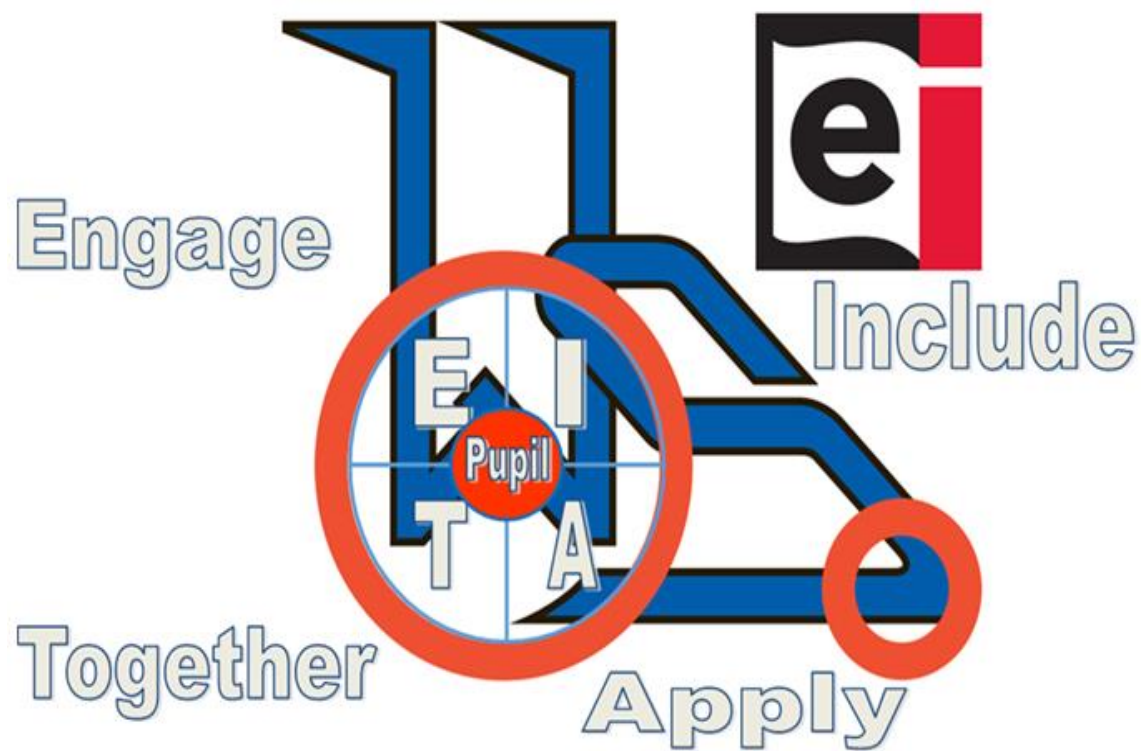


Wilson Stuart School



Physical ME Overview

Introduction:

Every individual student at Wilson Stuart School is unique in the way they develop and move. During their time at school we want to prepare them for life after school in their Physical Literacy Journey:

"To become physically confident in a way which supports their health and fitness and helps them to meet the demands of their environment."

In addition to this we will be:

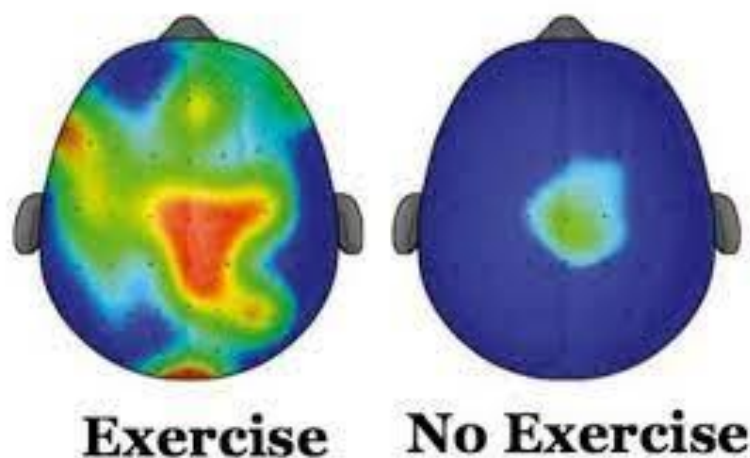
"Teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources."

