

MOVE

Centre of Excellence Assessment for Mayfield School



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Assessor	Kerry Langsdale

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Introduction

Mayfield School is a maintained special school for pupils aged 4-19 in Mayfield, Cumbria. There are currently 281 pupils on roll, and 23 of these are on the MOVE Programme. Mayfield School has been using the MOVE Programme since 2000, when they received Senior Practitioner Training. The programme is led by MOVE Coordinators and Trainers Alison Harper (Senior Teaching Assistant), Ellie Earle (Class Teacher), and Victoria Cowan (Senior Teaching Assistant). They are supported by Sophie McCabe (Headteacher), Rhyannon Porter (Assistant Headteacher). Mayfield School continues to make great progress with the programme, and this report details their progress against the Centre of Excellence Quality Mark.

	Centre of Excellence				Gold				Silver				Bronze			
A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme	A1	A2			A3	A4	A5		A6	A7			A8			
B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation	B1				B2	B3			B4	B5			B6	B7	B8	B9
C: Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10	
D: Delivery of the MOVE Programme is fully integrated into curriculum and delivered in all areas of learning	D1				D2				D3	D4			D5	D6	D7	D8
E: Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7		
F: The organisation is a positive ambassador for MOVE and actively promotes MOVE across a range of networks	F1	F2			F3				F4	F5	F6		F7	F8		

A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme

	Key Criteria	Evidence	Next steps
A 1 Centre of Excellence	The organisation supports other MOVE organisations to improve the skills of their staff and has an Associate Trainer that can deliver training on behalf of MOVE Europe and attends annual Associate Trainer meetings.	Due to the significantly remote location of Mayfield School, it is not practical to send staff to deliver external training, so they do not currently have a MOVE Associate Trainer. However, the MOVE Team at Mayfield are very keen to support any schools, especially newer MOVE schools, via online consultations and emails, when these opportunities present themselves. Additionally, the MOVE team at Mayfield School endeavours to connect with other organisations where possible. In 2025, staff visited Princes Primary School. In 2023, staff and pupils visited Sandside Lodge, taking part in their MOVE Day. Photos from this event were shared during the assessment.	Work with your MOVE Programme Coordinator to contact schools when opportunities arise.
A 2 Centre of Excellence	A regular schedule of in-house Practitioner training is provided for all members of the team and the trainer proactively feeds back improvements to MOVE Europe.	In January and February 2025, a Senior Practitioner training session was delivered by MOVE Europe to 20 staff members. While there isn't a fixed schedule for Practitioner and Senior Practitioner training due to limited availability of training slots, decisions on who to train next are made following each awareness session. MOVE awareness training is provided annually to keep all staff informed and engaged with the MOVE programme. Staff feedback forms are distributed after training sessions, allowing team members to identify areas where they need further support. Informal training and guidance are also integrated into MOVE group sessions, and refresher information is regularly shared via the MOVE Group email chain.	
A 3 Gold	A variety of CPD approaches are used to maintain and build upon the skills and knowledge needed to deliver the MOVE Programme. Key MOVE personnel attend external CPD opportunities (e.g. MOVE Conference).	In 2024, MOVE ambassador Jack Marshall visited Mayfield School to inspire staff and share his experiences of MOVE, with plans to potentially return for a future Christmas pantomime. Key MOVE personnel also attended the in-person MOVE Conference in 2024 and are scheduled to attend the virtual conference in 2025.	
A 4 Gold	All professionals within the organisation have an understanding of the programme and its benefits (including Senior Leadership Team and Governors).	Carol Norman is the MOVE link Governor and ensures the MOVE programme is discussed at every Governor meeting and integrated into all curriculum discussions. Mayfield School's SLT provided a group testimony during the assessment, including Sophie McCabe (Headteacher), Rhyannon Porter (Assistant Headteacher), Carolyn Westnedge (Assistant Headteacher), and Shelley Crowe (Inclusion Lead & SENDCo Specialist). They demonstrated knowledge and commitment to the MOVE Programme and emphasised that MOVE is fully integrated into the curriculum, with movement opportunities naturally incorporated into daily activities. All SLT members have	

