

MOVE

Centre of Excellence Assessment for Sandside Lodge School



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Assessor	Verity Sowden

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Introduction

Sandside Lodge School is a maintained special school for pupils aged 2-19 in Ulverston, Cumbria. There are currently 80 pupils on roll, 13 of whom are on the MOVE Programme. Sandside Lodge School has been using the MOVE Programme since 2017 when they received in-house Senior Practitioner Training. The programme is led by Grace Pickering, Class Teacher and MOVE Trainer, and Hilary Stephenson, Class Teacher, who share the MOVE Coordinator role. They are supported by Catherine Welsh and Michelle West, who are both Senior Teaching Assistants and Moving & Handling Trainers. The MOVE Programme was driven forwards in the school by the previous Headteacher, Donna Stretton, and the current Headteacher, Helen Grice, is committed to continuing to develop the programme both internally and externally. This report details their progress against the Centre of Excellence criteria.

	Centre of Excellence				Gold				Silver				Bronze			
A: 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: 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			B6	B7	B8	B9
C: Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10	
D: 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
E: Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7		
F: 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	Achieved? (Evidence)	Any next steps
A 1 Centre of Excellence	The school supports other MOVE organisations to improve the skills of their staff and has an Associate Trainer that can deliver training on behalf of MOVE Europe and attends annual Associate Trainer meetings.	The school has close mentor relationship with George Hastwell School to support their MOVE development and is primed to provide MOVE outreach to local mainstream schools in a similar manner to their autism outreach. Grace has been identified as a strong candidate for the Associate Trainer role.	Ensure that Grace is upskilled to Associate Trainer level once she returns from maternity leave.
A 2 Centre of Excellence	A regular schedule of in-house Practitioner training is provided within the organisation for all members of the wider team, including SLT, physiotherapy, occupational therapy etc).	Due to the size of the school and number of staff, a set schedule of training is not required. The MOVE Team regularly audit staff knowledge of, and confidence in, delivering the programme and deliver training as and when necessary.	
A 3 Gold	A variety of CPD approaches are used to maintain and build upon the skills and knowledge needed to deliver the MOVE Programme. Key MOVE personnel attend external CPD opportunities (e.g. MOVE Conference).	At least 1 member of the MOVE Team attends the annual MOVE Conference and the North West MOVE network meetings. Hilary and Michelle have explicit MOVE targets on their personal development plans.	Lead agenda items at future North West network meetings.
A 4 Gold	All professionals within the organisation have an understanding of the programme and its benefits (including Senior Leadership Team and Governors).	All staff have a good understanding of the programme as it is included in new staff induction. The previous Headteacher, Donna Stretton, was the driving force for embedding MOVE across school and her successor, Helen Grice, is fully committed to developing MOVE further. Rose Woodburn is the Link Governor for MOVE who reports back to Governing Body.	
A 5 Gold	The organisation has at least 2 MOVE Trainers and both have delivered both in-house Practitioner and Senior Practitioner training.	The school currently has 1 MOVE Trainer due to the second Trainer, Donna Stretton, leaving at the end of the Spring Term. However, Hilary is due to become a Trainer in the Summer Term.	See A8
A 6 Silver	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	Yes – see A4.	
A 7 Silver	The organisation has at least 1 MOVE Trainer.	Yes – see A5	
A 8 Bronze	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 is a strong MOVE Team in place consisting of 1 Trainer, 3 Senior Practitioners, and 8 Practitioners. The Practitioners are spread throughout the classes and occupy the role of ‘MOVE Advocates’. Hilary is due to be upskilled to Trainer level in the Summer Term and it has been identified that the MOVE Advocates should be upskilled to Senior Practitioner level.	Ensure that Hilary attends a Trainer Training course in Summer 2022.

