

# MOVE

## Silver Quality Mark Assessment for White Ash School



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## Introduction

White Ash Special School is a primary school which supports pupils with a diverse range of needs from ages 2-11 years old. There are 113 children on roll, and 26 children on the MOVE programme. MOVE got started over 20 years ago at White Ash but has taken on a lot of iterations of it over the years. The MOVE Programme is now being led by Angela, the MOVE Coordinator and Trainer and Jude who is also a MOVE Trainer. There are "MOVE Champions" in every classroom, supporting the MOVE programme to succeed at school.

	Centre of Excellence				Gold				Silver				Bronze				
<b>A:</b> Commitment to improve the skills of all members of the team who deliver the MOVE Programme	A1	A2			A3	A4	A5		A6	A7			A8				
<b>B:</b> Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation	B1				B2	B3			B4	B5			B6	B7	B8	B9	
<b>C:</b> Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10		
<b>D:</b> Delivery of the MOVE Programme is fully integrated into curriculum and delivered in all areas of learning	D1				D2				D3	D4			D5	D6	D7	D8	
<b>E:</b> Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7			
<b>F:</b> The organisation is a positive ambassador for MOVE and actively promotes MOVE across a range of networks	F1	F2			F3				F4	F5	F6		F7	F8			

**A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme**

	Key Criteria	Evidence	Next Steps
<b>A 6</b> <b>Silver</b>	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	All members of the Senior Leadership Team (SLT) and Governors have had awareness training and where needed have been sent videos of MOVE webinars along with a MOVE information pack. These packs and resources are made accessible to parents as well.	
<b>A 7</b> <b>Silver</b>	The organisation has at least 1 MOVE Trainer.	Yes - Angela and Jude are the MOVE Trainers in school.	
<b>A 8</b> <b>Bronze</b>	A core MOVE team is in place with a sufficient number of Practitioners and Senior Practitioners. There are plans in place for further training, including Trainer Training and Awareness Training.	There are 9 "MOVE Champions" at White Ash who are all MOVE Senior Practitioners. Their role is to advocate for MOVE in their classroom and to the wider team. the majority of school staff are trained to MOVE Practitioner level across school and anyone else has received MOVE awareness training. Dates have been set for Jan 24 - March 2024 for more staff to be trained to Senior Practitioner Level.	

Additional Comments:

**B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation**

	Key Criteria	Evidence	Next Steps
B 4  Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	Evidence For Learning (EFL) is the main tool for tracking MOVE with photos, videos and record keeping. Data from EFL is translated into parents' reports at the end of each term. Dojo is another tool used at White Ash which captures regular progress which relate to their Independent Learning Plans (IEP's) and Education Health Care Plans (EHCP's).	
B 5  Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	The action plan is created once a year, however, remains a working document that is regularly reviewed throughout the term. In February, an impact report is written which will inform how the action plan adapts for the year. This is also discussed at the school development meetings.	
B 6  Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	Seen in the assessment. The creation of the school development plan is a collaborative process which heavily includes MOVE. This means that MOVE is made a priority across the whole school and team including parents, governors, and SLT.	
B 7  Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	Yes - governors and SLT see the action plan frequently and approve their goals for the year. Staff are released for network meetings, MOVE events etc which highlight their commitment to the success of MOVE in school.	
B 8  Bronze	A MOVE action plan is in place, identifying timescales, resources and time implications. It should be shared with the SLT, governing body and MOVE Europe & can demonstrate short term impact.	Seen in assessment. There is an emphasis on training more staff, ensuring roles and responsibilities are identified effectively. The action plan also detailed how MOVE is being embedded into the daily routines. The MOVE Team have successfully achieved a lot of their goals from their action plan for this year already.	
B 9  Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	Angela demonstrates excellent leadership skills and knowledge of the programme. She hold daily morning MOVE circuits and is the main correspondence for questions, concerns and ideas for MOVE. Angela is proactive in leading regular awareness sessions for staff and attends the MOVE conference, network meetings and webinars. Wherever necessary, Angela will share resources with the MOVE team in MOVE Champion meetings.	

