



## **Faculty of Sensory & Physical Development**

### **Vision and Intent: What we are trying to achieve within our curriculum**

The faculty of Sensory and Physical Development encompasses all the requirements necessary for our students needs to be met through physical activity, sensory stimulation and therapeutic measures. The faculty is a broad one that utilises the specialist training of staff in areas from Core and Sensory PE, the Move Curriculum (MATP - Motor Activity Training Programmes) and therapy sessions on Rebound and hydrotherapy, as well as the carefully planned positioning of students in their required equipment and sessions in the white room, dark room and praxis room – all of which are necessary for the development of muscular strength, flexibility and both gross and fine motor skill exercises to name but a few and provide strategies for regulation and stimulation:

- All students will take part in physical activity for sustained periods of time; improving fitness levels, engagement and social skills
- Lessons will be fully inclusive, enabling students to develop competence to progress in broad range of physical activities
- Lessons will be planned to cover a wide-range of physical activities so students can apply and develop their knowledge, skills and understanding across a range of sports, learning opportunities and therapy sessions
- Lessons will be planned so they provide opportunities for students to communicate, collaborate and compare against others and themselves
- Lessons will provide opportunities to compare and evaluate their own performances with previous ones and demonstrate improvement to achieve their personal best
- Lessons will build on skills taught in previous lessons and year groups
- All students will access to a wider enrichment curriculum that involves a House system and swimming opportunities
- Sensory and physical needs will hold a high profile throughout the whole school community.

### **Implementation: How do we deliver our curriculum?**

Sensory and physical development are both fundamental cogs in the big curriculum wheel. They are intertwined within our PRIDE values with regards to students participating in activities of choice (Pupil voice and Respect with regards to lunchtime clubs, House events), enabling our students to try new things with minimal support (Independence and Dignity) and also accessing aspects of their curriculum that they are entitled to, such as positioning and therapy sessions (Entitlement). All of these aspects are planned for and students access these daily and weekly through varying means:

- Classes receive a weekly PE session around 45 minutes long (SOL planned by PE specialist)
- Classes participate in a daily 10 minutes active challenge (linked to Children's University)
- PE lessons are fully inclusive with students active and engaged (lots of small group sessions and 1:1 depending on the needs of the students)
- PE lessons are delivered by either a class teacher (following the planning of a PE specialist) or a specialist coach (Rotherham United for Football and Yorkshire Cricket)
- All students are given the opportunity to represent the school in sporting events (linked through the Lead Inclusion School and Rotherham Games) and House events (Cross-country, Kelford Games, Dance, target practice)
- We offer a range of lunchtime clubs that cover a range of sports and offer social interaction opportunities (Just Dance, Lego Club, Makaton Choir, Boccia/Curling, Film club)
- The use of sports funding is planned for carefully so that students benefit and it has a positive impact across school – please see the PE & Sports Premium document



**Areas of Learning:**

- Invasion game – Football, Hockey, Basketball
- Net/wall games – Tennis, Badminton
- Striking & Fielding – Rounders, Cricket
- Individual Activities – Athletics, Dance, Gymnastics, Cardio Vascular Fitness

**Subject Content – EYFS:**

- Develop listening skills
- Demonstrate spatial awareness
- Control fundamental movement skills (stopping and starting on command, walking and running safely)
- Develop fundamental fine motor movement skills (pinching, squeezing, writing)
- Develop fundamental gross motor movement skills (running, throwing jumping)
- Gymnastics
  - Enjoy movement
  - Move creatively using whole body (dancing, posing, balancing)
  - Develop basic strength and flexibility
  - Copy and perform basic movements
- Playing Games
  - Enjoy participation
  - Identify a target and begin to throw effectively

**Subject Content – Key Stage 1:**

- Develop fundamental movement skills
- Become increasingly competent and confident with their agility, balance and coordination, individually and with others
- They should be taught to
  - Master basic movements including running, jumping, throwing and catching
  - Develop balance, agility and coordination
  - Begin to apply these in a range of activities
  - Participate in small team games, moving on to develop simple tactics for attacking and defending
  - Perform dances using simple movement patterns

**Subject Content – Key Stage 2:**

- Enjoy communicating, collaborating and competing with others
- Start to explore ways to develop and improve in different physical activities and sports and learn how to communicate their successes
- Use running, jumping, throwing and catching in isolation and in combination
- Begin to play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, rounders, tennis) and apply basic principles of attack and defence
- Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)
- Perform dances using a range of movement patterns

**Subject Content – Key Stage 3:**

- Build on and embed the physical development and skills learned in Key Stages 1 and 2, become more confident and expert in their techniques and apply these to a variety of activities.
- Begin to understand what makes a performance effective and apply this knowledge to their own and others' performances
- Begin to understand and apply the long-term health benefits of physical activity
- Use a range of tactics and strategies to outwit opponents through team and individual games (e.g. badminton, basketball, cricket rounders, hockey, football, tennis athletics)



- Develop their technique to improve their performances
- Perform dances with a range of dance styles and forms
- Participate in outdoor adventurous activities where students are encouraged to work as part of a team, building on trust and developing skills to solve problems, either individually or as a group

### **Subject Content – Key Stag 4&5:**

- Students should get involved in a range of activities that develops fitness and promotes an active healthy lifestyle
- Use and develop a variety of tactics and strategies to overcome and outwit opponents in team and individual games (e.g. badminton, basketball, cricket, football, rounders, hockey, athletics, tennis)
- Develop their techniques and improve performances in competitive sports
- Participate in outdoor adventurous activities that present both physical and mental challenges and require teamwork, building of trust and developing skills to solve problems
- Evaluate their own and others' performances and demonstrate ways to show improvements

### **Swimming & Hydrotherapy:**

All key stages participate in enrichment sessions for swimming and water safety as part of their bespoke timetables, with a lot of students accessing hydrotherapy through their therapy needs stipulated by physio and OT targets.