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	Achieved? (Evidence)	Any next steps
B 1 Centre of Excellence	The organisation's strategic planning and examples of effective leadership are shared with other organisations.	The school currently share MOVE best practice with George Hastwell School and are keen to develop themselves as a support hub for local mainstream schools.	See A3
B 2 Gold	There is an appropriate succession plan in place for the MOVE Coordinator and SLT Sponsor in the event of staff changes.	Responsibilities are well-distributed between members of the MOVE Team to ensure that changes in key staff do not affect the standard of MOVE provision in school. Indeed, while Grace has been out of school on maternity leave, Hilary has successfully fulfilled the role of MOVE Coordinator, and Helen is prepared to facilitate MOVE going forwards as Headteacher now that Donna has stepped down from the role.	
B 3 Gold	The organisation actively plans for when participants move on, either to secondary school, post 16 or adult services.	The MOVE Team coordinate with Further Education settings to support pupil transition by sharing more information about MOVE and to pass on pupils' Assessment Profiles and goals.	Share organisation and contact details with MOVE Europe.
B 4 Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	The school use SOLAR to regularly track MOVE progress, which enables the team to collect evidence on whether pupils' skills are 'Emerging', 'Developing' or 'Secure'. The school also updates each pupil's Assessment Profile annually.	
B 5 Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	The Action Plan is formally reviewed annually by Hilary, Rose and Helen, but is updated by the MOVE Team as and when targets have been completed.	
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	The school has a comprehensive MOVE Policy that details why the programme is used and how the programme is organised and delivered within school. The School Development Plan includes MOVE targets under 'Quality of Teaching', is reviewed regularly by the Senior Leadership Team, and interacts with performance management.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	The Senior Leadership Team is fully committed to developing the programme in school and supporting the MOVE Team to develop their outreach provision. Rose Woodburn is the Link Governor for MOVE who reports back to Governing Body.	
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 impact.	The school has a comprehensive MOVE Action Plan in place which documents timescales, responsibilities, impact, and resources required, and is segmented into 3 key areas: general development; pupil monitoring; and support and training. The Senior Leadership Team and MOVE Link Governor contribute to the annual Action Plan review.	
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	Grace has extensive knowledge of the MOVE Programme and clear oversight of MOVE across school. Grace's commitment to upskilling the wider team is commendable and a factor that has enabled Hilary to successfully lead the team in Grace's absence.	

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

	Key Criteria	Achieved? (Evidence)	Any next steps
C 1 Centre of Excellence	The organisation is innovative in establishing new procedures for delivering assessments, goal setting and progress reviews, which can be shared with MOVE Europe.	The school makes excellent use of SOLAR to track MOVE pupil progress, knowledge which can be shared with other MOVE schools using SOLAR.	Contribute a blog on using SOLAR to track MOVE progress.
C 2 Gold	The organisation is involving a wider range of professionals in the assessment, goal setting and progress reviewing processes (VI, HI, MSI, SLT etc).	The PT and OT teams are an integral part of the wider MOVE Team and contribute to the assessment, goal setting and progress review processes. The Headteacher also plays a key role in progress review.	
C 3 Gold	Effectiveness of the MOVE Programme is collected and shared with Senior Leadership Team, governors and MOVE Europe annually.	The MOVE Coordinator and Headteacher meet annually to review MOVE pupil progress and identify what is going well and to set actions to ensure that outcomes are improved further. As Link Governor, Rose is kept informed of pupil progress and reports back to the Governing Body.	
C 4 Gold	Progress is reviewed as part of an ongoing assessment cycle. Effective record keeping is in place, resulting in a revised individualised learning plan as progress is made. Progress of MOVE Graduates is maintained and monitored.	MOVE is well embedded into the school's progress tracking methods, being incorporated into SOLAR, the EHCP process and annual reviews.	
C 5 Silver	There is a system in place to regularly review MOVE goals.	MOVE goals are integrated into EHCPs under 'Physical and Sensory' and are reviewed regularly as part of the termly EHCP outcome reporting process.	
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	All candidates on the MOVE Programme have completed Assessment Profiles with meaningful goals set by their families. The Senior Practitioners within the MOVE Team update the Assessment Profiles annually and the Practitioners track MOVE progress regularly on SOLAR.	
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Clear examples of progress were seen for different children on the programme through individual MOVE programmes and case studies.	
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.	The school empowers parents/carers to contribute to their child's physical development and set meaningful goals. The school's Physiotherapists (PTs), Kate Tebbet and Katy Duncanson, and Occupational Therapists (OTs), Martha Fielding and Hannah Munroe, are committed to the MOVE approach and support teaching staff to deliver the programme effectively.	
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	All eligible candidates are on the programme. New candidates will be assessed and placed on the programme as and when they start school.	
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Yes – see C6.	

