



Physical Provision Policy

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Physical Provision Policy

Rationale

At Fairfield School we believe that physical activity opportunities experienced in a safe and supportive environment is a vital and unique contributor to a pupils' development and wellbeing. The emphasis is on creating a personalised and supportive learning environment which encourages maximum participation, fully supporting pupils' physical, mental and emotional needs.

The physical education curriculum is intended to provide for pupils' increasing self confidence in their ability to manage their bodies within a variety of movement situations. Progressive learning intentions, combined with personalised and varied teaching approaches, endeavour to provide stimulating, enjoyable and challenging learning opportunities for all pupils.

Intentions

At Fairfield we incorporate a range of gross and fine motor physical skills and experiences which are personalised to meet individual needs. It is important to concentrate on a child's abilities and needs to improve upon movement skills.

Whatever form physical education takes it should:

- provide enjoyment and fun
- take place in a safe environment
- promote confidence and self-esteem

Our intentions support the school's vision, aims and objectives as well as the whole school curriculum policy.

To raise the capability of pupils in Physical Education by:

- developing an increasing ability to make choices on the movement linking and sequencing of actions, and the organisation and use of resources
- developing physical skills and concepts and the ability to remember, repeat and adapt movement responses in a variety of movement related situations
- informing and promoting positive attitudes towards movement, fitness, hygiene and health
- promoting an understanding of safe practice and a sense of responsibility for their own, and others safety
- increasing each pupil's awareness of their own and others' capabilities and the importance of appreciating and being sympathetic towards individual needs

Physical Provision Team

The physical provision team, as part of their role:

- provide support to other members of staff
- co-ordinate effective use of resources
- provide a sound body of knowledge relating to various physical opportunities
- monitor the delivery of physical activities throughout the school

Monitoring

- The physical team will establish a programme of monitoring the subject using agreed applications
- The physical team members will support staff to ensure breadth, balance, relevance and scope for continuity and individual progression to ensure that all staff know what is expected in terms of evidence for pupil learning and development

- Staff should ensure the curriculum is personalised to meet the needs of the individual pupils
- Members of the provision team will ensure all staff have access to the latest information and details of recent courses / training etc.

Strategies for Teaching Physical Education

All staff have a vital role to play in enabling pupils to participate appropriately in physical opportunities.

Staff will need:

- to have clear learning intentions for sessions which should be communicated to staff working with the pupil
- appropriate time being given for the pupil to respond
- a secure knowledge and understanding of any aspects of health and safety
- to provide opportunities for evaluation of the impact of the session
- to provide opportunities to learn new skills in various context by implementing learning into small achievable steps through observation and constant practice
- to provide an environment conducive to pupil learning
- to support communication systems e.g. Makaton signing, PECS, being particularly aware of pupils' experiences, skills and comprehension levels when choosing resources
- to give opportunities to experience a range of activities that facilitate successful outcomes and enjoyment
- to set high expectations which challenge pupils, deepen their knowledge and understanding, and enable them to experience success and raised self esteem
- to plan effectively, using their knowledge of the subject and the levels of pupil achievement
- to provide activities which are personalised and differentiated and take place in a safe and supportive environment
- to reinforce and build on pupil's knowledge from previous experience, making good use to repeat, practice, modify and consolidate acquired skills
- to make good use of opportunities to work in a range of motivating, meaningful contexts, individually or in groups
- to deliver pupil centred approach based on time development of the senses through direct experience, which will enable the pupil to interpret and enjoy creative activities
- ensure the selected activities and equipment are appropriate to the pupils' ability and needs
- all staff are aware of pupils learning intentions, and expectations
- pupils are suitably dressed

Physical Education Resources

Class teachers, in their planning, will need to identify which resources are required and notify the provision / subject leader of their needs of possible new resources. Resources are mainly stored in the physical education store cupboard.

- Ensure that apparatus is safely stored
- That pupils (where appropriate) are encouraged to set up apparatus under supervision using correct methods of lifting and carrying
- Apparatus is placed safely, and equipment is checked before pupils use it
- There are safe landing areas where appropriate
- Annual checks are made to apparatus and maintained as appropriate
- Evidence around school demonstrates pupil achievement and enjoyment in physical activities
- Evidence of breadth and balance across the whole curriculum

Physical Development

In physical education activities, pupils should be taught to:

- be physically active
- demonstrate knowledge and understanding through physical actions
- be aware of terminology relevant to activities undertaken
- engage in activities that involve the whole body, maintain flexibility and develop strength and endurance in order to become independent learners
- solve and evaluate problems that they may encounter in participating in physical activities
- consolidate particular skills through practice and repetition in order to develop confidence

Pupils should be encouraged to:

- observe the conventions of fair play, honest competition and good sporting behaviour
- understand and cope with a variety of outcomes, including both winning and losing
- be aware of the effects and consequences of their actions on others and on the environment

To ensure safe, practice pupils should be taught to:

- be concerned with their own and others safety in all activities
- understand the importance of warming up for, and recovery from exercise to prevent injury
- adopt good posture and correct use of the body at all times
- observe safety and good hygiene

Physical Education / Pupils with PMLD

Much of the work with pupils with PMLD needs is developmental e.g. using correct positioning and movements linked to personal physiotherapy programmes.

Pupils with PMLD have specific needs that the key competences needing to be developed are:

- Performing, experiencing and developing physical skills e.g. taking a pupil through a specific action/movement or encouraging a pupil to make a movement on their own.
- Evaluating, responding and recognising working one-to-one e.g. responses with an adult aware of a pupil's responses such as eye contact, a smile, frown, increased tension.

Pupils working with others - developing relationships with both staff and peers

Areas to be considered:

- Develop skills (developmental) i.e. head control, posture etc. and encourage body awareness
- Maximise physical skills with other aspects of learning
- Give opportunities for choice to develop the idea that the child can make things happen
- Encourage the development of relationships, working in a group, with a partner or alone to develop independence e.g. playing a simple game, linking movements etc.
- Recognition of exercise on body e.g. heart pumping faster and breathing quicker
- Responding to music with different rhythms: speed and directions

Assessment, Recording and Reporting

Assessment forms an integral part of the physical provision, and takes place in a number of ways:

- by pupils, to allow opportunities for self-evaluation
- informally, on an on-going basis, to inform future planning and evaluate the effectiveness of activities

Assessments can be recorded through:

- updating Evidence for Learning data with videos
- Intentions, Implementation and Impact on PEPs / EHCP

Assessments are reported to:

- Physical provision and PE leader, for use in the provision action plan
- Parents / carers at consultation meetings and in annual reviews
- Governors, in head teacher's reports

Community Links

Physical education is seen as a way of enhancing the quality of our pupils' lives through opportunities to express themselves, enjoy social contacts and enrich their learning. The school recognises the need to be outward facing and will strive to encourage links in our community.

These may include visits to:

- swimming pools
- gyms
- sports centres and sports stadiums
- horse riding / care
- events with other schools
- competitions and festivals

Parental / Carer Involvement

Fostering collaboration with parents may include:

- sharing expertise
- pupil personalised plans / PEP's
- EHCP targets
- home-school diaries
- Class Dojo
- providing access for educational visits to sporting events
- pupil events in school
- Celebrating achievements

Staff Development

Staff will undertake any relevant training to keep updated of curriculum developments. The physical team will disseminate information to staff at regular intervals.