

## **MOVE (MOBILITY OPPORTUNITIES VIA EDUCATION) POLICY**

‘Movement is the primary foundation of learning’. Linda Bidabe, MOVE (1998).

### **THE IMPORTANCE OF MOVE FOR PUPILS WITH PHYSICAL DIFFICULTIES**

MOVE is a core curriculum for students with complex difficulties. It enables them to access the whole curriculum (National Curriculum and Key Skills) and helps to develop the functional skills needed for adult life.

Through the programme we seek to improve the overall quality of life for students with complex difficulties, their families and the professionals who care for them.

### **THE NATURE OF THE PROGRAMME OF STUDY**

Move develops skills of coordination, manipulation and movement alongside new skills of acquisition, then building in levels of fluency, maintenance and generalisation.

Skills of sitting, standing and walking are natural requirements for access to all areas of learning.

Therefore the section of Modifying the Programmes of Study in the curriculum guidance for all subjects should be read in conjunction with the individual pupil targets for students on the MOVE programme.

### **IMPROVING ACCESS**

All pupils who are in the MOVE programme will be taught the skills needed to have access to all subject areas of the National Curriculum and Key Skills:

Gait Trainers to enable pupils walking to the playground, Sensory Gardens, to go on errands within school, walking to the local shops and to the park, have access to the school hall for example. Gait Trainers and other appropriate walkers allow access to the toilet / toilet programmes.

Standing frames enable pupils to have access to activities such as cookery, art or ICT lessons; access sensory programmes; and to sing in a group.

Correct seating enables the students to participate in small group and whole-class activities. Sitting skills allow access to feeding programmes. Appropriate sitting positions allow development of the most effective dietary and toilet functioning skills.

### **RESOURCES**

Each pupil on the MOVE programme will have their individual needs assessed and the correct equipment provided. Key personnel involved in the individual assessment and the maintenance of the MOVE programme are the student, their parents / carer's and families, the Physiotherapist, MOVE Team, Occupational Therapist, class teacher(s) and Link Teaching Assistant. Ease of access to the equipment is vital if the pupil is to use it on a regular basis. New equipment required will be identified and resources targeted on a needs basis by the MOVE.

## **HEALTH & SAFETY/MANUAL HANDLING**

The school has decided that before any member of staff can assist a student with the MOVE programme, they must have undergone the 1 day paediatric Manual Handling Programme.

A qualified risk assessor within the school will have produced a manual handling risk assessment of all moving and handling actions for the students.

All staff will have been shown how to implement the new MOVE objectives and are aware of / will follow the individual pupil risk assessments.

## **PLANNING**

Pupils on the MOVE programme should have the opportunity to attend a weekly session, of at least 30 minutes, where new mobility skills are being taught (Acquisition Level). e.g. Setting and Head control group, "Sensory Move".

When the pupil moves to the next stage of establishing the new skill, i.e. the Fluency Level, the pupil can begin to practice the skill in a highly supervised way in a classroom situation. Daily sessions will take place supervised by the Class teacher and / or Link Teaching Assistant.

It is the responsibility of the MOVE team to inform other subject leaders / class teachers of what skills the pupil has maintained and generalised, so that they provide the pupil with a safe working environment. One nominated link Teaching Assistant (TA) in each group provides the continuum of learning within the classroom.

## **ASSESSMENT**

MOVE has a full, annual assessment programme consisting of 16 categories of physical skills. Within the 16 categories (A – P) there are 74 individual skills referred to as Motor Milestones.

Testing starts at the lowest level (Level III) and proceeds upwards in a linear manner in each category until a skill is achieved. There are four levels of success: Level III, Level II, Level I and Graduation Level.

Pupils working within Level III will correspond with the new QCA performance descriptions of P1, while pupils working within the Graduation Level can be working between P3 / P4 and onwards.

## **RECORDING/MONITORING**

Recording is completed each term in the pupils' IEP and annually in the Move Profile (EKHS/St. Nicholas version), unless an early re-assessment is necessary. Significant progress or concerns must be noted by the class teacher and the MOVE Team informed.

A simple weekly tick chart must be used to indicate that the pupil has practised his / her new Acquisition and Fluency skills. Alongside a comment box may be used to list any problems or successes during the activity.

Teachers and Link TAs play a vital role in monitoring the pupils so that they do not lose previously learnt skills.

Monitoring of overall progress is conducted by collating data on all students on the MOVE programme. The data is presented in the MOVE Assessment Overview spreadsheet. The information on all students' Motor

Milestone Assessments is presented and updated annually or as a new level is reached. This information is held centrally in the school and gathered by the MOVE team.

This information will be transferred onto the schools' electronic assessment record and, in the future, using the MOVE Electronic Mobility Passport (web-based resource).

## **REPORTING**

Parents are aware of the school's "Open Door" policy and frequently visit to discuss progress. Parents are invited to the annual re-assessment meeting (with class teacher and / or a member of the MOVE team) and are encouraged to take an active part in establishing the next objectives.

