

Date created:

Rodney House School



Physical Development Policy

Reviewed: March 2019

Signed by Governor: *Angela Stansfield*

This Physical Development policy has been drawn up with reference to current government guidance including Every Child Matters and the Early Years Foundation Stage and is our interpretation of that guidance.

Context

Rodney House is a Specialist Support Primary School for children, whose development is causing some concern. We work within the Statutory Framework and Guidance for the Early Years Foundation Stage and National Curriculum, layered with a Total Communication approach and a Sensory Curriculum. Rodney House School is based in Longsight Manchester.

This policy has been drawn up in consultation with staff, parents/carers and governors.

1. Rationale

Physical Education is the contribution we can make to the development of the whole child through the child's physical dimension. As part of the Early Years Foundation Stage and it is a Prime area and in the National Curriculum it is a foundation subject. Therefore, it is our attempt to lead the development of the complete individual through a planned programme of physical activity. The number and nature of the activities will be determined by a range of factors which may vary from child to child but should provide for a broad, balanced, relevant and differentiated programme for all children.

BROAD = as wide a range of activity as can realistically be offered, in terms of number and the time available. A wide range of activities both through structured lessons and through the continuous provision both indoor and outside.

BALANCED = variety in the nature of the activities e.g., individual games, team games, athletics, racquet games etc.

RELEVANT = does the programme reflect/match the opportunities for sport in the locality? This must be also be relevant provision that is suited to the individual children's need.

DIFFERENTIATED = must match the children's potential, age, medical statement etc; must be accessible to children of varying ability at different stages of development.

2. Rodney House Ethos

Physical Development in all children is an essential part of their learning process. At the very early stage of physical development young children learn about their environment by touching and holding objects and this learning process develops as the child begins to move around. Physical development is at the basis of and integral to all other areas of learning, as movement enables exploration. The promotion of physical development has a high priority at Rodney House and this policy outlines how this area is delivered within the whole school framework.

We recognise that although the process of physical development generally follows accepted stages, for most of our children the curriculum reflects that these stages need to be approached with small, achievable steps. A supportive and sensitive school ethos will encourage progress in this area.

- Everyone in the school community is valued and encouraged.
- Positive relationships are promoted throughout the school.
- There is a safe and secure school environment that is conducive to learning.
- Potential is recognised and developed and all forms of achievement are celebrated.

Social inclusion, equality and diversity are celebrated in all aspects of school life.

As part of our commitment to the National Healthy School Standard we promote a whole school approach to the development and implementation of this policy. This is based on working in active partnership with all stakeholders.

3. Whole school aims

We aim to:

- Increase the profile of physical activity in all aspects of school life.
- Provide access to appropriate ongoing training for all staff.
- Ensure that physical activity is an integral part of our National Healthy Schools Standard work.
- Offer a broad and balanced activity programme that can be adapted to meet the needs of all children.
- Develop the children's enjoyment of physical activity through creativity and enrichment.

- Work with key partners such as Physiotherapists, Occupational Therapists and our School Sports Partnership to promote appropriate physical activity.
- Promote regular physical activities to all staff as part of work/life balance.
- Celebrate children's achievements in Physical Development.

4. Curriculum Aims

Throughout the Physical Development (P.D.) curriculum we aim to help the children

- Move with confidence, imagination and in safety.
- Move with control and co-ordination.
- Show awareness of space, of themselves and others.
- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Develop bodily awareness and an awareness of health.
- To deliver the PE programme in a safe and enjoyable learning environment
- To help pupils become participators/achievers rather than spectators where possible
- To build pupils' self-confidence, self-esteem and Self-expectation and help them become aware of their physical capabilities
- To encourage integration with mainstream peers where appropriate.
- To engage in competitive sports and activities
- Lead healthy, active lives

5. Meeting our aims

The Physical Development policy follows the Statutory Framework and Practice Guidance for the Early Years Foundation Stage. Learning objectives for activities are taken from the Learning and Development theme Area of Learning Physical Development. Physical development is divided into the following categories:

- Movement
- A sense of space
- Health and bodily awareness
- Using equipment
- Using tools and materials

LO's for PD will be included in medium term planning. Activities to teach the learning objectives within these categories will be planned into weekly and daily planning.

KS1 - Pupils should development fundamental skills. They should engage in competitive and co-operative physical activities

KS2 - Pupils should continue to apply and develop a broader range of skills

6. Teaching and Learning Styles

Physical development is central to the ethos of Rodney House. For this reason the Physical Activity curriculum has a high status. Successful physical development is a good basis for accessing all other areas of the curriculum.

A multi-disciplinary approach is adopted when the needs of the pupils are such that input from the Speech and Language Therapist, Occupational Therapist and/or Physiotherapist is required. The teacher and lead TA, will be coordinating this approach.

Focused teaching of Physical Development is done through:

- Group sessions - dance, physical development and Jabadeo
- Group Focus activities
- Individual I.E.P. work
- Outdoor learning and supported play.
- Access to taught sessions for table cricket, cheerleading and swimming

7. Involvement of other Agencies

Rodney House staff work closely with staff from a variety of other agencies to support the children's Physical Development:

- The Physiotherapist works with individual children and provides programmes for specific children.
- The Occupational Therapist works with individual children and provides programmes for specific children.
- The School Sports Co-ordinator works with all staff to promote physical activity within school and to promote the involvement of Rodney House in a wider context.

8. Health and Safety

The teacher, in consultation with classroom staff, parents and other Professionals, is responsible for drawing up the Health and Safety guidelines appropriate to the activity and the needs of the pupils e.g. epilepsy/swimming.

9. Roles and Responsibilities

The co-ordinator for this subject is Ms Amy Irving

The Head teacher Mrs. Debbie Morley has overall responsibility for the implementation of the PE policy. Teachers, when planning, will take account of the pupils' needs, Programmes of Study, the NI Curriculum, Baalpe Safe Practice in Education and themes agreed prior to the school year. These will be reflected in the Schemes of Work.

10. Role of Parents and carers

Physical development in school will complement physical development of children provided at home. We aim to work in partnership with parents and carers and build a positive and supporting relationship with them, based on mutual understanding, trust and co-operation. Parents and carers will be informed about:

- The Physical Development curriculum (Through our Physical afternoons each academic year)
- Their children's P.D. targets
- Their children's progress in P.D.
- Their children's achievements in P.D.
- Any concerns school may have about any aspect of their children's P.D.

Parents and carers are invited to suggest P.D. targets for their children's IEPs.

11. Resources

There is a budget for Physical Development and appropriate resources are made available to support the Physical Development curriculum. Maintaining and assessment of resources and provision inform the PD action plan.

12. Assessment, recording and Reporting

Assessment in P.D. is important as it provides information on children's progress and achievement and this then informs our future planning. The main assessment methods we use are observations which we record and keep in the children's Learning Journeys. Their achievements are noted on the B Squared Assessment system used to track and measure progress.

Reports of their achievements in Physical Development are shared with parents/carers through:

- Home school diaries, personal conversations
- Physical Development certificates (currently being developed).
- Evaluated IEPs

- Parent/carer consultation meetings
- Home visits before reviews

13. Monitoring and Evaluation

The Physical Area of Learning Team will monitor and evaluate the Physical Development policy on a yearly basis. The governors will review the Physical Development policy on a three yearly basis. Monitoring will assess whether the Physical Development programme is being effectively implemented. Evaluation will measure whether the programme is effective and worthwhile and identify changes that need to be made.