



Policy Document Title:	Physical Education Policy
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Philosophy

Physical Education seeks to enhance: -

- Physical skills such as; body management, strength, endurance, flexibility, co-ordination and stamina.
- Personal and social skills such as; co-operation, self-reliance, self-discipline, sharing, self-esteem, life management and leadership, as well as those skills which underpin a healthy and active lifestyle.
- Learning skills such as; listening, observation, problem solving, communication, memory, logical thought and decision-making.

Aims

1. To identify and remedy poor physical skills and gaps in movement experiences.
2. To develop skills which will be of long term recreational value. To promote agility of mind and body through movement.
3. To develop self-confidence and increased independence.
4. To increase kinaesthetic awareness and hand-eye co-ordination.
5. To promote and encourage the use of residual vision.
6. To motivate the visually impaired CYP
7. To prepare the child for the rigorous physical demands placed upon a visually impaired person in leading an ordinary, independent life.
8. To develop the foundations of good mobility by giving better awareness and control.
9. To try to remedy poor posture and postural defects, and to discourage "blindisms".
10. To create situations allowing the pupils to develop and practise social skills.
11. To promote periods of relaxation, as blind children are often very tense and have to be taught how to relax.
12. To assist the emotional development of the child.

Differentiations for Levels of Ability

All pupils, wherever possible, will work within the National Curriculum at a level appropriate to their needs.

Classroom Approaches

- Encourage an interest in the subject.
- Pupils are encouraged to be active.
- Encourage a relaxed teaching environment in which all participants can experience the fun and exhilaration of physical activity.
- Observe the conventions of fair play, honest competition and good sporting behaviour.
- Use terminology relevant to the activities undertaken.
- A firm conceptual understanding of the topic being studied.
- Continuity of teaching approach.
- To be aware of any physical limitations that may make certain activities inappropriate.
- Ensure that all participants are free to work in a safe and secure environment.
- Provide a situation that caters for each pupil's individual progress.
- The promotion of self-confidence and independence among all children but especially those who may, through their visual impairment, be lacking in these areas.
- Seek out additional enrichment or aspiration ladder learning opportunities

Teaching Methods

- A demonstration may be given. This demonstration is then supplemented with a verbal description and then the pupil's attempt to perform the skill may be coached until he/she is proficient. The process is perhaps more intense than with the normally sighted, but it is essentially the same. In these cases greater reliance is placed upon other techniques available:
 - a. a verbal description
 - b. guiding the pupil through the movements and then coaching independent attempts.
 - c. performing the movement ourselves, or allowing another pupil to do so in order that the pupil under instruction may feel the movement involved.
- Pupils must understand and periodically be reminded of specific safety rules especially during water activities, trampolining and throwing events.
- Non-swimmers or nervous swimmers may require, during preparatory stages, close individual work.
- An awareness of individual visual conditions in relation to the activity in progress is essential. The possible prohibition of certain activities i.e. diving and trampolining for potential detached retina cases and difficulty in game situations encountered by those with poor peripheral vision.
- Offer physical guidance to those pupils who require it.

Progression

- Progression through the curriculum will aim to ensure that skills, understanding and experiences are developed steadily and sequentially and that targets set are realistic, appropriate and achievable.
- The PE curriculum will be set in relation to the National Curriculum. However, due to the visual impairment of the pupils, progress through the National Curriculum may not, in some cases, follow the sighted norm.
- Progression from the National Curriculum through Key Stage 4 onwards will offer a variety of opportunities to develop through ASDAN, BTEC and enrichment opportunities.

Assessment Procedures

- PE is not currently taken as an examination subject.
- BTEC Certificate, Diploma and ASDAN will be options for accreditation.
- Pupils' performances are continually assessed. Visual assessment by the teacher is the prime method adopted.
- Performances are frequently monitored and recorded.
 1. Athletic standards are recorded and individual personal bests in each event are noted.
 2. Annual review - pupil strengths/weaknesses, achievements, current and previous work is recorded and discussed.
 3. Triathlon – a whole-school event, undertaken in the autumn/summer term. Performances are recorded. Progression is noted.
 4. Circuit training - number of repetitions attained within prescribed time limit are recorded over the weeks and progress is noted.
 5. Multi gym - repetitions and weight moved within prescribed time are recorded over the sessions and results noted. The BROCKPORT test for physical fitness may also be used.
 6. Involvement in inter school competition and National Sporting events affords some measure of attainment and ability.

