



# SEND PE & SPORT OVERVIEW

Est. September 2019



# SEND PE & SPORT OVERVIEW

Est. September 2019

## VISION

To provide meaningful PE and schools sports access and opportunities for all SEND 4-19 year olds in the greater Bristol area.

## MISSION

Provide 3 cornerstones. Connect 3 pathways. Achieve 1 dream.

Our 3 cornerstones: Provide high quality PE and school sports provision, across all ages and all abilities within SEND schools in the greater Bristol area.  
Provide specialist teacher mentoring and staff development opportunities at all partner schools.  
Provide collaborative opportunities for non-partner schools, and all city-wide staff to share in events and network opportunities.

Our 3 pathways: Weekly class and schools-based opportunities for all to access PE and school sports in a meaningful way.  
Termly intra-school (Level 1) and inter-school (Level 2) opportunities for shared PE and school sports events, festivals and competition.  
Ongoing signposting to community providers offering extra-curricular sports and physical activity opportunities.

Our 1 dream: Where every young person with special educational needs or a disability has variety and choice in sport and physical activity.

# National Curriculum (England) - PRIMARY

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 1\*

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### Key stage 2\*

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

\* **Swimming and water safety** removed from National Curriculum (England) - PRIMARY

# National Curriculum (England) – SECONDARY

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key stage 3**

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics].
- perform dances using advanced dance techniques within a range of dance styles and forms.
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

### **Key stage 4**

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

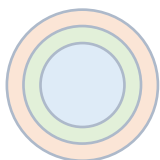
Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance].
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

# SEND PE & SPORT OVERVIEW

Est. September 2019

## Our approach



### Model

We believe that everybody's journey is unique, as is their relationship with others as well as the way we interact with the environment around us, the activities we are asked to undertake and the expectations that are placed upon us in all of these moments.

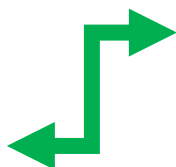
Our model is circular. There is no start, there is no end. Our journey is a fluid, continuous one which allows for all that makes us truly special.



### Context

In line with the National Curriculum, we offer a broad and balanced diet of sport and physical activity – allowing all aspects of exploration and development. Our delivery is appropriately differentiated to all needs ensuring equity of opportunity for all participants.

- Expressive games & activities.
- Outdoor games & activities
- Team & competitive games.



### Level

Whilst we believe all can “truly” engage, develop and progress, our approach also recognises the unique nature and reality of many of our participant's journeys. Our Levels identify a primary focus to the way our participants learn – and therefore how we deliver.

- Engagement
- Development
- Progression



### Input

We know that all our participants can participate, grow and excel – but we also know that how we measure achievement and learning success for every individual varies hugely. We celebrate according to challenges overcome, as well as markers met.