		attended a MOVE Awareness session, and new staff who participated have shown enthusiasm to learn more. SLT members award MOVE certificates to pupils to recognise development and effort, and at least one SLT member regularly attends MOVE groups.	
A 5 Gold	The organisation has at least 2 MOVE Trainers and both have delivered both in-house Practitioner and Senior Practitioner training.	Alison Harper, Ellie Earle, and Victoria Cowan are all MOVE trainers. They first received MOVE Trainer Training in 2021, and all were recredited in 2025.	
A 6 Silver	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	In July 2025, the MOVE team delivered a bespoke presentation to the Governors, similar to the staff awareness session, including sharing the MOVE Action Plan and ways Governors could support the programme. Regular meetings are held with MOVE-trained staff to review progress, with Senior Practitioners and Practitioners increasingly taking a larger role in setting up MOVE group stations. Staff are paired, assigned themes, and tasked with developing ideas for functional movement, fostering creative thinking around movement skills and opportunities. Each MOVE Group session, staff complete a "What have I done today" form for every MOVE pupil, encouraging reflection on the skills being developed.	
A 7 Silver	The organisation has at least 1 MOVE Trainer.	Yes – See A5	
A 8 Bronze	A core MOVE team is in place with a sufficient number of Practitioners and Senior Practitioners. There are plans in place for further training, including Trainer Training and Awareness Training.	Mayfield School has a core MOVE team consisting of 3 coordinators and trainers, 14 Senior Practitioners, and 2 Practitioners. Awareness training is planned for 29 staff members in October 2025, for which the MOVE Team have created their own Mayfield-specific awareness materials, incorporating pupil photos and videos, and this was shared during the assessment. Further Senior Practitioner training will then be scheduled based on class needs, staff availability, and interest.	

Additional Comments:

B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation

	Key Criteria	Evidence	Next steps
B 1 Centre of Excellence	The organisation's strategic planning is shared with other organisations. The leadership team are actively involved in the programme and support leaders from other organisations to understand its benefits.	Mayfield School has hosted visits from other settings, such as Ann Fisher from George Hastwell School, who toured the pre-formal classes and observed MOVE groups in action. Additionally, Mayfield School has shared information with Five Ways School as part of MOVEmber (a month-long MOVE awareness in November) and welcomed Sandgate School in 2023 to explore how MOVE can be integrated into the curriculum. In 2025, Braithwaite School, a nearby autism specialist setting, visited for MOVE Day, and their pupil school council received a presentation about the MOVE programme. As a newly established school, Braithwaite may have pupils with physical development needs in the future.	
B 2 Gold	There is an appropriate succession plan in place for the MOVE Coordinator and SLT Sponsor in the event of staff changes.	Currently, there are three MOVE coordinators, who are also MOVE Trainers, with a fourth coordinator being identified in collaboration with the SLT to ensure continuity. In the event of significant staff changes to the MOVE Team, Rhyannon and Sophie, both SLT members, are prepared to step in, providing leadership and oversight to maintain the programme's momentum and effectiveness.	
B 3 Gold	The organisation actively plans for when participants move on, either to secondary school, post 16 or adult services.	For upcoming Year 11 leavers, plans are in place to reach out to the adult centre, Hensingham Day Centre, located across from the school campus, to ensure continuity of support. As Mayfield School supports pupils aged 3–19 and is the only provision of its kind in a very large catchment area, MOVE participants rarely leave. When a pupil does leave, Shelley (SENDCO) shares MOVE information through the provision map, and transitions are coordinated via social care rather than directly between schools.	Consider connecting the Day Centre with MOVE Europe for ongoing support.
B 4 Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	EFL (Evidence for Learning) was introduced at Mayfield School in 2024, and evidence is collected there, including photos, notes, and impact assessments. The entire MOVE framework is integrated into EFL, allowing staff to tag MOVE practices and track skill development effectively. The annual review process incorporates pupil comments, ensuring clear communication for both verbal and non-verbal participants. One notable impact includes a reduction in the frequency of chest infections for one pupil as a result of MOVE. Moving forward, Mayfield School is developing online provision maps to track individual curricula for every pupil. This system is being further refined to incorporate	

