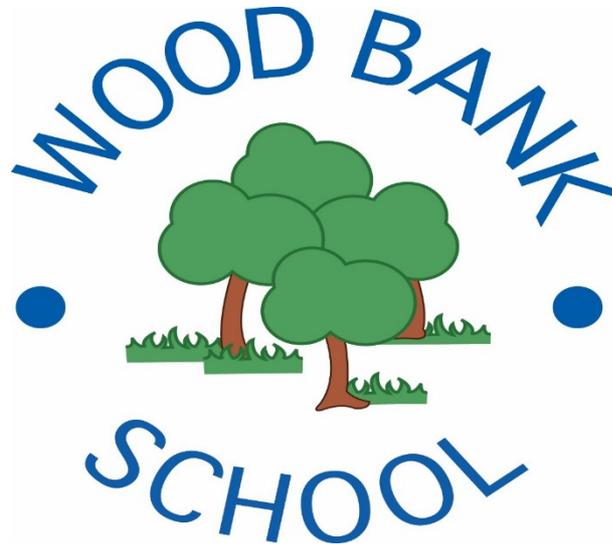


WOOD BANK SCHOOL



PHYSICAL DEVELOPMENT POLICY

Ratification Date	JANUARY 2017
Review Date	JANUARY 2020
Signed (Headteacher)	
Signed (Chair of Governors)	

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

At Wood Bank school we believe that the development of physical skills is integral to maintaining and enhancing the development of all children, and will enable them to lead happier and healthier lives in the future. We place a strong emphasis on children being ready to learn, and believe that physical development opportunities provide a platform for engaging children in their learning.

Within our school we recognise that children need access to opportunities to enhance their skills at their own level of development. We take into account any physical or medical conditions to provide a total inclusive approach to Physical Development. With this in mind we provide a wide variety of activities both within the curriculum and as extra-curricular.

Physical development provides opportunities for the development of physical, personal, social and intellectual skills and it encourages self-confidence, self-esteem, positive actions, co-operation, tolerance and respect for others.

Procedures/Practice

At Wood Bank we use a variety of approaches to cater for the needs of each individual child. We believe that every child needs to learn the fundamental principles of movement and this is embedded in all aspects of our physical development. (Sherbourne Movement)

This includes

- An awareness of self: body awareness, spatial awareness, and confidence.
- Awareness of others: relationships with a partner, developing trust and confidence, and the awareness of the three elements of relationships in movement.
 - With: The ability to contain, support and use free flow to build a rapport with a partner.
 - Against: To help the child to focus, channel energy and develop determination.
 - Shared: Where partners support each other and demonstrate confidence in themselves and their partner.

- Whole body experiences: To develop understanding of the World around them.

In particular, Physical Development offers pupils with learning difficulties opportunities to:

- develop their skills of coordination, control, manipulation and movement
 - enhance appropriate areas of health and fitness and contribute toward their physical development
 - develop their thinking, appreciation and evaluation skills
 - compete against themselves and others, and take part in challenging activities
 - develop their ability to express themselves and be creative
 - work individually and as part of a team
 - build their self confidence and self esteem'
- In response to these opportunities, pupils can make progress in PE by:
 - consolidating, securing, tuning and developing fluency in whatever movements and skills they acquire and develop
 - increasing the range of skills they acquire and develop
 - improving the control and manipulation of objects
 - improving appropriate areas of health and fitness

Listed within this document are a wide range of physical development opportunities that we provide in school.

Physical Education within the curriculum

Coverage is ensured through long term plans, following the National Curriculum which is differentiated to meet the needs of all our pupils. Physical Education is taught through:

- Games (KS1 & KS2)
- Gymnastics (KS1 & KS2)
- Dance (EYFS, KS1 & KS2)
- Athletics (KS2)
- Swimming (EYFS, KS1 & KS2)
- Outdoor and Adventurous Activities (KS2)

The EYFS is taught through access to continuous provision, soft play and outdoor areas. They also have access to the Hall to provide a more structured session where appropriate.

As a school we believe that learning essential skills such as dressing and understanding hygiene are an essential aspect of our lessons. In school every child has their own PE kit, which is provided by school.

Swimming

We believe swimming is not only a way of keeping healthy but a 'life-saving skill that every child has the right to learn'. (ASA) We acknowledge that swimming is a compulsory part of the National Curriculum, and all primary schools have a duty to

provide swimming lessons for their pupils. At Wood Bank all children take part in swimming for at least half a term per year as we believe that swimming and learning to be safe around water is an extremely important life skill. It also provides opportunities for children with physical difficulties to strengthen their muscles and move unaided in the water.

Children either access the Hydrotherapy pool at Highbury school (as this is warmer pool environment,) or they access Halifax swimming pool. In order to keep your child safe a swimming teacher will be in charge of these lessons, and a lifeguard will be present at all times.

We ask parents to provide any equipment including swimmers for this activity.

Hydrotherapy/Water Activities

These sessions are available to children who we believe will benefit from additional support within this environment.

