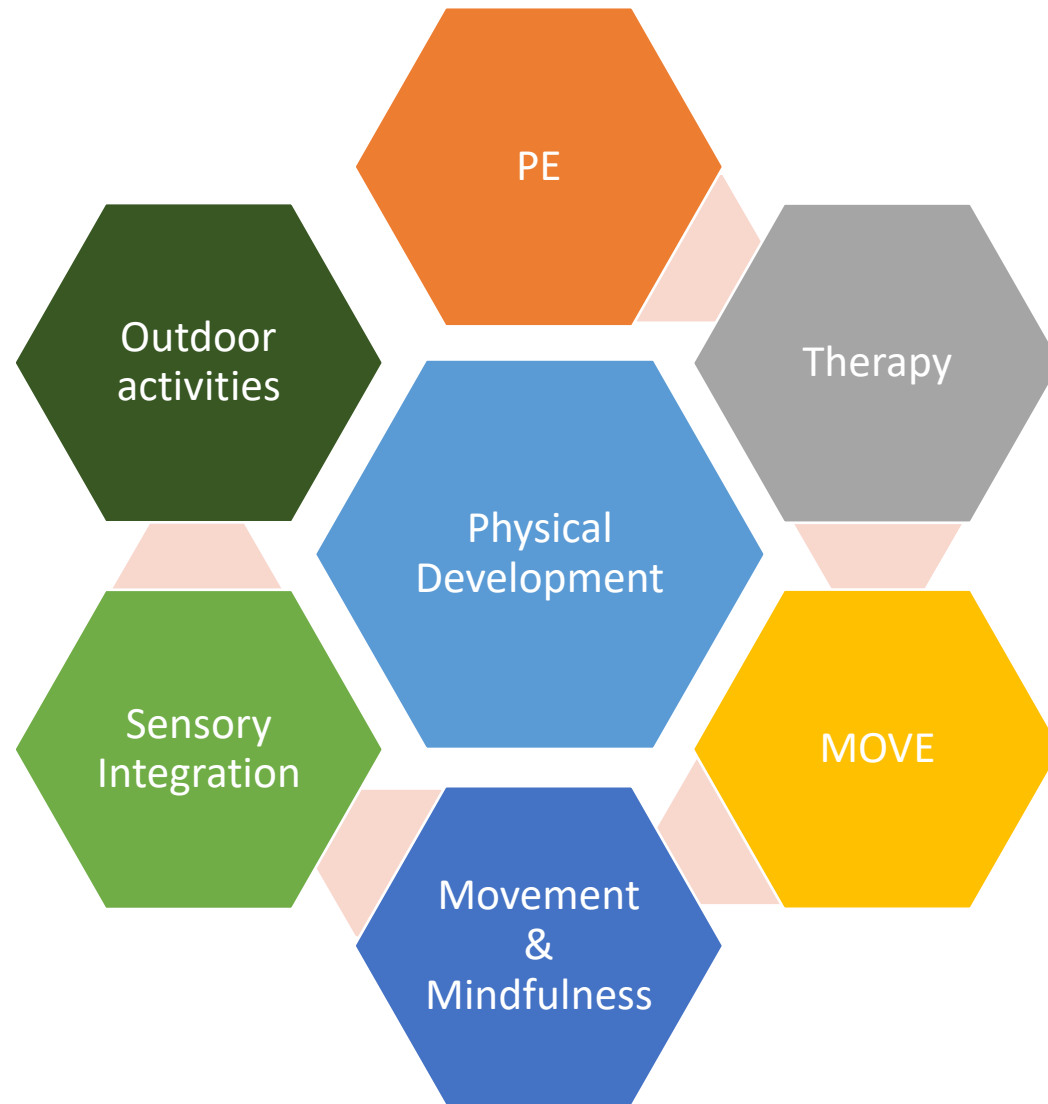
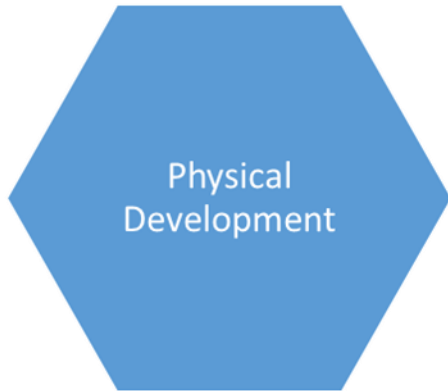