		MOVE, making it easier to monitor pupil progress. Staff can access detailed descriptions of each pupil's engagement with MOVE, as well as broader overviews of their progress within the programme. MOVE reviews can also be requested directly through the provision maps.	
B 5 Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	Mayfield School's MOVE Action Plan is reviewed annually, with short-term plans reviewed on an ad hoc basis. This was shared during the assessment. The Action Plan includes short-term, medium-term, and long-term goals, each with clear success criteria and defined timescales. For example, one short-term goal was to hold more regular MOVE meetings with keyworkers, initially planned for at least half-termly but now occurring even more frequently to ensure ongoing collaboration and progress monitoring. A medium-term goal includes adding another MOVE coordinator to strengthen the team, with discussions planned with governors to finalise this appointment.	
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	There is a comprehensive MOVE Policy in place, which was shared during the assessment. Sophie reviews the policy annually with the MOVE team, and it is also discussed by the governors to ensure its continued relevance and effectiveness. MOVE is included in the School Development Plan (SDP), which is updated annually and shared with governors. A key focus of the policy and development plan is collaborative, multidisciplinary working. For example, the (SDP) includes goals such as developing practice with a new physiotherapist, and the Moving & Handling leads.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	SLT demonstrated a commitment to the MOVE programme, as evidenced by their group testimonial during the assessment. SLT members actively participate in MOVE initiatives, including attending MOVE groups, awarding MOVE certificates, and integrating MOVE into curriculum discussions. Carol Norman serves as the MOVE link Governor, ensuring the programme is regularly discussed at governor meetings and embedded in curriculum planning. Governors also engage directly with MOVE, such as attending MOVE Day and receiving presentations on the programme's impact and future plans	
B 8 Bronze	A MOVE action plan is in place, identifying timescales, resources and time implications. It should be shared with the SLT, governing body and MOVE Europe & can demonstrate short term impact.	Yes – See B5.	
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	Victoria, Alison and Ellie displayed strong knowledge of the MOVE Programme. All three coordinators are also MOVE trainers, delivering MOVE Senior Practitioner training, and creating Mayfield-specific MOVE Awareness sessions for their staff team.	

		During the group testimonial with SLT members, Alison, Victoria and Ellie were all praised highly for their dedication to Mayfield's MOVE provision.	
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C: Effective and comprehensive procedures are in place for assessments, goal setting and progress review

	Key Criteria	Evidence	Next steps
C 1 Centre of Excellence	The organisation is innovative in establishing new procedures for delivering assessments, goal setting and progress reviews. New procedures are shared with MOVE Europe and other MOVE schools.	One-page prompt plans are displayed on classroom walls, combining steps 4, 5, and 6 of the MOVE framework in easy-read formats. These plans are also included in MOVE passports, which outline each pupil's MOVE goal, critical skill, current support, next steps, and a photo demonstrating the skill and the best time to practice it. Mayfield School has also created a dedicated MOVE office, featuring a wall-mounted three-month calendar to track upcoming MOVE goal reviews and assessment deadlines. The office includes a "MOVE-ing Forward" board, where staff can pin ideas and suggestions for enhancing the MOVE programme.	Share the 1-page prompt sheet template with MOVE Europe
C 2 Gold	The organisation is involving a wider range of professionals in the assessment, goal setting and progress reviewing processes (VI, HI, MSI, SLT etc).	Physiotherapists, social workers, and VI and HI teams are engaged as much as possible, though their availability is limited due to their responsibility for the wider Cumbria region. Chloe Rogers, an OT assistant, has been attending MOVE meetings and consulting in MOVE groups, following attending Senior Practitioner training in February 2025. Chloe provided a written testimonial about contributing to MOVE, which was shared during the assessment.	
C 3 Gold	Effectiveness of the MOVE Programme is collected and shared with Senior Leadership Team, governors and MOVE Europe annually.	Mayfield School's SLT are aware of the impact of MOVE and actively engages with the progress of Mayfield's MOVE provision, and this was demonstrated in the group testimonial. Carol Norman, the MOVE link Governor, shared regular updates on the impact of MOVE at Governor meetings. Evidence is also easily tracked now that EFL has been embedded within the school, and the online provision maps will continue to ensure progress is collected for individual pupils.	Complete your 2025-26 Impact Survey
C 4 Gold	Progress is reviewed as part of an ongoing assessment cycle. Effective record keeping is in place, resulting in a revised individualised learning plan as progress is made. Progress of MOVE Graduates is maintained and monitored.	Progress is reviewed via EFL and the online provision maps, which are updated regularly. Graduates are reviewed annually to assess their ongoing skills, and there are examples of graduates re-joining the programme following medical interventions. To support the ongoing success of MOVE Graduates, Mayfield School has introduced a set of functional challenges, such as making a bagel, which encourages graduates to continue applying their MOVE skills in everyday activities.	
C 5 Silver	There is a system in place to regularly review MOVE goals.	MOVE goals are reviewed on an ad hoc basis, including following medical interventions or any changes in health to adapt to any changes in a pupil's abilities or circumstances. A comprehensive annual review is also conducted to assess progress and adjust goals accordingly.	