Hydrotherapy is a series of gentle exercises which can be more manageable when carried out in a heated pool (34°C) while the water supports much of the body weight, the resistance of the water helps to strengthen the muscles. The warmth increases circulation and also reduces muscle spasms and helps to relieve any pain or discomfort.

As a school we access Hydrotherapy at Highbury school. We call these sessions Water activities as there is no physiotherapist present. We do however liaise with a physiotherapist and your child will work 2:1 in the water with a swimming teacher and another member of staff.

A member of staff trained in National Rescue will also watch over these sessions.

Sensory Circuits

A sensory circuit is a series of exercises that a child works through in a specific structured order. It is intended to focus concentration to prepare the child for learning. The circuit may be specifically tailored to an individual child if it is felt they need more stimulation in a certain area. Children should spend around 3-4 minutes in each area before moving on to next area.

There are 3 types of exercise which should be clearly defined in zones.

- Alerting – which wakes up the body and the senses.
- Organising – which require the child to organise their body, plan their actions and do more than one thing at a time.
- Calming – which provide sensory input to the body to calm and ground the child.

Rebound Therapy

Rebound Therapy is used to facilitate movement, promote balance, encourage an increase or decrease in muscle tone, support relaxation and sensory integration, improve fitness and promote communication skills.

We use the Rebound Therapy room at Ravenscliffe High School. Children are chosen to take part in this activity if we believe they will benefit from the experience. These decisions are made in consultation with the class teacher.

Each child will have 1:1 support on the trampoline by a member of staff trained in delivering Rebound Therapy. We take into account any medical or physical needs and will carry out a risk assessment for each child before taking part in this activity.

Sensory Movers

These sessions are aimed at targeting children in school with profound and multiple difficulties. We have a trained Feldenkrais practitioner who delivers these sessions. Sensory movers is designed to increase flexibility, muscle tone, balance and co-ordination. These sessions combine dance, physiotherapy and passive movement. We also encourage independent movement throughout.

Each child will have 1:1 support during these sessions and we liaise with physiotherapists where necessary.

Gross and Fine Motor Skill Development

We strongly believe that the development of both fine and gross motor skills, are an integral part of every child's development. Each class has a one hour session each morning to focus on developing these skills at each child's level of development.

These sessions include any physiotherapy, position changes, and the development of walking skills. They also include pre-writing skills focusing on strengthening the muscles needed to grasp a pencil and use it with control. (see English policy)

Wheelchair Dancing

Wheelchair dancing is intended to involve children in the social aspect of sport. During this activity one member of staff will work with one child. The purpose is to introduce new music and styles and move in synchronisation to a specific beat.

Aromatherapy

Aromatherapy is delivered by a trained member of staff. Aromatherapy is done either 1:1 or in small group sessions. Aromatherapy is an essential part of physical development.

- Stimulates circulation and increases the flow of oxygen around the body
- Stimulates digestion
- Encourages co-ordination
- Stimulates the Central Nervous system
- Induces a feeling of calm and well-being by reducing anxiety
- Is essential in developing communication
- Decreases sensitivity to touch

During these sessions only a trained Aromatherapist may use essential oils.

Dance

Within school we have three dance groups

- Early Years/KS1
- KS2
- Performance group

Dance encourages expression and creativity as well as the health benefits of exercise. These sessions are run by a teacher, with a high level of support to provide safety. Children are given the freedom to express themselves to a different beats and types of music from around the World.

Responsibilities for Leading, Monitoring & Evaluating

Progression is ensured through planning with a system of evaluation and individual learning outcomes for each child. This is assessed and evaluated up to three times per half term depending on the child and their level of development. Achievements are captured through teacher assessment, photographs, observations, and video.

Observations are carried out by a senior member of staff to ensure good practice and high standards are maintained throughout school.

The role of the Subject Leader

The role of the PE Subject Leader (Working within the Physical Development curriculum team)

- To organise and maintain teaching resources.
- To formulate a plan, monitor and evaluate the spending of the Sports Premium budget
- To manage a delegated budget and keep spending within it.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by the LA and other establishments
- To provide guidance and support in implementing the curriculum.
- To share knowledge through training staff from other schools and authorities to promote inclusion.
- To encourage ways of involving parents in their children's learning.
- To promote liaison between staff, schools and the local community.
- To liaise with outside agencies and other professionals working within these areas.
- To co-ordinate, plan and organise swimming, hydrotherapy, and rebound therapy in consultation with class teachers.
- To organise a celebration of sport through a Sports week at the end of every academic year.

The over-riding task must be to provide support for all who teach PE and so improve the quality and continuity of PE teaching and learning throughout the school.

HEALTH AND SAFETY

As in all other physical exercises taken within school, the physiotherapist and / or the school nurse are available to give advice on medical and physical issues.

“As with the teaching of PE in any establishment, schools must meet the requirements laid down by governors and their local education authority and take account of the national guidance, Safe practice in physical education, published by BAALPE (British Association of Advisers and Lecturers in PE)”

See Health and Safety Policy

Related Legislation/Documentation/Policies

- Standards and Framework Act 1998
- Education (National Curriculum) (England) Regulations 2013
- Education Act 2003
- Curriculum Framework
- Health & Safety Policy