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa."

Supporting Student's Ability to Learn:



Many of our students live very sedentary lives, so being active, having a change in body position, completing some exercise as their first part of the school day will have a major impact on their brain's function for the day ahead.



Wilson Stuart School - Your Physical Journey

Physical ME in 45

To become physically confident in a way which supports their health and wellbeing and helps them to meet the demands of their environment

- W.E.L.L**
- Wellbeing
 - Enjoyment
 - Life Skilled
 - Lifelong Participant

1. Sharper memory and thinking

Better concentration and mental sharpness are just two of the many cognitive benefits of physical activity. Physical activity has even been shown to stimulate the growth of new brain cells and improve neuronal health by improving the delivery of oxygen and nutrients.

Better People



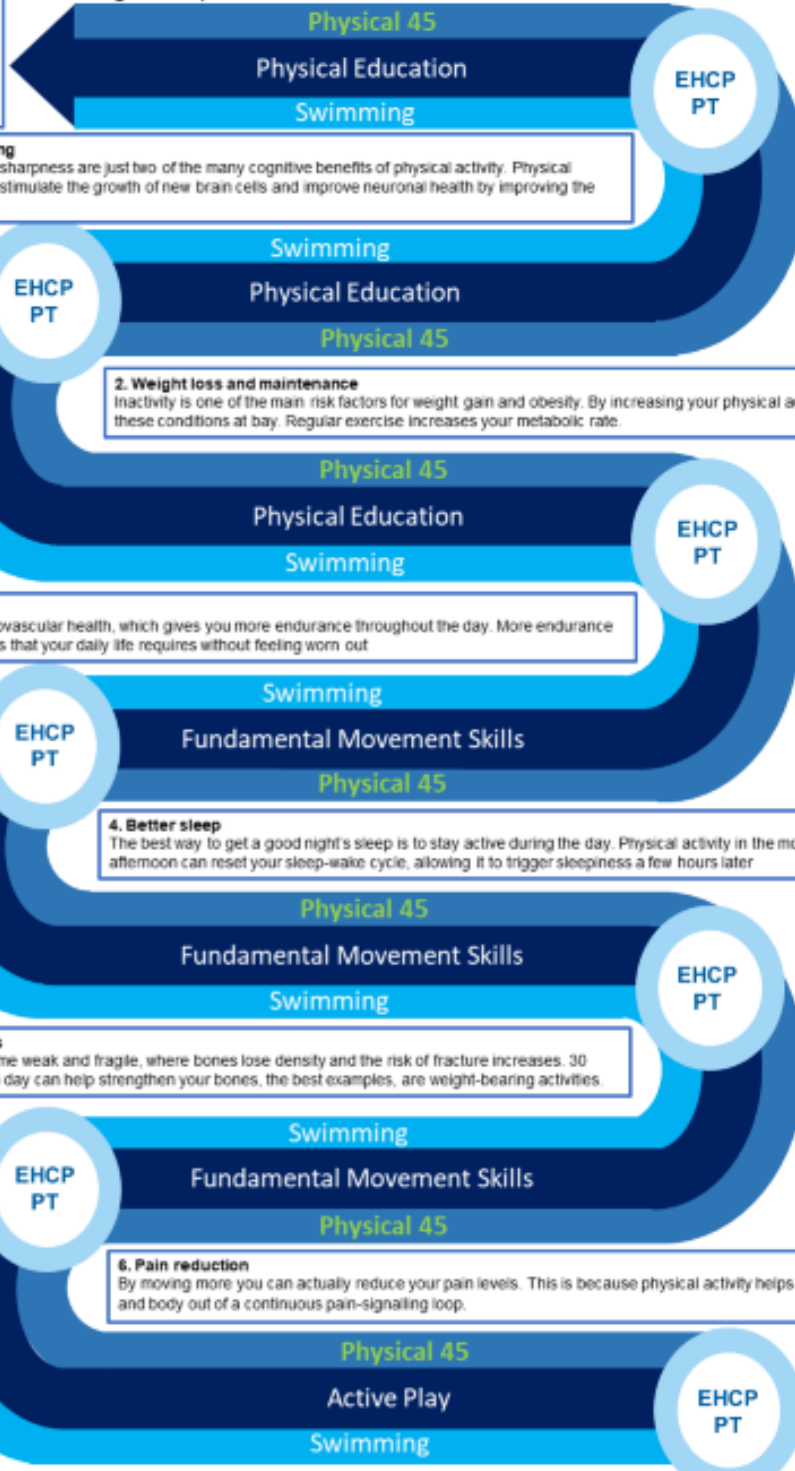
5. Healthy muscles and bones

As we age, our bones can become weak and fragile, where bones lose density and the risk of fracture increases. 30 minutes of physical activity each day can help strengthen your bones, the best examples, are weight-bearing activities.

Better Movers

7. Better mood

Moving more isn't just good for your body—it's good for your mind, too. Physical activity sends a signal for your brain to release endorphins. These chemicals are responsible for feelings of happiness, calm and well-being.



General Exercise Programme

Fine Motor Development

Mobility Programme – Walking Pushing Driving

Standing Programme

Physiotherapy Exercise Programme – Stretches Mobility Exercises Core Strengthening

The Vehicles

The Drivers

**Educational Health Care Plan
7 Benefits of Daily Exercise**

The Drivers of the Programme:

EHCP Physical Targets	7 Benefits of Daily Exercise	Doing More
Having time to work on, challenge, achieve and review the targets set out on each individuals EHCP on a regular and consistent basis.	<ul style="list-style-type: none"> • Sharper memory and thinking. • Weight loss and maintenance. • More energy. • Better sleep. • Healthier muscles and bones. • Pain reduction. • Better mood. 	<ul style="list-style-type: none"> • Doing a little bit more. • Encouraging physically and mental challenge. • Developing confidence in their ability.