Additional Comments:

**C: Effective and comprehensive procedures are in place for assessments, goal setting and progress reviews**

	Key Criteria	Evidence	Next Steps
C 5 Silver	There is a system in place to regularly review MOVE goals.	IEP targets are reviewed 3 times a year, during which MOVE Champions bring an update of information about individual's progress on the MOVE Programme and how IEP targets relate to their MOVE goals. Information about an individual's progress on the MOVE Programme is taken from EFL to ensure the right support is in place to achieve the goals.	
C 6 Silver	MOVE Assessment Profiles have been completed for all relevant candidates, are being completed by a few staff members and monitored by the MOVE Coordinator	Discussed in C9	
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Yes, each individual has detailed information about their MOVE activities, prompts, progress and goals. This is tracked on Evidence for Learning and in the MOVE Assessment Profile. Each individual on the programme has a MOVE to Handle Plan and a Therapy Programme, with details about their equipment and positioning. These documents stay in the classrooms of each individual everyday for staff to refer to frequently.	
C 8 Bronze	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	During a MOVE Assessment, Angela invites parents and physiotherapists whenever possible. All parties will work together to agree on MOVE goals which are then fed back to the MOVE Champion in that individual's classroom. Ongoing reviews of these goals will include the wider team including their MOVE Champion.	
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	Depending on the age of the individual, the MOVE team aim to place individuals on the MOVE programme within term 1, which includes assessing equipment, finding time for assessments, getting support from physiotherapy and discussing the programme with parents. Ongoing, regular conversations are held throughout the year to discuss potential other individuals who may benefit from being on the MOVE programme.	
C 9 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	MOVE Assessment Profiles have been completed to set short term, long term and family goals. The MOVE goals are linked with the individual's IEP's, and EHCP targets where necessary. Angela completes the initial assessments with MOVE Champions for the child in their class which is all recorded on EFL.	

Additional Comments:

**D: Delivery of the MOVE Programme is fully integrated into the curriculum and is delivered in all areas of learning**

	Key Criteria	Evidence	Next Steps
<b>D 3</b> <b>Silver</b>	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	Discussed in C9	
<b>D 4</b> <b>Silver</b>	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	The MOVE Team are confident providing movement opportunities in all areas of the learning day, including going out into the local community. This is achieved by utilising connections with the local HydroTherapy facilities. The MOVE Team are proactive at stimulating child led opportunities for movement to promote independence by making all areas of school engaging and correctly set up for movement.	
<b>D 5</b> <b>Bronze</b>	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	Parents are invited to events such as Special Olympics, MOVE awareness sessions and parents evening to discuss MOVE and the potential of the programme for their child. They receive an information MOVE pack with videos of activities their child is engaging in at school with a copy of their physiotherapy programmes, which helps parents to continue working on MOVE activities at home.	
<b>D 6</b> <b>Bronze</b>	Trans-disciplinary team work is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	There are strong links with parents and physiotherapists, which provides a strong foundation for the MOVE Programme to be regularly reviewed and prioritised. Ongoing reviews throughout the year include the wider MOVE team including MOVE Champions. Despite many parents being engaged, this remains an area that White Ash would still like to improve on this year.	
<b>D 7</b> <b>Bronze</b>	The organisation encourages active participation from individuals on the MOVE programme and, where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	Individual needs are very much considered at White Ash with unique goals carefully considered when creating MOVE activities. There are a few students who have an understanding of their MOVE goals and are encouraged to lead activities to enhance independence wherever possible. All achievements are hugely celebrated by the staff which encourages the children to succeed even more.	
<b>D 8</b> <b>Bronze</b>	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	Timetable seen in assessment - MOVE is clearly shown in the timetable with a mixture of targetted activities and other embedded activities which is supported by individual information about their goals and how they will access those activities.	

