

ALP NUNEATON

PHYSICAL EDUCATION POLICY

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Rationale:

At ALP Nuneaton, we are passionate that physical activity is more than just movement; it is a vital tool for holistic development. For our learners, targeted physical activity reduces stress, enhances sensory regulation, and improves cognitive focus. We recognise that movement is often a gateway to learning, emotional stability, and social interaction.

We believe that physical education serves as a foundation for:

- **Physical Growth:** Promoting motor skill development, core strength and postural control.
- **Emotional Wellbeing:** Providing a positive outlet for energy and a means to build self-confidence.
- **Social Connection:** Encouraging meaningful interaction, turn-taking and collaborative play in a supported environment.
- **Academic Readiness:** Improving concentration and readiness to learn through active breaks and sensory input.

We provide a broad, balanced, and highly adapted PE curriculum. Our program is designed to be:

1. **Accessible:** Activities are modified to meet the specific physical and cognitive needs of every learner.
2. **Purposeful:** Every session focuses on individual progress, whether that is mastering a specific skill or increasing stamina.
3. **Engaging:** We prioritise joy of movement to foster a lifelong interest in staying active.

To ensure every child finds a path they enjoy, we offer a diverse range of activities, including:

- **Traditional Sports:** Adapted athletics, games, and gymnastics.
- **Creative Movement:** Dance and sensory-based movement.
- **Outdoor Learning:** Forest school and outdoor adventurous activities.
- **Specialised Provisions:** Therapeutic movement, Sherbourne Developmental Movement (adapted as appropriate) and fine/gross motor interventions (in conjunction with the English and Art Subject Leaders).

At ALP Nuneaton, we believe that a high-quality PE programme must be flexible. We continually adapt our teaching styles, equipment, and environments to honor the unique abilities, interests, and sensory profiles of every learner.

Guidelines

ALP Nuneaton will:

- Deliver a broad and balanced PE curriculum that is dynamically mapped to the specific needs of our learners, ensuring the curriculum is accessible through high-level differentiation using individualised and holistic targets.
- Aim to improve physical stamina and core stability by maintaining a high tempo in lessons. Fitness activities are tailored to individual physical profiles, incorporating physiotherapy goals or sensory circuits where appropriate.
- Bridge the gap between PE and other subjects. For example applying functional numeracy (counting reps or measuring distance), and following multi-step instructions to boost communication skills.
- Design bespoke programmes of learning that actively remove barriers to participation by focussing on learners' individual needs and interests. Our commitment to inclusion ensures that children with complex needs or physical disabilities have equal access to competition, skill-building and leadership roles.
- Curate low arousal or high engagement environments based on the session's goal. Through the use of adaptive equipment (e.g., sound-based balls, tactile markers), ensuring the physical space supports every student's success.
- Prioritise the development of the whole child. Our sessions are designed to be safe spaces where students can practice social cooperation, build emotional resilience, and learn the values of fair play and tolerance through structured team experiences.

The P.E. Curriculum

The P.E Curriculum is designed to support the holistic development of the learner, while promoting healthy lifestyles and future employment pathways where applicable. Learners will engage with and complete qualifications that help them to meet these goals. Qualifications may include, but are not limited to, NCFE Occupational Studies Entry Level 3 and above, ASDAN Sport and Leisure, Gymnastics Awards and Arts Award.

When planning sessions, tutors should consider the **S.T.E.P. principle** (Space, Task, Equipment, People) to ensure every activity is instantly adaptable to the specific requirements of the group.

Recommended Lesson Structure:

Use a Now/Next board or a visual timetable to show the lesson's stages.

Begin with a sensory Check-in to identify any learners who may be over- or under-stimulated before starting and support this through adaptive teaching methods.

Communicate the goal in "I can..." statements (e.g., "I can throw a ball to a partner") to ensure all participants know their main goal of the session.

- **Warm Up:**

For warm up activities, teachers should focus on activities that activate the vestibular and proprioceptive systems (for many learners, this will be detailed within plans devised by specialists such as occupational therapists).

Activities may include:

- Fun, low pressure games such as swim fishy, swim; red light, green light; or animal walks.
- Mobilisation activities that focus on crossing the midline to encourage brain-body connection.
- Dynamic stretching using proper demonstrations to help learners understand correct body positioning.

- **Skill introduction & Development**

Break down complex instructions and movements into small, manageable steps. Apply the S.T.E.P principle to match individual abilities. Ensure modelling is displayed through 'i do' demonstrations to reduce long verbal instructions. Encourage station work to allow learners to practice skills at their own pace.

- **Application of Skill**

Learners now work to put learned skills into practice in a social context using modified games, partner work or parallel play with a large focus on celebrating effort and personal bests, rather than top scores.

- **Lesson Review & Plenary**

Ensure consistent transition cues to allow learners to process the end of this session and the potential beginning of a new one. Teachers should consider the use of calming activities to end the session such as wall pushes or slow stretches. End with a visual review and reference back to the learning objective.

Further Points to Consider

- Ensuring PE kit is worn within sessions.
- Use both learner and teacher demonstrations during 'I Do'
- Select a mixture of competitive and non-competitive activities.
- Mix abilities where appropriate. In games, this will develop the skills of all players and support progression through peer work.
- Encourage honest competition
- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Use questioning effectively within the session to further learning and understanding.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Feedback, Monitoring and Assessment:

Learners with processing needs benefit most from feedback when it is given immediately. Teachers should aim to:

- Provide feedback within seconds of the movement to help the learner connect the action to the result.
- Provide feedback which comments specifically on what has been achieved/next steps "Great job keeping your eyes on the ball to be able to catch it!"

It is important for teachers and tutors to provide feedback when actions are correct, as well as when they are not. Research shows that high quality feedback may include comments on the task, the subject, and self-regulation (EEF, 2021).

PE is monitored termly & annually. Learners work towards assessment criteria and outcomes provided by b-squared, and where appropriate the learner can be aware of this to work to their targets. The PE Subject Lead will report on data at subject progress meetings, ensuring action plans are in place to support those making limited progress.

PE will be monitored, recorded and reported on using the schools chosen assessment framework (B-Squared). Progress will be submitted half termly, and reported on termly at subject progress meetings.

Teachers and tutors will be expected to engage with parents and class teachers on the progress of learners within PE at parents evenings and through contribution to the EHCP process.

Health and Safety

KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

There will be some degree of flexibility to accommodate learners' sensory needs.

General Points

- The teacher teaching the class should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons and report any concerns immediately through the proper channels for which the concern aligns.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the PE Teacher should stay with the child and send a member of staff to find a Lead First Aider. After the incident the PE Teacher & first aider must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the PE Teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Equipment and Resources

Safety

Small equipment is checked by the PE Teacher on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the SMT and taken out of use. Children should be made aware of safe handling of the PE equipment.

Locating equipment

Most of the equipment is kept in the sports cupboard (with access with the key in the main office). Anything else is brought and kept as and when needed.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
 - Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Staff Training

- The PE Teacher will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE Teacher.
- All staff are encouraged to engage in self led professional development.

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