



Move Policy

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Members of staff responsible	Move Lead
Policy History	Ratified
People involved	Move Lead Head Teacher LGB
Signed by Chair of LGB	Christine Robertson
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INTRODUCTION

Wyvern Academy is a specialist school for children and young people with severe and complex learning difficulties including Autism. The academy delivers a broad and balanced approach to teaching and learning, providing children and young people with a variety of exciting opportunities and experiences.

Move

In 2012 the academy adopted a new mobility programme called Move. This programme is based around the philosophy that movement is the foundation for learning. The programme is centred on the child and involves the family, carers, education and therapy, and promotes health, wellbeing, inclusion and independence. Through the programme we seek to improve the overall quality of life for our children and young people with physical disabilities, their families and teams of professionals who care for them.

Assessment

Children and young people are assessed using a top-down motor milestone assessment, this focuses on what the child or young person can do as opposed to what they can't do. The Move programme involves following six steps beginning with a detailed assessment. The assessment includes 16 skill categories covering sitting, standing, walking and transferring, within the different categories there are 72 individual critical skills.

Personalised goals

Each child or young person on the programme will be working towards their own personalised goals, developing functional skills in sitting, standing, walking and transfers. The Move programme has the potential to impact on every aspect of life not only for the child and young person but for the families, care teams and society as a whole. As our children and young people develop their mobility skills, they can assume a more active role in their own lives and be in control of their own destiny.

Inclusive Curriculum

The Move programme has increased learning opportunities and enriched the curriculum, enabling children and young people to access their learning more effectively. Class teachers incorporate the child's personalised goal into their lesson plans and individual MAPP targets, providing regular opportunity to practise and acquire functional skills throughout the school day.

MOVE team

Wyvern Academy has a core Move team comprising of a Move coordinator and a Move trainers. There is also a significant number of Move practitioners strategically placed across the school. Each class also has a Move champion, this member of staff will work closely with the teacher, promoting the inclusion of Move within the curriculum.

Therapy

The Move coordinator works in partnership with the therapists to ensure there is a combined approach to the child's physical development, the Move coordinator attends clinics, shares progress, and in collaboration sets new goals.

Equipment services

All equipment has a yearly service PUWER (Provision and Use of Work Equipment Regulations) and this includes a biannual LOLER test (Lifting Of Loads Equipment Regulations). Teams of practitioners receive training and instruction in the use of equipment from the Manufacturers, therapy team and in-house Manual Handling Officer. Teams of Move practitioners are advised to check all equipment prior to use.

Manual Handling Training

All staff receive annual in-house manual handling training including risk assessment, with ongoing support and advice for individual pupils. Manual handling is integral to the Move programme, all Move goals are risk assessed and appropriate measures are introduced, teaching methods are contained within the Move Mobility passport.

MOVE Practitioner Training

The Move coordinator ensures that all staff receive induction and awareness training. Additional Move practitioner training is offered to new staff as part of their ongoing CPD training this will ensure sustainability across the school.

MOVE room Equipment

The Academy has purchased a variety of specialist equipment to support the teaching and acquisition of skills. Access to equipment improves coordination, balance, and functional movement. Acquiring new skills enables children and young people to safely access their own environment and the wider community.

Provision of Mobility equipment such as:

- ✓ Rifton Pacers
- ✓ Standing frames
- ✓ Set of therapy steps – to teach the skill and function of stepping up and down using reciprocal movement, ascending and descending a flight of steps.
- ✓ Slope with step – to teach the skill of walking up and down a gradient.
- ✓ Variable height stepping boxes – to teach the skill of stepping and walking on uneven ground.
- ✓ Therapy mechanical horse – to teach balance, core stability and movement while sitting.
- ✓ Parallel bars – to teach standing and walking

Implementing the six steps of Move

Step 1 - Assessment profile (top-down motor milestone assessment)

When assessing a child or young person for the Move programme we invite everyone to be involved, including parents, siblings, carers, class teacher, TAs, physiotherapist, occupational therapist and if possible, the child or young person's paediatric consultant, ensuring that the assessment process gathers all relevant information. Once the assessment has been completed and all information is known

this can then be transferred into the assessment grid, this will identify the participants current level of function and mobility.

Step 2 - Setting goals

Setting meaningful and realistic goals is very important; everyone's point of view must be taken into consideration. The assessment process asks what is important to the participant and family, what are their dreams and aspirations for the future. The participant is supported to communicate and be involved using a variety of communication devices and resources, such as: objects of reference, Sign along, PECS, photos and symbols, enabling each participant to actively be involved in setting their own goals. Individual goals are delivered through practical activities. Such activities must be motivating and serve a functional purpose, keeping the participant engaged and involved. Goal activities are incorporated into daily routines.

Example goals – I want to hold my head up so that I can use my eye gaze.

