

Impact Report January – March 2022

During Spring 1 Dance, the pupils across the school experienced a Winter Dance theme. This involved creating movements to resemble snowflakes, ice skating, snow storms and walking in deep snow. A variety of music was chosen to encourage the pupils to create soft, gentle and delicate movements, contrasting with fast, swirling and dramatic movements. Some pupils were able to interpret the music independently with their movements, other pupils experienced the different tempos with support by using equipment like the parachute.

During Spring 2 Invasion Games, the pupils across school have experienced elements of the Sensory Football programme. The programme has been developed by the charity Sense to make sure that people with complex disabilities have access to activities that are accessible so they can get the most out of sport. The sessions are broken down into the main elements that make up a game of football; warm up, start whistle, tackle, throw in, goal and end whistle. This breakdown can be used as the basis for most invasion games, for example, basketball, rugby, handball etc.

To complement PE lessons, Meghan has thought that it is important to make sure that at the end of every lesson, incorporated into the cool down, the pupils and staff take 5 minutes to be calm, quiet and still. The school day can be very busy and noisy, sometimes without chances for moments of calm. When pupils deliberately sit in stillness, they are building a critical skill: bodily regulation, and choice around when to act and when not to. When a room of people are collectively not reacting to every mental and physical impulse, the calm and stillness in the room can be palpable. The gained calm and stillness of the room can further support the calm and stillness in the individual. This hopefully puts everyone in a positive mindset for the next part of the day and helps with the transition back to class.

Physical Education sessions

Pathway 4

Dance

The skills that pupils were focusing on during Spring 1 half term:

- Remember and repeat simple movement patterns.
- To congratulate a peer when they perform well.

Invasion Games

The skills that pupils were focusing on during Spring 2 half term:

- Perform a variety of one handed and two-handed throws with a partner with consistency and accuracy.
- Stop a rolling ball with their feet and dribble towards a goal whilst attempting to score.
- To work with a partner to complete a shared goal.

Eagle Class

During Spring 1 Dance, the pupils were provided with scarves to help them create movements as snowflakes. The pupils were given time to explore moving with the scarves to music and then given the opportunity to perform in front of their peers. Whilst practising, one pupil wasn't very active and showed limited range of movements. However, when it was this pupils' turn to perform, they were completely different. They were able to show interpretation of the music and move in a corresponding way. They used the scarves to accentuate their movements and were able to create an emotive response from staff due to the performance they were creating. The pupil experienced applause from peers and staff after their performance. Providing pupils with a wide range of movement opportunities in a variety of environments creates a greater number of occasions for pupils to experience achievement and success.

Form 1

During Spring 2 Invasion Games, Form 1 have been working together to explore the tackling element of the sensory football programme. This involves pupils using their body weight to apply and receive pressure with someone else. This can be done back-to-back, side to side, feet to feet and hands to hands. The pupils have shown the ability to work together to get into the correct positions without needing any support from staff. The pupils were directing each other using verbal and non-verbal prompts to help their peers move in the right way to create the movements to apply pressure. In Form 1 there is one pupil who is a wheelchair user. This pupil was able to experience this activity from their wheelchair and they really enjoyed using different body parts to apply and receive pressure with their peers.

Pathway 3

Dance

The skills that pupils were focusing on during Spring 1 half term:

- Copy different movements and actions.
- Attempt to stop to a stimulus whilst moving e.g. stop sign, to music stopping.
- Accurately and consistently stop to a stimulus.

Invasion Games

The skills that pupils were focusing on during Spring 2 half term:

- Follow game rules with support.
- To experience a range of equipment and apparatus with a peer.

Bear Class

During Spring 1 Dance, Bear class experienced a warm up involving the pupils copying simple movements, such as clapping and stamping. At first, a lot of the pupils needed verbal and/or physical encouragement to copy the actions. However, after a few weeks of becoming familiar with the actions, most of the pupils were able to copy the movements independently. Also, Bear class pupils developed their ability to stop to a stimulus. An activity similar to musical statues was used to

encourage this. The pupils worked hard to stop as quickly as they could when they heard the music stop and they tried to stay as still as possible. The pupils showed they understood what they had to do when the music stopped by shouting 'Freeze' each time. This also helped their peers who weren't reacting as quickly to the music stopping, as this gave them another stimulus to try and stop to.

