



St Anne's School and Sixth Form College

P.E. Policy

This policy was updated in September 2019

Curriculum Coordinator: Hendi Longman
P.E. TLR Holder: Rachel Pearson

1. INTRODUCTION

St Anne's strives to be a healthy and active school and P.E. plays an important role in this. It is a practical subject which enables all pupils to participate in enjoyable, exciting and challenging physical activities. The subject provides opportunities for the development of physical, personal, social and intellectual skills. It also promotes physical activity that can be continued into adulthood as part of a healthy lifestyle.

This policy document was written after consultation with the teaching staff and was presented to the Local Education Authority and the Governing Body in Spring 2013 and reviewed by the P.E. Coordinator in April 2013. It has subsequently been reviewed in March 2014, March 2015, October 2016, September 2017, September 2018 and September 2019.

It is a working document, which reflects the ethos and practice within the school in relation to P.E. It has been written with due regard to the requirements of the National Curriculum and its Programme of Study and it will be monitored and evaluated according to changes within these documents as and when they arise.

The P.E. Curriculum aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking Part, Choosing, Keep on Trying, Working with Others and By Myself.

Outdoor learning opportunities are embedded in the P.E. Curriculum and evident in planning. Outdoor learning supports the delivery of lessons and encourages the life-long learning skills identified at St. Anne's.

The current P.E. TLR holder has the responsibility to ensure that pupils are given the opportunity to access P.E. in the Community, and are encouraged to take part in P.E. activities/events in the local area.

2. FUNDAMENTAL PRINCIPLES

The underlying principle is to provide a balanced and differentiated programme of activities that build on previous experiences, which offer opportunities for individual and group work.

The P.E. curriculum will:

- Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.
- Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Provide opportunities to compete in sport and other activities.
- Build character.
- Help to embed values such as fairness and respect.

Through a well-designed curriculum pupils will:

- Develop competence to excel in a broad range of physical activities.
- Develop the basic skills needed to engage in sport.
- Physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Staff are encouraged to regularly review and modify modules of work in the long term plan to ensure progression and continuity of medium term planning relevant to both students and links with other subjects.

3. ROLES AND RESPONSIBILITIES

The Curriculum Coordinator will ensure:

- There is a consistent approach throughout the school.
- Units of work are regularly reviewed.
- There is continuity and progression.
- A common approach to assessment.
- Record keeping is monitored.
- Ensure staff are supported and ascertain their training needs in consultation with the Senior Leadership Team.
- Encouragement of parental involvement.

The P.E. TLR holder will ensure:

- Liaise with SLT to attend relevant courses.
- Manage, maintain and up-grade resources.
- Representation of the school at curriculum leader meetings.
- Update the policy when necessary.
- Consult with SLT in regards to staff training.

4. PRACTICE

The Delivery of P.E.

The delivery of P.E. will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings, emotions and develop personal and social skills.

The delivery of P.E. should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self-advocacy; and make full use of the local and school environments.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact and respond.

P.E. is a compulsory subject for all within the school setting and is delivered as a discrete subject each week. The rolling programmes have been developed with reference to the P.E. Schemes of Work for the National Curriculum for pupils with learning difficulties, with emphasis on developing skills.

The P.E. curriculum is organised in the following ways:

Early Years Foundation Stage

P.E. is delivered through the EYFS area of Physical Development. This is delivered in the EYFS setting. Some pupils participate in sessions in the hydrotherapy pool.

Key Stage 1

P.E. is predominantly delivered in class groups and differentiated within these to meet the needs of individual pupils. P.E. is planned and delivered through units of work on a two year rolling programme to Year 1 and 2 pupils. The areas covered are Dance, Games, Sensory Circuits and Gymnastics. Some pupils participate in swimming sessions in the hydrotherapy pool.

Key Stage 2

P.E. is predominantly delivered in class groups and differentiated within these to meet the needs of individual pupils. P.E. is planned and delivered through units of work on a four year rolling programme to Year 3, 4, 5 and 6 pupils. The areas covered are Dance, Games, Gymnastics, Athletics, Sensory Circuits and Outdoors & Adventurous Activities. Some pupils participate in sessions in the hydrotherapy pool and some pupil's access swimming sessions at the Mercure Hotel during the school year.

Some pupils also access PE in the community by attending sports competitions in the local area.

Year 6 pupils have the opportunity to go on a residential during the spring or summer term.

