

Blossom Lower School and Upper House



FINE MOTOR SKILLS POLICY (Occupational therapy intervention in the primary setting) Foundation stage, Primary

**Last reviewed July 2012 Annerie Smit
Next review due July 2013**

POLICY FOR OCCUPATIONAL THERAPY

Document Purpose

Most of the children at Blossom House School experience some physical developmental delay in conjunction with their impaired speech and language delay.

This policy document aims to reflect the philosophy of our school in relation to how fine motor skills are both taught and learnt. It provides a basic framework through which all staff, teaching therapy and non-teaching, can approach motor skills and gives guidance in areas such as curriculum content, planning and evaluating.

This policy is intended to be used in conjunction with the scheme of work for occupational therapy and physiotherapy. This identifies which areas of the curriculum are to be covered by which year group.

Readership

This document is intended for:

- All teaching and therapy staff and classroom assistants
- Inspection teams

Copies are saved on the school centralized computer system – ‘shared files.’

Subject Aims

Fine Motor Skills sessions are devised and taught by a sensory integration trained occupational therapist. Liaison is continually made with teaching staff and other therapies to allow for a multidisciplinary approach.

The aims of fine motor skills sessions are:

- To develop postural stability and balance.
- To develop tactile discrimination and processing.
- To develop grasp maturity.
- To develop bilateral co-ordination.
- To develop hand eye co-ordination.
- To develop visual/perceptual skills.
- To enhance prewriting skills.

- To provide a forum for continued assessment.
- To develop motor planning skills

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory Guidance.

The subject comprises of Programmes of Study. These are divided into levels of increasing challenge.

Our pupils will work at levels appropriate to their abilities.

Curriculum and School Organisation

The Nursery has 2 Fine Motor Skills sessions per week. Each session lasts 30 minutes. The Year One group has 2 Fine Motor Skills sessions per week. Each session lasts 45 minutes. The Year Two and Three mixed groups have 1 Fine Motor Skills session per week. The session lasts 45 minutes.

The Year Three to Year Six groups all take part in 1 Movement Session per week which is a combination of fine motor and gross motor groups (see Movement Policy)

Where necessary, relevant children are prioritised for individual occupational therapy based on individual needs, over and above group therapy provision. Any child within the Primary School who has a significant sensory integration dysfunction receives blocks of weekly individual sessions lasting 45 minutes per session.

Subject planning and evaluation for fine motor skills is usually incorporated into year group planning and evaluation each term. These are seen in therapists' schemes of work and plans.

Planning and evaluating fine motor skills areas and themes with the whole school, in order to implement any necessary changes, takes place annually.

Planning and evaluation of fine motor skills work is undertaken on a weekly basis by the occupational therapist and can be seen in his/her plans.

Planning at a year group level ensures that classes within a year group cover the same areas of work. Planning at a unit and whole school level ensures continuity and progression within the subject and avoids unnecessary duplication or omission.

Detailed curriculum content and progression can be found in the Scheme of Work for motor skills.

Planning

See Policies on Monitoring and Evaluation, and Teaching and Learning.

Assessment, Record Keeping and Reporting

See Policy on Assessment, Recording and Reporting.

Resources and Accommodation

Equipment and resources are shared with the physiotherapy staff and PE department. These are kept in either the joint therapy rooms or the PE loft cupboard. Purchases of new equipment is planned in consultation with other therapy staff and the principal.

INSET Provision

See Policy on INSET.

Equal Opportunities

See Policy on Equal Opportunities.

Evaluation

Evaluation is carried out to enhance teaching and learning and is the responsibility of the occupational therapist. The class organisation and teaching style of this policy will be subject to evaluation each year.

This evaluation will focus on:

- Content (requirements of the National Curriculum)
- Pupils' progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing and documenting skill levels during the sessions or after
- Reviewing the Programmes of Study coverage
- Analysing teacher and year group planning
- Staff discussion
- Observation of fine motor skills lessons where requested by group teachers (teachers to observe good practice and to be observed by colleagues for advice where this is sought)
- Advisory service input

Evaluation and review of the Policy for fine motor skills and the Scheme of Work for fine motor skills takes place on an annual basis. The therapy team work together to consider any necessary changes or adaptations to the policy. These are then discussed and agreed by the principal before the policy document is amended.

