



Quality Mark Report
For
West SILC
(Farnley Partnership)
The MOVE Programme

Report Date	Thursday, 09 April 2017
School	West SILC (Farnley Partnership)
School Address	Chapel Lane, Leeds, West Yorkshire, England. LS12 5EU.
Inspection Date	7 th February, 2017
Assessor	Mike Webzell
Report Reviewed by	Suzanne Richardson
Review Date	Friday, 10 th April 2017



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Introduction

The West Specialist Inclusive Learning Centre (SILC) Farnley Partnership caters for students with Complex and Multiple Learning Needs between the ages of three and nineteen years old. All the students have personalised learning plans, which focus on addressing their barriers to learning from which the teacher plans activities which provide opportunities to learn. This curriculum has enabled the students on the MOVE Programme to make good progress.

At the time of the re-assessment, the school had 35 students on the MOVE programme. The West SILC has one consultant who is able to train other teachers belonging to the West SILC Partnership, enabling the school partnership to provide all relevant training to their personnel.

The re-assessment was performed by:

1. talking to key members of staff
2. tour of the classes using the MOVE Programme
3. a review of the key facilities
4. a review of the files
5. interview with a parent

Summary

The MOVE Programme at West SILC (Farnley Partnership) is of high quality in all the components of the Quality Mark. The programme is excellently led and managed by Sarah Riley, the MOVE Consultant. The development of MOVE is well supported by senior management.

West SILC (Farnley Partnership) has embraced the MOVE Programme and developed the ethos of it into everyday life for their students and the parents/carers. Regular feedback to the parents/carers is provided, with facility for comprehensive involvement from the family or carers. Video evidence provides the parents/carers the ability to practice the MOVE goals outside of school hours.

Individual health/fitness programmes are offered to the students in line with their needs, including access to hydro and rebound therapy.

The West SILC (Farnley Partnership) provides an excellent MOVE Programme for their students, tailored to meet the individual needs. The MOVE Programme effectively run and all staff have very good knowledge of the Programme. The staff use this knowledge in the day-to-day running of the school to inform planning and develop positive goals and targets for the students.

Report Detail

Strategy and Planning

A whole school /organisation strategy and planning to develop and improve the MOVE Programme:

The MOVE Programme is embedded into the daily life at West SILC (Farnley Partnership). The section of the academy building related to West SILC has been built to meet the needs of the students and the facilities include hydro and rebound therapy rooms.

The MOVE Programme features on the school website (www.westsilc.co.uk) in several sections and on their partner school, Farnley Academy's website (www.farnely.leeds.sch.uk). Both highlight that they are a Centre of Excellence.

The MOVE Programme goals form part of the Personalised Learning Plans (PLP) process, which all the team around the student have an input. The NHS physiotherapist staff operate at West SILC (Farnley Partnership) approximately one day a week.

The leadership of the West SILC have committed significant resource to providing facilities and environment suitable for the enhanced education of students with complex needs.

Individual Achievements

Analysis of the assessment of an individual's achievement in the MOVE Programme:

The initial assessment involves the whole team centred around the individual student. Parents are invited to attend and assessments are scheduled to include medical staff as well as the MOVE Programme staff. Assessments can be seen in the students Assessment Profiles, PLP paperwork and therapists reports. Once the assessment has been completed, this is transferred to the PLP/goals and a document "How to achieve my goals" is sent to the parents. These targets are written so they can be performed at home.

Further assessments continue to include the whole team. These targets are used to create a specialised and individual education plan. The student's individual goals/targets can be seen on the wall of their classroom and in their files. The historic progress of the student can be seen in their MOVE Assessment Profile and within their PLP file.

Improvements and Quality of Provision

Objectives identified for on-going improvement in raising standards and quality of provision using the MOVE Programme:

The MOVE Programme is referenced in a various places throughout the SILC section of the academy, ensuring that all staff, parents and visitors are aware of the programme and its importance to the school. All students from The Farnley Academy are shown around the West SILC (Farnley Partnership) on their arrival, so that they understand the work of the school.

The school have a 'School Development Plan' which features a MOVE section. This plan includes an owner, finish date, resources required, cost and success criteria. Areas of staff requiring MOVE training are identified on the development plan.

Improved Planning

Improved planning for those individuals who would benefit from being on the MOVE Programme:

The students are on individual plans and focus on the areas relevant to them at the time. There is ongoing monitoring of students on the MOVE Programme, in addition to the formal termly reviews. These reviews are recorded to show progression.

West SILC work hard to enable their students to interact with other students where possible. This includes 'Circle of Friends' initiative with their mainstream peers and their students partaking in the Special Olympics, Motor Activity Training Programme (MATP).

Regular Reviews

Regular reviews of the progress made by individuals on the MOVE Programme:

The student's timetable is driven by the needs of the individual, where there is an integrated approach to learning. Team reviews are performed on a termly basis, with changes being recorded. Where possible, the whole team around the student meet, however, when the NHS staff are unavailable, the consultant ensures that an update is provided and any further amendments are communicated to all team members. The parents are involved in the formal reporting process.

Regular feedback is provided to the parents/carers on the student's progress. This regular feedback includes meetings with parents/carers, open days, parent evenings and written communication & videos sent home. As the school operates an 'open door' policy for the parents/carers, they can visit at any time to see the MOVE Programme personnel in the classroom or the MOVE Programme Consultant. The parent being interviewed stated that she would often talk to the MOVE personnel in her daughter's classroom.