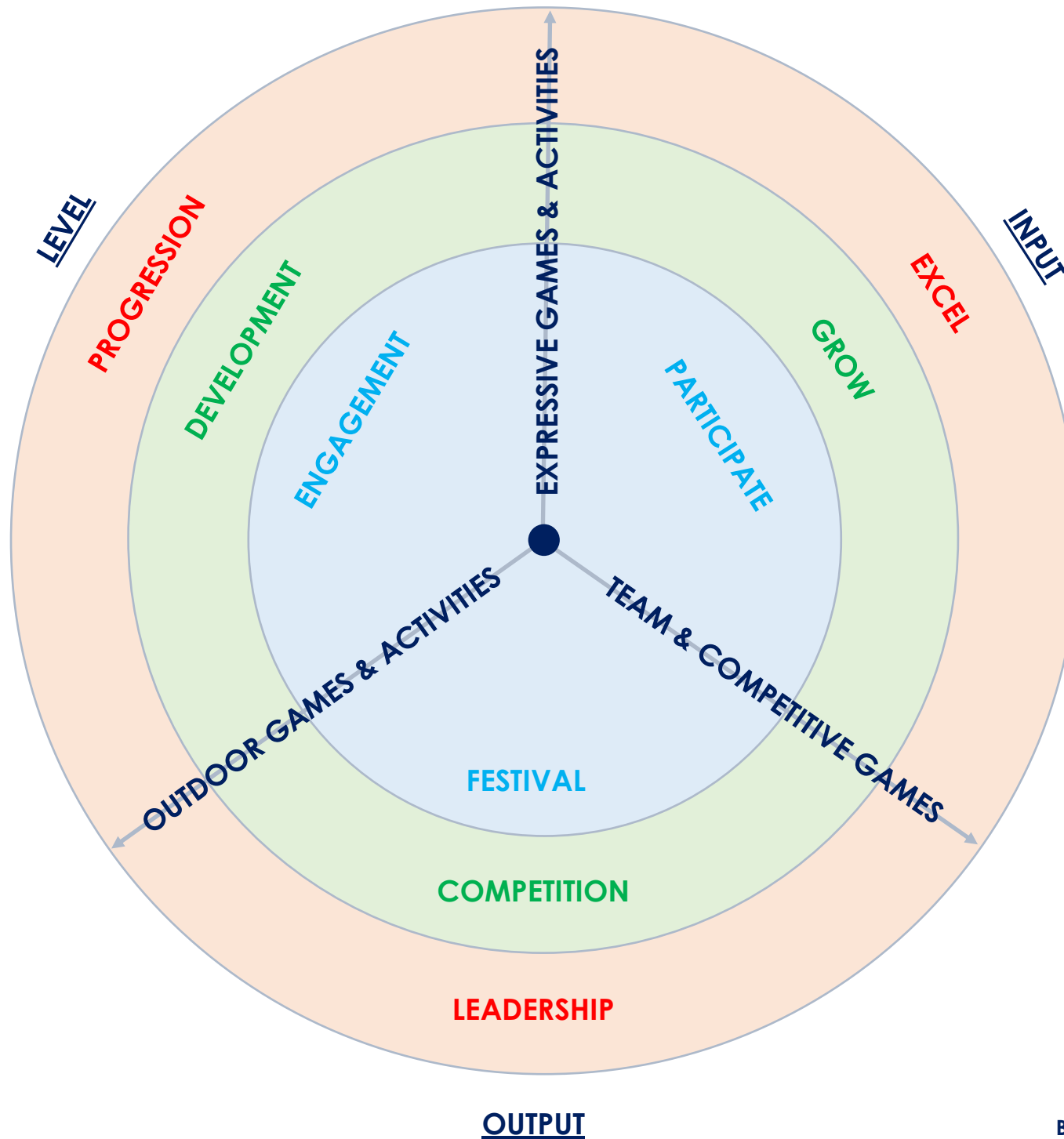
- Participate
- Grow
- Excel



### Output

What comes next – is perhaps the most important bit. Knowing where our learning can take us is critical – that is true growth; personally, socially and physically. Inclusive opportunities beyond the session are paramount, and as such are engrained in our city-wide delivery.

- Festival (all)
- Competition (most)
- Leadership (some)



### EXPRESSIVE GAMES & ACTIVITIES

- Dance;
  - Emotive and expressive.
  - Structured.
  - Free movement.
- Gymnastics;
  - Apparatus.
  - Objects & Accessories.
  - Floor based.
- Yoga.

### TEAM & COMPETITIVE GAMES

- Ball games;
  - Rugby/dodgeball.
  - Basketball/netball.
  - Football.
- Target games;
  - Boccia.
  - New Age Kurling.
- Net games;
  - Tennis.
  - Badminton.
  - Volleyball.

### OUTDOOR GAMES & ACTIVITIES

- Orienteering;
  - Onsite – landmark walks, social walking, introducing maps.
  - Offsite – specialist course, community inclusion, using maps.
- Athletics;
  - Track – sprint, distance, cross-country.
  - Field – jumping, throwing, measuring.
- Striking & Fielding games;
  - Rounders.
  - Cricket.
  - Danish Longball.

