The

Sunflower Federation

‘MOVE’ Policy

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(Due to be reviewed year 2028)

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1. **What is The Move (Mobility Opportunities via Education) Programme**

1.1. **The aim of the Move Programme** is to develop functional skills for 'adult living' for students with severe physical disabilities, creating a more accessible, interesting, and educational world of opportunity and choice. The programme works towards acquiring and maintaining new skills, which are then generalised into everyday situations. Those skills will primarily be those of sitting, standing, and walking.

In addition to this the aim is to improve the student's general health and fitness, by increasing bone density, improving circulation and flexibility, and enabling them to work towards a more confident and independent life. **Move** gives a structured programme that also evaluates student progress, is seen to improve student performance and celebrates student success.

1.2. **The six steps of Move**: The programme is built around six-steps that are used collaboratively in all aspects of the individual's life, by all the people that work and live with that person. The individual and their family are placed at the centre of the programme, and it is their goals that the team focuses on. The six steps are: -

(i) assessment, (ii) goal setting, (iii) task analysis, (iv) prompt measurement,

(v) prompt adjustment and (vi) teaching the skills.

1.3. **Meadow Wood School** is a PNI school with four classes, where most students are on the Move Programme due to their physical needs. The school has two Move Coordinators (Teachers both with up-to-date accreditation as Move Trainers); one Move trainer (LSA with up to date Move Trainer Accreditation) and ~~eight~~ seven Class Class Move leads (Trained as Move Senior Practitioners). There are one to two Senior Practitioners in each class who act as 'Class Move leads' within their class. All other staff are trained as Move Practitioners, and all staff attend a Move Refresher course annually. The Class Move leads work together with the Move Coordinator, the class teacher, Moving and Handling Co-Ordinator, parents, physiotherapists, and class team to ensure all eligible students are assessed and that their targets are written, reviewed, and worked on regularly through routine activities.

1.4. **The Move Team** run Move groups consisting of students from across the classes coming together half termly to work on their targets/skills.

2. **Improving access**

Move is fully cross-curricular in its approach to provide student's access to all subjects of the curriculum and all areas of school life. Access can be provided in many ways, e.g. using correct seating so that the student can participate in small group and whole class activities:- using walkers or trikes to enable students' access to the playground and the corridors; standing frames to enable students to have access to a bowl for washing and angled smartboards for students to access a touch screen at eye level in front of them as well as functioning as a table below them.

All students have access to the Move programme using a variety of pieces of equipment as mentioned above, catering for their individual needs. This enables them to practise their sitting, standing, and walking skills in a range of settings to enhance the learning process.

Meadow Wood School is a single storey building with all wheelchair/walker accessible rooms (toilets, library, classrooms, sensory room, and other specialist learning areas) and outside area where students can practice walking. Rooms can also be equipped with free standing or fixed bars to support standing and transition practice; tracking or mobile hoists; height adjustable tables/chairs to practice sitting skills.

3. **Opportunities and activities**

Each student will access Move on an individual need basis depending on already acquired skills and goals for the future. The agreed Move targets must be implemented alongside curriculum targets in all subjects. As much as possible, a student's Move targets correspond with their physical targets from their EHCP, based on meetings with parents and physios.

At Meadow Wood we acknowledge and work out the appropriate balance between physical and cognitive load in each activity to challenge each student at their own level to create successful opportunities for learning. Many Move activities are happening during daily routines such as eating, toileting, moving from one room to another and transferring between different equipment. For example, when student X needs the toilet, she will transfer from her supported chair to standing by a changing bed (sit to stand), stand up whilst being changed (weight bearing) and then sit back down in her chair afterwards (stand to sit). She/he will have practiced three skills during this daily activity.

4. **Resources**

Each student on the Move programme will have their individual needs assessed by the Move Coordinator, Moving and Handling Co-Ordinator, physiotherapists, parents, and class Move Lead – their individual goals will be set based on this assessment.

