

# Highland Integrated Children's Services

## MOVE

Movement for Learning and Life

### Policy and guidance for the use of MOVE in Highland

Written by the MOVE integrated services implementation and planning group

April 2010

#### 1. The MOVE Programme

- MOVE is a structured, activity based programme which teaches functional skills to children and young people who have physical disabilities.
- The programme aims to promote independence leading to meaningful participation in school, home and community.
- MOVE is multi-agency approach and uses the combined knowledge of family members, health, education and social services staff. The approach is child/young person centred.
- The MOVE initiative is jointly resourced by Highland Integrated Children's services (The Highland Council Education Culture and Sport Service and Social Work Service and NHS Highland). All parties recognise the value of MOVE as an effective tool for inclusion and as a support for children/young people who have additional support needs and their families. The parties have entered into an agreement with MOVE to meet the ongoing training and support needs of these young people, their families and staff.

#### The key principles of the MOVE programme are:

- independent movement underpins all learning;
- the child/young person and family are central to the process of assessment and goal setting;
- the child/young person and family are active participants in the team;
- the outcome is functional targets which are designed to promote greater independence;
- the process is multi-agency and collaborative with all contributions having equal value;
- record keeping integrates with existing systems (such as Individualised Educational Programmes, Personal Learning Plans, Care Aims and Co-ordinated Support Plans) which are underpinned by the Getting it right for every child principles;
- training and development is multi-agency and involves all the team around the child/young person.

#### 2. Legislative Background

The key principles of MOVE reflect the main focus within The Education (Additional Support Needs) (Scotland) Act 2004 and "For Scotland's Children" through the development of integrated planning, assessment and information sharing across education, health, social services and other agencies. Within Highland this is implemented by Integrated Children's Services using the "Getting it Right" process.

MOVE encompasses the key factors for inclusion contained within the For Highlands Children's documentation and promotes equality of opportunity for all, through the SHANARI principles:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and Responsible
- Included

*\* Appendix 1 – Legislation and Key Themes*

### **3. Aims**

The aims of this policy are:

- to ensure a shared understanding, implementation and roll out throughout the Highland Council area of MOVE by those with responsibility for children/young people who have physical disabilities and additional support needs;
- to promote the active participation of the child/young person and family;
- to identify roles and responsibilities of those involved in MOVE;
- to ensure the principles of MOVE are embedded in the day to day learning and teaching of children/ young people for whom it is appropriate;
- to promote the value of MOVE as a tool for inclusion;
- to support staff in developing inclusive practice through the application of MOVE;
- to inform and assure Integrated Children's Services of integrated, planning, coordination and implementation of MOVE in line with MOVE policy.

### **4. Training and Support**

A programme of training and support is planned to ensure the effective implementation of MOVE in the Highland Council area.

Training involves:

- Awareness raising – 1 to 2 hour presentation of the programme to new sites and participants.
- MOVE practitioner training – 2 day training delivered by MOVE trainers.
- Refresher/update courses – ½ day course to support practitioners undertaken every 2 to 3 years.
- Training of MOVE trainers - 5 day course leading to Trainer Qualification delivered by MOVE Europe.
- Re-accreditation of trainers – Annual written evaluation forms and 1 days training every 3 years delivered by MOVE Europe.
- Attendance of meetings by consultants and trainers including national meetings held regularly and run by MOVE Europe.

The Highland's Integrated Children's Service Trainers can offer support to individuals and establishments (see appendix 6).

## **5. Equipment**

The provision of equipment is based on individual needs and is by established assessments and procurement mechanisms.

## **6. Health and Safety**

MOVE has a responsibility to conform with the requirement of the Health and Safety at Work Act 1974 and the Manual Handling Operations Regulations 1992.

## **7. Monitoring**

In the Highland Council area, arrangements are in place to monitor and evaluate the effectiveness of the MOVE programme. The implementation group will provide an annual report to Integrated Children's Services through the For Highland's Children planning and implementation group. The MOVE team hold a shared database which includes the contact details of pupils involved in a MOVE programme. Written consent is gained from families for the inclusion of these details as the start of the programme.

From time to time the MOVE Europe organisation may request anonymised statistical data for national monitoring purposes.

## **8. Implementation**

The implementation group monitors and supports the network groups to oversee the overall roll out of MOVE across the Highland Council area, ensuring funding and the availability of trainers to meet requests (see appendix 4). This group is informed in its decision making by local network groups.