		If a MOVE goal has been in place for several years without progress, it is reassessed and reset to ensure pupils continue to work toward meaningful and attainable objectives.	
C 6 Silver	MOVE Assessment Profiles have been completed for all relevant candidates, are being completed by a few staff members and monitored by the MOVE Coordinator	MOVE Assessment Profiles are completed for all relevant pupils by the three MOVE coordinators, who work primarily within the classes with the most MOVE pupils. Pupil's key workers also support in completing MOVE assessments.	
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Yes – see C1 & C4.	
C 8 Bronze	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	Yes – see C2. Families are also actively involved in the initial assessments and goal setting, and are included in the review process, providing input and feedback, particularly if there are changes that may affect the relevance of MOVE goals.	
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	When a new pupil is identified as a MOVE candidate at the start of the school year, the team spends a few weeks observing the pupil and collaborating with physiotherapists to establish a baseline and gain a preliminary understanding of the pupil's abilities. Information about MOVE is then sent to families to keep them informed and engaged from the outset. Pupils are then assessed and started on MOVE by the end of the autumn term.	
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Yes – see C6.	

Additional Comments:

D: Delivery of the MOVE Programme is fully integrated into the curriculum and is delivered in all areas of learning

	Key Criteria	Evidence	Next steps
D 1 Centre of Excellence	The organisation is an outstanding example of best practice and actively supports MOVE Europe in providing CPD for newer schools (e.g. through participation in the MOVE Conference or webinars).	Mayfield School is eager to support other schools online. The team reliably participate in the MOVE Conference, attending in person when feasible, such as in Nottingham in 2024, and joining online when necessary. They also consistently attend network meetings and contribute meaningfully, sharing their expertise and insights to help other schools develop their MOVE programmes.	
D 2 Gold	The MOVE Programme is being delivered to a very high standard for all candidates within the organisation, including participants who have graduated the programme. A variety of individualised teaching and learning strategies for the programme can be evidenced.	All MOVE pupils are given opportunities to practice MOVE, including daily activities in classes, weekly activities in MOVE groups, and annual MOVE celebrations and events, such as the annual panto, which is built around MOVE practices. Visual prompts are displayed around the school, such as <i>"Can I cruise along the hatch to get to lunch?"</i> , to reinforce mobility skills in everyday routines. For pupils who have reached their maximum potential within the MOVE framework, ongoing support is provided. Additionally, when pupils undergo significant medical interventions, their MOVE programme is adapted and reworked to accommodate their needs.	
D 3 Silver	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	Every pupil at Mayfield School has an individual profile within the online provision map system, which includes their IEP, EHCP, and MOVE profile, which are consolidated as part of their individual curriculum record. Evidence of this was shared in the assessment.	
D 4 Silver	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	Mayfield School has a variety of equipment and spaces to facilitate MOVE activities. There is a hall equipped with dance beams and mirrors. There are therapy benches and tuff trays in classrooms to encourage movement and engagement. Outdoor areas provide accessible swings, climbing equipment, grassy slopes, and an in-floor trampoline, while a dedicated rebound room with a sunken trampoline and tracking hoist combines Rebound therapy with MOVE practices. Hydrotherapy sessions are also integrated with MOVE, with pupils practising walking to the pool and navigating steps as part of their mobility goals. The school's soft play area includes soft steps and equipment, and pupils are encouraged to bring toys to motivate movement. There is also a sensory room with lights, projections, mirrors, and varied lighting supporting both motivational and functional movement.	