The initial driver for everyone's programme should focussed around their EHCP Physical Targets taken from the latest Annual Review Paperwork (see below).

Review of my Outcomes (EHCP Section E)

Please include any details of amendments on an annotated EHCP using tracked changes

Title	Short Term Outcome achieved?	Comment /Amendments	Long Term outcome (e.g. end of KS2)	Comment/Amendments
1. Communication and Interaction	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	<ul style="list-style-type: none"> • Begin to make choices between two objects by reaching out to preferred objects. • Begin to understand what S OOR indicate. • Indicate 'more' • Respond to adult voices by looking consistently towards them, so that he can share joint attention. • Use babble within the environment during play and/or for communicative purposes. • Begin to respond to simple Makaton signs, supported by OOR in context. 	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	
2. Cognition and Learning	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	<ul style="list-style-type: none"> • Engage more with objects. • Begin to combine some objects/items appropriately in play. • Press a switch purposefully to operate toys or objects. 	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	

3. Social, emotional and mental health difficulties	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	<ul style="list-style-type: none"> • Develop an interest in his peers. • Begin to take turns during adult led activities. • Begin to express preferences during exploration time. • Tolerate wearing his glasses 	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	
4. Sensory and Physical (including Medical)	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	<ul style="list-style-type: none"> • Stand with the support of furniture or a standing frame. • Hold a seated position independently for several minutes. • Begin to participate in a point kneeling and crawling. • Begin to cruise around furniture. • Feed himself with a fork. 	<input type="checkbox"/> Some progress made <input type="checkbox"/> Fully achieved <input checked="" type="checkbox"/> Not achieved	
Interim Targets	With reference SEND Code of Practice 2015, paragraph 9.167, please confirm that Interim Targets have been reviewed and new targets have been set for the coming year. Confirmed <input checked="" type="checkbox"/>			