In each of the three Highland Council areas (North, Mid and West, Inverness, Nairn, Badenoch and Strathspey) there will be a network group of local MOVE trainers and interested professionals and parents. Their primary task is to oversee, plan and support the implementation of MOVE in their area. In addition they will have representation on the implementation group in order to inform on area issues. It is recommended that network groups should have a minimum of 1 trainer from both Education and NHS services and professionals who have received practitioner training.

### **The role of network group:**

- Support the roll out of MOVE in their area
- Support and advice for schools and individuals
- Identify local training issues
- Run local training events
- Feed up to the implementation group on the needs of each area
- Feed down to parents and schools and colleagues on MOVE issues

The implementation group produces and monitors an action plan and establishes smaller working groups to take the following tasks forward:

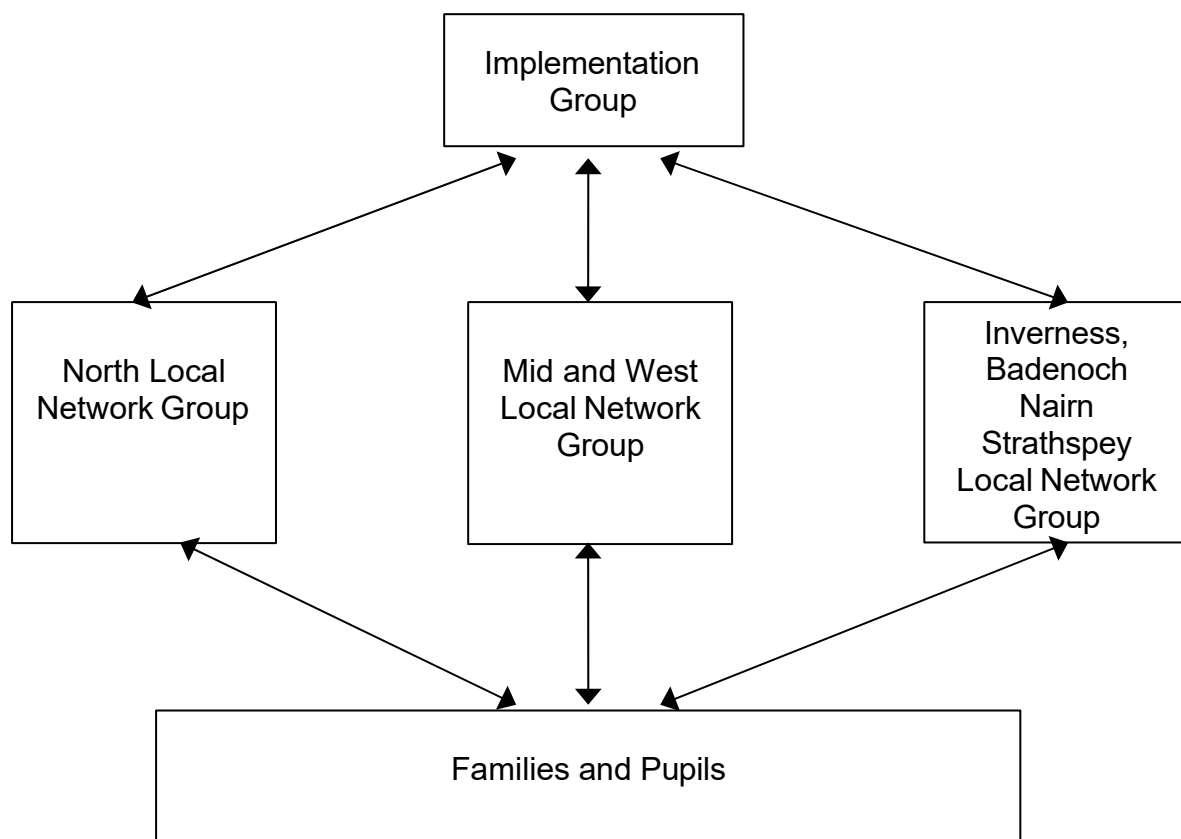
- Establishing training needs
- Raising awareness of MOVE
- Producing information leaflets on MOVE
- Planning training events
- Identifying funding requirements
- Putting forward funding proposals to fund managers
- Monitoring and reviewing roll out of MOVE
- Monitoring and reviewing policy implementation

- Preparing progress reports on MOVE in the Highlands for local and national organisations

The implementation group is made up by a representative from each of the network groups. A management representative from NHS and Education, Children's services team leads from Occupational therapy and Physiotherapy, MOVE Consultants, and a parent representative and or a representative of a parent support group.

