



The MOVE Programme Strategy

Ivel Valley School & College

Date	February 2024
Written by	Melanie Moffat
Approved by	Ruth Ellison
Approval date	February 2024
Review date	February 2025

Introduction

The MOVE Programme (MOVE) is an activity-based framework that enables pupils to gain independent sitting, standing, walking and transferring skills. Through MOVE pupils have the opportunity to develop their physical skills throughout their daily routines. Pupils work towards individualised, functional movement goals which are both meaningful and motivating to the pupil and their families. MOVE is a 'can do' approach which fosters high expectations of the progress which pupils can make.

Physical development is a prime area of learning for all pupils at Ivel Valley. We have been using MOVE since 2009, as a specialist whole school approach to support the development of pupils with additional physical needs who haven't yet learnt to sit, stand or walk. MOVE forms part of the Physical Development strand of our curriculum and is implemented in collaboration with our NHS therapy professionals. We also provide targeted support for functional movement development to other pupils with identified physical needs. Some of these pupils have either already achieved 'grad level' or are working on more complex walking, balance and coordination goals. Some have a complex degenerative medical condition which means their goals are focused on maintaining the skills they have developed for as long as possible.

The purpose of this document

All staff should be aware of MOVE and how it is implemented at Ivel Valley. Staff can access further training and support from the MOVE Lead Teacher/trainers to ensure that we are delivering high quality movement education to our pupils with additional physical needs.

At Ivel Valley we believe that all pupils are able to develop their physical skills to their fullest potential and be as active as possible in their future lives. We therefore we have high expectations of the progress each pupil can make and use MOVE as a framework to facilitate this.

IMPLEMENTATION OF THE MOVE PROGRAMME

There are 6 steps of MOVE:

1. **Assessment:** Where is the child now?
2. **Goal Setting:** Where do they want to get to?
3. **Task Analysis:** How can we break the goal down into bite size chunks?
4. **Prompt Measurement:** What support is currently needed?
5. **Prompt Adjustment:** How can we adjust the support to reach their goal?
6. **Teaching the Skills:** How do we include skills practise into daily routines?

When a new pupil with additional physical needs joins the school an initial MOVE meeting is organised with the Parents, Physiotherapist, Class Teacher, MOVE team and any other appropriate people around the pupil. If appropriate the pupil also attends this meeting. At the meeting we assess the pupil's current level of functional mobility and plan their next steps. Each pupil on the programme is typically working towards 3 individual goals which have been agreed upon by the whole team. MOVE passports are completed by the MOVE team shortly after the initial meeting and shared with class staff/PE department in the form of a MOVE programme summary sheet. This is also shared with parents.

In September 2019 we introduced the MOVE Champion role within school. Each class with a MOVE pupil has at least one MOVE Champion, who is a member of the class staff team. They act as a positive role model for other staff, supporting and promoting MOVE philosophy within class and throughout the school and daily routine. Each pupil has

a MOVE folder containing current MOVE programme planning and recording sheets. The MOVE team liaises with MOVE champions to discuss progress, planning and problem solve any issues.

MOVE skills sessions are led by the MOVE Lead Teacher for groups of pupils on Wednesday and Thursday Mornings and all day Fridays, with sessions being held at School and College sites. These sessions aim to teach new skills, monitor progress towards MOVE goals/gross motor targets and model good practice and support staff. Staff gain confidence and knowledge from these sessions which enables them to continue offering MOVE throughout pupils' daily routines.

Measuring and Recording Progress

MOVE goals are fully incorporated into each pupils EHCP outcomes and form part of pupils 'Personal Learning Plans'. They are RAG rated each term by class teachers in conjunction with the MOVE team. Progress and goal attainment is reviewed annually at the pupils Annual Review meeting and next steps are added to PLPs. When a pupil is ready to move onto new goals a MOVE review meeting is held with parents and all the professionals around the pupil.

We use the 'Evidence for Learning' App to record observations, progress and maintenance of skills against PLP targets, the MOVE assessment profile and the Ivel Valley Physical Development curriculum stages including photos and short videos. These are completed by class staff and the MOVE team and are tagged with 'MOVE'.

Weekly MOVE opportunity tick sheets are used in classes and monitored half termly by the MOVE team to ensure that opportunities for movement are happening for individual pupils and highlight any issues/gaps. Learning walks are completed termly by the MOVE lead teacher.

We recognise that for some of our pupils an appropriate goal is to maintain their current level of functional skills whilst others are expected to make progress. Some pupils also experience regression in their physical skills due to factors such as periods of ill health and/or their medical condition. All pupils have the opportunity to use their physical skills to their full potential.

Celebrating success

Success is celebrated through regular praise and peer support, pupils are encouraged to show new skills learnt to their classmates. We also celebrate success with parents through the class dojo App. Pupils receive 'Pupil of the week' certificates in assembly when appropriate and termly PE awards.

We also participate in the annual MOVE day to raise the profile of MOVE within the school community.

Working with parents

Parents are encouraged to be involved in the MOVE programme through meetings, physiotherapy liaison and through class staff on a regular basis. We use Dojo to keep parents updated with MOVE targets, activities completed and progress made. We also encourage parents to share achievements from home with us via Dojo. Parents/carers, alongside the pupils, are central to the MOVE review and goal setting process. All MOVE information sheets are shared with parents/carers after reviews. A yearly questionnaire is sent to parents to encourage them to share progress and changes seen at home and identify any issues for further support.

Professional development

We have 2 MOVE trainers who are able to offer MOVE Practitioner (1 day) and Senior Practitioner (2 days) training to staff at Ivel Valley. We offer MOVE Practitioner training annually (where necessary) to ensure that all MOVE Champions are MOVE practitioners. We have a small group of Senior Practitioners who form part of the core MOVE team with our MOVE trainers. As a group they are responsible for the planning of MOVE Programmes.

MOVE awareness training is available on the shared training drive for all new staff as part of their induction package and as a refresher to existing staff members.

The MOVE Lead Teacher meets with class teams in July and September to ensure the smooth transfer of our MOVE pupils into new classes where appropriate. Our MOVE trainers attend the MOVE conference annually.

Roles and responsibilities

MOVE Lead Teacher/MOVE trainer	Melanie Moffat
MOVE Trainer	Emilie Smith
Manual Handling Coordinator	Rachel Kruger, Amber Collingwood, Melanie Moffat
Designated Senior Leader	Ruth Ellison
MOVE Champions	At least one per class team
NHS Physiotherapists	Judith Treby (EYFS/KS1/KS2), Esme Fish (KS 3,4, 5)
NHS Occupational Therapist	Alison Standish, Rosie Clemence

Safeguarding implications

We recognise the potential negative effects of inactivity on pupils' physical and mental health. We use MOVE to enable pupils' potential for physical development and reduce any negative effects which inactivity may cause.

All tasks and activities which require physical support and handling by staff will be risk assessed by a Manual Handling trainer. Each pupil will have a Manual Handling plan outlining safer systems of work and staff will be provided with manual handling training. See Manual Handling Policy for more details.

Legal framework & statutory guidance

Linked national guidance: PFA

Linked policies: touch policy, Manual Handling Policy.