

Art 23: All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

Art 28: Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

Art 31: Every pupil in Sperrinview has the right to relax, play and take part in a wide range of physical activities that meets their individual needs (RRS Team 2015)

Sperrinview Special School Physical Education Policy

Rationale

Physical Education is the contribution we can make to the development of the whole child through the child's physical dimension. It is our attempt to lead the development of the complete individual through a planned programme of physical activity. The number and nature of the activities will be determined by a range of factors which may vary from child to child but should provide for a broad, balanced, relevant and differentiated programme for all children.

BROAD = as wide a range of activity as can realistically be offered, in terms of number and the time available.

BALANCED = variety in the nature of the activities eg, individual games, team games, water sports, athletics, racquet games etc.

RELEVANT = does the programme reflect/match the opportunities for sport in the locality.

DIFFERENTIATED = must match the children's potential, age, medical statement etc; must be accessible to children of varying ability at different stages of development.

Aims

- To deliver the PE programme in a safe and enjoyable learning environment
- To help pupils become participators/achievers rather than spectators where possible
- To build pupils' self-confidence, self-esteem and self-expectation and help them become aware of their physical capabilities
- To promote knowledge, understanding and skills necessary for healthy living
- To encourage pupils to include physical activity as a leisure pursuit
- To provide opportunities for pupils to use the sports facilities in the local community
- To encourage integration with mainstream peers where appropriate
- To provide opportunities for pupils to compete with others at their own level.
- To enable pupils to develop emotionally, learning to win, lose, obey rules etc (The child must learn to cope with disappointment and this, paradoxically, may be a more positive experience for the maturing youth than the enjoyment of victory. Balanced development requires experiences across the full spectrum of emotions.)
- To learn to swim where possible

Organisation

PE is taught and reinforced within each of the classes within our school and also in a variety of settings in the wider community.

- On an individual basis
- In small group lessons (size, flexibility and composition will be determined by the class teacher)
- Paired work (similar ability or less experienced pupils with more experienced pupils)

- Whole class teaching

The classroom team consists of a class teacher plus classroom assistant(s).

A multi-disciplinary approach is adopted when the needs of the pupils are such that input from the Speech and Language Therapist, Occupational Therapist and/or physiotherapist is required.

Qualified coaches are employed from time to time to help with the delivery of the programme.

The teacher, as manager of the classroom, will be co-ordinating this approach.

Health And Safety

The teacher, in consultation with classroom staff, parents and other professionals, is responsible for drawing up the Health and Safety guidelines appropriate to the activity and the needs of the pupils eg epilepsy/swimming, atlanto-axial instability/gymnastics/contact sports.

At the age of 16 students enter the leavers' programme. Students are now given more choice and control over the activities they wish to pursue. Emphasis is on teaching students to use the local facilities which will allow them to enjoy these activities in the future.

Roles and Responsibilities

The co-ordinator for this subject is Miss Alana Greer.

The Principal has overall responsibility for the implementation of the PE policy.

Teachers, when planning, will take account of the pupils' needs, Programmes of Study, the NI Curriculum, Baalpe Safe Practice

in Education and themes agreed prior to the school year. These will be reflected in the Schemes of Work.

Each teacher presents the Principal with termly copies of topic webs and half-termly planners. These, along with discussion between the co-ordinator and teacher(s), are used to determine continuity and progression.

Monitoring and Evaluation

The PE policy will be monitored and evaluated on an ongoing basis through consultation with the pupils, staff, parents and the Board of Governors (also see assessing, recording and reporting policy).

Staff Development

The co-ordinator aims to ensure that staff are updated on all developments pertaining to PE through

- School based inset
- EA Southern Region based inset
- External courses

External Support

Parents

Local community leisure services

EA Southern Region

Youthsport

FE College

Special Olympics

Sportshall Athletics

IFA

Golf Foundation

PE Resources

Balls (assorted sizes and types)

Basketball stands

Batons
Bats (assorted sizes and types)
Beanbags
Bicycles
Bowling carpet (fullsize)
Bowling shute (for ten pin bowls)
Bowls - indoor ten-pin - standard bowls (indoor/outdoor)
Floor Tape
Football nets - 2 full size, 2 junior
Gymkit 25
Gymnastics apparatus
Gymnastics balls
Junior Climbing Frame
Large sponge dice
Marker Cones
Maypole
Outdoor chalk
Parachutes (2)
Quoits
Skipping Ropes
Skittles
Snooker table, balls and cues
Space hoppers
Sportsability Pack
Sportshall Athletics Pack
Stilts
Swimming Aids
Swingball
Table-tennis table, nets, bats and balls
Team Bibs and Bands
Trucks/Tricycles
Unihoc set

Publications

Baalpe Safe Practice in Education

SELB Gymnastics Pack
Norwich Union Shine Awards CD-Rom

Monitoring and Evaluation

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: _____ Date: _____