Additional Comments:

## E: Prompts are used in an effective and safe manner and allow for development of skills

	Key Criteria	Evidence	Next Steps
<b>E 3</b> <b>Silver</b>	The organisation recognises that participants are unlikely to have access to specialist equipment in the home environment and adapts programmes accordingly. The organisation works with families to ensure they can practice skills confidently and safely at home.	Parents are supported with videos, resources and meetings to continue working on MOVE activities at home, which are suitable for smaller spaces. During the school holidays, equipment is sent home where necessary to ensure individuals on the MOVE programme do not regress in their progress. Ideas for activities such as MOVE to music and sensory stories are given to parents to continue working on their MOVE goals.	
<b>E 4</b> <b>Silver</b>	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	Equipment needed for individuals on the MOVE programme will be trialed for a period of time with the overview of Angela, before being officially incorporated into the MOVE Programme with approval from the physiotherapist.	
<b>E 5</b> <b>Silver</b>	The organisation makes creative, safe and effective use of their environment to teach new skills. E.g. cruising along tables in the classroom.	White Ash are very creative with embedding MOVE activities into all areas of school including their wider community. The whole school is utilised to maximise movement opportunities by using parallel bars, wall bars, engaging and motivating toys, tunnels, mobiles for lying down activities, steps and uneven ground. The MOVE team are prioritising socialisation and child led activities.	
<b>E 6</b> <b>Bronze</b>	Equipment is of good quality, well-maintained and safely-used to support the development of new skills. Staff can provide physical prompting safely and effectively for all parties.	Equipment is monitored regularly and is discussed during reviews with parents for any new equipment that may be needed. All staff have received at least annual Manual Handling training and have good knowledge of Prompts in MOVE. Angela also completes a MOVE Audit for equipment, to ensure individual's equipment is accounted for and used safely.	
<b>E 7</b> <b>Bronze</b>	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Case studies of effective prompt adjustment plans seen in assessment, highlighting how individuals are accessing varying prompts to access a range of activities. These are shared with MOVE Champions alongside their Prompt Adjustment Plans.	Ensure prompts are being recorded and that the correct prompt target is being worked on.

Additional Comments:

**F: The organisation is a positive ambassador of MOVE and actively promotes MOVE across a range of networks**

	Key Criteria	Evidence	Next Steps
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	White Ash have shared a case study in the past and have plans to make a new one in the future using the MOVE Case study Resource Pack. Angela has shared the schools "Pre-MOVE" document with other schools at a network meeting to support them. Additionally, White Ash have hosted other SEN schools in the area who are interested in learning about MOVE.	Signpost new interested schools to MOVE Europe.
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	White Ash go out into the community for their HydroTherapy sessions, which helps to build that relationship in the community. Their relationship with their Physiotherapist is great, despite not being on site and attends training and MOVE assessments where possible.	
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	Angela has attended the MOVE Conferences, Network meetings, and Introduction to MOVE Webinars to upskill herself. White Ash hosted a joint MOVE & MATP day held this year which was very successful.	
F 7 Bronze	Information regarding the MOVE Programme and the achievements of its users is displayed within the organisation and provided to parents in suitable formats, including on the school website.	The school website has a MOVE section, which shared individuals achievements on the programme. There is also a MOVE display board in school which was seen during the assessment. Parents evenings have a MOVE table which parents can find MOVE updates of their child and find out more information about the programme.	
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Yes, this is documented on EFL.	Input videos from EFL into the official MOVE Case Study Resource Pack.

Additional Comments:

## Summary

White Ash have demonstrated exceptional examples of how to embed MOVE into every part of the learning day, making movement opportunities a priority for all individuals. Angela and Jude are working brilliantly together to capture progress, frequently reviewing how to improve outcomes for individuals. Their contributions to MOVE as a whole is excellent, showing their commitment by attending Network Meetings, the MOVE Conference and other events. The children and young people on the MOVE Programme at White Ash are thriving as a result of the team's hard work and dedication - well done everyone!

### **Actions to reach Gold Level:**

- Create more MOVE case studies using the MOVE Case Study Resource Pack
- Inform MOVE of interested SEN schools who may want MOVE Senior Practitioner Training
- Host an in-person Network Meeting in Summer
- Collaborate with MOVE to present an introduction to MOVE Webinar

## Result

Congratulations, White Ash School has been awarded the Silver Quality Mark, valid for 2 years.