body simultaneously and co-ordinated
- Moving off centre to reach, track, stretch and maintain balance
- To build and support directionality building awareness of forward, back, left, right, up and down
- Promote as much independent mobility as possible

MOVE

INTENT:

- Work collaboratively with families, therapy teams and wider school staff to set meaningful independent movement goals for children with reduced mobility.
- Deliver a combined and embedded approach of education, therapy and family knowledge to teach the skills of sitting, standing, walking and transitioning between.
- Create an accessible, interesting and educational world full of opportunity to practise, refine and develop independent core movement skills.

Sensory Integration

INTENT:

- Encourage pupils to have positive interactions with their environment and people around them
- Support pupils more effectively when over/ under stimulated and to know which resources to use
- Acknowledge pupils fears and anxieties and slowly work on reducing them
- Provide long term changes and outcomes that will support their overall development and ability to learn more effectively
- Ensure all staff are aware of the needs of pupils with sensory learning difficulties
- Identify how pupils needs can be addressed through the resources used within the curriculum offered and functional everyday activities

Outdoor activities

INTENT:

- Outdoor learning is an essential part of our school offer, supporting individual experimentation, problem solving, learning about and connecting to the natural world. It

provides opportunities to use and apply skills, develop social relationships and support a healthy and active lifestyle through activities and sports both within and outside of the school setting

Mindfulness and Movement

INTENT:

Our Movement and Mindfulness offer enables pupils to develop their knowledge, conceptual understanding and awareness of self, others and the environment in which they are learning. It provides opportunities for both independent and joint exploration into moving and connecting with other both physically and emotionally in all environments, building resilience, improving communication, promoting critical thinking and increases problem solving whilst developing self-esteem.

Swimming and Water skills pool

There are generic risk assessments associated with structured swimming/water skills pool sessions. It is the role of the site manager to ensure the water skills pool meets all compliance measures.

The risk assessments outlined for use of the water skills pool and swimming are stored centrally (whole school) for teaching staff to refer to and for the PE coordinator to monitor/re-assess if/as required. Additional control measures must be identified for those groups/pupils that require additional support needs during any swimming session; it will be the responsibility of the class teacher to determine these. All additional control measures **MUST** be signed off by the head teacher of the school before any swimming session takes place which have identified additional risk.

Swimming is part of the curriculum entitlement delivered at Key Stage 2. It has been agreed with our Governors that there is considerable value in providing structured swimming sessions at an earlier age with an aim of increasing the breadth of our PE provision to ensure pupils are prepared for a wider statutory curriculum at Key Stage 2 (e.g. – swimming).

The LGB have agreed that elements of the Sports Grant awarded to the school will be used to support structured swimming sessions throughout Lower school. The teaching delivery of swimming will be informed via our bespoke swimming targets taken from appropriate assessment tools depending on key stage, with focus given to the development of the fundamental skills required to swim safely. Swimming will continue to be taught within Upper school KS3 provision again focusing upon the development of swimming skills and students understanding of safety around water; this strand will continue to be funded by the school.

Rationale for determining the use of the Water Skills Pool

At Curnow we recognise that enabling our learners to engage in water based therapy working within a water skills programme is extremely beneficial to those learners who receive additional support from physiotherapists and occupational therapists. It is agreed this provision impacts positively on pupil's health and wellbeing and supports the recommendations and outcomes determined.

To ensure this provision meets the recommended guidance/therapy plan the water skills pool will be used to provide free movement/ exercise opportunities that some of our learners will not be able to experience on land based activities.

For other learners the water skills pool will have a different purpose as it will be used to enable them to access water/swimming skills in a pool that is appropriately heated, fitted with the correct moving and handling equipment which caters for safe entry and exit and a more comfortable swimming experience. The smaller environment will also support pupil's well-being needs as they may find the larger pool environment found at Carn Brea too stimulating to manage.

At the beginning of each term the school, supported by the relevant health professionals, will determine which learners require the use of the school pool. The groups are as follows:

- **Water based movement activities** – for those children who require access to the water skills pool on a regular basis to compliment the therapy targets and goals set by the physiotherapists and the Occupational Therapists working with them. This group of users will be determined in consultation with the class team; due consideration will always be given to the availability and frequency of other activities that will form part of their physiotherapy programmes.
- **Water skills/swimming** – for those children who are not able to access Carn Brea Pool as part of their PE curriculum will be able to access the water skills pool on a timetabled basis. This will enable them to access appropriately differentiated swimming activities leading to relevant swimming awards. In line with their peers this may not equate to a weekly swimming session dependent on pool availability.