Owl Class

The pupils in Owl class show great enjoyment for PE lessons. When Meghan goes to Owl class before PE lessons, the pupils display excitement and anticipation that they know what is coming next. During Spring 1 Dance, the pupils experienced using scarves, ribbons and the parachute to explore moving in different ways and to differing tempos. Whilst using the parachute, all the pupils helped to move it up and down along to the music. The song we used with the parachute started off slow and gentle, then started getting faster and more dramatic. After a few times hearing the song, the pupils were anticipating the changes in tempo, and some were able to move the parachute slow or fast at corresponding times to the music. The pupils enjoyed experiencing the changes in tempo from under the parachute feeling it move slow or fast above them.

Form 4

During Spring 2 Invasion Games, Form 4 got fully involved exploring the tackle element of the sensory football programme. The pupils showed great ability to be able to use their body weight to apply and receive pressure working with another person. The pupils enjoyed working together and were able to work cooperatively with little support. Also, the pupils in Form 4 really enjoy exploring what they can do with different types of balls. They have been practising their throwing and catching, bouncing, rolling, kicking and dribbling. Another part of the sensory football programme they have been experiencing is the Goal. This is where all pupils take it in turns to score a goal, in whatever way they can. When a pupil is scoring a goal, everyone else is ready to cheer and celebrate when they score. Sometimes, the ball does not go in the goal first time. Form 4 have shown perseverance and determination by continuing to get the ball and keep trying until the ball goes in the goal. This is made better by the big applause they receive when the ball finally goes into the goal.

Pathway 2

Dance

The skills that pupils were focusing on during Spring 1 half term:

- Explore a variety of movements and show some awareness of space.
- Move freely in a variety of ways.

Invasion Games

The skills that pupils were focusing on during Spring 2 half term:

- Explore items of equipment that is handed to them, e.g., grip and release, exploring the texture and sound.
- Roll and throw a ball without a specific direction.
- Explore using their feet to move equipment.

Butterfly Class

During Spring 1 Dance, the pupils explored ribbons, scarves and the parachute along with wintery sounding music. It took a few weeks for pupils to become comfortable exploring the equipment independently but by the last lesson all the pupils were engaging with the parachute towards the end of the lesson. Pupils, especially at this young age, need time and encouragement to explore different equipment and movement opportunities and they need demonstrations of the different ways in which their bodies can move. The staff in Butterfly class have become more confident in showing the pupils how equipment can be used and creating small activities to encourage different movements. When the pupils were exploring different balls during sensory football, the staff created a circle and encouraged the pupils to roll the ball to their peers.

Bumblebee Class

The pupils in Bumblebee class really enjoy being active and show excitement and anticipation when Meghan goes to their class before PE lessons. Most of the pupils are now able to independently direct themselves to the gym.

To provide more structure during PE lessons for Bumblebee class, the lessons have developed to include a warm up activity, main activity and cool down. The pupils have quickly become familiar with this routine, especially at the end of the lesson when we tidy the equipment away ready for the cool down. Before all the equipment has been tidied away, some pupils are lying on the mats ready for the cool down. The cool down involves the pupils lying on the mats listening to relaxing music to encourage a moment of quiet and calm. This provides the pupils with a cue for the end of the lesson and has helped to make the transition back to class calmer and more manageable for staff.

Giraffe Class

Giraffe class really enjoy being in the gym and experiencing different movement opportunities and varying equipment and apparatus.

During Spring 1 Dance, the pupils were encouraged to move in different ways to wintery music with varying tempos. The pupils had the opportunity to use scarves, ribbons and the parachute. To further encourage the pupils to listen to the music and move in a corresponding way, a cool down was introduced at the end of every lesson. The pupils would be encouraged to lie on the floor listening to calm and gentle music. A couple of pupils have picked up this different activity quickly and are able to lie on the floor, being still and quiet without any support. The pupils are leaving PE lessons in a more controlled manner ready for the next stage of their school day.

