

WHOLE SCHOOL PLAN FOR PHYSICAL EDUCATION

The Physical Education Plan of Enable Ireland, Sandymount School is designed to provide students with learning opportunities through movement and contributes to their overall development by helping them to lead full, active and healthy lives, as far as is possible, given the restrictions imposed by their physical and/or intellectual disability. The school recognises that PE is part of a balanced curriculum which aims to develop the pupil in a holistic way – encouraging motor development as well as promoting exercise as part of a healthy lifestyle. The programme for Physical Education is differentiated so that each student may participate in some way in the P.E curriculum. For all of our students, participation involves being part of a team and understanding their role as team member. The PE curriculum will focus on individual improvement and ability.

Rationale

We believe that each student benefits from the joy of physical exertion and the pleasure of teamwork. We believe that our P.E. programme offers students the opportunity to develop personal attributes such as turn taking, encouragement of others, acceptance of success and failure and the ability to co-operate in group situations.

The aims of our P.E. programme are:

- To promote enjoyment of, and positive attitudes towards physical activity.
- To promote the physical, social, emotional and intellectual development of each student
- To develop students positive personality qualities.
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote an understanding of sport and sporting interests.

The objectives of the P.E. programme are to enable students to

- Develop alertness, control and co-ordination within student's own physical ability.
- Develop personal competence in game skills e.g. games such as boccia, wheelchair hurling, power soccer etc.
- Build water confidence and knowledge, near, in or under water.
- Develop personal competence in moving through water.-
- Experience enjoyment and achievement in games/movement activities.
- Interact and co-operate sensitively with others.
- Develop qualities of self-esteem, self-awareness, confidence and initiative.
- Develop an understanding of fair play and team spirit through participation and competition.
- Develop positive attitudes toward participation in various sporting activities.
- Develop an understanding and general knowledge of various games/sporting activities and derive benefit as a participant or a spectator.
- Develop an appreciation of and respect for the environment through participation in outdoor activities.
- Understand and practise good hygiene



- Appreciate the benefits of relaxation and cope with challenges
- Adopt safe practices when moving around especially when using power chairs.
- Learn about the world around us through a variety of orienteering activities.

Organisation

The students of Enable Ireland, Sandymount School attend swimming lessons in the Enable Ireland swimming pool on site. This gives us the opportunity to offer a class swim to every student. SNAs assist with undressing and dressing the students as well as in the water.

Power Soccer and Soccer training is provided to students by a qualified FAI instructor (two sessions per month)

Hurling and Wheelchair Hurling training is provided to students by teacher (two session per month)

Classes work in teams to encourage students to participate in a range of other activities. – Kurling, Boccia, Polybat, Basketball etc.

Approaches and Methodologies

Teachers use a variety of approaches when teaching PE including individual work, working in pairs, station teaching, group play and team play.

All students are encouraged to move in their own wheelchairs if possible. In group activities, SNAs or teachers move students in wheelchairs if they cannot move themselves.

Ball skills are taught using a variety of different balls. Throwing and catching is encouraged using bean bags and balls of different texture, size weight and sound.

- Boccia, Kurling, Polybat, Hurling, Soccer, Power Soccer and Basketball are taught
- Obstacle races are adapted to suit different students
- Connect 4 is played using a large scale game
- We play rings and darts (magnetic)
- Orienteering is taught using diagrams, pictures, photographs and words
- P.E. is linked to all other subject areas

Physiotherapist recommends that standing programmes for individual students take place in classroom settings.

Mobility is taught and various programmes take place to encourage students to use power chairs effectively.

It is recommended that the class teacher should consult with the physiotherapy department with regard to appropriate exercises that could be incorporated into the PE lesson.

Assessment and Record Keeping

- Teacher observation
- Consultations with physiotherapists



Equality of Participation and Access

All children, regardless of ability, gender, nationality or otherwise will be included in all aspects of the PE curriculum at an appropriate level.

Strand and Strand Units

Aquatics

All students are offered a class swim. The swimming teacher assesses students in the water. Students fall into several groups.

- Students who need one to one assistance in order to allow them to stretch their bodies and enjoy the experience.
- Students who start with one to one assistance but who develop confidence to move in the water with minimal assistance.
- Students who move in the water with swimming aids
- Students who swim under direction.
- Students who swim independently.
- Students are encouraged to use their skills:
 - To swim widths, lengths, time trials
 - To throw a ball
 - To play water basketball

Aquatics

Water safety	Using a hoist Observing the rules of the pool Dressing appropriately Behaving appropriately in the dressing room Behaving appropriately in and around the pool Enter pool area safely accompanied by an SNA Take care not to drink the pool water
Hygiene	Showering with cold water before entering the pool Wear appropriate clothing Identify hygiene products (soap, shampoo, towel, etc) Use hygiene products (soap, shampoo, towel, etc) Showering when finished with pool lesson Towel around shoulders Drying properly (most with assistance) Ask for support when needed (with drying or dressing) Waiting for a change (e.g. catheter) Turn taking Respect for others Reduce noise levels



