



The Meadows School

Physical and Sensory Development

Introduction

The Meadows School is deeply committed to achieving the best possible outcomes for all its students. We provide a broad and balanced curriculum designed to meet the unique needs of each learner. To ensure this, we implement a multi-tiered curriculum model, tailoring both content and teaching strategies to the specific needs of our pupils. This approach is structured around four key pedagogical pathways; these pathways include the Pre-formal Pathway (Engagement for Life), the Informal Pathway (Foundations for Life), the Semi-formal Pathway (Learning for Life), and the Formal Pathway (Options for Life).

Each curriculum pathway is carefully designed to align with the developmental needs of the learners, ensuring they build a strong foundation of knowledge and skills. This prepares them for progression into the next pathway or equips them for life beyond school, including successful transitions into adulthood.

Our Physical Education curriculum is intentionally sequenced and planned to ensure that prior knowledge is built upon, and students are prepared for their next steps. **It is strongly connected to the Preparation for Adulthood (PfA) outcomes, supporting key areas such as Employment, Independent Living, Community Inclusion, and Health.**

What does this look like in our curriculum pathways?

At The Meadows, our aim is to provide a curriculum that accommodates and supports the needs of every individual student so that they have the opportunity to develop their physical movement through enrichment, play and build positive social interaction with adults and peers through a range of sporting activities and events.

As part of our whole school approach, students are offered the opportunities to partake in these activities on-site and in the wider community. This will support our students to be prepared for their next steps to adulthood after the Meadows.

Pathway Model (Intent, Implementation, Impact)

Engagement for Life (Pre-Formal; PMLD) This pathway typically consists of PMLD learners who need and respond to a sensory based curriculum that supports their holistic care and physical wellbeing needs.	Foundations for Life (Informal; Complex ASC/Complex SLD) This pathway typically consists of our ASC learners who may have complex needs alongside varying communication needs. These students often need support to manage their emotions and process information	Learning for Life (Semi-Formal; SLD) This pathway typically consists of learners who have SLD who are learning to communicate through the most appropriate means to them, building independence and confidence to generalise skills in different social contexts.	Options for Life (Formal; MLD) This pathway typically consists of learners who have MLD who are learning to build on existing skills and develop greater independence and confidence within different social contexts and environmental settings.
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Intent

Intent The curriculum that is offered through the Engagement for Life Pathway: <ul style="list-style-type: none"> ❖ Develop students' engagement and communication. ❖ Develop responses based on exposure to stimuli. ❖ Be able to express themselves. ❖ Recognise or notice sensory stimuli. 	Intent The curriculum that is offered through the Foundations for Life Pathway: <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for students to develop their fine and gross motor skills using structured, sensory-rich, and individualized approaches that cater to their specific needs and learning styles. ❖ This curriculum aims to engage students through 	Intent The curriculum that is offered through the Learning for Life Pathway: <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for semi-formal students to develop their fine and gross motor skills alongside body movements and teamwork skills. ❖ Students will participate in a fun and safe environment to help build up a body of key knowledge and skills. They will be 	Intent The curriculum that is offered through the Preparing for Adult Life Pathway: <ul style="list-style-type: none"> ❖ Provides a wide range of opportunities throughout the day for formal students to develop their fine and gross motor skills alongside body movements and teamwork skills. ❖ Students will participate in a fun and safe environment to help build up a body of key
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	<p>exploration, sensory experiences, and practical activities that foster curiosity, independence and body movement.</p> <ul style="list-style-type: none"> ❖ To nurture a sense of curiosity and promote independent thinking through the exploration of early scientific ideas. ❖ To support the development of communication skills by using knowledge and understanding of sporting games as a platform for both verbal and non-verbal expression. ❖ Students will participate in a fun and safe environment to help build up a body of key knowledge and concepts and are encouraged to see how this can be used to explain what they see and experience in everyday life. 	<p>encouraged to transfer these skills across many different areas of the PE curriculum.</p> <ul style="list-style-type: none"> ❖ Students will work on the working PE skills ladder and progress in seven main areas: <ul style="list-style-type: none"> 1- Dance 2- Gymnastics 3 – Athletics 4- Games 5 – Teamwork 6 – Outdoor Adventure 7 - Swimming 	<p>knowledge and skills. They will be encouraged to transfer these skills across many different areas of the PE curriculum.</p> <ul style="list-style-type: none"> ❖ Students will work on the working PE skills ladder and progress in seven main areas: <ul style="list-style-type: none"> 1- Dance 2- Gymnastics 3 – Athletics 4- Games 5 – Teamwork 6 – Outdoor Adventure 7 - Swimming
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Implementation			
Implementation	Implementation	Implementation	Implementation
<p>A highly differentiated and holistic curriculum that is taught through thematic units and personalised for each learner.</p> <ul style="list-style-type: none"> ❖ Social environments ❖ Daily living skills ❖ Making relationships ❖ Body awareness ❖ Curiosity Programme ❖ Story massage ❖ Choices ❖ Personal/intimate care ❖ Rebound Therapy ❖ Water movement ❖ MOVE programme ❖ Community engagement ❖ Routines ❖ Sensory Play 	<p>Pupils are supported in engaging with activities and experiences by</p> <ul style="list-style-type: none"> ❖ Planning and delivering sensory-based PE activities that appeal to a range of senses, including touch, sight, sound, and smell (e.g., ribbons for dance, different balls for ball games). ❖ Providing tactile, auditory, and visual stimuli to engage students and stimulate their curiosity (e.g., range of music during games, bubbles for hand/eye co-ordination). ❖ Using sensory play (e.g., water play, balance beams, and trampolines) to help learners understand basic body fine and gross body movement such as balancing, picking up a racket, catching a ball. 	<p>PE is timetabled twice a week, across the year students take part in sessions covering the 7 areas of physical education:</p> <ol style="list-style-type: none"> 1- Dance 2- Gymnastics 3 – Athletics 4- Games 5 – Teamwork 6 – Outdoor Adventure 7 - Swimming <ul style="list-style-type: none"> ❖ All teachers plan and deliver stimulating, challenging, differentiated and personalised lessons to all pupils. ❖ Students, if suitable, will have 1 term swimming off-site at Tipton Leisure Centre and 1 term swimming on-site with the Meadows swimming team. ❖ The Meadows school assessment system ensures personalised 	<p>PE is timetabled twice a week, across the year students take part in sessions covering the 7 areas of physical education:</p> <ol style="list-style-type: none"> 1- Dance 2- Gymnastics 3 – Athletics 4- Games 5 – Teamwork 6 – Outdoor Adventure 7 - Swimming <ul style="list-style-type: none"> ❖ All teachers plan and deliver stimulating, challenging, differentiated and personalised lessons to all pupils. ❖ Students, if suitable, will have 1 term swimming off-site at Tipton Leisure Centre and 1 term swimming on-site with the Meadows swimming team. ❖ The Meadows school assessment system ensures personalised