Details of a child/young person's route into a MOVE programme can be found in Appendix 6.

### MOVE – Proposed Structure of Support



## **Appendices**

Appendix 1	Legislative Background
Appendix 2	The Highland Council Area Context
Appendix 3	Roles and Responsibilities
Appendix 4	Integrated Services Implementation Group – Membership and Network Group Membership
Appendix 5	Key Contacts including Highland Trainers
Appendix 6	Involvement in a MOVE Programme
Appendix 7	Centre of Excellence criteria

## Appendix 1

### Legislative Background

1. “**The Education (Additional Support for Learning) (Scotland) Act 2004 (“The Act”)** introduces a new framework for providing support for children and young people who require some additional help with their learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards **achieving their full potential**. It also promotes **collaborative working** among all those supporting children and young people”.  
*Consultation of the Education (Additional Support for Learning) Scotland) Act 2004  
Draft Code of Practice*
2. Current legislation is grounded in the **Education (Scotland) Act 1980** under which education authorities were charged with providing **adequate and efficient school education** within their area.
3. “**The 2000 Act**” places education authorities under a further duty to ensure that education focuses on the **development of the personality, talents and mental and physical abilities of the child/young person** enabling them to reach their full potential. Inclusion and Equality is one of the five listed National Priorities in this Act.
4. **The Disability Discrimination Act 1995 and the Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002** make it unlawful for an education authority to discriminate against disabled pupils. Authorities must make reasonable adjustments to ensure that disabled children/young persons are not treated less favourably. They must also prepare **accessibility strategies to improve access to curriculum, school buildings and information**.
5. This is reflected in the **Children (Scotland) Act 1995** which requires local authorities to provide services designed to “**minimise the impact of disabilities on children** and to allow them to lead their lives as normally as possible”.
6. Multi-agency and collaborative working is a key element of the **NHS Reform (Scotland) Act 2004**. This provides the legislative framework for the development of Community Health Partnerships which lay strong emphasis on **partnership, integration and design**.
7. With the implementation of the **Protection of Children (Scotland) Act 2003** all professionals will be required to have due regard to the legislation on additional support for learning.
8. Policy and research documentation dovetails with legislation. The key policy document “**For Scotland’s Children**” emphasises the importance of an integrated approach and places a duty on local authorities, NHS Boards and other agencies to ensure an **effective integrated approach** to the provision of school education, family support and health services.

9. The review of **Speech and Language Therapy, Physiotherapy and Occupational Therapy for Children (2003)** called upon local authorities and NHS Scotland to develop ***integrated approaches*** to the provision of therapy and other related interventions for children.
  - Sections 1 and 2(2) Standards in Scotland's Schools etc Act 2000
10. **Getting it Right for Highlands Children**  
[www.forhighlandchildren.org](http://www.forhighlandchildren.org)

## **Appendix 2**

### **The Highland Council Area Context**

1. As a result of legislation the Highland Integrated Children's Services are committed to the development of integrated approaches and collaborative, multi-agency working. They place children/young people and their families at the heart of this process.
2. Highland Integrated Children's Services prioritises the following aspects of education to ensure children/young people who have disabilities meet their full potential:
  - access to an appropriate curriculum;
  - access to the physical school environment;
  - taking account of the views of children/young people in decisions which affect them.

This is captured within the Highland Council's Accessibility Strategy.

3. A key document within the Accessibility Strategy is the Highland Council's Support for Learners Policy and the For Highland's Children documentation and implementation process. These policies set out a vision for the effective inclusion and meaningful participation of children/young people in their schools and communities.

It builds upon existing strategies and policies for Support for Learning in Highland and is concerned with the achievement of children/young people and equality of opportunity for all.