	Privacy (SPHE, RSE)
Understanding and appreciation of aquatics	<p>Safety in the water</p> <p>Freedom of movement</p> <p>Floating</p> <p>Swimming strokes</p> <p>Various places outside of school that can be joined in order to learn</p> <p>Hygiene</p> <p>Be safe</p> <p>Appropriate behaviour</p> <p>Healthy lifestyle</p>
Stroke development	<p>Stretch legs</p> <p>Kicking legs</p> <p>Use of woggles</p> <p>Use of kick boards</p> <p>Water aerobics</p> <p>Counting backwards</p> <p>Move around the circumference</p> <p>Transfer from bar to SNA</p> <p>Getting face wet</p> <p>Try not to drink the pool water</p> <p>Blowing bubbles (oral motor activities; feds program)</p> <p>Back or forward stroke</p> <p>Tolerance of the splash from others</p> <p>Awareness of personal space</p>
Buoyancy and propulsion	<p>Game playing (basketball, water sports, diving, paddling pool etc.)</p> <p>Throwing and catching (athletics)</p> <p>Empty and filling containers (capacity in numeracy)</p> <p>Compete – width or length</p> <p>Following the direction of an object</p> <p>Going through an obstacle course</p> <p>Forward or backward propulsion</p> <p>Water aerobics</p> <p>Breathing techniques</p> <p>To engage in ball activities by calling names in order to develop interaction and concentration skills</p> <p>(group skills, team activities, RSE)</p>



Entry to and exit from the water	Using a hoist Independently or accompanied by SNA Learn to wait to be called Following instructions Exit the pool when asked Following the rules of the pool Turn taking
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Athletics

Students are encouraged to move from one designated area to another. They may do this by walking, running, using walking aids, pushing own wheelchair, pushing other student in wheelchair, driving power chair, or directing adult who is assisting.

Obstacles are put in place and students are instructed in moving around obstacles e.g. directing students through a path made from cones.

Running/Moving	Movement as appropriate for each child Move between/around two points Turn taking Obstacle races Relay Whistle Stop Potato/egg and spoon race Picking up an item Moving in a straight line, zig-zag or diagonally Follow the leader Turn taking Waiting turns Team skills Prepositions (over, under, etc)
Throwing	Grasp, hold and release a range of objects Experiment with different methods of throwing that are adapted to his/her specialist needs Using one hand Using two hands Rolling Throwing and catching Bean bags Balls



	Fast or slow speed Ball pool (in and out) Throw at target Boccia Position throw Skittles
Jumping	Develop the skill of jumping – follow footprints, step from one place to another Explore various ways of jumping/assisted jumping – jumping while holding onto something, jumping on the spot, jumping for bubbles, jumping from a low height, jumping for height, jumping for distance, jumping from two feet to two feet, jumping from two feet to one foot, jumping from one foot to two feet, hopping
Understanding and appreciation of techniques	Understand rules Play by the rules Follow Irish athletes and Paralympians and watch them race etc. Encourage visits from athletes to the school Measure own achievement Social skill – working with others Play appropriately with visitors Manage self and begin to understand the need for regular practice Develop fitness Show progression Understand the need for warm up and cool down Understand the need for appropriate clothing and footwear Handle equipment safely Name equipment - Build up a vocabulary of the equipment being used Know where equipment is stored

Dance

Music and movement- we have regular music sessions where the students are encouraged to play percussion instruments and to dance to the music.

For part of every year staff take part in Irish dancing and students are paired with staff members for these sessions.

School performances include dance, drama, music and visual art components.

Exploration, creation and performance of dance	Locate different parts of the body Explore the movement of different parts of the body
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	<p>Explore different ways that the body can move in space- step, slide, spin, walk, jump, roll, march, stride, skip, zig-zag movements, glide, wave,</p> <p>Perform movements to rhymes and action songs</p> <p>Perform simple singing games</p> <p>Respond imaginatively through movement to different stimuli – music, drama etc</p> <p>Explore how the body can move at different levels, high and low</p> <p>Imitate actions of others</p> <p>Begin to develop work with a partner – follow the leader, mirror mirror</p> <p>Explore and communicate through simple body movements a range of moods and feelings</p> <p>Perform simple movements to given rhythmic and melodic phrases</p> <p>Explore the concept of stillness, pausing and stopping</p> <p>Develop balance and coordination while moving and stopping</p> <p>Create and perform simple dances with a clear beginning, middle and end</p>
Understanding and appreciation of dance	<p>Have opportunities to experience taking part in Irish dances and a céilí,</p> <p>Have opportunities to view dances – YouTube, DVDs, live performances,</p>

Gymnastics

Students are taught warm up exercises and to stretch and move in a seated or where possible, standing position.