Parents will be expected at all times to adhere to this risk assessment; if the school considers this is compromised in any way the offer of the pool will be withdrawn.

English and Maths across the Physical Education curriculum

Within their planning teachers will full incorporate the additional subject areas of English and Maths where this is possible and where this provides meaning; these areas will be designed to enhance the module of work being addressed if/as appropriate. Key vocabulary within both areas will be detailed within the Medium Term planning document to support the structured teaching delivery planned.

PE kit

It is anticipated that pupils will wear PE kit when appropriate; staff will wear appropriate footwear and ensure all jewellery is removed (e.g. – watches/earrings) before any structured PE session commences. It is the role of the class teacher to remind staff and pupils on the importance of changing clothing including footwear.

Monitoring and review

It will be the responsibility of the teachers, Subject Leader, Leadership Team and the Governors to ensure the area of Physical Education (including swimming and the use of the sports grant) is monitored and reviewed to make sure the delivery maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines. They will have the responsibility of providing a report outlining any additional information and impact of planned improvement relating to this subject area to the Leadership and Management sub-committee of the Governors of the school.

Guidelines

There are different responsibilities for staff members in the delivery of Physical Development

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Use the long term planning identified to plan Physical Development into Medium and Short Term Plans
- 1.3 Plan for individual needs and differentiate work and materials
- 1.4 Record pupil's progress using EYFS phases, EHCP outcomes/targets, Therapy targets and Evidence for Learning (EfL) assessment (as appropriate to the subject area) Provide appropriate information to the Subject Leader
- 1.5 To maximise opportunities to help develop ICT in Physical Development (if/as appropriate)
- 1.6 To carry out any appropriate risk assessment/additional control measures associated with Physical Development

2 Responsibility of Subject Leader

- 2.1 Monitor the teaching of the subject by access to colleagues MTP's
- 2.2 Support colleagues in planning, teaching styles, use of resources
- 2.3 Purchase resources and organise them in a way that ensures effective and efficient use
- 2.4 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.5 Monitor and evaluate Physical Development across the school as part of the School Self Evaluation Policy and Guidelines via lesson observations/learning walks
- 2.6 Monitor pupil's progression using Key Learning indicators
- 2.7 Monitor the achievement of PD challenges established through the EHC plans in accordance with the assessment map provided for PD
- 2.8 Provide appropriate information on Physical Development to the LGB
- 2.9 Maintain the Physical Development Subject Leader's file in line with the agreed format
- 2.10 Monitor the Physical Development policy document biennially as part of the School Self Evaluation Policy and Guidelines
- 2.11 Monitor (with the HT) the expenditure/impact of the Sports grant received

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to Physical Development Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

4 Responsibility of the Governors

- 4.1 To monitor the delivery of Physical Development through reports from the Subject Leader
- 4.2 To approve the Physical Development policy, sports premium and any subsequent updates.

5 Resources

- 5.1 Resources will be purchased to underpin the effective teaching delivery Physical Development by the subject co-ordinator. A resource allocation will be made to the Head of Upper/Lower school ; the PD coordinator will make bids to the AHT's to purchase additional resources required to implement the PD long term planning
- 5.2 The Subject Leader (in line with the head of upper/lower school) will audit all expenditure and consequent value to the school
- 5.3 The Subject Leader, through formal and ongoing monitoring will identify if anything is running out or needs replacing due to general wear and tear and relay this info to the Head of Upper/Lower school

6 Assessment and Recording

- 6.1 Pupils will have the opportunity to respond to Physical Development in a variety of ways. This may include written work or discussion. This is in addition to the requirements of the National Curriculum. Pupils may require specific equipment to support their needs, these will be available to those pupils and used appropriately.
- 6.2 Children in EYFS are tracked and assessed through the PE Cherry Garden Assessment framework. For our Engagement and Access to Learning cohorts, Evidence for Learning (EFL) is used to evidence and assess progress termly/yearly against targets taken from individual EHCPs. In addition, termly data collection and checks are undertaken to track progress in dance, yoga, swimming, horse-riding and MOVE for all pupils who access these. Additionally, our Discovery pupil's skills development is tracked through the B'Squared assessment framework. Teachers meet with the PD leads to discuss any students who are not reaching the expected standards in any area of the curriculum, and this forms the basis of an action plan to address any areas of concern.
- 6.3 As well as these formal frameworks for assessment, it should be remembered that assessment in Physical Development should be a continual and on-going process made possible by constant communication, sharing ideas and helping children to evaluate their own work (comparing the end product in the light of original intentions) and making it personal and individual to each child through the continuum of skill development in this subject area
- 6.4 Pupils within Engagement pathway with Multi-Sensory Impairment may have a therapy plan which will inform EHCP outcomes/targets
- 6.5 Pupils will be assessed through teacher observation, discussion with children before and after working and during Assessment for Learning opportunities.
- 6.6 Pupils within the Post 16 classes will be assessed using the learning outcomes from ASDAN's achievement continuum from the ASDAN Personal Progress and Personal and Social development modules of work
- 6.7 Recording and reporting will follow the agreements outlined in the schools 'Assessment, Recording and Reporting Policy' (PARRC policy).