Following this the appropriate equipment will then be provided by school or therapists. Ease of access to equipment is vital if the student is to use it on a regular basis and at Meadow Wood, we aim to keep individual equipment in the student's own classroom or adjoining rooms. On some occasions, shared equipment needs to be kept where all students can access it easily. Before any student uses a new piece of equipment, advice is sought from therapists to ensure it is appropriate and if so, that the student is positioned correctly.

5. **Health and Safety**

Before a student's targets are set and a Move routine is finalised, it has been assessed by the school's Moving and Handling Co-ordinator to make sure his/her individual 'Move' programme is safe for both student and staff undertaking the task.

All staff will be shown how to implement new Move targets by physio, Move Co-ordinator, Moving and Handling Co-ordinator or Class Move Lead and they must follow individual student's risk assessments.

If staff are uncertain of how to carry out a task or changes have happened since they were last shown how to do the task safely and they are not sure it is still safe, all staff will know to stop the activity and discuss it with risk assessor and/or therapists as appropriate. All staff at Meadow Wood School will receive the required manual handling training when they start work and receive regular refresher training sessions.

6. **Planning**

Students on the Move programme have access to a daily or regular session where skills are being practised, either through a Move group (regularly across classes), a physical session (e.g., PE or rebound) or during routines (e.g., transitions between equipment, toileting, or snack time).

Individual Move targets are displayed in each classroom so that all staff know when and where to practice a student's skills. Based on planning or team discussions it is clarified whether the student is at the acquisition, fluency, maintenance or generalisation level and what support is needed.

At the acquisition level a student may need support from two staff. When the student Moves into the next stage of establishing the new skill, the fluency level, the student can begin to practice the skill in a highly supervised way, this will usually only require one member of staff. When maintenance and generalisation of new skills are in place then the student can be safely left to implement and practice these new skills, without risk of falling or injury.

At these levels, the students may work in a small group with other students only supervised by one member of staff. The amount of support and staff needed should be reflected in planning, therefore this needs to be discussed between the class teacher and Class Move Leads before or during the planning process. It is the Class Move Lead's responsibility to inform the relevant staff of what skills the student has maintained and generalised, so that they provide the student with a safe working environment and ensure that all appropriate opportunities to use their skills are utilised.

7. Assessment

Move has a full assessment programme consisting of sixteen categories of physical skills (A-P). Within the sixteen categories are seventy-four 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. A tick and date are placed in the relevant box to indicate the entry level or baseline. Results from testing A-P are then highlighted on a Summary of Test Results. Students are assessed using the Move assessment and mobility profile. This can now be accessed and updated online using SOLAR and in future this will be transferred to Evidence For Learning.

Each student will have a visual overview showing the target they are currently working on displayed in the classroom for all staff to easily access.

8. Recording and reporting

Recording is completed using CAT sheets and/or individual Move recording sheets. These are used to indicate progress that the students have made whilst developing their skills. Considerable progress or concerns must be noted by the class teacher or Class Move Lead in class and the Move Co-ordinator informed. Students' Move Booklets both paper and online as well as their Solar assessment are regularly updated.

Targets are modified as students improve to encourage progress; any successes should be evidenced using photographs or video and uploaded to Move folder on the computer. Any changes in targets are monitored and approved by the Move Team and the parents are informed of the changes. Overall progress is noted using Move assessments which are conducted annually before the student's EHCP meeting unless there has been a significant improvement or decline in skills in between meetings.

Ongoing progress can also be discussed informally as needed via telephone calls, visits or on Class Dojo

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9. **Recognition**

Progress on Move will also be celebrated at the Move Assembly which takes place on Move Day each summer term.

As each student progresses through the milestones and four levels of success they will receive a certificate.

10. Monitoring and review

Monitoring by class team and/or Class Move leads must be regular and ongoing so that as each new skill is generalised, progress is re-assessed and they move on to the next relevant skill. It is also important to monitor progress to reduce or increase support according to the student's Move Routine so that the student can be challenged according to their current levels and not get 'stuck' on a comfortable/specific level of support.