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

	Key Criteria	Achieved? (Evidence)	Any next steps
D 1 Centre of Excellence	The organisation is an outstanding example of best practice, which other organisations can benefit from.	The school is clearly an example of embedded best practice that other schools will benefit from visiting and interacting with.	
D 2 Gold	The MOVE Programme is being delivered to a very high standard for all candidates within the organisation, including participants who have graduated the programme. A variety of individualised teaching and learning strategies for the programme can be evidenced.	The MOVE Programme is clearly being delivered to a high standard for all pupils using it, from those using 'pre-MOVE' through to MOVE Graduate level. The programme is fully integrated into daily school activities, and dedicated time is set aside on Wednesday morning for MOVE pupils to attend MOVE circuits.	
D 3 Silver	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	MOVE goals are incorporated into EHCPs and are reviewed as part of the termly EHCP outcome reporting process and annual review process.	
D 4 Silver	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	The school benefits from being based on a purpose-built site, the design for which factors in the kinds of facilities required for the MOVE programme, such as tracking hoists in every room, handrails positioned at two different heights, and dedicated sensory, rebound and soft play rooms. The bus staff are aware of MOVE and support the teaching team to facilitate skill practice during school drop-off and pick-up, for example, stepping on and off the bus, walking to class, and using turn tables to transfer in and out of seats.	
D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	Parents/carers are empowered to actively contribute to their child's physical development and the school promotes MOVE at home by providing parents with adapted activities and sending equipment home where possible.	
D 6 Bronze	Trans-disciplinary teamwork is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	The PTs, Kate and Katy, and the physiotherapy assistants, are committed to the MOVE approach and work closely with the MOVE Team to ensure great outcomes. See C8 and D5 regarding parental engagement.	
D 7 Bronze	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.	The school audits pupil awareness to ensure that pupils know what MOVE is and why they are doing it. The specialised rooms such as rebound, hydrotherapy, and soft play, all feature posters on their doors which remind pupils of the MOVE skills that they can practice in that room.	Share an example aqua plan with MOVE Europe.
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	MOVE targets are incorporated into medium term lesson planning and every classroom is equipped with equipment and facilities to enable skill practice.	

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

	Key Criteria	Achieved? (Evidence)	Any next steps
E 1 Centre of Excellence	The organisation shares examples of effective use of prompts and the environment with MOVE Europe via social media, video case studies or blog posts.	The school has not contributed any examples yet but do have case studies to share.	Share video case study with MOVE Europe.
E 2 Gold	The organisation ensures its environment provides opportunities for the practicing of MOVE skills throughout the individual's day. For example, uneven ground, slopes and steps.	Due to the school being situated on a purpose-built site, the school building and grounds incorporate slopes, stairs, uneven ground etc. Each set of stairs in the building is equipped with handrails at two different heights so that pupils of any age/height can use them to support their stepping skills.	
E 3 Silver	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.	The school ensures that parents/carers are able to take equipment home during school holidays to facilitate continued MOVE progress. Where families cannot accommodate equipment or equipment is not necessary, adapted MOVE activities are sent home.	
E 4 Silver	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	Each pupil who requires individualised adjustable equipment has access to it, which is used to support skill practice.	
E 5 Silver	The organisation makes creative, safe and effective use of their environment to teach new skills. E.g. cruising along tables in the classroom.	Due to the learning environment being purpose-built, the school are easily able to use it to facilitate MOVE progress.	
E 6 Bronze	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.	Pupils have access to a wide variety of equipment across the school, from individualised adjustable equipment to larger communal pieces of equipment. Equipment is sourced and maintained by the OTs and the PTs work with class staff to support safe and effective prompting.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Each pupil has a one-page profile that include their MOVE targets, daily MOVE routines, and what motivates them, and also links with their Moving and Handling Plan. The profiles are shared with the class team and ensures that everyone knows how to safely facilitate skill development.	

