

Bleasdale School Physical Development Curriculum Policy



Learning Together/Achieving Together

(8th January 2024)

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Last Updated	8th January 2024	
Approved by the Governing Body	8.01.2024	08.01.2025
Date to Review	1 st September 2025	

Physical Development

- Physical Skills
- Sensory Integration/ Circuits
- Rebound
- Aquatic Learning
- Sensory Play



Physical Skills & PE Policy

Physical Education is seen as a way of:-

- Beginning to acquire and develop skills to enable pupils to become more aware of themselves and their bodies, tolerating and accepting passive movement, and knowing the different positions and movements they can make.
- Beginning to select and apply skills, tactics and compositional ideas through pupils exploring the body movements they can make, developing them and applying them to particular purposes.
- Beginning to evaluate and improve own performance with pupils becoming aware of what movements they can make, what they can achieve through these movements and adapting them to different situations.
- Beginning to develop the knowledge and understanding of fitness and health, by maintaining physical posture and correct positioning and showing a willingness and desire to move and exercise.

The main aims of physical education are to develop the skills of body awareness, control and co-ordination and thus increase physical mobility and flexibility within different situations and activities. An emphasis will be placed upon using movement in functional situations in order to promote purposeful activity. In addition, it is intended that within this framework, the pupil's development of cognitive skills will increase their awareness and ability to approach to different situations.

In particular pupils will be provided with a range of activities and opportunities in 'real life' contexts to:-

- Develop strength, stamina, flexibility, posture and positioning

- Develop their skills of co-ordination, control, manipulation and movement
- Increase their range of effective movements needed for daily living
- Refine their manipulative skills
- Enhance appropriate areas of health and fitness and contribute towards their physical development
- Develop their personal qualities of commitment, fairness and enthusiasm
- Develop their thinking, appreciation and evaluation skills
- Compete against themselves and others and take part in challenging activities
- Develop their ability to express themselves and be creative
- Foster their ability to co-operate and build relationships with others
- Work individually and as part of a team
- Build their self-confidence and self-esteem
- Generalise their skill into wider contexts – Fitness for life in everyday situations

Sensory Integration Policy

Sensory Integration in the context of Bleasdale education refers to the process of helping students to better understand and respond to sensory stimuli. This approach aims to support students in processing and organising sensory information from their environment, which can be challenging for individuals at Bleasdale. Sensory integration techniques focus on creating a safe and enriching sensory environment, employing various sensory activities such as tactile, auditory, visual, and proprioceptive stimuli. These activities are carefully tailored to meet each student's unique sensory needs, enhance their sensory processing abilities, and promote engagement, communication, and overall well-being.

In particular pupils will be provided with opportunities to:-

- Develop visual skills following visual assessments
- Explore tactile skills and develop understanding and use of touch
- If appropriate to explore the demands of taste. Bleasdale pupils are always aiming to develop their palate
- Understanding the meaning of smells
- A range of pressure and touch strategies
- Develop oral motor strategies
- Movement and vestibular input activities
- Functional auditory skills

This is completed not only in multisensory lessons, but also in lessons focused on Sensory integration to better equip learners to be able to access all elements of life.

Rebound Policy

The Rebound curriculum at Bleasdale school for students is designed to provide a holistic approach to their education, emphasising individualized support and development. This curriculum recognises the unique challenges and abilities of students with profound and multiple learning disabilities. It focuses on the following key areas:

1. **Sensory Exploration:** 'Rebound' places a strong emphasis on sensory exploration and integration. It incorporates sensory-rich activities and environments to stimulate students' senses, promote sensory processing, and facilitate communication and interaction.
2. **Communication and Engagement:** The curriculum prioritises developing communication skills tailored to each student's abilities. This may include non-verbal communication methods, augmentative and alternative communication (AAC) systems, and strategies for understanding and responding to student cues and expressions.
3. **Personalised Learning:** 'Rebound' recognizes that each student has unique needs and abilities. The curriculum is highly individualised, with personalised learning plans that address specific goals, interests, and developmental milestones.
4. **Physical and Emotional Well-being:** It places a strong emphasis on promoting physical and emotional well-being. Adaptive physical activities, sensory regulation techniques, and strategies for emotional support are integrated into the curriculum.
5. **Life Skills and Independence:** 'Rebound' also includes elements focused on developing life skills and fostering independence to the extent possible for each student. This may involve activities related to daily living, mobility, and self-care.
6. **Multi-Sensory Learning:** The curriculum leverages multi-sensory learning approaches, incorporating various sensory modalities (auditory, tactile, visual) to enhance learning experiences and memory retention.
7. **Collaborative Teamwork:** 'Rebound' promotes collaboration among educators, therapists, caregivers, and families to ensure a comprehensive and cohesive approach to each student's development.
8. **Assessment and Progress Monitoring:** Ongoing assessment and progress monitoring are integral to the 'Rebound' curriculum. This Winstrada data-driven approach recorded through EfL allows educators to adapt and refine strategies based on individual student progress.