Visual Impairment - Special Educational Needs

- a. Physical development will probably be below average for the age group.
- b. Simple movement may not be confident and will be lacking in fine control.
- c. Spatial orientation will be less well developed than in a normally sighted child. The child will be less able to monitor his/her position relative to that of a fixed object.
- d. Body awareness may be under-developed. The child may not be certain of the position of his/her limbs relative to each other and may need to be assisted in the development of kinaesthetic awareness.

Disability Specific Skills

- Ability to listen and follow instructions is important not only for learning purposes but also as a safety measure.
- A person with a visual impairment will need to develop good tactile sense. A blind person can gain knowledge of the spatial qualities of objects only by touch observations in which kinaesthetic experiences play an important part.
- Organisational skills in relation to kit and clothing and dressing skills may, in some cases, be underdeveloped.

Manual Dexterity

- Fine motor skills are crucial for the successful completion of many activities:
 1. Athletics - the handling and propulsion of throwing implements.
 2. Games - ball control, use of stick or other implement, the handling of a variety of objects in a game situation.
 3. Gymnastics – use of apparatus and partner work.
 4. Swimming - use of floats; technique practice; breathing control.
 5. Dance - expressive and creative movement.

Cross Curricular & Enrichment Links

PE has cross-curricular links with all subjects. Specific areas of common topics may be introduced at the appropriate level to facilitate cross-curricular themes. Further sport and physical activity options will be offered during enrichment afternoons.

Physical Activity Outside of Taught Lessons

Apart from approximately 2 hours of PE included in the curriculum, pupils are encouraged to take part in activities at other times of the day and evening. Our young people offer suggestions for new activities, through their School Council, teachers, LSAs and care staff. PE clubs are on offer every lunchtime Monday to Thursday. There are additional opportunities for PA offered to residential students.

At the appropriate age, pupils are given the opportunity to participate in the Duke of Edinburgh's Award.

All pupils are encouraged to go outside for exercise during morning and lunch breaks. Primary pupils have access to swings and climbing equipment. An assault course is available to pupils throughout the day and the evening. All pupils have opportunities for walking or running around the running track, football or other

ballgames and general playground activities. The fitness suite is available, under supervision, during lunch and evenings.

The PE department, in consultation with other members of staff, initiates a variety of extra-curricular activities, and, depending on ability, pupils may be selected for national and regional coaching and/or trials. Links for this include Everton Football Club, Liverpool Football Club, British Blind Sport and VISPA (Visually Impaired Sport and Physical Activity) Liverpool. Pupils are given the opportunity to become members of British Blind Sport, which offers them opportunities to join activities both during and out of, school time.

Residential pupils have opportunities for a variety of physical activities in the evenings, including swimming, cricket, dance, judo and football; use of outside equipment and facilities; and indoor soft-play area. Some of these activities are led by professional coaches and are delivered on-site. Rowing, parkour, drama and organised sports are available off site, for example Greenbank Sports Academy and Choices.

Spiritual, Moral, Social and Cultural Development

The Physical Education Curriculum contributes to students' SMSC development through

- Enabling pupils to cope with both success and defeat with dignity
- Providing opportunities to understand the role of coaches, leaders and umpires to develop a sense of right and wrong
- Creating opportunities for positive behaviour through PE, allowing pupils to reflect upon the need for rules and fair play
- Pupils becoming aware of different cultural attitudes towards physical activity
- Pupils learning to cope with their emotions in a socially acceptable way during sporting activity.

Citizenship

Physical Education offers unique opportunities for the introduction and enhancement of Citizenship themes. Teamwork and partner-work over a range of physical activities help to aid a variety of aspects including socialisation, problem solving and listening skills.

Topics incorporating wide-ranging Citizenship themes are introduced at Key Stage 1 and developed throughout all Key Stages.

The Physical Education Department actively promotes a learning environment in which all participants are valued equally and are supported in their efforts to be as independent as appropriate. We recognise the key issues of 'working together' and of supporting each other.

Organisations Linked include:

Action for Blind

Awesome Walls, climbing centre

British Blind Sport

Boccia England

Broughton Hall Technology College

Calvert Trust, Lake District

Cardinal Heenan Sports College

Choices for Disability Sport

Duke of Edinburgh's award

England Athletics

Everton FC

Greenbank Academy

Integrated Sailing

JUVO Design

Liverpool Football Club

Liverpool John Moore's University

Liverpool Schools Sports Partnership

Loughborough University

Merseyside Sport

Rebound Therapy

RNIB

Sandfield Park Special School

St Edward's School, Liverpool

St Paul's Junior School

Scouts

VISPA Liverpool

Forest Schools

Grosvenor Rowing Club