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

	Key Criteria	Achieved? (Evidence)	Any next steps
F 1 Centre of Excellence	The organisation takes a leading active role in regional MOVE networks, demonstrates involvement with the wider national MOVE network and maintains regular contact with MOVE Head Office on potential new MOVE organisations or opportunities. SLT promote MOVE through their networks.	The MOVE Team actively participate in the networks and forums that MOVE Europe facilitates. The school act as a key support hub for outreach in their local area and going forwards the school will be instrumental in introducing the MOVE Programme to local mainstream schools.	Work with MOVE Europe to establish Sandside Lodge as a MOVE support hub for local mainstream schools.
F 2 Centre of Excellence	The organisation hosts visits from interested parties and provides them with an insight into the value of the MOVE Programme & how they can introduce MOVE into their organisation.	The school is open to visits and acts as a key support hub for George Hastwell School and a number of local mainstreams schools. Once MOVE Europe have established a model for MOVE delivery in mainstream settings, the school will be supported to offer MOVE outreach.	
F 3 Gold	The organisation promotes the MOVE Programme to other agencies and relevant organisations within their sphere of influence.	The school is a great ambassador for the MOVE programme and regularly promotes it within their professional networks.	
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	The school has not contributed any materials yet but do have resources ready to share.	Share an anonymised one-page profile with MOVE Europe.
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	The education team work collaboratively with the PT and OT teams, and with the transport teams to deliver the MOVE programme to a high standard within school. One of the school's parent governors works within the Local Authority and is involved with education planning; they help to access funding for 1:1 support for pupils in the community. Donna's future role in the Local Authority will further strengthen this collaborative relationship with the school.	
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	The school participate in MOVE Day each year and regularly promote the MOVE Programme on their Facebook page.	
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.	Extensive information about the programme and how it is used is provided on the school website, which can be accessed by parents and visitors alike. In the school hall there is a MOVE display board that features photos and snippets of information to showcase the achievements of pupils using the programme. The school newsletter also regularly features MOVE progress updates.	
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Photo and video evidence are taken regularly to document MOVE pupil progress.	Share video case study with MOVE Europe.

Summary

Sandside Lodge School are a committed and highly skilled MOVE team who should be commended for how they share responsibility for MOVE across the team and for their investment in upskilling themselves. In her time as Headteacher, Donna has done an excellent job facilitating the growth and embedding of the programme in school, work which will be carried on by her successor Helen. It is clear that Sandside Lodge School is a place where pupils can thrive on the MOVE Programme and where families can feel empowered to contribute to their child's development. Going forwards the school will be a key support hub for local special schools and mainstream schools and can develop their outreach offering to include the MOVE Programme.

To continue developing their MOVE Programme provision, Sandside Lodge School should:

- Ensure that Grace is upskilled to MOVE Associate Trainer level once she returns from maternity leave.
- Ensure that Hilary is upskilled to MOVE Trainer level by the end of the 21/22 academic year.
- Work with MOVE Europe to establish Sandside Lodge as a MOVE support hub for local mainstream schools.
- Lead on agenda items at future North West network meetings.
- Share a video case study for use on MOVE Europe's website and social media.
- Contribute a short piece about using SOLAR to track MOVE progress for the MOVE Europe website.
- Share materials for the MOVE Resource Area: one-page profile; aqua plan.
- Lead a webinar or session at the MOVE Conference 2022 regarding how Sandside Lodge use AAC with MOVE.

Result

Congratulations, Sandside Lodge School has been awarded Centre of Excellence status, valid for 3 years.