

# **Guidelines for moving and handling children and young people (pupils) who have physical disabilities**

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**Sandwell**  
Metropolitan Borough Council

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## **1. Introduction**

Good moving and handling practice contributes positively to children's physical and emotional welfare. It helps to maximise their mobility and independence. Parents and carers of children/young people with more complex needs and with physical disabilities will often request a place for their children in their local mainstream school; moving and handling pupils is, therefore, an essential element of working with children and young people with disabilities in both mainstream and special education. Poor practice may result in breaches of children's rights, is detrimental to their welfare and certainly limits their enjoyment of life. It is, therefore, incumbent on all the adults working with children and young people to ensure that policies and procedures are followed consistently and training is in place so that there are safe systems of working.

Care plans, risk assessments and fire evacuation procedures must be realistic and their development must involve the child or young person. It is essential in all moving and handling practice that we listen to views of the child or young person where they are able to give them and/or are sensitive to their responses. There is always a need to balance health and safety concerns with the rights and dignity of the child or young person receiving assistance.

This document is based on examples of good practice both locally (from two of our special schools, The Meadows and The Orchard) and nationally (e.g. Devon and Walsall). It has been produced by the local authority to make head teachers, governing bodies and employees in schools fully aware of their duties in relation to relevant legislation on moving and handling and to provide a framework to enable them to discharge those duties. It provides useful guidelines for all schools (including academies/foundation trusts) and other settings (including private nurseries/Sure Start, residential centres etc.) and it:

- applies to any activity that involves the use of bodily force in lifting, lowering, pushing, pulling, carrying, supporting or otherwise moving a pupil in a school/setting.
- provides a balanced approach to the protection of the health, safety and welfare of both children and the staff who support them.
- takes account of the Equality Act 2010, Supporting pupils at school with medical conditions (2015) and complies with the requirements of The Manual Handling Operations Regulations, 1992, The Health and Safety at Work Act, 1974, Lifting Operations and Lifting Equipment Regulations, 1998 and The Reporting of Incidents, Diseases and Dangerous Occurrences Regulations, 1995.

## 2. Aims of this document

- To ensure the health and safety of children, employees and others in relation to moving and handling, as far as is reasonably practicable.
- To reduce the risk of moving and handling injuries and where possible eliminate such risks altogether.
- To ensure that risk assessments are carried out by appropriately - trained staff for all potentially hazardous but unavoidable moving and handling operations.
- To ensure that staff use appropriate equipment/handling aids to minimise risk of injury.
- To improve safety in the working environment by ensuring that all employees are aware of/implement safe systems of working to minimise risk of injury.

## 3. Responsibilities of employers and relevant legislation/regulations

Employers are responsible for the actions of their employees and must ensure good practice. The employer is the local authority for all maintained schools and in the case of Foundation and Voluntary Aided schools and Academies, it is the Governing Body.

The actual management responsibility for children with moving and handling needs in schools lies with the Head Teacher or Principal, who therefore has the responsibility of an employer. The Governing Body of every school is responsible for monitoring policy and practice in relation to moving and handling. ***All schools with one or more pupils with a physical disability who require manual handling/assistance with movement must have a policy on Moving and Handling***, which should be linked to their Health and Safety Policy.

### (a) Equality Act 2010

The Equality Act 2010 supersedes all previous disability discrimination legislation. It refers to 'protected characteristics' of which disability is one. Schools are subject to both the general and specific duties. Details of these can be found on the Equality and Human Rights Commission website. In respect of the needs of pupils with a physical disability the requirements of the Act around reasonable adjustments and accessibility planning are most pertinent.

## Reasonable Adjustments

The Act sets out three requirements in relation to reasonable adjustments:

- The first requirement is a requirement, where a provision, criterion or practice of a school puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- The second requirement is a requirement, where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
- The third requirement is a requirement, where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.

The situation with regard to schools and the reasonable adjustment duty is as follows:

- Schools are subject to the first requirement.
- Compliance with the second requirement is through the development of accessibility plans (see below).

The provision of auxiliary aids is through the SEN framework. Schools would be expected to provide auxiliary aids to support access to the curriculum and to the wider physical environment, as part of their SEN notional budget. If the total cost of provision for any individual child is greater than £6,000, then the additional costs would be met through an Education, Health and Care plan, auxiliary aids would be part of that cost.

## Accessibility Plans

All schools must prepare an accessibility plan. The last revision of accessibility plans should have been completed **by March 2015**; the next complete revision is due in March 2018.