## **COMMUNITY LINKS**

Links with the local community are important in maintaining a continuum of learning and ensuring that new skills are developed and expanded. MOVE plays a vital part in pupils on the programme accessing their local environment. Students with mobility difficulties can, through the use of skills developed / learnt, take part in the following activities: Assisted walking from a bus to McDonalds, walking to the local shop / along the promenade in their gait trainer, standing up to sing in a choir, sitting up at own home computer etc. Stephen King as MOVE Consultant and St. Nicholas School as MOVE Regional Centre are responsible for providing an example for MOVE in action and co-ordinating the programme across Kent, Medway and the South East.

## **GOVERNOR INVOLVEMENT**

Sharon Godden is currently the Link (Parent) Governor for MOVE. The Link Governor discusses the current direction, use and issues with the MOVE Programme in school.

## **PROFESSIONAL DEVELOPMENT**

The Members of the MOVE team are qualified practitioners. Three members of the Team have become qualified MOVE trainers – this has enabled training and development both within the school and local area. It is intended that all class teachers become qualified MOVE practitioners. The MOVE practitioners demonstrate the relevant skills that are being taught in the weekly MOVE sessions to the Link TAs and Class teachers. The Physiotherapy Dept. members of the MOVE team deliver informal workshops on MOVE for all teaching assistants.

It is the aim of the school that all teachers and TAs become qualified MOVE Practitioners. We intend to open up Move training opportunities to all other school staff, parents and other interested professionals. As managers of the PSCN Consortium MOVE training budget, the school / MOVE in Kent & Medway Steering Group, lead the planning for and implementation of MOVE training across the county – in special schools, mainstream schools and all other areas.

## **ROLES AND RESPONSIBILITIES OF THE MOVE TEAM**

The school has a MOVE team that meets on a termly basis. Members of the MOVE team attend the assessment / re-assessment of the students on the MOVE programme, conducted in liaison with the class teacher:

Stephen King	- Coordinator for MOVE / Deputy Head / MOVE Consultant & Trainer
Angela Pike	- Deputy Head / MOVE Trainer / Teacher of MOVE Group
Sarah Wheeler	- Secondary Coordinator for MOVE / MOVE Trainer
Gillian Newport	- Primary Coordinator for MOVE / MOVE Trainer / Shared Goals Coordinator
Jane White	- MOVE Lead TA / Therapy Asst. / Qualified Practitioner / Active Education

Nikki Hawtin - Physio / MOVE Practitioner / MOVE Trainer  
Rose-Marie Charman - OT / MOVE Trainer and Practitioner  
Jo Robson - Therapy Asst. / Qualified Practitioner / Active Education  
Judit Sebok-Rose - Teacher and Conductor / Qualified Practitioner / Active Education Lead  
Rachel SHipperley - Therapy Asst. / Qualified Practitioner / Active Education

Members of the MOVE team lead half termly meetings of the MOVE Link TAs where issues are raised and shared. Members of the MOVE Team assist and support the class teachers (and their teams) in the recording and assessment / reporting of progress.

### **MONITORING AND REVIEW OF THIS POLICY**

This policy will be formally reviewed on an annual basis by the MOVE Team in conjunction with the Teaching Staff and Governing Body.

This policy has been adapted (with permission) from the MOVE policy developed by St. Luke's Primary School, Scunthorpe.

### **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

### **LINKS TO OTHER POLICIES**

Teaching and Learning  
Manual Handling  
Safeguarding  
Multi Sensory Curriculum

STEPHEN KING  
REVIEWED TERM 3 2017

## **APPENDICES**

- A) List of Move Link Teaching Assistants
- B) Move Sponsorship Budget

### **APPENDIX B – MOVE SPONSORSHIP BUDGET**

#### **INTRODUCTION**

Some children on the Move programme have been awarded a sponsorship grant (currently £50), following a successful application from the Move Leader. The sponsorship grant is provided by the MOVE charity for the benefit the specific children chosen with funds placed in the School Voluntary fund. The MOVE team will assess the progress of these students annually using the MOVE Sponsorship Evaluation Paperwork.

#### **AIMS**

- The information concerning children awarded a sponsorship grant and the year is recorded on a proforma. Added to this is the total awarded for that year.
- The Team feel that the MOVE sponsorship grants should be used to aid in the delivery of the MOVE sessions. The grants should be used on resources for use within the sessions, but may be used within classes to support the skills taught.
- Ideas for planned expenditure of the grants will be given through / made by the MOVE team at their termly meeting.
- The MOVE sponsorship planned amount and actual expenditure required will be discussed and minuted by the MOVE team at their termly meeting.
- The evaluation of the sponsorship grants use, how successful it was in promoting MOVE and how successful it was it promoting the individual progress within the MOVE programme of the selected students will be discussed and minuted by MOVE Team in their termly meeting.