

## Vision for PE and Sports at Trinity School

**We judge our success as a school in preparing young people for their future lives against the following aims:**

Our young people will:

- have well-developed independent living and self-care skills
- be confident *communicative* individuals who want to be actively included in life and the community beyond school
- be confident self-advocates and make reasoned and informed decisions appropriate to their needs and wishes
- have developed an ability to regulate their distress and anxiety associated with Autism, Sensory Integration issues and other neurological conditions
- have the skills to keep themselves safe and healthy
- have appropriate vocational skills, including literacy and numeracy at the highest achievable levels
- have gained accreditation of their skills at the appropriate level to share with future settings and work placements

**The teaching of PE and Sports at Trinity School is an essential tool in the achievement of the Whole School aims, as presented above. The team of four PE specialist teachers and coaches work uniquely from Primary to Secondary, and into the Further Education Centre, supporting continuity, progression and transition, as well as leading Extended School Provision.**

Trinity School Aim	How does the Trinity PE teaching team support this?
have well-developed independent living and self-care skills/have the skills to keep themselves safe and healthy	By supporting independence in the range of skill development necessary for physical literacy; in self-care such as changing, showering, organising kit etc, and developing positive attitudes to healthy living
be confident communicative individuals who want to be actively included in life and the community beyond school	By developing key physical and social interaction skills so that confidence is enhanced, including achieving their personal best, and development to the higher level of sports leadership and coaching; and by enabling active inclusion in exciting, meaningful physical and sporting activity in school and in the community, local and further afield
be confident self-advocates and make reasoned and informed decisions appropriate to their needs and wishes	By developing the concepts of participation and inclusion, equality of opportunity and fair play through physical activity and sport
have developed an ability to regulate their distress and anxiety associated with Autism, Sensory Integration issues and other neurological conditions	By recognising and building on the importance of physical activity in supporting sensory calming
have gained accreditation of their skills at the appropriate level to share with future settings and work placements	By offering accreditation of PE at an appropriate level from Entry level to GCSE, or Duke of Edinburgh awards to Sports Leaders