D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	The MOVE team works closely with MOVE families and carers throughout pupils' MOVE journeys, using Class Dojo to share progress updates and messages of support. This keeps parents informed and helps build a supportive parent network, which is especially valuable given the school's large catchment area. In 2025, Mayfield School also gathered families to watch an Introduction to MOVE for Families webinar by MOVE Europe. The parents of one pupil, Oliver, aged 8, attended the assessment and gave a verbal testimony. With the support of the MOVE Programme, Oliver is now walking independently around his home and has significantly improved his spatial awareness, with the collaborative efforts of the VI team. He can sit to stand independently, exceeding his original goal of using a walker to visit his grandma. His new long-term goal is to walk down the aisle at a family wedding. Initially, Oliver's family received a walker but lacked guidance on its use. The MOVE team provided the necessary support, enabling Oliver to develop independence and participate more fully in family activities. His family now enjoys greater freedom to get out and about, with his grandparent taking him to a local castle without needing a wheelchair. Oliver's quality of life has improved dramatically, with increased core strength, confidence, and willingness to try new things. His family rearranged furniture at home to accommodate his newfound mobility. The MOVE Programme has also strengthened family dynamics. Oliver's older sibling now holds his hand and walks with him, fostering sibling interaction. Thanks to the efforts of Mayfield's MOVE team, Oliver's family have the opportunity to celebrate his achievements beyond what anyone anticipated.	
D 6 Bronze	Trans-disciplinary teamwork is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	Hazel Gow, an NHS physiotherapist, trained as a Senior Practitioner in February 2025. Hazel works at Mayfield School 3.5 days a week, and has collaborated with the MOVE team, updating equipment, introducing more gait trainers, and developing core stability in younger pupils. For pupils with more complex needs, she prioritises mobility over specific skills like walking. Hazel actively integrates physiotherapy goals with MOVE goals, attending MOVE reviews, EHCP reviews, and regular meetings with the MOVE team. She also participates in MOVE sessions when available and is committed to giving pupils opportunities to practice new skills. Hazel also supports parents and carers in MOVE assessments and joint goal setting for both physiotherapy and MOVE. She provides family visits over the summer, delivering equipment demonstrations.	

		Additionally, Chris Tweddle, the Moving & Handling Lead at a second site, and Rachael Parker, the on-site Moving & Handling Coordinator, ensure that Moving & Handling plans are fully integrated into MOVE passports.	
D 7 Bronze	The organisation encourages active participation from individuals on the MOVE programme and, where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	Pupils are encouraged to take ownership of their progress, and opportunities for peer-to-peer support are actively promoted. For example, during reading sessions, formal curriculum pupils interact with pre-formal curriculum pupils, with instances of formal pupils sharing MOVE information and encouraging their peers to practice mobility skills. The team values pupil feedback as a means of improving their experience. For instance, one pupil expressed reluctance to attend MOVE groups due to being with younger peers. Opportunities to practice MOVE were changed for this pupil, ensuring they could practice in a space that was more motivational and comfortable.	
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	Yes – see D2, D4 and D7.	

Additional Comments:

E: Prompts are used in an effective and safe manner and allow for development of skills

	Key Criteria	Evidence	Next steps
E 1 Centre of Excellence	The organisation shares examples of effective use of prompts and the environment with MOVE Europe via social media, video case studies or blog posts.	Mayfield School is active on social media, sharing MOVE updates and short videos on Facebook and X. Mayfield School recently shared a video of their MOVE Day stage production, which was shared on MOVE Europe's social media and in our Newsletter. This video was very well received by other settings and has inspired other MOVE teams to grow their MOVE Day and MOVE celebrations.	
E 2 Gold	The organisation ensures its environment provides opportunities for the practicing of MOVE skills throughout the individual's day. For example, uneven ground, slopes and steps.	Mayfield School has a significantly sized outdoor area, with equipment to practice walking on slopes and steps. MOVE is also integrated into ongoing developments at Mayfield School, such as the new forest school area (planned for completion by Spring 2026). This space will feature varied surfaces, sensory equipment, and dedicated areas for MOVE equipment, providing diverse opportunities for skill practice. Pupils also use bikes, sandpits, and windowsill standing exercises to develop functional mobility in creative ways, all of which were seen during the assessment. As Mayfield School is located in a large rural area, pupils regularly engage in community-based activities, such as weekly Monday outings to local shops, libraries, forests, and Longlands Lake. A video of a MOVE class trip to Tesco, viewed during the assessment, demonstrated how pupils practice functional mobility skills, such as shopping, in real-world settings. The school's new minibus has expanded access to these experiences, with positive feedback from the local community about the pupils' involvement. For older pupils, Year 11 residential trips are carefully selected to ensure inclusive activities that everyone can participate in, further reinforcing mobility and independence.	
E 3 Silver	The organisation recognises that participants are unlikely to have access to specialist equipment in the home environment and adapts programmes accordingly. The organisation works with families to ensure they can practice skills confidently and safely at home.	Photos, prompts, and guidance on how to use equipment or adapt activities at home are shared through the Class Dojo. For example, photos from MOVE sessions have led to discussions with parents about prompting techniques using flexible prompts. Annual reviews include updates on the current skills pupils are working on, ensuring parents are informed and equipped to support ongoing progress. Over the summer, equipment is loaned to families, and some parents request pre-summer meetings to explore MOVE-at-Home opportunities. The physiotherapist, Hazel, also engages with families during the summer, providing additional support and guidance.	