## Appendix 3

### Roles and Responsibilities

#### Local Network Groups

**Are the first point of contact for any school interested in developing MOVE or if a school/staff member requires advice or support with MOVE.**

The network group is responsible for:

- Lead the roll out of MOVE in their area
- Support and advice for schools and individuals
- Identify local training issues
- Run local training events
- Feed up to the implementation group on the needs of their area  
Feed down to parents, schools and colleagues on MOVE issues

#### Highland Implementation and Planning Group

This group is responsible for providing the overall strategic direction for the implementation of MOVE in Highland by;

- ensuring the implementation of the MOVE policy in Highland
- coordinating planning and training
- establishing effective support systems
- promoting effective collaborative practice
- establishing consistent and effective systems for measuring and monitoring progress
- identifying funding requirements
- interfacing with senior managers in education, health and social services
- informing the For Highland's Children planning and implementation process
- linking with local area network groups
- providing regular progress reports for local and national records
- carrying out a biannual review of MOVE policy

#### The team including the child/ young person and family

The team carries out the following tasks;

- identifies goals and motivators
- agrees priority targets
- merges targets into existing planning systems
- follow the team working principles of MOVE
- implements each child/ young person's programme in a meaningful way
- to complete relevant paperwork as per MOVE guidance
- jointly monitors the implementation and success
- contributes to evaluation at local and national level.
- to use local trainers and network group for support and advice

#### Head teachers role

- to understand the principles of MOVE
- support staff carrying out the MOVE programme

#### Highland MOVE Trainers

- co-ordinate and deliver MOVE practitioner training
- provide ongoing support to children/ young people; their families and the teams around them (schools, social services, therapists and child development centres)
- promote effective collaborative practice in line with current legislation
- Support and advise local network groups

- provide regular feedback to the network groups.
- to complete annual evaluation accreditation
- to attend regular refresher training

#### Service Managers

- i.e. managers of schools, therapy services, social services to manage the implementation of MOVE within their establishment
- provide ongoing guidance and support to staff
- provide ongoing support to children/ young people and families involved in the programme
- facilitate the involvement of all parties.

### Highland MOVE Trainers

- co-ordinate and deliver MOVE practitioner training
- provide ongoing support to children/ young people; their families and the teams around them (schools, social services, therapists and child development centres)
- promote effective collaborative practice in line with current legislation
- Support and advise local network groups
- provide regular reports to the Highland implementation and planning group
- Trainers complete annual evaluations and attend update training meetings once every three years.

### MOVE Consultants

MOVE consultants are essential to the progress, promotion and future development of the MOVE programme. They also have responsibility to co-ordinate the programme and ensure that there is on-going training and continuity within their school and across their region. The long term success of the programme is dependant on good co-ordination and communication; the relationship between the MOVE consultants and the MOVE Europe office is a significant one.

- All consultants should have a copy of their specialist areas of expertise on file in the MOVE Europe central office
- Consultants may be called upon to answer an enquiry about MOVE and their specialist area should one arise
- Consultants are committed to work a set amount of time for MOVE Europe
- Consultants are expected to attend all of the bi-annual consultants days
- Consultants will be involved in events, training and awareness as required
- Coordination role whilst area network groups are established
- Initially holding database of practitioners, trainers and training events for implementation group

### The Development Manager MOVE Scotland

- provides ongoing support to the child/young person, their family and the team around them (schools, child development centres, therapists, social services and any others involved)
- promotes effective collaborative practice in line with current legislation
- interfaces with senior management in Highland (education, health and social services)
- ensures MOVE in Highland is consistent with the development of the programme nationally.

### Regional Centre of Excellence

Drummond School in Inverness has been awarded by the MOVE national organisation the status of Regional Centre of Excellence.

The school can offer the following support: :

- an opportunity to observe MOVE programmes in action
- support and advice on a MOVE programme
- training

See Appendix 7 for full criteria for a Centre of Excellence

#### Highland Education Culture and Sport Service and NHS Highland

Highland E.C.S. and NHS Highland support the development of MOVE within Highland through:

- embedding MOVE within their policies on inclusion and support for children/young people who have additional support needs
- providing appropriate financial support
- facilitating training developments in Highland.
- the For Highland's Children planning and implementation process

#### Future Developments

- Discussion has taken place in the past into the need for a coordinator post. A job description has been drafted. In the light of the new role for the implementation group the need for this post will be reviewed on a regular basis. This policy will be reviewed by the Implementation Group in May 2011.