Tiger Class

During Spring 1 Dance, Tiger class explored different ways of moving using a variety of equipment. Every lesson the pupils were encouraged to perform in front of the class to experience applause and praise. The class became familiar with the process of taking turns and enjoyed watching their peers. The pupils understood that they needed to give their peers the chance to perform with everyone watching without any distractions. This meant they all needed to be quiet and still, which they were all able to do with minimal support. The class really enjoyed acknowledging each other's performances by clapping for each other. Also, Tiger class explored using the parachute. The pupils were encouraged to all work together by holding the parachute and moving it to different tempos. When they had all helped to hold the parachute, they were able to go under and experience the different tempos and how the parachute moved differently.

Parrot Class

Parrot class really enjoy being in the gym and exploring different ways of moving. The pupils have particularly enjoyed the Sensory Football lessons during Spring 2 Invasion Games. They have been exploring different types of balls and trying to get them into goals. During each lesson, every pupil has the opportunity to score a goal in front of their peers. When the ball goes into the goal, everyone else cheers, claps and celebrates to let the pupils know that scoring a goal is positive. As the weeks have progressed, the pupils have become more confident getting the balls into the goals by rolling, placing, throwing, and kicking. One pupil has shown great ability to throw the ball into the goal from varying distances. They show enjoyment when everyone cheers and celebrates when the ball goes into the goal. This positive reaction has encouraged this pupil to repeat the action to get the same response.

Lion Class

During Spring 1 Dance, the pupils in Lion class really enjoyed using the parachute and experiencing changes in tempo. A couple of pupils were able to hold the parachute and help move it up and down, whilst the other pupils were around or under the parachute. After listening to the song a few times, some pupils were able to show anticipation for when the song was going to change tempo. This anticipation was shown in changes in facial expressions, body movements and vocalisations.

During Spring 2 Sensory Football, Lion class took part in a warm up activity where they had to move around the gym and give anyone they moved past a high 5. This proved to be a great way of encouraging eye contact between staff and pupils and encouraging positive connections to be made between pupils.

Form 3

During Spring 2 Invasion Games, the pupils in Form 3 took part in the Sensory Football programme. The pupils especially enjoyed the tackle element using their body weight to apply and receive pressure with another person. Some of the pupils were able to work together during this activity and cooperate effectively. During the warm up activity, the pupils had to move around the gym and

make foot-to-foot contact with their peers and staff. One pupil showed the biggest smile they have ever shown during PE lessons. They were thoroughly enjoying moving around and finding their peers. At first, this pupil found it quite hard to lift their foot off the ground without needing support for balance. This pupil has shown determination and is now able to independently lift their foot off the ground and make contact with someone else's foot. This activity has proved really good for testing the balance and coordination of pupils.

Pathway 1

Ladybird Class

The pupils in Ladybird class show they are happy to be in the gym by displaying big smiles and happy vocalisation when they come into the gym and when they hear and see Meghan. The pupils really enjoy moving around the gym and dancing to different types of music. During Spring 1 Dance, the pupils experienced movement in their wheelchairs to calm and gentle music. One pupil who usually loves dancing in the gym with a staff member, when they were moving around to calm and gentle music showed no change in reaction. However, when the music changed to a song with a quicker tempo, meaning they could be moved around faster and more dramatically, their face light up, showing a big smile, making happy vocalisations, and showing excited body movements. This shows that pupils need to be given the opportunity to experience music from varying genres and cultures and with differing tempos and beats, to provide pupils with the opportunity to discover something that they enjoy and want to be active to.

