



TOR VIEW

A SPECIALIST LEARNING COMMUNITY

PE AND SWIMMING POLICY 2019-2020

Statement of INTENT -

To challenge and further develop all learners gross motor skills, regardless of their physical ability. Breaking down specific skills into small achievable steps, allowing learners continued opportunities to improve their swimming capabilities above the national requirements, and to access leisure facilities within the community, all contribute to pedagogy of the learner. At Tor View we aim to follow Sports England vision ' Everyone in England regardless of age, background or ability, feels able to take part in sport or activity.'

Tor View is committed to maintaining high practical and academic standards and has high expectations of the students. In the context of a genetic special school, Tor View caters for a wide range of ability levels, it is essential that pupils have access to National Curriculum PE as part of the delivery of a broad, balanced and relevant curriculum. Tor View promotes 'P.E. for all'.

We want our students to enjoy Physical Education and fulfil their potential in this subject. To do this we aim to provide stimulating teaching in an attractive and safe learning environment. The students are taught in mixed sex groups and are settled upon ability levels at key stage 3 and 4. Most PE lessons in primary and secondary are delivered by the subject leader and the swimming teacher. Where this is not possible, relevant guidance has been given to teachers and support staff. A variety of teaching styles and approaches are used in lessons appropriate to the topics being taught and the particular needs of the students.

Aims and Objectives

In teaching PE at Tor View School we aim to:

- Allow students to reach their full potential in a safe environment giving equal access to all
- Provide a range of meaningful physical activities, offering a broad and balanced experience

- Allow students to progress in terms of co-ordination, awareness, mastery of the body, control skill, understanding and knowledge
- Enable students to evaluate their own and others performance
- To develop agility, balance and co-ordination and gross motor skills
- To facilitate progression through the key stages

Classroom Organisation/Teaching and Learning Styles

Key Stage 1, 2 and 3

During these key stages pupils take part in a swimming lesson every week, and have a PE practical lesson in school. As part of Tor View's inclusion program, some pupils may receive extra PE sessions. Some pupils also have timetabled sessions in the school hydro pool as part of their therapy session (2 sessions per week) One of these sessions is delivered by the school swimming teacher. In the EYFS stage, pupils are taught in a mixed ability group. In KS 1-3 pupils are taught in ability groups.

Key Stage 4 Leisure, FE Sport and ISC PE

Students in Key Stage 4 receive a double session of Leisure. Pupils are split into mixed ability groups and take part in physical activities both at Tor View and in the community. FE students have one lesson a week where they work on improving their agility, balance and co-ordination. Students in the ISC have one lesson of PE where they work on improving their agility balance and co-ordination. Students are taught in mixed ability groups.

Teachers plan activities that are multi-sensory in their approach, giving students opportunities to access the lesson in their preferred learning style and minimising the limitation of any particular sense a student may have.

- Visual – eg pictures, symbols, signs, models, demonstrations
- Auditory – eg discussions, evaluating performances, being an official
- Kinaesthetic – eg practical aspects of the lessons
- Teachers ensure they identify strategies to support literacy or numeracy difficulties students may have, for example.
- Literacy
- Pictorial support for text
- Word cards
- Sassoon font
- Phrases or short sentences
- Signing
- Numeracy
- Difficulty using numbers eg timers, stop watches, hourglass timer
- Counting
- Speed

Lesson Outline

All pupils are to get changed into PE kits (see Health and Safety below) All lessons are to begin with an appropriate warm up, developmental and plenary.

Lesson content

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills eg

- a) Explore basic skills, actions and ideas with increasing understanding
- b) Remember and repeat simple skills and actions with increasing control and co-ordination

Selecting and applying skills, tactics and compositional ideas eg

- a) Explore how to choose and apply skills and actions in sequence and in combination
- b) Vary the way they perform skills by using simple tactics and movement phrases
- c) Apply rules and conventions for different activities

Evaluating and improving performance eg

- a) Describe what they have done
- b) Observe, describe and copy what others have done
- c) Use what they have learnt to improve the quality and control of their work

Knowledge and understanding of fitness and health eg

- a) How important it is to be active
- b) To recognise and describe how their bodies feel during different activities

Why we measure skill development

To identify children with delayed skill development

To predict future skill development or prognosis

To monitor change in skills over time in individual children or to evaluate the effects of different interventions or treatments designed to improve motor skill development.

Monitoring and Assessment

Students are assessed using SS2S and National Curriculum descriptors on a termly basis in line with the school's assessment policy.