## Appendix 4

### Implementation Group – Membership

Jane Baines	Education		
Sheila Lowther	NHS	<input checked="" type="checkbox"/>	Shared remit
Trish Hurst	NHS	71	
Phyllis Tulloch	NHS		MOVE Consultant
Parent Representative	To be appointed		
Network Group representatives x 3			
	A North		
	A Mid & West		
	A Inverness, Nairn, Badenoch & Strathspey		

### Network Group – Membership

3 Groups North, Mid and West, INBS

*Each group made up of:*  
NHS MOVE Trainer

Education MOVE Trainer

Area Learning Support Team Leaders/ Additional Support Needs Officer ☒  
Either or both per area

Pre-school teacher 71

Parent ( It is best practice to have a parent representative, if this is not possible groups should seek the views of parents whose children are participating an a MOVE programme)

Physiotherapist

Occupational Therapist

## Appendix 5

### Key Contacts

#### MOVE Website Address

[www.move-europe.org.uk](http://www.move-europe.org.uk)

#### Trainers

Pat MacDonald	Education	}	Drummond school,
Carly Mackenzie	Education		Inverness
June MacPherson	Education		
Kait Farmer	Education		Rhind House Wick
Aileen Coupland	Education		
Katy Boocock	NHS		
Fiona Sutherland	NHS		
Sam Arch	NHS		Fort William Health Centre
Susan Wrightson	NHS		Birnie CDU
Liz Earle	NHS		New Craigs

#### MOVE Consultants and trainers

Phyllis Tulloch	NHS	Birnie CDU
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#### Other

Christine Shaw      0131 339 7555  
e-mail [Christine@move-europe.org.uk](mailto:Christine@move-europe.org.uk)  
Development Manager – MOVE Scotland

## **Appendix 6**

### **Involvement in a MOVE programme**

When the MOVE programme is introduced to a specific pupil in Highland area the following process will take place:

- ❖ The pupil is identified as one for whom the introduction of a MOVE programme could underpin their functional goals.
- ❖ The pupil is discussed at the Network group and training needs and support are agreed. No child who has changes in their muscle tone or a musculoskeletal problem should be put on a MOVE programme without the involvement of their physiotherapist.
- ❖ A meeting between MOVE team and family takes place to plan MOVE programme.
- ❖ A copy of the MOVE policy is given to the school and family.
- ❖ The pupil is assessed using MOVE assessment profile by team including family.
- ❖ Goals for the pupil are set by team including family.
- ❖ Goals are included in the pupils daily routine and recorded in IEP.
- ❖ MOVE programme is implemented.
- ❖ Move programme is reviewed and next targets are agreed as part of annual review or IEP meeting/child plan meeting.

## Appendix 7

### **MOVE Regional Centre of Excellence**

A MOVE Regional Centre recognises the work that is taking place in a school, centre or organisation where the MOVE Programme is being operated to a model standard. To achieve this standard, the school/centre/organisation will have demonstrated on-going “best practice” in both the theory and practice of the MOVE Programme.

Regional Centres are an exemplar of good practice and provide long term continuity for the programme on a local and national level. Interested parties outside the MOVE Programme are invited to visit these sites as a recommendation of what may be achieved through participation in the programme.

In order to achieve the standards required to be awarded Regional Centre of Excellence status, there are required criteria and expectations.

### **MOVE Regional Centres of Excellence Criteria and Expectations**

It is expected that the MOVE Programme will be different according to structure and organisation of each school/centre/organisation and some of the criteria may have not been fully developed, but may be working towards: therefore, this document is a way of looking at MOVE in your school/centre which provides a basis for the awarding of Regional Centre of Excellence status. The requirements and expectations are:

1. The school/centre has achieved the required standards for the awarding of a MOVE Quality Mark, or, already have an up to date MOVE Quality Mark.
2. There is at least one MOVE Trainer based in the school/centre/organisation.
3. There is a commitment to inclusive practice and outreach support by finding out where children who can benefit from the MOVE Programme are located, both in mainstream and special school environments: set up MOVE groups with interested parties, including members of the local authority and parent groups.
4. Pinpoint and indicate suitable Practitioners to become trainers within the region.
5. The school/centre/organisation welcomes visitors who are interested to see the MOVE programme in action through a variety of approaches.
6. There are Continuing Professional Development opportunities for MOVE practitioner training for both existing and new members of staff, and, parents.
7. There are opportunities for supporting interested parties in the MOVE Programme through discussion and observation.
8. There are appropriate and well grounded transition plans in place for supporting pupils/students to the next phase of their education and life.
9. The school/centre provides support to other school/centres wishing to develop or enhance their MOVE provision.
10. Gain commitment from Education and Health, encouraging joint working with the long term aim of integrating MOVE in to local authority policy.
11. Where possible, develop links with at least one local centre of Higher Education and support courses provided in professional development in working with children/adults with complex physical and sensory disabilities.
12. The school/centre provides the MOVE Europe organisation with annual reports on activities and material supporting research into the MOVE Programme through the MOVE in Transition and Sponsor a Child programme.