

Mini MOVE: collaborating towards a better future for children with Physical Disability



Bwrdd Iechyd Prifysgol Aneurin Bevan
University Health Board



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Project Background:

The MOVE Programme is currently used by over 130 UK ALN schools to support over 1,100 children to develop and maintain functional physical skills. 'Mini MOVE', an adapted MOVE Programme framework, would address provision inequity by providing Early Years and Mainstream education settings with the knowledge and skills necessary to support children with Physical Disability, empowering both families and staff.



Project Objectives:

- Deliver an earlier and immediate response for children facing delays as a result of the Covid-19 backlog.
- Develop an adapted MOVE assessment framework and delivery model and pilot this on patients from 18 months – 5 years old across the ABUHB geography.
- Provide families with a proactive model to engage with education and health.

Project Outcome:

A Mini MOVE framework was developed for use in Early Years settings across the ABUHB geography to support children with Physical Disability to gain lifelong functional skills and improve their health outcomes.

Project Approach:

To achieve the project objectives, the Paediatric Physiotherapy team from ABUHB and MOVE Europe co-produced a Mini MOVE assessment framework to trial with 14 children accessing Mainstream Early Years provision within the ABUHB geography. Skill progress was tracked through GAS Goal and number of skills gained, and family engagement was evaluated through conversations with parents/carers.

“I was a bit nervous with him starting nursery because they never had experience with children like him, but they are a lot more confident after using Mini MOVE!” Parent

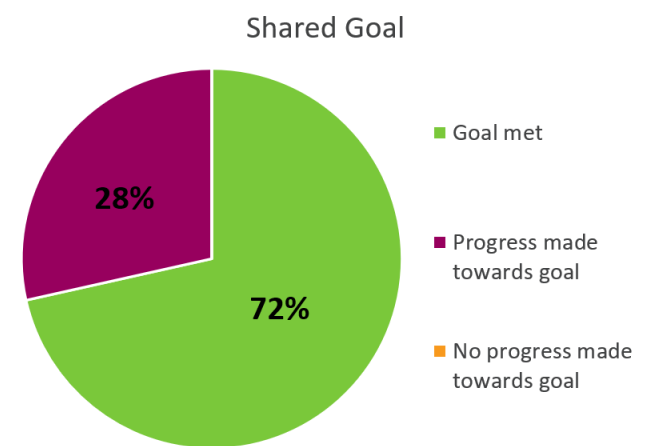


Figure 1: progress made towards shared goal

Project Impact:

14 children aged 18 months - 5 years accessing Mainstream Early Years provision in the ABUHB geography were assessed using the Mini MOVE framework and began following programmes. 100% of the children either met or made progress towards their goal (see Figure 1), with 28% making significantly more goal attainment than expected (see Figure 2). Over the short 3-month pilot period, 100% of the pilot group gained 3 or more skills, with 2 children making significant progress, gaining 18 and 21 skills respectively (see Figure 3). Thematic analysis of family and education staff feedback showed that families and mainstream and early years provisions responded positively to Mini MOVE's "accessible" framework.

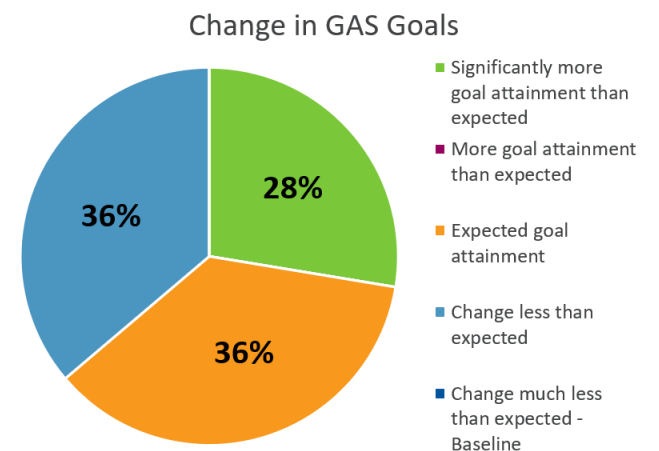


Figure 2: change in GAS goals

Key Conclusions:

The development of a holistic early intervention for children with physical disabilities can support them to develop lifelong functional skills resulting in improved health and wellbeing outcomes. This also has significant implications for Welsh Health Boards in regard to increasing capacity of Physiotherapists and reducing costs of specialist intervention, resources, and equipment.

Next steps:

- Secure funding to continue Mini MOVE with the pilot cohort of children to capture more long-term data on the impact of early physical intervention.
- Trial the Mini MOVE assessment in ALN schools that use the MOVE Programme to explore its benefits for children with complex needs.
- Expand Mini MOVE more widely into Mainstream education.

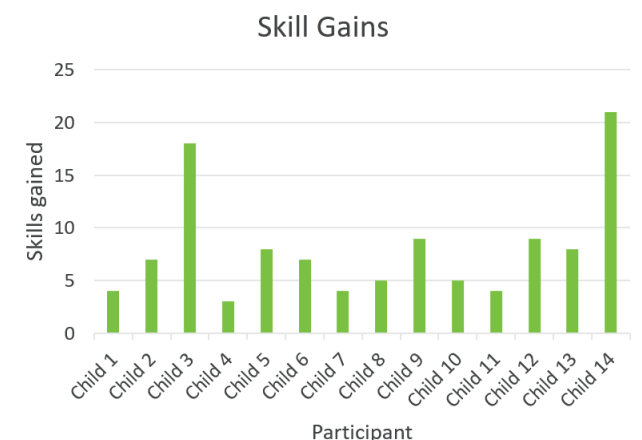


Figure 3: number of skills gained per participant

Bevan Exemplar | Cohort 7

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