An accessibility plan is a plan for:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

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- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- (b) **The Health and Safety at Work Act, 1974**, imposes a duty on every employer to ensure:
- the provision of any information/instruction, training and supervision that is necessary to ensure the health, safety and welfare at work of all employees as far as is reasonably practicable.
  - the implementation of systems of work (moving and handling plans) that are safe and without risk.
  - that every room where people work has sufficient floor area, height and unoccupied space for the purposes of health, safety and welfare.
  - that as far as is reasonably practicable the health and safety of people who are not in their employment (but are on their premises e.g. pupils, visitors, contractors) is not adversely affected.
- (c) **The Management of Health and Safety at Work Regulations, 1999**, set out the legal requirement for ‘risk assessment’ under which employers must make an assessment of the risks to the health and safety of their employees while at work and to people not in their employment who are on their premises.
- (d) **The Manual Handling Operations Regulations (MHOR, 1992)** require employers to:
- **avoid** the need for moving and handling as far as is reasonably practicable. The Health and Safety Executive do recognise, however, that lifting and handling is inherent to certain jobs/roles
  - **assess** the risk of injury from any hazardous manual handling activities that cannot be avoided and keep a written record of the assessment
  - **reduce** the risk of injury from hazardous manual handling to the lowest level which is reasonably practicable.
- (e) **Who should assist pupils in schools who require support with movement?**

In Sandwell, the job descriptions of Learning Support Assistants (LSAs Level 1 and 2) and Learning Support Practitioners (LSPs Levels 3 and 4) all have the following duties/responsibilities listed in ‘Section 1, Support to pupils’:

- To assist pupils with dressing/changing for activities/personal hygiene

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- The care and welfare of pupils to include toileting and feeding as required.

The duty of supporting pupils who have needs that require moving and handling is therefore generally the role of LSAs/LSPs. In some schools/circumstances, Supervisory Assistants (Mid-day Supervisors), also carry out manual handling tasks as part of their support role (in relation to toileting and hygiene needs of pupils). In cases such as this, these members of staff should have these additional duties written into their job descriptions and receive Moving and Handling training, before they carry out these tasks.

It is the responsibility of the Head Teacher to ensure that all staff in their school (including supply staff), whose role involves moving and handling of pupils are appropriately trained. This includes both the full initial training (received prior to actually carrying out manual handling tasks with pupils) and annual 'refresher' training. All training should be provided by people who have been trained to deliver training in moving and handling.

**Note:** The moving and handling of pupils to assist with movement is not part of any teacher's job or professional obligation. However, teachers do sometimes support pupils in tasks that require moving and handling, as part of their 'duty of care'. Teachers should be asked if they would like to support their pupils in this way and offered the necessary training.

### 4. Responsibilities of employees and relevant legislation/regulations

- (a) **The Health and Safety at Work Act, 1974** imposes a duty on the employee to ensure that they:
- (i) take responsibility for the health and safety of themselves and others who may be affected by their actions including reporting to their employer or appropriate line manager any:
    - medical condition (temporary or permanent) that they develop (including pregnancy) which may affect their ability to carry out moving and handling tasks;
    - circumstances or practices that (within their level of competence) they consider to be a risk to health and safety, including any equipment faults.
  - (ii) co-operate with their employer to allow him/her to comply with their health and safety duties;
  - (iii) use equipment provided for their safety in accordance with training and instructions provided.

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- (iv) Use the 'safe systems' of work (moving and handling plans/procedures) put into place by their employer (i.e. the school).

**(b) The Reporting of Incidents, Diseases and Dangerous Occurrences Regulations, 1995, require the employee to:**

- (i) REPORT to their employer any accident at work and any potentially dangerous aspects of their job, e.g. unsafe flooring, inadequate lighting.
- (ii) RECORD accidents and 'near misses' on the Corporate Incident Report Form (SHW012). The employee must do this even if there is no obvious injury, but they think that there may be ill effects later on. The line manager should investigate all accidents/near misses.

***Moving and Handling guidelines must be followed for the employee's own safety and that of others, especially the child.***

Should a member of staff injure themselves, the possibility of negligence on their part or the question of them being wholly or partly responsible for their own injuries would be investigated. ***It is essential that employees are aware that they can be held personally and legally accountable for their actions or inaction (some examples of 'inaction' are: not using a hoist when that is the equipment recommended during training/agreed in the Moving and Handling plan; not reporting accidents/near misses; not reporting faulty equipment or a change in their own personal condition (e.g. back injury/pregnancy) that may affect their ability/suitability to carry out the required tasks etc.)***

The capability of the individual being assisted and the training needs of the employee must be taken into consideration when assessing a manual handling operation. Also, the employer should take into account the employee's personal limitations, strength and ability.

A child's family could sue if a child sustained an injury when an employee was not following the correct procedures that they were taught as part of their training e.g. if a child is injured due to risks resulting from an employee not following safe systems of work put in place by their employer. Should they cite negligence on the part of the handler, this could result in a civil action against the employee. If a child is injured and their family decides to sue, even though the employee was following safe systems of work, the LA would support the employee. In cases such as this, the LA's insurance arrangements would respond to any resulting claim. *Note: The LA's insurance arrangements only apply to employees of schools that are maintained by the LA. Staff employed by other schools should check their legal status in relation to insurance arrangements with their employer.* (This would be the Trust for Academies and the Governing Body for Foundation schools and Voluntary Aided schools).



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All employees are asked to complete an Occupational Health questionnaire during the recruitment process to ensure that they are physically fit to undertake the duties of the post. Any employee who has sustained an injury (whilst at work) should not return to work until the appropriate health professional e.g. their doctor, agrees that they are fit to do so. If an employee becomes pregnant, they have a responsibility to inform their employer of this and any implications for their role. In circumstances such as this a risk assessment should be carried out on the pregnant employee.

