

Mountjoy School

MOVE Policy

February 2022



This is a Mountjoy School Policy
Reviewed by: Senior Leadership Team

Date: February 2022
Date of next review: February 2023

The MOVE Programme helps children with physical disabilities gain the skills of sitting, standing, walking and transitioning. MOVE emphasises a team approach and uses the combined knowledge of family, education and therapy to set meaningful goals and teach new skills.

MOVE goals are incorporated throughout the school day and integrated into lesson plans and IEPs. Pupils using MOVE need to have as many opportunities as possible to practise their mobility skills as they will achieve their goals more quickly and have better access to learning.

The benefits of the MOVE Programme include: increased independence, confidence, dignity, health, self-awareness, social skills, communication skills, improved family life, access to education and engagement with their environment.

All the goals and benefits are aligned with Mountjoy School's Rights Respecting ethos.

Aims:

- To enable pupils to practise their sitting, standing, walking and transitioning skills throughout the school day.
- To enable parent(s)/carer(s) to deliver the MOVE programme at home and increase pupils' engagement in family life.
- For pupils to achieve the specific motor milestones needed to achieve their MOVE goals.
- To use a multi-agency approach to produce best outcomes.
- To improve the overall health, comfort and general wellbeing of our MOVE pupils.
- To reduce the amount of time spent on routine personal care and equipment transfers.
- To reduce barriers to learning.

Roles of Other Professionals

As you know, the MOVE Programme emphasises a team approach. The following professionals would be expected to support the delivery of MOVE in different ways. Each organisation is different, and this guide is just that. Your team may have slightly different roles.

MOVE Coordinator/Teachers:

- should be trained to Senior/ Practitioner level.
- contribute to MOVE meetings, assessments and goal setting.
- are responsible for the delivery of the programme within the classroom and need to plan for the inclusion of MOVE programme tasks into an individual's day.
- have overall responsibility for the safe use of equipment in the classroom.
- have enough experience to monitor progress and identify when an individual has achieved a motor milestone or requires new goals.
- have the skills to break down MOVE goals into IEPs, EHCP reviews etc. (alongside the MOVE coordinator if needed).
- liaise with multi-agency professionals, families and provide feedback to the MOVE coordinator.

Teaching assistants:

Teaching assistants are key members of the MOVE team as they spend the most time supporting participants with their physical needs. Many organisations' MOVE Coordinators are teaching assistants.

They:

- should be trained to Practitioner or Senior Practitioner level.
- must have access to Assessment Profiles and know individual goals.
- will understand what progress looks like for each individual and report back to the teacher and MOVE coordinator.
- must follow safe systems of work and receive training in use of equipment and manual handling.