Dolphin Class

During Spring 1 Dance, Dolphin class explored movement to wintery sounding music using ribbons and scarves. Together the class explored the parachute. The pupils were able to experience slow and gentle movements, as well as fast and dramatic movements with the parachute. The first lesson using the parachute, one pupil was really not keen and would move herself as far away from it as she could. Each week the pupil was encouraged to explore the parachute. Gradually, they started getting closer and briefly ventured under the parachute when it was moving slowly. It was obvious that their confidence was increasing, and they were feeling more comfortable exploring the parachute. During the last lesson, this pupil went under the parachute to feel the change in tempo from slow and gentle

to fast and dramatic. This was major progress and showed great perseverance from the pupil. Activities need to be repeated multiple times to allow pupils the time to become familiar and comfortable in order for them to begin exploring.

Leopard Class

During Spring 2 Invasion Games, Leopard class have been experiencing elements of the Sensory Football programme. One element that has worked particularly well is the tackle. The pupils can come out of their wheelchairs onto mats and are made comfortable. They staff are then able to work with them on the mats. The pupils have been able to experience receiving and applying pressure with staff members. One pupil can sit on the mat independently so experienced having someone sit back-to-back with him applying gentle pressure. Another pupil lay on her back on the mat, so a staff member lay next to her and applied gently pressure to her side. This pupil showed great enjoyment having a staff member lie next to her and laughed when others encouraged her to push the staff member off the mat. Another pupil, sitting in his wheelchair, was able to put his hands together with a staff member, receive pressure from them and then apply pressure onto their hands. This activity is great for all pupils, especially PMLD classes, as it helps to build body strength, developing the muscles to support the pupils' bodies.

Dinnertime Clubs

Timetable of dinnertime clubs and numbers:

- Monday - Upper Phase Dance and Movement to music – 10 pupils
- Tuesday - Lower Phase Dance and Movement to music – 8 pupils
- Wednesday - 14-19 Phase Dance and Movement to music – 8 pupils
- Thursday - Lower Phase Ball skills – 7 pupils

This term the pupils have been able to mix much more with other classes. It is great to see pupils from different classes engaging with each other on the playground. The dinnertime clubs provide a great way of promoting positive interactions between pupils, encouraging sharing and turn taking.

Balanceability sessions

Butterfly, Bumblebee and Tiger class have weekly, 30-minute sessions using the balanceability bikes.

Ensuring that all pupils are encouraged to wear helmets on the balanceability bikes in school, has enabled more pupils to be able to access the bikes at Stevens Park. To further support the wearing of helmets, more are being purchased for use with bikes, go-karts and scooters across school to ensure there is consistency.

The progress being made by the pupils is really impressive. The perseverance of staff to keep encouraging pupils to wear the helmets and try the bikes is paying off. One pupil from Butterfly class, who would not wear a helmet last term, is now able to confidently move himself around the gym on the bike and enjoys staff chasing him so he has to ride away really fast. This pupil is one of the ones who has been able to access the bikes at Stevens Park.

A pupil from Bumblebee class has needed a lot of physical support to access the bikes in school as he struggles with his balance. Through perseverance from staff and the opportunity being consistently available, last week this pupil was able to independently move the bike a few steps forward. This is massive progress.

Tiger class pupils are displaying increased confidence week by week. This progress has been passed on to parents and one family have requested details of bikes to purchase so that they can all go out on bikes as a family.

14-19 Phase Options Afternoon

This term the pupils from 14-19 Phase have been able to mix on a Wednesday afternoon for options activities. The first few sessions were focused on reconnecting and working as a team because pupils hadn't mixed with other classes for a long time. The pupils have shown great enjoyment being able to work with different pupils.

To develop a sense of belonging and ownership in the sessions, the pupils are involved in as much of the decision making as possible. To tie in with the 14-19 Phase focus of Scrap Heap Challenge, the pupils have been working on creating a robot dance. The pupils were provided with different sounds,

and they were asked to create dance moves to suit each sound. This was done as a group, so every pupil created their own dance move and then they were all combined to create one dance routine. They pupils have shown impressive creativity with the dance moves they have developed, and some pupils are able to remember the sequence of moves without needing any prompts.

Final Comments

This term has been fantastic for PE at Old Park School. The pupils have shown great progress and are experiencing a lot of achievement and success whilst being physically active. The staff have maintained their engagement with PE and show a desire for physical activity opportunities for pupils. I am looking forward to PE during the summer term!

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