## ENGAGEMENT

EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Dance;</b></p> <ul style="list-style-type: none"> <li>- <b>Emotive and expressive.</b></li> <li>- <b>Structured.</b></li> <li>- <b>Free movement.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sensory engagement and stimulation (tolerance).</li> <li>- Sensory stories.</li> <li>- Physical narratives ("Bear Hunt").</li> <li>- Thematic explorations (the jungle, under the sea).</li> <li>- Seated dance routines (Wake 'n' Shake).</li> </ul> <p><b>Gymnastics;</b></p> <ul style="list-style-type: none"> <li>- <b>Apparatus.</b></li> <li>- <b>Objects &amp; Accessories.</b></li> <li>- <b>Floor based.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Introducing, safe negotiation, turn-taking.</li> <li>- Sensory Integration.</li> <li>- Exploring levels, widths, balance, entry/exit.</li> <li>- Body levels, bodily awareness, simple application.</li> <li>- Blankets, cloths, ribbons, pillows, roll mats.</li> <li>- Mat work – personal space, islands, sharing space.</li> </ul> <p><b>Yoga.</b></p> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Exploring themes (animals, buildings, sports).</li> <li>- Physical narratives (daily routines, travelling).</li> <li>- Symbols – relating to poses, prompting, making choices.</li> </ul>	<p><b>Ball games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rugby/dodgeball.</b></li> <li>- <b>Basketball/netball.</b></li> <li>- <b>Football.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Introducing and exploring a range of balls.</li> <li>- Handling balls for extended periods (tolerance, control).</li> <li>- Sharing balls – emerging passing and receiving skills.</li> <li>- Travelling with balls – across space and to a fixed point.</li> <li>- Identifying points of scoring (hoops, buckets, boxes, working towards goals, baskets).</li> </ul> <p><b>Target games;</b></p> <ul style="list-style-type: none"> <li>- <b>Boccia.</b></li> <li>- <b>New Age Kurling.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Exploring sensory objects – bean bags, fluff balls, quoits.</li> <li>- Holding objects for extended periods (turn taking).</li> <li>- Releasing, working towards throwing.</li> <li>- Identifying targets – visual distinction, communicating what they see, what the target is.</li> <li>- Sending objects towards fixed point – target.</li> <li>- Cause and effect of hitting target (skittles).</li> </ul> <p><b>Net games;</b></p> <ul style="list-style-type: none"> <li>- <b>Tennis.</b></li> <li>- <b>Badminton.</b></li> <li>- <b>Volleyball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sharing balls/objects across a circle, within a group.</li> <li>- Developing reflex response to moving balls/objects.</li> <li>- Sending balls/objects over obstacles/barriers.</li> <li>- Dividing the group with physical barriers (net).</li> <li>- Sending balls/objects over physical barriers (net).</li> <li>- Independents response to a ball/object coming into personal space over a barrier/net.</li> <li>- Developing reflex response to returning balls/objects.</li> </ul>	<p><b>Orienteering;</b></p> <ul style="list-style-type: none"> <li>- <b>Onsite – landmark walks, social walks, introducing maps.</b></li> <li>- <b>Offsite – specialist venues, community inclusion.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Exploring and familiarising immediate environment.</li> <li>- Labelling, identifying and communicating landmarks.</li> <li>- Traveling for extended distances/periods of time.</li> <li>- Visiting and experiencing specialist venues/courses.</li> <li>- Sharing opportunities with other groups.</li> </ul> <p><b>Athletics;</b></p> <ul style="list-style-type: none"> <li>- <b>Track – sprint, distance, cross-country.</b></li> <li>- <b>Field – jumping, throwing, measuring.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Walking, running, exploring open spaces.</li> <li>- Travelling towards a fixed point.</li> <li>- Travelling from identified start and finish.</li> <li>- Exploring speed/pace over a variety of distances.</li> <li>- Stepping and jumping on/off contrasting surfaces.</li> <li>- Combine jumping/walking/running to travel in new ways.</li> <li>- Throwing objects from/to a fixed point.</li> <li>- Throwing a range of different objects (flight variation).</li> </ul> <p><b>Striking &amp; Fielding games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rounders.</b></li> <li>- <b>Cricket.</b></li> <li>- <b>Danish Longball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sending, receiving and chasing objects into space.</li> <li>- Collecting activities (into central point).</li> <li>- Collecting identified objects (colour/object specific).</li> <li>- Negotiate a simple course (crease, bases).</li> <li>- Introducing multi-level actions (hit and run).</li> <li>- Begin to work with and know teammates (coloured bibs).</li> </ul>

