



Posture and Mobility (Gross Motor) Skills, Supports and Strategies

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Learner may require support with:

- moving around the class or school
- sitting or standing still during class activities
- coordinating themselves in physical education (PE)

Principles:

Facilitating learners to develop age appropriate or compensatory posture and stability skills through classroom tasks and environmental modification.

- Set up environment, utilising additional physical and/or sensory supports as required, to ensure optimal posture and mobility
- Implement programmes specifically designed to improve movement skills
- Provide opportunities for successful participation in physical activities within the school and school trips

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Seating arrangements and positioning in class e.g. to avoid turning to see white board	Verbal rehearsal e.g. talking through tasks in PE prior to doing them	Adapt tasks to ensure success e.g. use larger ball for football
Hands-on support to facilitate posture or movement e.g. to assist sitting correctly in seat	Practice recommended movement skills	Ensure positive experience in PE e.g. sensitively assign roles in group work
Suitable furniture e.g. correct height of chair to allow feet flat on the	Regular specialist groups to develop movement skills	Give regular feedback and acknowledgement of effort

floor with hips and knees at right angles		
Clear physical boundaries e.g. use a carpet square to identify sitting space	Movement breaks e.g. regular change of position	Use personalised support e.g. individualised comments or prompts to support tasks
Physical supports, equipment, aids and adaptations e.g. seated area in playground	Routine PE specialist time	Give individualised attention
Sensory supports e.g. sit-and-move cushions	Ensure routine use of recommended specialist equipment e.g. sit-and-movement cushions	Give encouragement
Visual cues and supports e.g. sitting posture rules	Allow extra time for completion of movement tasks	Notice and acknowledge effort not just success
Auditory cues and supports e.g. "that's nice straight sitting"	Ensure safety e.g. on stairs or PE equipment	Identify opportunities for learner to participate in sporting interests e.g. specialist clubs
Additional verbal instructions to support movement	Ensure that school events and outings are accessible	Normalise and value diversity e.g. Paralympic success and opportunities for competitive sport
Demonstrate desired movement e.g. balance	Use routine peer support for specific activities	Develop positive peer feedback
Task breakdown e.g. how to kick a ball		Gradually extended targets and expectations
Modify task specific to physical ability		
Collaborate with parent/carer		

Supports and Strategies Planning Page

Pupil Name:	Date of Birth:	Completed by:
	Class:	Position:
Summary of Concerns from Classroom Learner Participation Scale (CLPS)	Learners' Views	
•	•	
Most successful strategies used	Learners' Views	
•	•	
Strategies to implement or use more frequently	Learners' Views	
•	•	
Plan: What? How? Who? When?	Learners' views	
•	•	