I want to sit with my friends at the table.

I want to stand so that I can transfer from wheelchair.

Step 3 – Task analysis

In this step we now have to determine which categories within the assessment profile (TDMMA) are relevant to the personalised goal. Such categories could include sitting, standing, walking or transferring. We then analyse the task and identify the critical skills involved in achieving the goal.

For example, to sit and use an eye gaze without a head prompt requires the individual to demonstrate specific critical skills. Critical skills are small steps that link together, enabling fluid movement, function and independence.

Step 4 – Measuring prompts

This step is crucial in determining the current level of support (prompt) required by the participant. Support might include a head prompt to support the head when using the eye gaze or a chest harness to support the trunk when sitting in a wheelchair to have lunch.

Step 5 – adjusting, replacing and removing prompts

The prompt reduction plan is linked to the level of support needed to achieve the goal. In this step the systematic adjustment, replacement or removal, of prompts is risk assessed and planned. The prompt reduction plan provides a record of continuing progress, with a visual sequence of acquired skills over a set period of time.

Step 6 – Teaching skills

Teaching and acquisition of skill begins in the Move Centre where the environment is quiet and free from distraction. Teams of Move practitioners are supported by the Move trainer to deliver goal activities within the classroom that are purposeful, motivating and enjoyable. Creative rewards are introduced to support the participants' positive inclusion such as: stickers, high interest activities, sensory objects, food items, music or iPads. Praise and encouragement provide a positive incentive for achievement. The personal goals that are achieved by individual participants are also celebrated within the school community during whole school

assemblies. Parents, carers and families are invited to attend and all Move participants receive certificates.

Example Move goal and routine

Goal - to hold my head up so that I can use my eye gaze. Teaching and acquisition - Participant is sat in their wheelchair with prompts at the head, chest, hips and feet. Select a quiet environment with minimal distraction. The wheelchair must be raised to an upright position. The head prompt is removed and a cushion is placed behind the head to act as a soft prompt. The head prompt is removed for 30 seconds. An adult is positioned behind the participant to ensure safety while another person motivates head control using a visual stimulus and lots of verbal praise. The critical skill here is to hold the head up and maintain an erect position long enough to purposefully engage.

Risk assessment goal activities are supported with a robust risk assessment ensuring that the participant and team of Move practitioners are not placed at risk of injury. The process of TILE is introduced ensuring that the **T**ask, **I**ndividual, **L**oad and **E**nvironment are compatible with the goal activity.

Care plans

Each participant on the programme will have a moving and handling care plan, detailing specialist equipment and appropriate moving and handling techniques. Each care plan will also contain relevant information such as: a child or young person's communication preference, pattern of movement (extension, spasm, and involuntary movement), behaviour, seizures and medical history such as surgery or medical attachments.

Teaching and acquisition

Parents' carers and families are invited into the Academy to be part of the learning process. Move practitioners are able to offer their support and advice. The Manual Handling Officer is able to demonstrate effective manual handling techniques. The Move coordinator is available during parent /teacher interviews to share progress and set new goals.

Access to learning

As the participant acquires new skills and is able to demonstrate fluency and maintenance the skill is then transferred into different environments and contexts; the skill is generalised. Increased mobility enables access, and inclusive opportunities for learning; the participant is able to access a richer and more stimulating curriculum, experiencing learning outside of the classroom and into the wider community.

Recording evidence of progress

Teaching and acquisition is regularly recorded on tapestry allowing parents and carers to follow their child's progress and make their own contribution. All progress is recorded in the participants assessment profile (Move software). Photographs and videos are taken to show evidence of progress, we also record evidence on the child's iPad. This is a great way to share progress and achievement with parents, carers and siblings. The assessment profile is regularly reviewed and new goals are introduced as and when appropriate.

Embracing Move

Wyvern Academy has embraced the Move programme and embedded its principles into the learning and development of our children and young people. Move has enhanced our teaching and learning; our approach is more holistic and centres around the philosophy that movement is an essential prerequisite to learning. Children and young people are given the opportunity to experience movement and to develop movement through individualised programmes. Movement allows our children and young people to be more engaged, more motivated, and more inspired to learn. With movement there is independence and with independence there is a sense of achievement and fulfilment, a richer quality of life.

Centre of Excellence

Wyvern academy is now an **outstanding** Centre of Excellence for the Move programme and as such has acquired exemplary status. The Academy is recognized as demonstrating outstanding practice in providing long term continuity for the Move program at Local and Regional level, providing advice and support to interested parties across a variety of agencies. The Move program is well established and embedded into our ethos and culture. Inclusion and equality are at the heart of our teaching and learning. As a Move Centre of Excellence we have achieved a model standard of practice and welcome all interested parties to visit the academy to experience the Move program, and its positive benefits to health and learning.