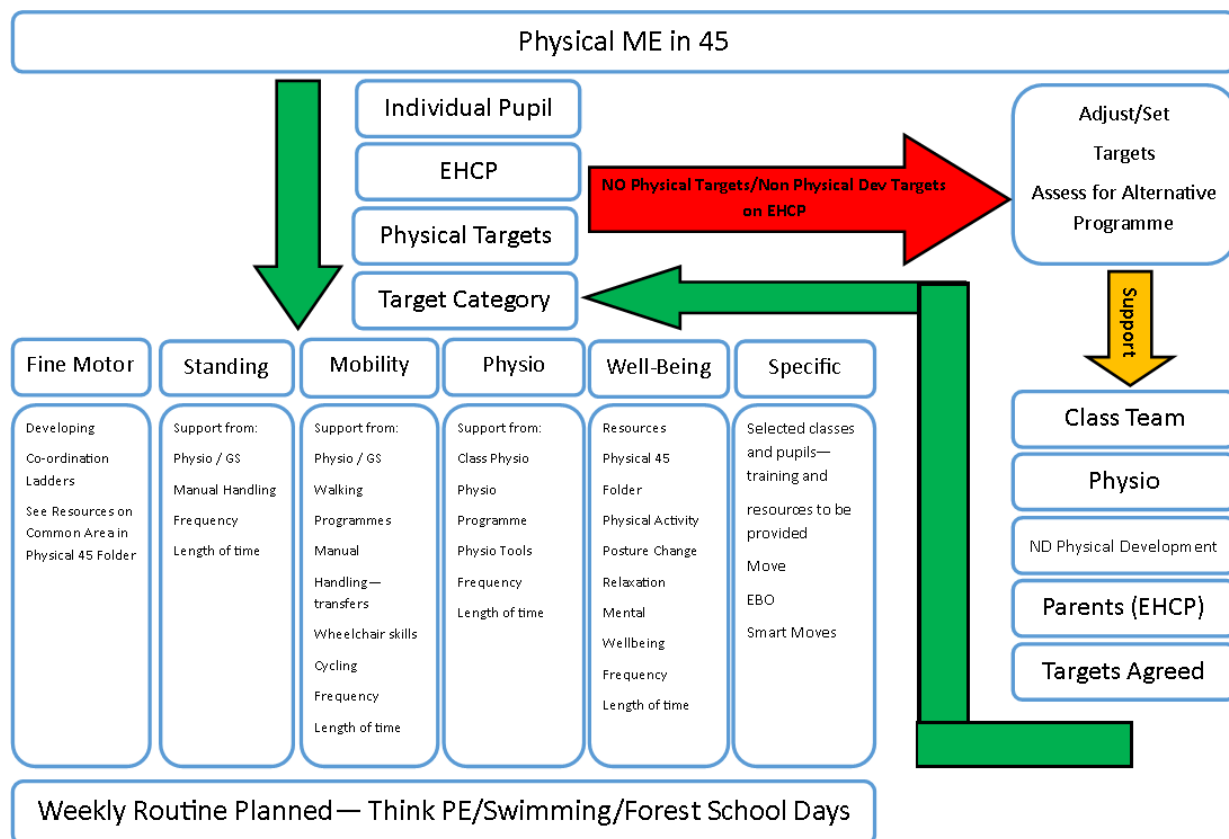
The Programme Vehicles:

The following six vehicles will provide the focus for our student's participation, depending on their individual needs.

- General Exercise Programmes/Wellbeing
- Fine Motor Development
- Mobility Programmes
- Standing Programmes
- Physio Exercise Programmes
- Specific programmes for targeted classes and students

Planning Tool:

To support with the planning process the following diagram provides a guide to targeting focus areas of development/maintenance for students within your class. Discussions with your class physio will also support with individual students.



Physical Development Support Team:

This team is made up from members of the following specialisms around the school who support with physical development in many ways. These specialisms include Physical Education, delivering weekly PE lessons to all classes across the school and swimming, delivering a fortnightly lesson to all classes. The male and female care staff also form an integral part of this Physical Development Team, as they support with developing independence through independent and assisted transfers from chairs to beds and toilets.