Physical Development at Curnow School



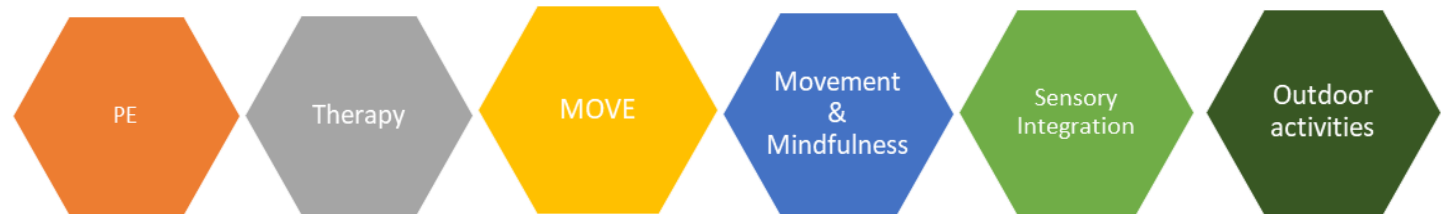


INTENT:

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

IMPLEMENTATION - THE OFFER

Physical development at Curnow will be implemented through the following areas:



These 6 aspects 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.

IMPACT:

- Pupils are engaged and motivated to participate in their physical development both within school and the wider community.
- Pupils are able to make informed choices about how to keep themselves fit and healthy
- Pupils meet their EHCP outcomes/targets linked to Physical development and wider skills e.g. communication/social



INTENT:

Our PE, Dance & Swimming/Water Safety offer will enable all pupils to develop their knowledge, skills and conceptual understanding of physical activity and sport to encourage them to lead a healthy lifestyle. Our ambitious curriculum offer will encourage all pupils (EYFS – P16) to encounter and experience a range of PE, sporting activities and healthy lifestyle choices, which will inspire them to incorporate into their everyday lives confidently.

IMPLEMENTATION

PE is delivered through the EYFS area of Physical Development focussing on fundamental movement skills. PE is delivered as a core subject from KS1 – KS4 with a highly differentiated/personalised approach underpinning our offer; long term planning is driven by the key skills of Physical competence, Physical activity, Competition and Healthy & Active lifestyles to ensure a breadth in the PE offer delivered. PE teaching within Post 16 is part of the Health, Wellbeing & Relationships strand of the curriculum and is delivered through the Keeping Healthy for Life units of study, which prepare students for adulthood.

IMPACT:

Pupils use their acquired knowledge, physical skills and conceptual understanding with greater confidence using such skills more appropriately and contextually. Through developing skill acquisition, pupils demonstrate a greater ability to make informed choices about healthier foods and the importance of regular exercise, further shaping their own ideas about a healthy and active lifestyle and how this will benefit them mentally, physically and socially in adulthood. Data collection through our assessment systems will support teachers to ensure that pupils make expected or exceed expected progress from their starting point in this area of the curriculum.



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

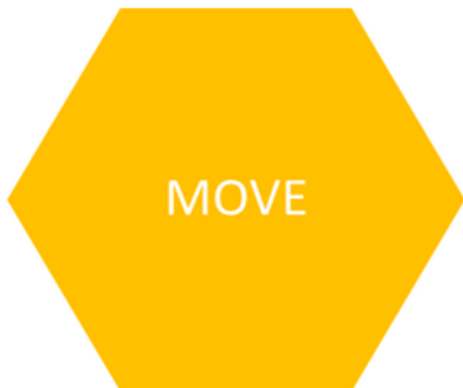
IMPLEMENTATION

Working with other professionals, to follow detailed personalised therapy plans that identify the most appropriate equipment, stretches and exercises needed to facilitate the development, progression and maintenance of physical capabilities. Timetabled sessions that focus on group and individual therapy activities including but not limited to:

- PD movement in and out of equipment
- Water skills sessions
- Rebound therapy
- Fine and gross motor activities such as Parachute Sessions

IMPACT:

- Increased physical capabilities supporting essential life skills such as dressing, eating and staying healthy
- Facilitating fine motor movements and gross motor skills and dexterity
- Increased range of movements including balance and stabilisation skills
- Develop tolerance for sensory systems such as tactile, vestibular and proprioception
- Increased opportunities to access sports and hobbies in school and the wider community



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.