Overall, 'Rebound' is a flexible and dynamic curriculum designed to empower students by addressing their unique needs, enhancing their quality of life, and maximizing their potential for growth and development.

Aquatic Learning Policy

Aquatic Learning for Bleasdale students is a specialised curriculum that harnesses the therapeutic benefits of water-based activities to support their development and well-being. This curriculum is designed with careful consideration of the unique needs and challenges faced by pupils and aims to provide a safe and enriching aquatic environment. Here are the key components of the Aquatic Learning curriculum:

1. **Hydrotherapy:** Aquatic Learning incorporates hydrotherapy techniques to promote relaxation, muscle flexibility, and sensory stimulation. Hydrotherapy sessions are tailored to each student's specific needs and may include floating, gentle water movements, and water temperature adjustments for comfort.
2. **Sensory Stimulation:** The aquatic environment offers a rich sensory experience. Pupils can explore various sensory stimuli, such as water textures, buoyancy, and water resistance, which can enhance their sensory processing and awareness.
3. **Mobility and Physical Development:** Aquatic Learning provides a unique opportunity for PMLD students to work on mobility and physical skills in a low-impact setting. Water buoyancy supports movement and can help improve muscle strength and coordination.
4. **Communication and Interaction:** The curriculum encourages communication and interaction among students and with instructors. Water-based activities can create a relaxed and enjoyable atmosphere for social engagement and non-verbal communication.
5. **Safety and Adaptation:** Safety is paramount in Aquatic Learning. The curriculum includes training for instructors on adapting activities and ensuring the safety of each student in the water. Specialized equipment, such as flotation devices and sensory-friendly materials, may be used.
6. **Individualised Goals:** Each student has individualized goals within the Aquatic Learning curriculum. Goals may include increasing mobility, improving sensory processing, reducing muscle tension, or enhancing relaxation.
7. **Integration with Other Learning Areas:** Aquatic Learning is often integrated into the broader PMLD curriculum, linking water-based experiences with other learning areas such as sensory integration, communication development, and physical therapy.
8. **Family Involvement:** Families are encouraged to participate in Aquatic Learning activities when possible for example at afterschool clubs, parent in school days or summer clubs. This promotes a holistic approach to the student's well-being and allows families to learn techniques that can be continued outside of school.
9. **Ongoing Assessment:** Regular EFL assessment and progress monitoring through Rock Hopper are integrated into the curriculum to track each student's development and adjust aquatic activities accordingly.

Aquatic Learning is a valuable area to the Bleasdale curriculum, often outlined in our pupils EHCP (Section F), providing PMLD students with a unique and enjoyable way to support their physical, sensory, and emotional development while focusing on their specific needs and abilities."

Sensory Play Policy

Play: Although fluid and unwritten, there are broad and general socially acceptable rules that abound when organising play for children of any age. We don't for example, hurt others, we are not rude or insulting, we share resources, we don't steal others' resources etc, but

apart from these loose rules, play is generally taskless and targetless. There is an understanding amongst educators that the socially acceptable rules will be broken occasionally, but this is an opportunity for learning to take place. Players take it where they will with staff members (SMs) assisting those who struggle, and standing back from those who find it easy. These principles focus around the ideas of **Process Based Teaching**.

Sherratt and Peter (2002) in discussing the nature of teaching play and drama to those on the autistic spectrum (and not necessarily with complex learning difficulties) describe both the levels and the social dimensions of play.

At Bleasdale the five levels of play are explored and taught:

- **Sensorimotor Play** - that is, primarily exploratory, where the properties of objects are felt, squeezed, shaken, smelled and mouthed etc. These are very early cognitive functioning explorations, though of course we do not out-grow these skills and will still use them if we need to, even as adults. Who has not popped bubble wrap for the pure sensory pleasure of it!

- **Relational Play** - that is, the exploration of the object reveals its properties, so that we discover that it bounces, or makes a noise when squeezed, or fits nicely into this big box.

It is not necessary to 'make progress' through the stages, moving from one to the other as we get

older, but we may look to perceive progress within the stages, so that we see greater self-confidence, self-reliance, self-esteem, levels of calm, happiness, fulfilment, awareness and acceptance of others, social experimentation, social play, social communication.

- **Functional Play** - where specific toys are used as designed, for a specified purpose e.g. cars, dollies, tea sets etc. Notice that although the child's relationship with the toy is functional, pretence may still come into play as the cars are raced or crashed/dollies are fed/need changing.