- SS2S
- National Curriculum PE descriptors
- Passport to Progress – Gross Motor Checklist
- Termly planning and individual evaluation sheets
- Termly tracking sheets

- Gross Motor recording sheets
- Physiotherapy and Hydrotherapy recording sheets

Health and Safety

All tasks are presented so that individuals are not confronted with unreasonable tasks or presented with unnecessary dangers. Regular equipment checks to be made in order to ensure children and staff are safe. All resources need to be stored in the PE cupboard safely and the cupboard to be locked once equipment has been put away. Staff have access to the store with a key that is in reception. Practical areas need to be assessed and hazard free. Appropriate clothing needs to be worn (see below PE school uniform). As part of pupils PE kit, long hair must be tied up. If a child forgets their PE kit on two occasions, the subject leader is to contact their parents. If this becomes consistent, the Head of Department will be notified who will then contact home. Staff are to wear appropriate clothing for PE lessons.

See individual policies for Health and Safety of equipment and the equipment usage.

PE kit (Pupils who receive PP allowance receive a kit supplied by the school)

Primary PE kit consists of

- Royal blue polo t-shirt
- Navy shorts
- Black pumps

Secondary PE kit consists of

- Royal blue polo t-shirt
- Tor View logo shirts
- Tor View logo tracksuit
- Trainers

Lockers are used in the PE changing rooms to keep kit safe

Swimming

EYFS, KS1, KS2, KS3, ISC and 3/4S pupils have one swimming lesson a week. This session is either in the school Hydro pool or at Marl Pitts swimming baths. All pupils have swimming targets and are working on a recognised swimming scheme.

Hydro pool

It is the policy of the school to give appropriate access to pupils requiring water experience or hydrotherapy. Such experience, usually identified via the pupils or students EHCP and/or termly plan, will form an essential component of their educational programme. As such the planning, recording and evaluation of the programme will be no less rigorous than any other school subject.

The use of the pool will fall into two broad functions:

1. As part of the required physiotherapy programme
2. For the teaching of swimming to pupils in KS1 not involved in the school swimming programme using the community pools. Additionally, the pool can be used to provide swimming/water experience for those pupils who maybe timid or delicate.

A distinction should be made between those pupils or students receiving hydrotherapy or swimming instruction. In the case of swimming instruction, reference should be made to the swimming policy document. In the case of hydrotherapy, this should be carried out as an extension of the pupil's or student's physiotherapy programme and developed with the supervision of the physiotherapist (East Lancs NHS Trust)

Policy for Hydrotherapy

1. Programmes will be developed in conjunction with school staff and the Physiotherapist Department. These are adjusted if necessary and are reviewed each year
2. Programmes will be written and be part of the pupil's or student's termly plan.
3. A written lesson plan should be drawn up specifying organisation, staff roles and activities.
4. For pupils requiring regular physiotherapy it will be desirable to achieve two hydrotherapy sessions per week.
5. Practice will be regularly supervised by the physiotherapist. At other times it will be led by a teacher/staff member.
6. The documentation and implementation of the policy will be reviewed annually by the Co-ordinator for the Early Development Curriculum. Educational, physiotherapy and care equipment will be reviewed by the co-ordinator with recommendations made to senior management.

The guidelines to follow school policy are outlined in the 'Normal Operating Plan' of the Tor View Pool Safety Operating Procedure including pool maintenance and is kept in the Premises Manager's office.

PE Equipment and Resources Policy – Main School

- All staff are responsible for keeping the PE cupboard tidy by replacing equipment they have used neatly and in the right place. All equipment is clearly labelled.
- If staff wish to borrow equipment they must sign it out and back in after use.
- Children should not be allowed to go to the cupboard unaccompanied.

- Equipment selected for a lesson should be suited in size, weight and design to the age, strength and ability of the children concerned. If the teachers feel there is a need for additional equipment they should inform the PE co-ordinator.
- For indoor PE and sports there is a main school hall with a climbing frame and appropriate PE equipment.
- For outdoor PE and Sport lessons – school field, track, secondary yard, primary yard - please check with primary before using.

Persistent staff who fail to return resources will be reported to SMT.

Health and Safety

- The teacher should check the exercise area before each lesson for possible hazards (eg broken glass, spilled water).
- A designated staff member will each week complete an audit of equipment and check items to ensure they are safe. If any equipment is missing and whoever has taken this will be reported to the PE teacher.
- Only a specialist PE teacher must teach Athletics – throwing events with the real equipment.
- Pupils must wear their PE kit.
- Staff must wear appropriate sport clothing and footwear.

	Name/Initials:	Date:
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	SR & AD	June 2018
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