### **Sensory PE and Move Curriculum**

**Areas of Learning: Linked to MATP in the sense the emphasis is on training and participation rather than competition. We focus on achieving an athlete's personal best.**

- Dexterity – Fine finger manipulation, grasp and release and maintenance of grasp
- Kicking – Laying on the ground and seated
- Mobility – Commando crawling, rolling, stepping onto and over objects, stepping on different surfaces
- Striking – Table top activities and using upper body

Following the move curriculum (MATP), students will have opportunities for

- Feeling involved in a variety of activities
- Explore a variety of sensory and physical aspects to increase and improve concentration, coordination, control
- Realisation – becoming aware of something new (equipment or skills)
- Anticipation – predicting something (is the ball coming back?)
- Persistence – continuing a course of action in spite of difficulty (new skill not performed before, physical difficulties)
- Initiation – Introduction to a new skill
- Enjoyment – process of taking pleasure in something



## Therapies – Rebound and Hydrotherapy

- Key information about student conditions are shared by NHS Physiotherapists and Occupational Therapists (Sensory Integration) and these shape exercise programmes to help and support students in their physical development through using Rebound and Hydrotherapy
- **Rebound therapy**
  - is therapeutic exercise for individuals with a range of physical and learning disabilities on a trampoline. It is provided by an experienced, specially trained physiotherapists
  - Rebound therapy uses bounce, momentum and rhythm to facilitate active movement in a gravity free scenario. It is fun and challenging activity enjoyed by children of all ages and abilities
  - Rebound therapy improves both high and low muscle tone as well as cardiovascular fitness. It is appropriate for children who have a lack of awareness of body position, reduced sensation and problems with posture

### **The Benefits of Rebound**

- Increased [balance](#)
- Increased active movement
- [Increased or decreased muscle tone](#)
- Increased fitness and exercise tolerance
- Increased sensory integration
- Increased spatial awareness
- Increased confidence in movement
- Improved body image
- Improved posture
- Improved communication skills
- Improved social skills
- Improved quality of life and independence
- **Hydrotherapy**
  - involves carrying out exercises and specific physiotherapy techniques in warm water to help relieve [pain](#), relax and [strengthen muscles](#), increase circulation, and subsequently improve function. Hydrotherapy also allows adults and children who have [limited mobility](#) to maximise their mobility within the water

### **The benefits of Hydrotherapy**

- Reduced [pain](#)
- Faster recovery from [surgery](#)
- Re-education and encouragement of normal movement
- Allows standing in those who are unable to weight-bear out of the water – the buoyancy effect of water
- Improved walking technique
- Improved aerobic fitness levels
- Improved [balance](#) and [coordination](#)
- Increased strength of [weak muscles](#)
- Increased range of movement of your joints
- Improved independence and function
- Improved circulation
- Mobilising and lengthening your muscles
- Improve self-confidence
- Reduce the [fear of falling](#)
- A relaxing and calming experience



## Positioning Equipment

Our PMLD students have access to a variety of equipment that enables their body to be manipulated in a supportive way, but also ensures they are pushed to their developmental programmes to allow for improvements in areas such as leg strength, core strength, flexibility.

Types of equipment accessible to our students:

- Stander – support in standing position
- Walking frame – assists with walking
- Work chairs – supports with postures and allows for a change of position
- Acheeva bed – support students either on their side or on their backs using supporting blocks – help with body alignment and posture, assisting respiratory function, digestion circulation and pressure/pain relief e.g. a change of position
- Leg gaitors – help keep legs straight
- Wrist support – supports with alignment and helps improve fine motor skills and dexterity
- Wedges – help muscle strengthening, muscle stretching, improving posture and body alignment and muscle tone

## Sensory Integration

At Kelford school we support our students to meet their sensory needs using a toolkit of sensory strategies. Assessments can be carried out by Occupational Therapists who support class to set programmes which help the students to regulate their emotions and behaviour. We aim for students to be calm and engaged through practice of modulation of mood, behaviour and responses – linked to Zones of Regulation.

Strategies Available:

- Sensory circuits
  - A series of activities done to start the school day – Alert, Organising and Calming
    - Alert – bouncing, step ups, skipping, star jumps, jogging
    - Organising – Rolling on a peanut ball, obstacle course, target games
    - Calming – Deep pressure massage, wrapped in a blanket
  - Repetition of activities to help them develop better processing
    - Set order – always finish with a calming activity
    - Each activity should last for 30-60 seconds – use a timer
    - Use the same activities for around half a term to help students develop skills, confidence and independence
    - Do activities everyday
- Calming techniques
  - Incorporating types of activities to help regulate students who are in crisis
    - Bouncing on a trampoline, exercise ball
    - Going for a walk/run
- Praxis Room – how students learn new skills and execute these
  - Ideation
  - Motor planning
  - Sequencing
  - Action/execution
  - Adaption
- CVI – white room, Dark room



### **Impact: What difference is the curriculum making to our students?**

The School Games Mark is a government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress. Our school achieved the Platinum award in 2022-2023, showing our commitment to develop and shape the experiences for our young people in and around sport and PE. The data gathered annually for this report is linked to the 5 Key Indicators and shows that our students:

1. Engage in regular PE/Physical activity
2. The profile of PE has been raised across school
3. Confidence, Knowledge and skills within the staff teaching PE/Physical activity has increased
4. We offer a broad range of experiences and activities within our curriculum
5. We have increased student participation in competitive sports

We measure the impact by the use of lesson observations, drop-in sessions and pupil voice. The outcome of this work forms a basis for the coming years action plans, sports funding spend and evaluation impact.