E 4 Silver	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	A MOVE board is displayed in every classroom, featuring each pupil's MOVE profile and a sheet that outlines their prompt measurement, prompt adjustment, and skill-teaching strategies. This ensures that staff can quickly reference and adapt equipment to support each pupil's specific goals. Hazel, the physiotherapist, has been proactive in obtaining personalised equipment for MOVE pupils to support their development.	
E 5 Silver	The organisation makes creative, safe and effective use of their environment to teach new skills e.g. cruising along tables in the classroom.	Dedicated MOVE groups are held every Wednesday from 10–11 AM, providing structured time for specific skill practice and staff training. Staff are encouraged to submit ideas for MOVE group themes, fostering innovation and collaboration. A resource cupboard is stocked with themed materials and photo guides, illustrating how to set up activities for functional movement practice and showing pupils using the equipment. This ensures that activities are easily adaptable to individual needs.	
E 6 Bronze	Equipment is of good quality, well-maintained and safely-used to support the development of new skills. Staff can provide physical prompting safely and effectively for all parties.	Hazel (Physiotherapist) plays a key role in maintaining equipment standards, while Rachel (Moving & Handling) oversees the quality of slings and creates individualised Moving & Handling plans, with the support of the wider Moving & Handling trained staff team. A comprehensive equipment audit list has been developed to track servicing needs and ensure timely maintenance. If equipment is deemed unsuitable for a pupil, staff report concerns verbally to the MOVE coordinator, who then discusses adjustments with Hazel.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Prompt adjustment sheets are displayed in classrooms, and these are reviewed whenever there is a change or progression to the plan. Due to the constant input of the MOVE coordinators and Hazel, the physiotherapist, prompt adjustments are reviewed regularly, particularly during weekly MOVE Groups, in which staff are introduced to the next step of each pupil's prompt adjustment, ensuring information is shared across the team at least weekly.	

Additional Comments:

F: The organisation is a positive ambassador of MOVE and actively promotes MOVE across a range of networks

	Key Criteria	Evidence	Next steps
F 1 Centre of Excellence	The organisation takes a leading role in promoting the MOVE Programme to new organisations and leads MOVE regional network meetings, actively driving discussions and responding to needs of local schools. Regular communication with MOVE Europe is maintained and MOVE is promoted through practitioner, SEN, mainstream and leadership networks.	Shelley Crowe, who runs the early intervention programme (funded and supported by the local authority), promotes the MOVE ethos, although no eligible MOVE pupils have yet been referred. This early intervention programme, which accepts referrals from mainstream schools for pupils with EHCPs and additional support needs, offers a six-week consultancy tailored to each school's specific requirements. While current participants follow an adaptive curriculum, Shelley's system is ready to integrate MOVE when suitable referrals arise. She champions a "can-do" attitude, encouraging staff to take risks, make small changes for big impacts, and embed MOVE principles into existing practices. In February 2023, Mayfield School hosted a virtual network meeting.	
F 2 Centre of Excellence	The organisation offers visits to interested parties and provides an insight into the value of the MOVE Programme and supports new schools when requested by MOVE Europe.	Mayfield School engaged with a local councillor who visited for MOVE Day. Following this, a Mayfield School pupil petitioned the councillor to improve accessibility in the local community for electric wheelchair users. MOVE Ambassador, Jack Marshall, visited Mayfield School, which was highly motivational for staff and emphasised the importance of setting high expectations for pupils. SLT received excellent feedback on the visit, citing its positive impact on morale and ambition across the school. Mayfield School have also arranged staff visits to Princes Primary School, and, in 2023, arranged for both staff and pupils to visit Sandside Lodge for their MOVE Day.	
F 3 Gold	The organisation promotes the MOVE Programme to other agencies and relevant organisations within their sphere of influence.	Mayfield School hosted a visit from MATP, to explore the possibilities of combining their programme with MOVE. Additionally, the collaboration with Braithwaite School, where both schools' pupil councils will continue working together, supports raising the profile of MOVE within the area.	
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	Mayfield School have previously shared Chloe's case study, which is featured on the MOVE Europe website. Mayfield also developed the ABC of MOVE poster, which has been included in the Members' Resource Area and adapted by other MOVE settings. The team have offered to share Oliver's video case study, which documents his MOVE journey from 2021. Additionally, the organisation shared MOVEMBER resources with Five Ways school, along with a MOVE Day video in 2025.	Share Oliver's video case study with MOVE Europe.
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	Hazel, an NHS PT, works closely with Mayfield School for 3.5 days a week. Andy Butler, the main occupational therapist for the school, plays a key role in integrating therapy goals with MOVE objectives. Becky, an Occupational Therapy Assistant, has provided a written testimony highlighting her involvement in MOVE meetings and her support for pupils' mobility goals. Rachel Kegg, the school nurse, is present daily, offering medical and	