Crossing the midline is important.

We encourage students to play an active part in all transfers.

Where possible, students are encouraged to roll on mats or to move/crawl around rooms

Movement	<p>Simple warm-up stretches</p> <p>Develop basic movement actions while exploring both personal and general space</p> <p>Imitate movements made by teacher</p> <p>Transfer body weight</p> <p>Climb into and out of the ball pool,</p> <p>Develop good body tension and posture where appropriate</p> <p>Travel at different levels</p> <p>Develop some of the basic movement actions of balancing, stopping, jumping, turning, twisting, stretching, rolling, crawling, climbing and transferring weight – as appropriate to individual needs</p>
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	<p>Link skills to produce a short sequence of movement</p> <p>Begin to work on apparatus eg, mats, benches, hoops etc. where appropriate</p> <p>Walk on a bench with and without assistance</p> <p>Practice rocking and rolling activities on a mat leading to a forward roll</p>
Understanding and appreciation of gymnastics	<p>Show understanding and appreciation of gymnastics</p> <p>Observe gymnastic competitions at the Paralympics, Special Olympics on YouTube</p>

Games

A number of games are taught in the school including Power Soccer, soccer, Wheelchair Hurling, ground hurling, Boccia, Polybat, Kurling, Basketball, Beanbag Basketball and a variety of playground games.

Carrying	<p>Touch and handle a variety of balls</p> <p>Carry a beanbag on different parts of the body</p> <p>Carry a ball between two points</p> <p>Carry a ball to a bucket/basket etc and drop it in.</p>
Rolling	<p>Roll a ball on a tilted funnel into a basket etc.</p> <p>Roll a ball along the ground</p> <p>Roll a ball to a partner</p> <p>Roll a ball across a table with side supports</p> <p>Roll a ball along a parachute</p>
Throwing	<p>See Athletics</p> <p>Experiment with throwing balls away from the body</p> <p>Experiment with throwing objects into a basket</p> <p>Experiment with under-arm and over-arm throwing</p> <p>Balls of various sizes</p> <p>Balls of various textures</p> <p>Bounce passing from a stationary position</p> <p>Throw over-arm to a partner</p>
Blocking/Catching	<p>Block the ball using hands, body or wheelchair</p> <p>Catch the ball by cradling –“ big hands and hug the ball”</p> <p>Learn to watch the ball as it is coming towards him/her</p> <p>Catch a pass at various heights</p> <p>Move to receive a pass</p>
Using a hurley/bat	<p>Block a ball using a hurley</p>



	<p>Carry a beanbag on a hurley/bat while stationary</p> <p>Carry a beanbag on a hurley/bat while moving</p> <p>Toss a beanbag on a bat while stationary</p> <p>Bounce a ball on a bat while stationary</p> <p>Bounce a ball on a bat while moving</p> <p>Strike a ball along the ground using a hurley</p> <p>Strike a ball against the wall</p> <p>Dribble a ball along the ground using a hurley</p> <p>Pass a ball to a team member</p> <p>Aim at a target/goal</p>
Understanding and appreciation of games	<p>Develop an understanding and appreciation of team games</p> <p>Develop problem solving and decision making strategies for competitions</p> <p>Develop a sense of pride in their school and school team</p> <p>Develop an ability to keep score in games</p> <p>Respond appropriately to winning and losing</p>

Outdoor and Adventure Activities.

These are linked to environmental science activities, maths trials and treasure hunts. Picture orienteering takes place in the school.

Walking/Driving	<p>Undertake short walks within school grounds</p> <p>Participate in simple treasure hunts within school grounds</p> <p>Undertake short trips within the local area – Sandymount Village, Sandymount Strand etc</p> <p>Develop an awareness of directional signs and symbols</p> <p>Develop an awareness of the safety aspect of outdoor activities – watching footpaths, observing a safe speed in power chairs etc.</p> <p>Undertake simple cooperative activities</p>
Orienteering	<p>Identify areas of the school using photographs and pictures</p> <p>Follow directions including 'forward', 'backward', 'left', 'right',</p> <p>Go to features using photographic or pictorial clues</p> <p>Develop an awareness of directional signs and symbols</p> <p>Finding 'controls' by recognising and finding familiar features from photographs</p>
Understanding and Appreciation of Outdoor Activities	<p>Begin to develop and appreciation of and respect for the local environment by helping to keep the school and yard clean and tidy</p> <p>Be involved in the correct disposal of litter</p>



	Be involved in the recycling of materials Develop positive attitudes towards caring for living things Discuss the safety aspects of outdoor activities
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Review and Ratification

This policy was reviewed and ratified by the Board of Management.

Signed:



Sé Goulding
Chairperson of Board of Management



Jennifer Doyle
Principal

Date: 16 October 2024

