



Physical and Self Help

Mission Statement: 'working together to achieve the best outcome'

Definition:

Physical and Self Help is the development of pupils' physical competence, confidence and their ability to use these to perform a range of activities. It will help to develop their independence in self-care and develop their roles in games and society as a whole. They will also start to develop regulation techniques to help with internal self regulation.

Aims:

Physical and Self Help at Lexden Springs Residential Special School is an integral part of learning in the school day. Swimming/Hydro, Trampoline/Rebound Therapy and Horse Riding form part of the Physical/Self Help curriculum as well as sensory diet activities. All pupils have sensory and Physical needs as a cross curricular IEP objective. We aim to:

- Encourage pupils to work towards the full potential.
- Through using their body in various environments.
- Develop confidence and the highest degree of independence as possible.
- Develop coordination and balance.
- Developed suppleness, strength and stamina.
- Promote cooperation and teamwork.
- Developed the concept of Sport as a leisure activity.
- Develop internal regulation techniques.
- Encourage pupils to recognise dysregulation and implement activities to help themselves to become regulated.
- Develop a sense of self and how to manage oneself.

Sports teaching should be built on the natural enthusiasm pupils have for movement, using it to explore and learn about the world around them. Pupils should play and work together in pairs and small groups. By watching, listening and experimenting they develop their skills in movement and coordination. They also enjoy expressing and testing themselves in a variety of situations. Swimming teaching will be based around water play initially and building confidence and core skills. Sensory diets are initially taught in a very structured adult lead way. Once the pupils start to respond to the benefits and notices the regulatory affect they will slowly become more autonomous with recognition and delivery.

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Approved by reviewing staff member:	<i>Emma Williamson</i>
Date Approved:	25/5/23
Reviewing governor:	Shirley Croft
Approved by reviewing governor:	<i>Shirley Croft</i>
Date Approved:	15/6/2023
Next review date:	Summer 2024

Skills learned should be practised and reinforced in a variety of ways at an appropriate level to continue success. This will help to raise self-esteem and allow the new games and activities to be attended with greater confidence. Skills directly taken from the key objectives incorporate other curriculum areas. It is recognised that some pupils may participate at an experimental level in activities.

Physiotherapy and motor development:

The development of the remote skills through physiotherapy is an integral part of the physical development from many students in the school. It is recognised that some of the passive physiotherapy sessions are of great value and they do provide opportunities for pupils to develop and practice skills that are central to the Physical and Self Help curriculum.

We recognise the importance of physiotherapy to pupil's needs and well-being. Physiotherapy does not take the place of sporting activities although the two disciplines complement each other. I.e., physio programmes can be delivered within the swimming pool.

Pupils who are working on early physical skills have Move targets written by their in school Move practitioner.

Implementation:

The Physical and Self Help curriculum area has been developed to include the statutory entitlement referred to in the PE National Curriculum details so all pupils have an access to Sporting activities including swimming at KS1/2.

Pupils are given the opportunity to experience and work towards gaining the basic skills of general mobility. This forms the basis of physical and self-help, as well offering a range of movement experiences designed to develop body awareness.

The Curriculum area is in place and is designed to ensure that all pupils have access to the breadth of the curriculum appropriate to their needs and are given opportunities for progression.

National award schemes, which recognise a level of achievement and progression e.g. Amateur swimming Association awards, Accredited RDA merit award are used where appropriate.

In the main body of the school the class teacher teaches skills in the hall or the outside spaces and this is on an individual or group basis. In Post 16 is taught in mixed ability and mixed age groups.

Self-help and independence are encouraged through more active session, all pupils are expected to be as independent as they can with dressing, undressing, showering and washing to be ready for any physical activity that they are taking part in. Self Help around personal care routines including toilet training will be encouraged when appropriate. Advice from continence service will be followed for each individual.

Uniforms:

All pupils should change into sport kit for all sports sessions. This should include different clothes & footwear during the school day.

- Sport kits include – a school T-shirt (white), shorts (tracksuit in winter)
- Plimsolls or trainers may be worn for outdoor sessions.
- Where possible, pupils should be in bare feet for gym / dance, as this allows for better quality work.
- No jewelry should be worn during sport activities. Long hair must be tied back.

- Children who persistently do not have a PE kit will have reminders sent to parents in the home school book and ping.
- Stud earrings can be worn but must be taped over.
- Swimming kit will be brought to school on the day when swimming lessons take place and taken home the same day. Long hair must be tied up, and the wearing of swimming hats is essential.
- Trampoline/Rebound kit of long legged sports bottom and long sleeve top and socks need to be provided. No buttons or zips.

Health and safety:

The importance of the health and safety aspect of Physical development and using the pool are recognised, we have NOP and EAP's that must be followed. Individual wellbeing plans and risk assessments are done when needed and are followed. Those leading session also follow this advice;

- Safe practice and procedures should be an element of every sports lesson.
- All pupils are taught how to move and use apparatus in a safe manner under the supervision of the class staff.
- All gymnastic equipment, once set out, must be checked before the pupils use it.
- All fixed & portable gymnastics equipment is inspected annually by Universal services that make sure that all equipment for use indoors and outdoors meets health and safety standards.
- The indoor / outdoor space being used must be checked for potential risks at the beginning of each lesson and risks removed, i.e. trip hazards.
- Pupils will need written permissions to horse ride. A suitable pony or horse needs to be available to facilitate participation.
- Who attends riding session is decided between the school and the RDA instructor and is based primarily on the safety of the pupil.
- Swimmers must wear bathing suits and swimming hats at all times.
- Trampoline can only be used in suitable clothing.

Resources:

Pupils, who can, participate in a module of horse riding organised and taught by a qualified RDA instructor.

The school uses the on-site swimming pool and local leisure pool for swimming.

The on-site pool is for those pupils who would benefit from exercising in warm water. The hydrotherapy pool is also used by lower school to teach swimming. This has a range of resources including flotation jackets, hand supports, armbands, inflatable rings and noodles.

Post 16 and older pupils use the swimming pool at Leisure world in Colchester where they work on higher swimming certificates and have access to its ASA swimming coaches.

On-site the school has a hall that is used for activities, such as gymnastics, keep fit and dance. The school has a multi-use sports arena and there is also a bike track and bikes to be used for physical activities.

Small items of equipment e.g. bats, balls, hoops, beanbags etc are stored in the PE room next to the hall. Large items such as the bench and large apparatus are kept around the edge of the main hall.

Assessment: See separate policy

Monitoring: See separate policy