## DEVELOPMENT

EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Dance;</b></p> <ul style="list-style-type: none"> <li>- <b>Emotive and expressive.</b></li> <li>- <b>Structured.</b></li> <li>- <b>Free movement.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Familiar routines embedded (Wake 'n' Shake).</li> <li>- Moving to contrasting tempo, levels and direction.</li> <li>- Identifying and using all body parts in movement.</li> <li>- Represent emotions through expression/body language.</li> <li>- Role-play and recreate through movement (animals).</li> <li>- Offering own movements, actions and "dance moves".</li> </ul> <p><b>Gymnastics;</b></p> <ul style="list-style-type: none"> <li>- <b>Apparatus.</b></li> <li>- <b>Objects &amp; Accessories.</b></li> <li>- <b>Floor based.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Independent exploration of apparatus/equipment.</li> <li>- Understand vocabulary relating to levels/direction.</li> <li>- Communicate and apply choices of movement.</li> <li>- Create themes, objects/scenes using object/resources.</li> <li>- Mat work – sharing with a partner, mirror, follow/lead.</li> </ul> <p><b>Yoga.</b></p> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Familiarising with vocabulary of poses/postures.</li> <li>- Communicate, identify, choose poses/postures.</li> <li>- Increased bodily awareness and gross motor control.</li> <li>- Sharing and leading poses/postures to partner/group.</li> </ul>	<p><b>Ball games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rugby/dodgeball.</b></li> <li>- <b>Basketball/netball.</b></li> <li>- <b>Football.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sharing balls with peers and within small groups.</li> <li>- Handling a range of different balls with control.</li> <li>- Sending and receiving balls to a peer, across space with accuracy. Begin to "communicate the pass".</li> <li>- Dribbling/travelling with balls with control for extended periods of times, begin to navigate routes/courses.</li> <li>- Identify, move towards and hit the target (goal/basket).</li> <li>- Developing team play towards a common objective.</li> <li>- Exploring matches.</li> </ul> <p><b>Target games;</b></p> <ul style="list-style-type: none"> <li>- <b>Boccia.</b></li> <li>- <b>New Age Kurling.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sending balls/objects towards an agreed target.</li> <li>- Communicate, aim and send to own chosen target.</li> <li>- Assess and evaluate accuracy of own shot, accuracy, comparison to others.</li> <li>- Begin to identify winners.</li> <li>- Turn-taking as individuals and in a team.</li> </ul> <p><b>Net games;</b></p> <ul style="list-style-type: none"> <li>- <b>Tennis.</b></li> <li>- <b>Badminton.</b></li> <li>- <b>Volleyball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Sending balls consistently to a peer/designated point.</li> <li>- Receive and return a ball over a barrier/net,</li> <li>- Regularly demonstrate a reflex response to returning balls.</li> <li>- Combine sending/receiving to create extended rallies.</li> <li>- Explore and apply emerging points/scoring systems.</li> </ul>	<p><b>Orienteering;</b></p> <ul style="list-style-type: none"> <li>- <b>Onsite – landmark walks, social walks, introducing maps.</b></li> <li>- <b>Offsite – specialist venues, community inclusion.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Planning and choosing routes.</li> <li>- Identify and communicate landmarks to lead walk.</li> <li>- Reading simple maps.</li> <li>- Creating simple maps.</li> <li>- Undertake more strenuous walk/activity.</li> <li>- Complete courses/routes in unfamiliar venues/locations.</li> </ul> <p><b>Athletics;</b></p> <ul style="list-style-type: none"> <li>- <b>Track – sprint, distance, cross-country.</b></li> <li>- <b>Field – jumping, throwing, measuring.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Running in different ways, distance, speed/pace.</li> <li>- Exploring a variety of jump techniques.</li> <li>- Exploring a variety of throwing objects and techniques.</li> <li>- Measure and evaluate own performance, compare to peers and within group.</li> </ul> <p><b>Striking &amp; Fielding games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rounders.</b></li> <li>- <b>Cricket.</b></li> <li>- <b>Danish Longball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Working with peers to send/receive/collect.</li> <li>- Consistent hand-eye-coordination (striking).</li> <li>- Follow game sequences independently (hit and run).</li> <li>- Work with a peer to achieve simple goals (stumping).</li> <li>- Begin to identify and send objects into space.</li> <li>- Encourage, support and communicate with peers during gameplay.</li> </ul>