<ul style="list-style-type: none"> ❖ Music ❖ Switch work ❖ Communication ❖ Cooking 	<ul style="list-style-type: none"> ❖ Offering simple skill games e.g., throwing bean bag into the hoops, sensory circuits, changing directions pathways. ❖ Providing opportunities for students take part in real life games (relay races, swimming). ❖ Students' development is supported through: <ul style="list-style-type: none"> - Water movement - Off-site swimming - Rebound Therapy - WBA sport coaches - Forest School - Malthouse Stables - Sensory Circuits 	<p>learning outcomes are delivered in all PE lessons</p> <ul style="list-style-type: none"> ❖ Students' development is supported through: <ul style="list-style-type: none"> • Water movement • Off-site swimming • WBA sport coaches • Malthouse Stables • Forest School 	<p>learning outcomes are delivered in all PE lessons</p> <ul style="list-style-type: none"> ❖ Students' development is supported through: <ul style="list-style-type: none"> - Water movement - Off-site swimming - WBA sport coaches - Malthouse Stables - Forest School
Impact			
<p>Our students will:</p> <p>Be safe, happy, healthy and prepared for life through the support of trusted adults.</p> <ul style="list-style-type: none"> ❖ Increased engagement and communication. ❖ Development of choice-making and autonomy. 	<p>Our students will:</p> <p>Be safe, happy, healthy and prepared for life through the support of trusted adults.</p> <ul style="list-style-type: none"> ❖ Increased engagement ❖ Development of fine and gross motor movement. 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Confidently take part in sporting activity. ❖ Can apply skills across a range of sporting activities. ❖ Improved well-being due to increase in physical 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Confidently take part in sporting activity. ❖ Can apply skills across a range of sporting activities. ❖ Can transfer skills from one sport to another.

<ul style="list-style-type: none"> ❖ Improved sensory regulation and tolerance. ❖ Enhanced wellbeing and emotional literacy. ❖ Development of movement and independence. 	<ul style="list-style-type: none"> ❖ Improved sensory regulation and tolerance. ❖ Developed attention and listening skills, with the ability to shift attention and work as part of a group with others building focus skills over time. 	<p>activity and the awareness of its importance.</p> <ul style="list-style-type: none"> ❖ Developed confidence in accessing sporting venues in the community. 	<ul style="list-style-type: none"> ❖ Develop a greater understanding of game play and tactics. ❖ Develop self-reflection and be able to identify areas that are good and that require improvement in relation to own performance. ❖ Improved well-being due to increase in physical activity and the awareness of its importance. ❖ Developed confidence in accessing sporting venues in the community
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