

Physical Skills

Many pupils with complex needs have some degree of physical impairment, frequently severe. There is therefore an unambiguous need to promote motor development. It is through movement that a pupil's response to the environment becomes overt and is made accessible to others. Even pupils who have no apparent physical difficulties may have a very restricted range of spontaneous movements which will limit their ability to interact with and learn from their surroundings. It is important to also acknowledge the role movement has in allowing individuals to express themselves.

Planning and implementing the physical skills programme will involve the close co-operation of the multi disciplinary team. The roles of the Physios and OT will be particularly important, but it will be the responsibility of the teacher and class team to ensure that physical activity is built into the pupils' day in order to avoid fragmentation of experience and allow pupils' motor needs to be catered for in a coherent way.

Voluntary movement is a highly complex skill which requires:

- Sensory input in the form of auditory, visual, tactile and kinaesthetic stimuli
- Mediating processes such as attention, selection, analysis and interpretation, which transform into organised perceptions and select the goal for output
- The output itself, which involves intention and the forming and execution of a motor plan to produce the desired movement

Movement and Mobility

Within the curriculum area of sensory and physical skills there is a focus on developing movement and mobility. This curriculum area spans the full range of attainment appropriate to the pupils attending the school. IPP targets are taken from or influenced by the typical achievement indicators. It is then the responsibility of teaching and school support staff to embed the honing of these skills into sessions. The following are some examples of how we address physical skills within our curriculum:

- The use of soft play and safe open spaces
- Rebound therapy
- Hydrotherapy
- Walker
- Bike/trike
- Walking
- Standing
- Increasing awareness of the pupil's own body
- Reaching for and grasping objects.
- Bringing objects to midline for exploration and manipulation.
- Exploratory activities

- Dressing and personal care activities
- Placing, imitation and creative activities.

Physical Skills Sessions

Physical skills is a cross curricular area of our curriculum. Discrete PE sessions are not always necessary, rather a combination of timetabled physiotherapy sessions and identified opportunities for physical development, within a pupil's personalised learning programme, provide more meaningful opportunities for progress in this area.

Physiotherapy sessions usually consist of hydrotherapy, rebound therapy and / or floor work. These sessions focus mainly on postural control, gross motor development and coordination.

Body and spatial awareness, fine motor skills, perceptual motor skills, daily living skills and creative movement will be incorporated into a pupil's individual timetable as and where appropriate.