IMPLEMENTATION

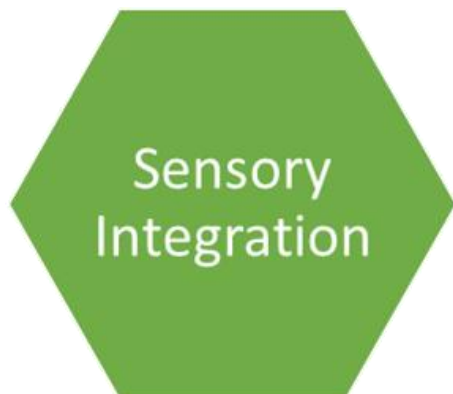
Children learn about their environment and gain skills to navigate the world by moving, exploring, and practicing repeatedly in a wide variety of contexts. Throughout the curriculum and routine of the school day, MOVE targets (taken from EHCP long-term goals) and use of therapy equipment are integrated in everything we do and are therefore transferable life outside school. Mobility and independence targets are implemented through the six steps of

- Assessment – Completed at yearly physiotherapy and OT review in school - Where is the individual now?
- Goal Setting – At EHCP yearly with parents and termly therapy hub review - Where do they want to get to?
- Task Analysis – Termly therapy hub review - What skills are needed to get there?
- Prompt Measurement - Termly therapy hub meeting review - What support is currently required?
- Prompt Adjustment – As required - What support will be needed /reduced /adjusted to achieve their goal?
- Teaching the Skills – Daily across the curriculum and at home - How will you ensure they reach their goal?

IMPACT:

- Pupils will be more engaged in their learning through the school day
- Increased independence and physical capabilities supporting essential life skills such as sitting, standing, walking, personal care, dressing, eating and managing movement transitions.
- Maintaining and developing fine and gross motor movements, motor skills and dexterity
- Increased range of movements including balance and stabilisation skills
- Increased opportunities to access sports and hobbies in school and the wider community





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

IMPLEMENTATION

To understand what a sensory processing disorder is and how it can impact on the learning of some of our pupils at Curnow School we need to work collaboratively with multi-agency teams (Occupational therapist/ physiotherapist etc), Parents and carers. Through such collaboration we will be able to provide a plan/passport that supports the delivery of activities and strategies (sensory diet) in meeting the sensory needs of individual pupils.

IMPACT:

- Pupils will be more engaged in their learning through the school day
- Pupils will be more regulated and able to cope within different environments and settings
- Pupils will have developed coping strategies within school and when accessing the community
- Staff will be more informed when supporting pupils sensory needs



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

IMPLEMENTATION

All classes look to use the outdoor environment as part of their daily offer to support pupil's sensory and physical needs and to support their health and fitness.

Through all key stages, the outdoor environment and activities are used to support physical development through use of outdoor equipment and outdoor play. Within Key Stage 2 pupils additionally access horse riding and within Key stages 1-5 pupils access a wider a wider range of activities off site such as BF adventure and water sports

IMPACT:

- Offer opportunities for pupils to negotiate different terrains challenging their physical capabilities
- Outdoor equipment allow for vestibular and proprioceptive needs to be addressed
- More space to allow for physical exploration and freedom of movement
- Increases body's natural chemical levels reducing anxiety and promoting engagement in learning



Movement & Mindfulness

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.

IMPLEMENTATION:

All classes have a range of timetabled movement sessions appropriate to the specific learning needs of their group. Activities may include but not limited to:

- Massage in schools
- Sensory circuits
- Yoga
- TACPAC
- Sound Bath
- Sensory based literacy, numeracy and topic based learning that incorporate movement

IMPACT:

- Celebrates uniqueness whilst supporting pupils to gain mastery of their own bodies and movement
- Improves physical and emotional literacy
- Provides awareness of self and awareness of others
- Develops trusting relationships that allows for more individual freedom and expression whilst feeling safe
- Pupils will have more understanding of where they are in time and space supporting the navigating of home, school and community environments



Physical Development

Progress and Assessment

All pupils will have a bespoke and personalised assessment within Physical Development dependent upon their individual offer and learning pathway.

Progress and assessment for L2L pupils will be shown through their EHCP targets within the Physical and/or sensory area of need, through MOVE targets and termly dance, swimming (where appropriate) and yoga targets.

Progress and assessment for R2L pupils will be through the B squared progression steps for Physical education and termly dance, yoga and swimming targets.

Every pupil will have a Physical development target and assessment sheet to record progress within his or her personalised offer.