7 Delivery

7.1 We will strive for excellence in the teaching delivery of Physical Development by:

- The quality of learning which pupils' experience
- The quality of teaching that we provide
- The richness of the environment in which they learn (using the inside and outside environments)

7.2 The Physical Development Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles

7.3 There is an expectation that PD will be delivered in whatever form (e.g. – physio) at a minimum of two hours a week; such timeframes will include outcomes of our PD audit (additional expenditure received by the school) and may include dance, yoga and swimming

8 Delivery of subject

8.1 Physical Development will be taught in a range of settings within the school.

- Timetabled Physical Education lessons
- Inclusive learning opportunities presented within mainstream provision (Illogan)
- Timetabled Leisure sessions (within Post 16)
- Whole class, small group and individual teaching
- Linked to every other subject
- Through bespoke PD challenges identified at pupil's annual/transition, EHCP review
- Through therapy plans received (physiotherapist)

9 Planning

9.1 Teachers will follow the established scheme of work and associated long term planning identifying the key skills being addressed for Physical Education. It will be the responsibility of the Physical Development Subject Leader to ensure this scheme of work accurately reflects the learning needs of the pupils and follows the curriculum ethos within Upper and Lower school

9.2 Teachers will ensure their planning has the necessary Literacy and Numeracy links to support the generalisation/extension of key skills

10 Accreditation

10.1 Pupils and students in the Upper School (Post 16) will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress and Personal and Social Development modules of work (as appropriate). Teachers will determine on an individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.

10.2 The awards obtained by the pupils will be formally presented during the annual Record of Achievement day in the Summer Term.

11 Equal Opportunities

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

12 Health and Safety

12.1 All staff should ensure the health and safety of all pupils and staff at all times

12.2 We fully adhere to the advice and guidance as provided by the Health & Safety Executive Guidelines (EECLIVE) and will undertake the necessary risk assessments through our Physical Development structured teaching sessions; additional control measures will be identified based upon the nature of the session being undertaken and any associated risks/control measures required. The risk assessments are stored centrally (whole school) for teaching staff to refer to and store any risk assessment undertaken.

12.3 We will seek additional advice from Assessnet as and when needed.

12.4 – **Health and Safety audit** (Annual audit retained by the school)

The Health and safety audit is undertaken annually by the school; section 11 'Primary Sports and PE' outlines the compliance measures necessary which ensures the teaching of PD is underpinned by informed practice associated with Health and Safety.

The site manager has the responsibility for the upkeep of the health and safety audit and the overview of outcomes and any associated actions. It is the responsibility of the PD coordinator to identify structures, systems in relation to the safe storage, use of equipment and the protocols in association of recording/reporting of damaged equipment. It is the role of the PD coordinator to share this information with colleagues accordingly.

Policy approved by the Leadership and Management sub-committee	November 2023
Policy to be reviewed	Every 2 years
Responsibility	Subject coordinator

Education within our **Engagement** provision we will identify/encourage/respond to the pupils emergent sensory preferences; pupils will be given frequent opportunities to experience/experiment cause and effect and when ready this will be further encouraged in an increasing ranges of contexts.

Pupils' current learning strengths and preferences/preferred form of sensory input will be used to support the development of new concepts. Additionally, when ready, pupils will be given opportunities to recognise familiar stimuli out of context and to use a range of strategies to explore and manipulate objects with an aim of understanding the function of many familiar items: We will therefore assist our Engagement learners to:

- Access a broad range of experiences outlined within the Engagement Curriculum particularly in the areas of **Physical/sensory** that provide the right foundation for future progress through school and life

- Quality and consistency in all our Engagement classes, that helps every child acquire and develop skills within their phase of learning (Engagement Curriculum)
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child
- Robust assessment opportunities where progress is measured and reviewed regularly through assessment sheets, photos and video evidence
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

*Additionally PD will incorporate any advice and guidance received from multi-agency teams in relation to therapy targets/aims/therapy equipment such as specialist seating; such plans/equipment and the use of these will always take priority to ensure pupils maintain good physical well-being to encourage engagement in the teaching/learning process and may inform additional funding received by the school.