

MOVE (Mobility Opportunities Via Education) Policy

Newfield School is a MOVE accredited school and holds the Gold level of the MOVE Quality Mark.

The MOVE programme's central philosophy is that movement is the foundation for learning. It is an activity based practice that enables disabled children and young adults to gain independent movement. It uses the combined approach of education, therapy and family knowledge to teach the skills of sitting, standing, and walking. These are all natural requirements for access to all areas of learning.

Our aims and ethos at Newfield School is 'Inspire, Achieve, Support, Together'. The MOVE programme provides us with a framework to do this. We want all our pupils to achieve their potential. Through the use of carefully planned equipment and assessments children are supported to access the curriculum in a fun and functional way. Pupils are supported to continue this learning at home through our 'Move at home' programmes, our new starters MOVE meetings and through annual reviews.

Specific links between the RRSA and MOVE

Newfield School holds the Gold level of UNICEF UK's Rights Respecting Schools Award. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils.

This MOVE policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 5: Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: All children have the right to relax and play and to join a wide range of activities.

PLANNING

Each pupil on the MOVE programme will have their individual needs assessed. Each child must have their own 'safer systems of work and moving and handling plan' in place before starting MOVE and equipment provided through Occupational Therapists, Physiotherapists and class teachers. All children accessing MOVE will have a physiotherapy programme and this will be implemented and worked alongside the MOVE programme where possible. All staff working with the children will have undergone our Manual Handling Programme training or be supported by a trained member of staff.

At Newfield, most of the teachers in the SEND school are trained to Senior Move practitioner level. Pupils on the MOVE programme should have daily opportunities to learn and develop their functional mobility skills when accessing the curriculum, leisure times and transfer opportunities within the day (such as arrival and dismissal to school). This is embedded into everyday practice and teachers plan for this during each pupil's daily routine.

In addition, pupils have the opportunity to attend a weekly session, where new mobility skills are taught and generalised. MOVE groups are organised according to the needs of pupils e.g.: Gait Trainer / Bike Club, Graduation MOVE Group. Sessions are planned around a group of pupils practising and developing similar skills. Different themes are planned to create a fun and stimulating environment where children can learn and generalise new movements. Staff are supported and guided by lead practitioners who support prompt reduction, goal setting and training staff around supporting pupils at different levels of movement and skills.

In class support and MOVE class groups are lead by class teachers but supported by lead practitioners where needed. Education Health Care Assistants support the implantation of all programmes throughout the pupils' individual daily timetable. MOVE programmes are delivered under the guidance of teachers and Senior MOVE practitioners.

The MOVE groups are organised and delivered by highly experienced MOVE practitioners that co-ordinate the programme throughout the school. The lead practitioners for the MOVE programme are Louise Teese and Aimie Gates.

ASSESSMENT / RECORDING / MONITORING

MOVE has a full, annual assessment programme consisting of 16 categories of physical skills. Within the 16 categories 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.

All pupils on the MOVE programme have their data presented in the MOVE Assessment Overview spreadsheet. Teachers and lead practitioners use this information to set termly goals and in class move programmes. Teachers use Evidence for Learning to track and record pupils progress. Teachers share these assessments with Physiotherapy and other professionals involved in the pupils education and care and Information from these assessments is used to allocate individuals to MOVE groups or other relevant interventions.

All pupils have daily movement programmes in class, accessing different pieces of equipment to make learning accessible and fun, for example using standing frames to paint and explore sensory trays. Staff have clearly displayed 'move in school' goals and all staff understand how to implement these in class. Teachers planning will incorporate these goals and where possible planning will provide the motivation and fun to further learning.

REPORTING

During our Annual review process, teachers will share MOVE targets and discuss progress throughout the year. Parents are invited to the annual review and are encouraged to take an active role in setting new objectives alongside teachers supporting any movement difficulties/barriers to active movements at home or in the community. Where possible Parents are invited to join our yearly MOVE DAY and take part in any in-house training provided.

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. During class trips and weekly outdoor learning

opportunities, pupils are encouraged to practice their goals, for example 'walking around local parks, getting on and off local buses, going into local cafes and sitting on normal chairs to eat a snack. Some pupils at Newfield access our local sports halls and take part in leisure sessions. Staff support pupils to walk around these venues using different equipment, accessing mainstream resources with confidence.

GOVERNOR INVOLVEMENT

Fiona Waterfield is currently the Link Governor for MOVE. The Link Governor spends time observing different groups in schools, meeting with different professionals and MOVE group practitioners.

PROFESSIONAL DEVELOPMENT

Most teachers are Senior MOVE Practitioners. It is hoped that 2 members will undertake further training to become 'Trainers for Move'. Currently the schools' Moving and Handling team support training around MOVE with new members of staff having a brief overview provided as part of induction to school. It is hoped in the future that school will have in house trainers ensuring new and current staff have regular updates and training around MOVE.

Our Lead practitioners attend yearly MOVE Conferences and regularly attend online seminars with the MOVE group around changes to the assessments or frameworks. This is fed back to the Deputy head teacher in charge of MOVE (Jenny Riley).

MONITORING AND REVIEW OF THIS POLICY

This policy will be formally reviewed on an annual basis by the MOVE team in conjunction with the Deputy head and Governing Body.