- **Symbolic Play** - where pretence comes into play in terms of the object, which comes to stand for something else, such as a stick becoming a sword or crooking both arms (as in the sign for 'dolly') becomes a mother holding her baby or running with arms held wide becomes a plane.

- **Socio-dramatic Play** - which now involves acting situations out with roles. Even here however, it should be noted that other play participants, either children or adults, are not necessarily required. It is perfectly feasible to have a multi-cast five act playlet with just one actor taking all the roles, as well as being the writer, director and producer!

Sherratt and Peter (2002) note **the five social dimensions of play** as,

- **Solitary** – as it implies, this is play which involves only one person. Much play falls within this category and is perfectly reasonable and usual for this to be the case. However, for those with complex learning difficulties, and especially for those with complex learning difficulties and autism, this may be the only play engaged with. As such, there can be a tendency towards such play being limited, repetitive, stereotypical and obsessive.
- **Parallel** – not necessarily playing with but playing alongside, and there may be no acknowledgment or even recognition of the others' presence.
- **Shared** – in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others' presence it is fleeting rather than sustained.
- **Turn-taking** – represents the first stirrings of co-operative play in the clear acknowledgment of the others' involvement in the activity. We tend to think of turn-taking as being as a result of limited resources – *we have one bike, you ride first and then it's my go* – but this is not necessarily the case and should not be the case when working with those with CLD. *We both have a jug, you pour first, then it's my go.*
- **Co-operative** – where the learner(s) directly engages with others in the direction the play might take.

Implementation of Curriculum Policies

An Equals curriculum underpins our carefully mapped out curricula. Some of this curricula is very cyclic in its nature and requires the use of the progressive nature of the child, while others natural move from one sequence of learning to another. Progression documents are then used alongside each pupil's "Needs" (which include a range of information from SaLT, EHCP, Parents, OT, Physio, professionals, and knowledge of the child. The teaching team opted for a thematic way to organise the curriculum, not as a focus, but as a creative way to lift the carefully mapped and sequenced learning to lift off the page.

Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication and language is a key factor in raising standards across all subjects. Skills will be fostered across all curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations. The implementation of the curricula area depends on the students pathway and if they are a To Be Learner (Pre-formal), To Do Learner (semi-formal) or To Know Learner (Formal).

The To Be (pre-formal) learners for example experience, sounds, sensory texts, stories with motor skills and communication sessions. The curriculum has been mapped out and Lead Learning Practitioners will monitor the coverage at key points throughout the calendar of work set out in September each year. This is to ensure pupils are experiencing a range of learning through evaluation of medium term planning and classroom observations. Learning is presented in a sensory manner with the use of specialist technology and knowledge (please see our introductory CPD offer and CPDL programme offers). The monitoring and evaluating of curricular strengths and weaknesses takes place to ensure and maintain high standards in the quality of teaching and learning which is a vital part of curriculum development. At Bleasdale we are a team who have worked hard on the "Why?" of the curriculum and it is the responsibility of all staff but should be led in each curricula area by the lead learning practitioners (LLPs).

Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement related target against which an individual pupil's performance can be related. The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons, recorded and reported via the EfL app, and shared with all school staff and parents. Teaching in class sessions is planned so that enough time is

allocated for the delivery of the Scheme of Work recommendations that are appropriate to our pupils. Teachers will select learning outcomes from the Scheme of Work (the carefully sequence set of learning objectives) and support the implementation alongside the progress documents, (e.g. Towards Communication) to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age appropriate level. This allows for adaptive learning in subject matter materials chosen and delivery of breath.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to give information about each pupil during their time at school. Teachers use their professional judgement which is the most appropriate tool taking into account their current pathway. Assessments are recorded within EfL app and presented to all school partners and parents. We make sure this inquiry based system is at the forefront of the record: pupils are marked against their own progress.

All pupils within the EYFS are assessed using the EYFS profile and students in 14 - 19 use a range of externally moderated accreditation to mark some of the many achievements. Assessment techniques ensure that EHCP outcomes and IEP targets are met and individual needs are covered within curricula areas.

These are managed by:

- Evidence for Learning: Photographic / video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils (case studies).

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school. Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Please see the Assessment, Recording and Reporting Policy.

Impact of Curriculum.

- **Pupil's learning and progression**
- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.

- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training
- Relevant aspects may be highlighted in the annual School Development Plan.
- Offering further outreach work to other schools.

Equal Opportunities All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual stated targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereotyping.

The Curriculum policies will be renewed on an annual basis. Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in these curricular areas.

Reviewed By K Buchanan, 8th January 2024