Non-contact time for the Move Co-ordinator is required to review and re-assess students and to monitor the maintenance and generalisation of previous skills. Teachers and LSAs play a vital role in monitoring the student so that they do not lose previously learnt skills.

11. Specific teaching methods

The students will usually have their Task Analysis and Move Routine completed by the Move Co-ordinator or Class Move Leads, in discussions with therapists and Moving and Handling Co-ordinator where needed. These will be introduced to the LSAs and to other teachers, as necessary.

12. Differentiation / individualization

Each student's individual Move assessment and targets indicate the differentiation that is necessary.

13. Cross curricular links

As previously stated, Move is cross-curricular in its approach. It enhances the opportunity for students with physical disabilities to access the curriculum in a meaningful way, supporting the *Key Skills* identified in the DfES/QCA guidance on ***'Planning, teaching and assessing the curriculum for students with learning disabilities'*** *General Guidelines* and especially the *Thinking skills* of *Sensory Awareness and Perception* and *Early Thinking Skills.*

The *Additional Priorities* of *Physical, orientation, and mobility skills,* clearly reinforces the high priority given for students with physical disabilities and acknowledged that for some students this area of the curriculum takes up a large part of their learning time.

14. Community links

Move plays an important part in students accessing their local environment, e.g., students using their manual wheelchair to take themselves to the local shops or parks,

students using their walkers or trikes to get to a nearby school for PE integration or doing assisted walking to the closest post box.

Many students are practising standing and sit-to-stand skills to be changed whilst standing in the community where no accessible toilets are available. This enables them to go to unfamiliar places with their family that they have not been able to visit before.

15. Parental involvement

As set out in the DfES/QCA *General Guidelines* the contribution of the family and the involvement of parents, carers and students in devising targets must be valued. The school staff may have to provide emotional and practical support to families and be aware of their needs. Parents are encouraged to take an active role in the teaching and reinforcing of Move skills within the home.

16. Governor involvement

Jane Rogers is currently the Link Governor for Move. The Move Coordinator meets occasionally with the Link Governor and discusses at length the ongoing use of Move and its success within the school. The Move Coordinator produces documentation on Move detailing students on the programme, equipment used, equipment anticipated in the future and staff training.

17. Professional development

Asha Dave (Move Coordinator) and Gemma Pierce (Move Trainer) are certified through Move Europe to provide training to staff within the organisation, as Move Trainers. All staff working with the students on the Move programme are Move Practitioners, whilst seven staff are Move Senior Practitioners acting as Class Move Leads in their class. As staff are recruited, we run training courses for them once demand is sufficient. Annual Refreshers are given to all the staff who are already Move Practitioners.

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18. Roles and responsibilities of the Move team

It is the responsibility of the Move Coordinator to -

- Ensure assessments, monitoring and reports are up to date through discussions with Class Move Leads
- To liaise with Move to ensure the smooth running of the programme.
- Work towards Quality Marks and improving Move in school.
- To discuss any issues with individuals/class groups concerning Move.
- Assist with Target setting.
- Organise Move events.
- Liaise with visitors to the school who are interested in learning about Move.
- Ensure we have the required equipment.
- Ensure all equipment is maintained and stored correctly.
- Support Class Move Leads as needed.
- Lead a Move Group with Class Move Leads.

It is the responsibility of the Class Move Leads to -

- Set targets with the support of the Move coordinator.

- Emphasize and reinforce understanding of importance of regular practising and evidencing of skills
- Monitor progress of the targets.
- Support class team in carrying out Move.

19. Policy evaluation

This is subject to ongoing review by the Move coordinator and the governing body. Copies will be kept with the Move coordinator and can be found in the policy file on the system and in the Move folder on the computer.

20. Role of the subject leader

The Move coordinator will carry out assessments on new students together with the Class Move Leads. It is the responsibility of the class teams to re-assess students who are on the Move programme and to give a copy of their Summary of Test Results and new Move targets to the Move coordinator.

It also remains the responsibility of the class team to update the student's video and photo evidence of progress to support learning. Advice is available from the Move coordinator if class teams/ Class Move Leads encounter problems with equipment, new targets etc.