Key Stage 3 and 4

P.E. is planned and delivered as part of a three year rolling programme. The areas currently covered are Dance, Games, Athletics and Outdoors & Adventurous Activities. Some pupils access swimming lessons at Goole Leisure Centre for ten 45 minute sessions per school year and also through using the hydrotherapy pool in school.

Key Stage 4 year 11's will have the opportunity to go on a residential during the summer term.

All the above key stages have the opportunity to attend lunch time sports clubs.

Key Stage 5

P.E. is not compulsory for our KS5 students. They do access P.E. in the community by attending local sports events where possible through the 'School Sports Partnership'. They have a leisure afternoon once a week and will also be taking part in swimming lessons during the year. Some students are encouraged to train to be sports leaders with support from South Hunsley School and also through sports leaders training .

They are working towards the Duke of Edinburgh award this year and some students will be selected to take part in the Humber Night Challenge 13.5 mile walk during the spring term.

Key Stage 5 year 14's will have the opportunity to go on a residential related to the Duke of Edinburgh Award.

Whole School

Throughout the school year, pupils are invited to participate in a variety of sporting events organised by the East Riding School Sports Partnership and the Federation of Disability Sports Organisations (FDSO). The events calendar each year includes Inclusive Rounders, Tag Rugby Festivals, Boccia/New Age Kurling Competitions, Sportshall Athletics, Cricket Festivals and the Disport Athletics Trials and Finals. All pupils are given the opportunity to participate in PE related activities during 'National School Sports Week', which includes the annual school 'Sport's Day' and 'Smoothie Biking' days during that week. A range of lunchtime activities are run throughout the school year. These include football, dance and archery. Alongside the clubs, pupils also have the opportunity to use the school's 'track for trikes' and can access activities delivered by external PE coaches.

Pupils with PMLD

Pupils in the school with profound and multiple learning difficulties follow a Sensory Curriculum. This involves body awareness activities such as action songs, wheelchair dancing, as well as regular and specific physiotherapy routines aimed at maintaining and developing movement overseen by the physiotherapists. In addition, pupils receive Hydrotherapy pool sessions according to their ability and needs. These sessions are aimed to develop the pupil's physical abilities and enhance their physical and mental well-being.

Planning, Recording and Assessment

Lessons are planned from the P.E. rolling programme, which is developed by staff within each key stage. They receive written and practical guidance from the P.E. TLR Holder when needed. The medium term plans are taken from the rolling programme and are expanded upon to create breadth within the curriculum.

Responses are recorded over the term and are included in the AR/EHCP. Assessment is ongoing and relate to planning. Pupils are individually assessed against lesson learning outcomes.

Each pupil's level of attainment is assessed against P and National curriculum Levels. In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile. Pupils in the PMLD group are assessed on their 5 areas of learning.

This policy will be updated when necessary by the post holder who will make recommendations and amendments in consultation with the Senior Leadership Team.

5. RESOURCES

All pupils are entitled to have access to resources to encourage a broad and balanced P.E. curriculum. The equipment suitability is reviewed at the beginning of the school year to ensure it is appropriate to the range of ages, abilities and needs of the students in order to enhance learning.

6. DOCUMENTATION

Teachers will record P.E. experiences for students and continually update their progress using the Bsquared assessment tool.

7. SPECIAL FACILITIES

Outdoor P.E. areas

St Anne's has three marked hard surfaced outdoor areas where PE can take place. A playground and a 'track for trikes' area are located in the school and another playground is located at the Residence. St. Anne's also has a sensory garden and a school field. These are unmarked flat areas and are both suitable for P.E. activities. A trampoline area is available for whole school use.

Indoor P.E. Areas

The school hall is regularly used for P.E. lessons. The school hall cupboard is stocked with equipment suitable for use by all Key Stages. A hydrotherapy pool and a physiotherapy room are used daily. A sensory room is located at the Residence. Sensory Circuits are set up in the hall every morning as an additional P.E. opportunity for some pupils.

8. INSET

The P.E. TLR holder will:

- Liaise with the Senior Management Team to attend training courses.
- Advise the Senior Management Team of suitable courses.
- Feedback to staff.
- Evaluate courses they attend.
- Support staff and determine their training needs in consultation with the Senior Management Team.
- Create and follow a plan of action for spending Sport Premium.

9. LIASON WITH OTHER SCHOOLS

St Anne's School and Sixth Form is part of the Hunsley Partnership. The Head Teachers meet on a regular basis to discuss ways forward e.g. inclusion and training.

The P.E. TLR Holder attends the East Riding Special Schools P.E. meetings on a regular basis to discuss Sports Development, Projectability, Competition Dates and CPD.