The data recorded on the assessment profiles is used to create progress statistics, including the number of students who increase their mobility from the initial assessment. The MOVE Programme co-ordinator monitors the how the programme is being applied in practice and on a regular basis, provides updates to the Senior Leadership Team.

Commitment to Improve

A commitment to improve the skills of the staff who deliver the MOVE Programme:

Training in MOVE is determined on a needs led analysis, managed by the MOVE Consultant at West SILC.

The development plan shows areas of staff that have been identified as needing some MOVE training. Currently the plan has listed the lunchtime staff as requiring MOVE Awareness training. As there is a student that will benefit from the MOVE Programme in one of the other schools within the partnership, Sarah is planning the relevant training to enable this to happen.

The MOVE Consultant spends time working alongside her staff on regular basis. During this time, she will identify areas that additional training is required, or provide refresher training on a one-to-one basis. MOVE teaching staff periodically complete checklists to ensure that all activities are performed.

Strategies to Improve Skills

The use of appropriate strategies, support, prompts and equipment to maintain and improve skills:

The Education, Health and Care Plans (EHCP's) are developed through consultation with all relevant members of the teams that support the student, including the MOVE Programme teams. These contain information on teaching/learning strategies, equipment, handling protocols and resources that the student needs. Risk assessments are performed by the Physio/Occupational Therapists and copies are kept in the therapists files.

All equipment used as part of the MOVE Programme is agreed with the relevant Physio/Occupational Therapist. All changes (adjusting/replacing) the mechanical prompts are performed in consultation with the therapists.

All equipment is monitored by the Physio/Occupational Therapists and is checked by the relevant organisations, according to the statutory regulations.

Involvement of Whole Team

The involvement of the whole "team" around the individual in developing the MOVE Programme:

Communication with the parents/carers is particularly effective at West SILC. The Partnership provides regular updates to the parents/carers via EHCP reviews, PLP Reviews, home/school diaries, telephone conversations, face-to-face meetings and video evidence. The use of profiles on www.earwigacademic.com enables parents/carers to easily view videos of their children, for either a status update, or to view the correct procedure to aid their children in 'out of school' exercise sessions. Copies of the students PLP goals are given to the parents/carers.

The schools 'open door' policy enables parents/carers to easily discuss their child's requirements with the staff at West SILC (Farnley Partnership). Although the Physiotherapists have limited time in the school setting, they also provide home visits.

One parent explained that although her daughter was only old enough to attend three days a week, in the short time at the academy she had made a 'massive' progress. This had become more evident when her daughter had started 'rebound therapy' and she was eagerly awaiting her daughter's hydrotherapy assessment. She also received a physiotherapist programme from the community NHS staff and she brought this to the Partnership and the school physiotherapist. While she was still waiting for the community physiotherapists to schedule in sometime, the West SILC had provided an immediate responded to her daughters needs and couldn't praise them enough. She is able to talk to any teacher in her daughter's class or Sarah, as everyone seems to know the progress that the student's make. The parent also mentioned that her local 'special needs' school, had recommended West SILC (Farnley Partnership), as the school that would best benefit her daughter.

As well as other schools recommending West SILC, recommendations come via the school nurses (and the community around them), the physiotherapists as well as parents.

Farnley Academy are evidently proud of their association with West SILC (Farnley Partnership), with the creation of 'Circle of Friends', tours for all students of the facilities at West SILC and a page/links on their website. MOVE Day activities involve Farnley Academy, as well West SILC.

Range of Approaches

The use of a range of approaches and styles to improve the achievement of individuals on the MOVE Programme:

The student's timetable is led by the identified needs of the student, with an individual teaching and learning strategy used. Information relating to the students in the class are on the classroom walls. The teaching and learning of the MOVE Programme is embedded into daily practice, based around the analysis of the individual need. Video evidence is used to support this analysis.

The videos are now stored on www.earwigacademic.com, where the profiles let the parents/carers see their child's achievements. These are used to demonstrate procedure and progress to parents/carers, as well as recorded evidence for later review/comparison.

Parents/carers are encouraged to be an active partner in the improvements that their child makes. The school operates an open door policy, with parents encouraged to visit on a regular basis. One parent mentioned that at the moment, as her child was not yet five, she didn't qualify for the school transport and so was driving to the school every day. However, she anticipated that this would continue after her daughter qualifies for transport, as she liked to periodically provide updates to the school on the activities at home and get a general updates on her daughter's progress.

Procedure for Monitoring, planning and accessing

An effective procedure for monitoring, planning and assessing improvement in the outcomes of the MOVE Programme:

The students PLP's and MOVE Programme Assessments are used to evaluate the progress of the MOVE Programme participants. This effectively establishes the progress made by the students and enables the comparable data to be analysed.

There are good lines of communication and regular discussions with all team members in order to plan future developments. The teams are relatively small and there are opportunities for regular discussions with team members ranging from brief conversations to full meetings for everyone involved with an individual child. Reviews happen when required, being called when one or more person involved with the child feels it is necessary or when the child has achieved their current goals.

Recommendations

We currently have no recommendations that need to be implemented at West SILC (Farnley Partnership)