		wellbeing support. Ruth Twormy, a speech and language therapist, attends ad hoc sessions and MOVE meetings.	
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	Mayfield's annual MOVE Day is a whole-school celebration, with Governors, staff, and families invited. For MOVE Day 2024, Gary McKee, known as "Marathon Man," visited to share his experiences and take part in the activities. Gary later discussed his impression of MOVE Day on BBC Breakfast, highlighting the programme's motivational influence. The event was also shared on Facebook. For MOVE Day 2025, Mayfield School hosted a stage production and created an inspiring video, which was shared across the MOVE network. Every pupil had at least one family member in attendance. Additionally, Mayfield School hosts Mayfest, an annual event featuring live music, llamas, bouncy castles, fairground rides, and fully accessible activities for all attendees, ensuring MOVE pupils have exciting, motivational opportunities to test out their new skills. The event welcomes current pupils, former pupils, parents, and staff.	If possible, please share social media videos about Gary McKee's visit with MOVE Europe.
F 7 Bronze	Information regarding the MOVE Programme and the achievements of its users is displayed within the organisation and provided to parents in suitable formats, including on the school website.	The ABCs of MOVE poster and a MOVE leaflet for families and visitors are displayed in the school's reception area. The MOVE Programme is also featured on the school website under 'Curriculum Enhancement', making it easily accessible to parents and the wider community. Within the school, a "MOVEr of the Week" board highlights a pupil each week, showcasing their progress and the skills they've been working on. This is also shared on Class Dojo, with staff and families. A "MOVEllous" display board features photos of MOVE pupils, programme information, and the charity values of MOVE. To gather feedback and insights, the school recently sent home a parent survey, asking families about the impact of MOVE on their children.	Complete the 2025 Impact Survey and share any insights from the family impact survey if possible.
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Yes - see F1.	

Additional Comments:

Summary

Mayfield School are a wonderful example of best practice in the MOVE Programme. They have continued to develop their MOVE provision, and despite their remote location, they make every effort to reach out, in-person and online, to the wider community. A glowing verbal testimonial from several members of SLT evidenced the dedication and hard work of the MOVE team and clearly showed that the MOVE ethos is embedded throughout the school. As a remotely located school in Cumbria, the MOVE team at Mayfield School make an exceptional effort to reach out to other settings. Mayfield School are very deserving of their ongoing Centre of Excellence status, and we will look forward to seeing how they develop further!

With the completion of the actions below, Mayfield School will further develop their provision and maintain their Centre of Excellence status:

- Share further photo and video case studies with MOVE Europe, which highlight pupil progress on the programme alongside family experiences, which can be used in future training and awareness-raising materials.
- Continue to embed motivational MOVE opportunities into new areas of school, including forest school.
- Work collaboratively with MOVE Europe to provide support to existing and potential MOVE settings who would benefit from learning more about Mayfield's very high-quality MOVE provision. This could be in the form of offering visits, or online consultations due to Mayfield's remote location.
- Work with MOVE Europe to share relevant areas of MOVE expertise at additional CPD webinars and the annual MOVE Conference.
- Continue to promote MOVE within Mayfield School's wider sphere of influence, including Headteacher networks, signposting any interest in the programme (including Braithwaite School) to MOVE Europe.
- Continue to share examples of best practice that can be shared with the wider MOVE Community via the resource area, including the 1-page prompt sheet.

Result

Congratulations, Mayfield School has been awarded Centre of Excellence status, valid for 3 years.