



The Sandgate MOVE Policy

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.

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.

Provision:

Our school provides all pupils with a physical development need with a MOVE programme. The programme is co-ordinated by a MOVE Senior Practitioner currently.

The coordinator's responsibilities include:

- producing high quality programmes which focus on functional goals; improving and monitoring practice throughout the school; supporting and training staff; liaising with parents and multi-agency professionals and liaising with MOVE Europe.
- They report to the deputy head who monitors the programme. MOVE programmes are produced following a multi-agency meeting which are led by an experienced Senior Practitioner (*at Sandgate we have x 3 - Emily Dalzell, Karen Barbier and Laura Burnham*).
- The pupil (if appropriate) and their families will always be at the centre of the meeting and be the main source of information.
- The team will go through the six steps of MOVE which provide a structure for the discussion.
- Each pupil with a physical development need attends a MOVE group during the week where they focus on the activities associated with their goals. The groups give pupils an opportunity to improve their skills alongside their peers. Staff members in the group develop the confidence and practical skills they need to support pupils in class. The groups also allow the coordinator to monitor pupil progress on a weekly basis.
- Multi-agency professionals also attend MOVE groups regularly. Hydrotherapy also provide opportunities for pupils to improve their MOVE skills. MOVE goals are considered when pupils' programmes are produced. 2 staff members at the school have completed the MOVE practitioner course.

Assessment and Recording:

Pupils' achievements are assessed and recorded in the following ways:

- MOVE uses the Top-Down Motor Milestone assessment which consists of 16 categories. These represent the physical skills needed to achieve independence in everyday life. Within the categories are 74 individual skills referred to as 'motor milestones.' When a pupil achieves a motor milestone it opens up new opportunities for them and is a real accomplishment. For pupils who have degenerative conditions, the

aim may be to maintain current skills rather than gain more. This is also a significant accomplishment;

- Pupils' goals are integrated into and assessed via their EHCPs/IEPs and therefore discussed at annual review meetings.
- Video samples and photographs are taken to monitor pupil progress. They may be compared to photos and videos from an earlier date. They are added to Evidence for Learning. At school we have paper files too.
- Progression data for all pupils will be gathered by the coordinator once per year to evaluate the impact of the programme.

Aims for the upcoming year

- All pupils who are new to the school who have a physical disability will receive a MOVE Programme.
- Another staff member will become a MOVE Trainer.
- To create links with other MOVE schools.
- To achieve the MOVE Quality Mark.

A whole team approach:

roles and responsibilities One of the core principles of the MOVE Programme is that the whole team around the individual are involved. Each of these team members may play a slightly different role, and below is some information that may be useful to you when deciding how to set up your MOVE team.

The Role of the MOVE Coordinator

Every organisation will need an appointed MOVE Coordinator to drive the programme and lead its development. *The Sandgate MOVE Coordinator is Laura Burnham.*

MOVE Coordinator Person Specification

The MOVE Coordinator will be passionate about the MOVE Programme and dedicated to developing it within their organisation. They will be ambitious for the individuals they work with will put systems in place that allow all MOVE candidates access to the programme. A candidate for the role of MOVE Coordinator should meet the following criteria:

- A MOVE Senior Practitioner with a view to becoming a MOVE Trainer (Laura Burnham – MEADOWS Lead)

- Practical experience in supporting individuals with physical disabilities, including accessing mobility equipment
 - Experience working in a classroom setting to deliver effective teaching and learning, including assessing and monitoring progress
 - Strong communication skills to effectively liaise between all members of the MOVE team including education staff, physiotherapists and families
 - Confidence to deliver effective training to both small and large groups
 - Strong written and computer skills, to complete Assessment Profiles
 - Experience supporting and advising other staff members to meet the needs of the individuals in their care
 - Eagerness to improve their experience and knowledge of the MOVE Programme via training and on-the-job learning
 - Up-to-date moving and handling training
- Desired criteria:
- Experience supporting the development of new and/or existing initiatives within their organisation.