We also have two members of staff who are responsible for Manual Handling Assessment of all students/training of school staff and delivering specific standing and walking/driving programmes for individual students, in conjunction with the NHS Physio Team based at Wilson Stuart School.

Specific Programmes:

As part of a Sport England project we have been able to purchase the Smart Moves resource to support the development of Gross Motor Skills in our ambulant students who do not have specific physical targets on their EHCPs or other programmes from physio.



- Smart Moves – assessment profiles and programmes can be found on the common area, please ask for support with implementation of this programme.
- **Co-ordination Development**

Scope and Sequence Aspect 3: Fine motor skills for the classroom

Manual dexterity			
Page	Letters	Target Ladder focus	Focus of suggested activities
50	A–D	Isolates fingers (e.g. in finger rhymes or to show number)	All fingers and thumbs
52	E–H	Begins to identify textures by touch	Touchy feely
54	I–L	Uses two hands together efficiently for intricate tasks	Working together

Scissor skills			
Page	Letters	Target Ladder focus	Focus of suggested activities
50	A–D	Controls cutting to stop at a point	Snip, snip
52	E–H	Cuts along a line with several straight and curved directional changes	Open and close
54	I–L	Cuts out complex shape pictures from magazines/comics following the shape of the object	All cut up

Pencil control			
Page	Letters	Target Ladder focus	Focus of suggested activities
50	A–D	Draws around hand with crayon	Get a grip
52	E–H	Combines lines to make zigzag pattern (left to right)	On your marks
54	I–L	Applies appropriate pressure when writing/drawing	Get ready for writing

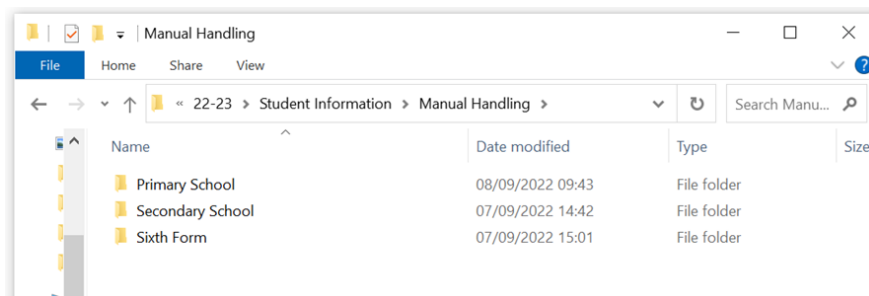
Manipulating materials and tools			
Page	Letters	Target Ladder focus	Focus of suggested activities
50	A–D	Uses a variety of tools to help mould and make shapes	Oh dough!
52	E–H	Picks up objects with tongs or large tweezers	Pick me up
54	I–L	Uses classroom equipment such as an eraser and pencil sharpener	All in a day's work

Developing Co-ordination Ladders is a resource that provides a progress programme of skills and ideas on how to develop co-ordination and assessment checklists to support its implementation.

If you have any questions, please ask for further information. Resources and further information can be found on the common area.

Check Individual Student Risk Assessments:

Please check individual student risk assessments if you require further information about Manual Handling requirements, these can be found in the following location and will reviewed throughout the year when required.



EFL - Progress Records/Observations:

Please use the Physical 45 tags to record progress and observations and link to PLGs if applicable physical targets are able to be focussed on during this time.

As part of the new programme Smart Moves and Co-ordination Development there will be some additional profiling which will support with recording and evidencing progress.

Challenges and Future Developments:

The continued implementation of Physical 45 time at the start of **EVERY DAY** still creates a challenge and change to how we do things at school. It will however have a huge impact on the ability of our young people to be able to do things for themselves, their learning and impact on their overall health and wellbeing. But, it will take time and consistency to achieve this:

Rate of Learning

If someone takes 2,000 practices to learn a new skill and they practice that skill:

Once a week	it will	38 years	To learn that skill
Once a day	take	5 years	
5 times a day		1 year	