

PHYSICAL EDUCATION POLICY

Physical Education Policy

BeyondAutism Schools Vision

Our vision is to help young people with Autism lead fuller lives, and to offer them a life-enhancing education that enables them to reach their full potential at school, at home and in their communities.

BeyondAutism Schools Aims

We will do this through:

- Consistently high expectations and achievements for every individual.
- High-quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

Curriculum Statement

BeyondAutism Schools' curriculum has been devised by us to meet the needs of our pupils, aged 4-19 years. It has communication and interaction at its core. The curriculum is personalised to each individual pupil, and is broad and balanced. We want to focus on raising standards, whilst ensuring that learning remains relevant and fun!

Curriculum Practice Should:

- Build positively on what pupils already know and what they can do.
- Include well-structured opportunities to learn skills in an intensive way, and then generalise these into natural environments, developing and extending learning.
- Be relevant, functional and interesting for the learner.
- Offer opportunities for the pupils to be creative and adventurous in their learning.
- Provide opportunities for first-hand experiences using a wide range of resources.

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Teaching and Learning

At BeyondAutism Schools we offer teaching based on the principles of Applied Behaviour Analysis (ABA) using Skinner's analysis of Verbal Behaviour (VB). The science of ABA (VB) and the teaching methods that have evolved from this have proven to be effective in advancing children and young people with autism. We focus on the acquisition of functional skills, effective communication and developing behaviours that are conducive to learning (reducing those behaviours that stop pupils enjoying a fuller life). Each pupil is valued for their unique contribution to the School.

The Aims of Physical Education at BeyondAutism Schools

- To promote positive attitudes towards physical activity
- To develop social co-operation and communication through sporting activities
- To promote physical activity, physical skills development and a healthy lifestyle
- To show an awareness, knowledge and understanding of safety when participating in physical activity
- To always try to achieve personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To encourage lifelong involvement in physical activity
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.
- To encourage lifelong involvement in physical activity

Curriculum

Each pupil at BeyondAutism Schools follows an individualised curriculum. However, opportunities are provided throughout the week for pupils to come together for physical activities. These are in addition to any individual occupational therapy targets or programmes. PE and Sport sessions are delivered by school based staff or external professionals.

All pupils have access to the following activities:

- Swimming (Latchmere Leisure Centre/ Ernest Bevin School)
- Yoga
- Ball games (Fulham Football Club)
- Multisport
- Horse Riding (Lower School – Vauxhall City Farm)
- Skiing (Upper School - Snowbility)
- Gym (Post 16 – Wandle Leisure Centre / Carshalton College)
- Individual and group sessions with the occupational therapists

During breaks and lunch times, all pupils are encouraged to engage in physical activities, such as ball games, using the parachute or riding bikes and scooters.

Occupational Therapy

We employ Occupational Therapists. These professionals work closely with the staff and students. They observe, assess and devise intervention programmes, in partnership with staff and parents. These can either be delivered by the therapist or by our staff, depending on the individual need of the student. Our students' communication and sensory needs are worked on daily across the curriculum. The work of our therapists is integrated into the IEP and individual programmes, focusing on improving social communication methods and understanding, motor skills, sensory needs and offering advice on self-help skills.

Non-Participation in PE Lessons

Pupils should only be excused from PE lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a note to the Instructor/Supervisor. Staff members may also excuse students from PE lessons if they feel that the student is too unwell to participate.

Planning and Progression

Instructors, working with the Qualified Teachers produce long and medium term plans with regards to PE. PE is also planned at an individual level through the Individual Education Plans, informed by the assessment tools (AFLS and ABLLS-R). Pupils in Park House School / Early Years Foundation Stage follow the area of Physical Development. All IEPs include input from the occupational therapist, incorporating fine and gross motor needs. The occupational therapist facilitates weekly group sessions, focusing on different areas of need.

Equal Opportunities

The Governing Body and Senior Leadership Team will ensure compliance with current legislation regarding Equal Opportunities. All pupils at BeyondAutism Schools will be given equal opportunities to access the PE curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils). By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, Instructors will create a positive and achievement orientated learning environment.

Assessment

Assessment in PE is monitored individually and against targets set from the IEP. Pupils receive feedback and support during the lessons, including the reinforcement of positive behaviours.

Related Policies

Teaching and Learning Policy; Assessment, Reporting and Moderation Policy; 6th form Curriculum Policy.

Last review: December 2017

Date of next review: December 2020

Review group: Full Governing Body