



# MOVE Policy

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## MOVE Policy

**Move is an integrated curriculum-based approach to the development of motor and independence skills in education.**

**MOVE stands for M-movement O-opportunity V-via E---education**

### **1. The importance of MOVE for pupils with physical disabilities**

The main aim of using the MOVE Programme is to develop functional skills for pupils with severe physical disabilities. Those skills will primarily be those of sitting, standing and walking.

MOVE develops new skills of co-ordination, manipulation and movement, at the acquisition level and then builds in levels of fluency, maintenance and generalisation.

MOVE also offers pupils the opportunity of increasing their health and fitness. (Standing increases bone density, lessens risk of chest infections.)

MOVE. gives a structured programme that also evaluates pupil progress, it is seen to improve pupil performance and celebrates pupil success.

### **2. Improving Access**

MOVE is totally cross-curricular in its approach to provide pupil's access to all subjects of the curriculum and all areas of school life.

Access can be provided in many ways:

- Correct seating so that the pupil can participate in small group and whole class activities.
- Gait trainers to enable pupils walking access to the playground, to go on errands, the park and exploring the corridor.
- Standing frames to enable pupils to have access to the sink for washing crockery, for painting and computer work.

*'Movement is the primary foundation for learning.'* Linda Bidabe.

### **3. Opportunities and activities**

Each pupil will access MOVE on an individual need basis. The current agreed MOVE targets must be implemented alongside set subject targets, or as part of a Personalised Learning Plan

Example: *John will do assisted walking into the classroom to his chair, he will stop walking and then with minimal prompt at the shoulder, turn and step back (until his knees touch the chair) and then sit down. John will require a hip prompt to help him to maintain his sitting balance.*

By implementing the above John will have achieved three of his MOVE objectives; one to do assisted walking into the classroom, two, to stand and turn to sit down on his chair with minimal shoulder prompts and thirdly to sit on an ordinary classroom chair for 30 minutes with a prompt at the hips. John will then be able to access the activity alongside his peers.

(No wheelchair required.)

#### **4. Resources**

Each pupil on the MOVE programme will have their individual needs assessed and the correct equipment provided. This will be led by the MOVE Co-ordinator, in liaison with MOVE Practitioners and (where required) the Physiotherapy Team. Ease of access to equipment is vital if the pupil is to use it on a regular basis.

New equipment required will be identified in the annual audit.

#### **5. Health and Safety**

Stella Murwisi and Saima Yaqoob will show staff how to implement new MOVE objectives. They must be aware of individual pupil Risk Assessments and Safe Systems of Work.

#### **6. Planning**

Pupils on the MOVE programme should have access to a daily session, of at least 30 minutes, where new skills are being taught, i.e. the Acquisition Level. When the pupil moves into the next stage of establishing the new skill, i.e. *Fluency Level*, the pupil can begin to practice the skill in a highly supervised way. When *Maintenance* and *Generalisation* of new skills are in place then the pupil can be safely left to implement and practice these new skills, without risk of falling or injury. It is each MOVE Practitioner's role to assess what skills the pupils have maintained, so that they provide the pupil 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 16 categories of physical skills. Within the 16 categories (TESTS A-P) are 74 individual skills referred to as Motor Milestones.

Testing starts at the highest level, Graduation Level and proceeds down each category until a skill is reached that the pupil can achieve. An 'E' is placed in the relevant box to indicate the Entry Level. Results from testing A-P are then listed on a Summary of Test Results. There are four levels of success, Graduation Level, Level I, Level II and Level III.

Pupils are also assessed on their MOVE Targets using Evidence For Learning. This allows videos to be used to assess pupils progress. A MOVE TARGET should be set in the students PEPs / Education Health Care Plan.

#### **6. Recording**

Recording is completed each term using Evidence For Learning and yearly in the pupil's MOVE Assessment Profile, unless substantial progress indicates an early re-assessment is necessary. Significant progress or concerns must be noted by the class teacher and the MOVE Co-ordinator informed. A weekly tick chart is used to indicate that the pupil has worked on his/her new Acquisition skills. Any successes should be evidenced using photographs or video and uploaded to Evidence for Learning.

#### **8. Reporting**

Parents are aware of the school's 'Open Door' policy and ongoing progress is discussed informally. Parents must be invited to the annual re-assessment usually during the Annual Review process and should be encouraged to take an active part in establishing the next objectives.

Progress in MOVE must be reported on in the Annual Review and the Annual Report to parents.

## **9. Recognition**

As each pupil progresses through the four levels of success they will receive a certificate to celebrate their achievement during pathway assembly. This is for them to take home. Video evidence of progress and maintenance must be recorded at least termly on Evidence for Learning.

## **10. Monitoring and Review**

Monitoring by class teacher and/or MOVE practitioners must be regular and ongoing so that as each new skill is generalised we re-assess and move on to the next relevant skill. (With parental involvement wherever possible.)

Time is required by the MOVE co-ordinator to assess pupils not in their class and to monitor the maintenance and generalisation of previous skills. Teachers and support assistants play a vital role in monitoring the pupil so that they do not lose previously learnt skills.

## **11. Specific Teaching Methods**

The pupil will usually have their Task Analysis and Prompt reduction programme completed by the MOVE practitioner. These will be taught to the support assistants and to other teachers as necessary.

## **12. Differentiation**

Each pupil's individual MOVE assessment indicates the differentiation that is necessary.

## **13. Cross Curricular Links**

As previously stated, MOVE is totally cross-curricular in its approach. It enhances the opportunity for pupils 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 pupils 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 pupils with physical disabilities and acknowledged that for some pupils this area of the curriculum takes up a large part of their learning time

During the MOVE program pupils participate in learning by engaging in jobs around school which could include moving to the snack table, fetching milk, delivering messages to office, walking to etc.

## **14. Community Links**

MOVE plays a vital part in pupils accessing their local environment i.e. pupils walking to the park with or without prompts, doing assisted walking from the bus to Morrisons, sitting in a pew in church.

## **15. Parental Involvement**

As set out in the DfES/QCA *General Guidelines* the contribution of the family and the involvement of parents, carers and pupils in devising Personal Learning Intentions must be valued. The school staff may have to provide emotional and practical support to families and be aware of their needs. Parents will be encouraged to take an active role in the initial goal setting and reinforcing of new MOVE skills within the home.

## **16. Governor Involvement**

The MOVE co-ordinator will meet with Governors to introduce and discuss the implementation of MOVE and at Fairfield, detailing pupils on the programme, equipment used, equipment

anticipated in the future and staff training.

**17. Professional Development**

Stella Murwisi (MOVE Co-ordinator) is certified through MOVE Europe to provide training to staff within school, as a MOVE Trainer.

**18. Policy Evaluation**

This is subject to ongoing review by the MOVE co-ordinator and the governing body.

Copies will be kept with the MOVE co-ordinator and can be found in the policy file on staff works.

**19. Role of the Subject Leader**

The MOVE co-ordinator will support with assessments on new pupils. It is the responsibility of class teams to re-assess pupils who are on the MOVE programme and to give a copy of their Summary of Test Results and new MOVE objectives to the MOVE co-ordinator. It remains the responsibility of the class team to update the pupil's videoed evidence of progress and to take photographic evidence to support learning. Advice is available from the MOVE co-ordinator if class teams encounter problems with equipment, new objectives etc.