



Movement Policy

Person responsible for policy:	Emma Shaw
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All pupils at Park Lane are entitled to experience and develop movement skills to the best of their ability. The development of movement and the refining of motor skills are important to enable pupils to become more mobile and independent. This can provide more opportunities for social activities.

Rationale

The opportunities for movement are provided through:

- Physiotherapy.
- Hydrotherapy.
- Class activities such as movement breaks, fine motor activities and access to outdoor spaces and learning.
- P.E.; all pupils access P.E.; the different aspects are modified according to pupils physical and learning abilities.
- Swimming.

Aims

Our aims are that all pupils will:

- experience independent movement to the best of their capability
- be helped to experience further movement activities
- learn new movement skills relating to function or leisure
- be motivated to try out movements for themselves
- be given the correct support and positioning to prevent deterioration of physical skills and/or posture
- be comfortable during passive movement sessions, using a variety of positioning equipment
- feel comfortable and safe in all equipment and movement situations
- be able to continue their physiotherapy programmes at home

Co-ordination

The class teacher has overall responsibility for the comfort, safety and learning of the pupils in their class. However positioning and movement programmes have a multi-professional input. The physiotherapist, occupational therapist, as well as the Multi Disciplinary Communication

Team will recommend positions and equipment for pupils. In addition the class teacher is responsible for PE sessions and the development of skills to enable pupils to carry out functional tasks.

Moving of pupils requires staff to be trained in using a hoist; this is the role of the Manual Handling specialist TAs who also carry out risk assessments and provide manual handling programmes.

Planning and Delivery

The pupils with profound disabilities have at least one physiotherapy session and one hydrotherapy session per week. Whenever an opportunity arises during the school day pupils practise and develop their physical skills, both gross and fine motor.

Pupils throughout the school are encouraged to develop their fine motor and gross motor skills through all aspects of the curriculum e.g. grasping and releasing different equipment, the use of P.E. equipment, swimming, using a variety of equipment at break time, during personal care routines etc.

Personal learning goals (PLGs) or group objectives are set according to the needs of the pupils. These are reviewed once a term. Objectives may be set through liaison between the therapists and class teacher **or** by the class teacher.

All staff are encouraged to refresh their skills and take on new initiatives through the continuous professional development programme. This training is then disseminated to other staff including the class team and therapists.

Resources

The resources for PE are provided from the subject requisition budget. Physiotherapy equipment is funded in part by the school and in part by donations. Equipment for other movement tasks may come from the class requisition, the relevant subject budget or from school funds, for example Playdough for Dough Disco sessions.

Reporting to Parents

Parents are kept informed of their child's progress through regular correspondence with teachers, by visits from the therapists, through the PLGs, the annual review process and parents' evenings.

Equal Opportunities

Pupils are all treated equally in regard to resources and funding ensuring that they are able to be included in all situations both in and out of school to the best of their potential.