## PROGRESSION

EXPRESSIVE GAMES & ACTIVITIES	TEAM & COMPETITIVE GAMES	OUTDOOR GAMES & ACTIVITIES
<p><b>Dance;</b></p> <ul style="list-style-type: none"> <li>- <b>Emotive and expressive.</b></li> <li>- <b>Structured.</b></li> <li>- <b>Free movement.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Participating in dance in a range of familiar settings.</li> <li>- Creating new dance routines with peers.</li> <li>- Demonstrating a range of tempo, shape and movement.</li> <li>- Developing narrative and expressive meaning in dance.</li> <li>- Describe performance using appropriate vocabulary.</li> <li>- Evaluating performance using appropriate vocabulary.</li> </ul> <p><b>Gymnastics;</b></p> <ul style="list-style-type: none"> <li>- <b>Apparatus.</b></li> <li>- <b>Objects &amp; Accessories.</b></li> <li>- <b>Floor based.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Exploring and using familiar and new equipment and apparatus safely.</li> <li>- Applying vocabulary relating to levels/direction.</li> <li>- Planning and evaluating choices of movement.</li> <li>- Planning and evaluating choices of objects/resources.</li> <li>- Mat work – developing extended and expressive sequences.</li> </ul> <p><b>Yoga.</b></p> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Demonstrating an extended range of familiar poses/postures.</li> <li>- Selecting, applying and evaluating poses/postures.</li> <li>- Undertaking personalised and independent sequences of activity.</li> </ul>	<p><b>Ball games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rugby/dodgeball.</b></li> <li>- <b>Basketball/netball.</b></li> <li>- <b>Football.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Playing conditioned team games.</li> <li>- Playing team games with scoring systems.</li> <li>- Understanding there are rules/conditions to a game.</li> <li>- Sharing and explaining rules of a game with peers.</li> <li>- Demonstrating offensive and defensive techniques.</li> <li>- Developing offensive and defensive strategies.</li> <li>- Playing multiple matches in team games towards a greater objective (i.e. league or tournament format).</li> </ul> <p><b>Target games;</b></p> <ul style="list-style-type: none"> <li>- <b>Boccia.</b></li> <li>- <b>New Age Kurling.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Participating in structured games as individuals and teams.</li> <li>- Develop sending techniques to effect different outcomes.</li> <li>- Develop strategy (i.e. defensive blocking, clearing, attack collaboratively, use of cannon shots (nudging)).</li> <li>- Participating in extended scored competition (matches).</li> </ul> <p><b>Net games;</b></p> <ul style="list-style-type: none"> <li>- <b>Tennis.</b></li> <li>- <b>Badminton.</b></li> <li>- <b>Volleyball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Combine a variety of shot techniques during games play.</li> <li>- Playing extended rallies to create informal games.</li> <li>- Apply points systems to a variety of games/activities.</li> <li>- Playing formal games to identified rules.</li> <li>- Playing a series of games to create matches.</li> <li>- Evaluate own technique and make improvements to play.</li> </ul>	<p><b>Orienteering;</b></p> <ul style="list-style-type: none"> <li>- <b>Onsite – landmark walks, social walks, introducing maps.</b></li> <li>- <b>Offsite – specialist venues, community inclusion.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Undertake and complete a range of familiar routes.</li> <li>- Explore and evaluate a range of new routes and unfamiliar locations.</li> <li>- Reading complex maps and instructions.</li> <li>- Following traditional orienteering instructions.</li> <li>- Communicate instructions using a range of media.</li> </ul> <p><b>Athletics;</b></p> <ul style="list-style-type: none"> <li>- <b>Track – sprint, distance, cross-country.</b></li> <li>- <b>Field – jumping, throwing, measuring.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Developing and adjusting running techniques to suit differing events/activities.</li> <li>- Apply and improve a variety of jump techniques.</li> <li>- Apply and improve a variety of throwing techniques.</li> <li>- Participate in single, multiple, series of competitive events.</li> <li>- Measure and evaluate the performances of others.</li> <li>- Offer feedback and advice to others.</li> </ul> <p><b>Striking &amp; Fielding games;</b></p> <ul style="list-style-type: none"> <li>- <b>Rounders.</b></li> <li>- <b>Cricket.</b></li> <li>- <b>Danish Longball.</b></li> </ul> <p><u>CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Throw and send objects in a variety of ways.</li> <li>- Throw and send objects with directional accuracy.</li> <li>- Identify space in defended areas.</li> <li>- Undertake multiple-level instructions to score points.</li> <li>- Share and communicate rules/expectations with others.</li> <li>- Attack and defend as teams, deploying tactics/strategy.</li> <li>- Play a range of established team striking games with scoring systems employed.</li> </ul>