Supporting pupils at schools with medical conditions –Statutory Guidance (December 2015)

Many pupils with moving and handling needs will also have medical conditions and so the statutory guidance should be read alongside this document.

The aim of the document is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school, so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Schools are required under the Guidance to have a Medical policy and aspects of the Medical policy will be relevant to a school's Moving and Handling policy, for example:

- Who is responsible for ensuring that sufficient staff are trained;
- A commitment that all relevant staff will be made aware of the child's condition;
- Cover arrangements in case of staff absence or staff turnover to ensure someone is always available;
- Briefing for supply teachers;
- Risk assessments for school visits, holidays, and other school activities outside the normal timetable; and monitoring of individual healthcare plans.

### **Local Authorities**

Local authorities should provide support, advice and guidance, including suitable training for support staff, to ensure that the support specified within individual healthcare plans can be delivered effectively. Head teachers and Principals are responsible for ensuring that their staff are appropriately trained.

### **Unacceptable practice**

The guidance includes advice on what may be unacceptable practice which includes:

- Requiring parents or otherwise making them feel obliged, to attend school to administer medication or provide medical support to their child, including toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs; or
- Preventing children from participating, or creating unnecessary barriers to children participating in any aspect of school life,

including school trips, e.g. by requiring parents to accompany the child.

### 5. Safe systems of working

A safe system of working includes a **risk assessment** and a **moving and handling plan**. In the case of any legal challenge these are the documents a school **must** have in place and all staff **must** follow.

#### Risk Assessment

*Schools have a legal responsibility to carry out risk assessments (prior to preparing a Moving and Handling Plan) for every pupil who requires assistance with movement. Risk assessments should only be carried out by people who have had the relevant training (as part of manual handling training or training on carrying out risk assessments).*

Each risk assessment should take the following four areas/factors (T.I.L.E) into consideration:

- Task factors
- Individual factors
- Load factors
- Environmental factors

#### Task factors

In context of special needs education and children and young people with disabilities staff may identify a task as something like “take the child to toilet”. This task includes a series of sub-tasks that will vary, depending on the starting point e.g. from a wheelchair and the end point e.g. the toilet. The variable factors can be things like the distance to travel/features relating to the route to be taken, the mode of transfer etc. The risk arising from each sub-task must be considered separately and considered in the moving and handling plan.

#### Individual factors

The ‘individual’ referred to here is the person providing the support (e.g. support assistant) and not the child or the young person. Therefore, in the case of manual handling within an educational context, any risk assessment must relate to the skills, competencies and physical capabilities, health, including temporary conditions e.g. pregnancy, gender, age, any disability, body size/strength etc.) of the person carrying out the task. Each person involved in manual handling should have their role risk-assessed to ensure that they are not subject to moderate to high risk moving and handling

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procedures on a regular basis, which could result in accumulative injury. See Appendix 2, part 3 for more details in relation to 'the individual'.

### Load factors

In this case the load refers to the child or young person that is being handled/moved. See Appendix 2, part 3 for details of factors to consider in relation to 'the load'.

### Environmental factors

Environmental factors will have a significant impact upon the moving and handling of human 'loads', particularly space constraints imposed by the layout of rooms and the additional space and access required for use of equipment such as wheelchairs and hoists. Specialist equipment may help the child to access the curriculum more effectively and reduce the problems of moving and handling but require space and storage. The physical environment may require adaptations to ensure effective access and to minimise risk.

***Information from the risk assessment should inform a pupil's Moving and Handling Plan.***

### Moving and Handling Plans

**If a child's movement requires any form of physical assistance, a moving and handling plan must be agreed and written, to identify the method of movement and the type/degree of support to be given. The responsibility to ensure that the plan is in place lies with the Head Teacher and the Governing Body (or other employer as appropriate).**

The following points should be considered when drawing up a Moving and Handling plan:

- Staff who will be required to implement the Moving and Handling Plan, e.g. LSAs/LSPs, should ensure that they are involved in the writing of that plan (and the associated risk assessments) and are advised to consult their professional associations/union representatives before agreeing to it.
- The views of the parents/carers, the pupil (as far as is reasonably practicable) and advice from relevant professionals (e.g. Physiotherapist/Occupational Therapist, the SENCO/Inclusion Manager)

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should be taken into account in the preparation of a moving and handling plan.

- The moving and handling plan must be followed for the employee's own safety and that of others including the pupil.
- The health, safety and dignity of the child (and of all those concerned) is paramount as is ensuring access to the curriculum, therapies and other school activities.
- In some cases/circumstances two people may be needed to carry out the procedure, or there may be a need to use mechanical equipment/aids.
- Changes to the Moving and Handling plan may be made during its review, which should be held annually, or sooner if circumstances change. These may include alternative methods/equipment or changes to the physical environment. If the child has a statement, this information should form part of the annual review meeting.

### Differences of Opinion

When a child (or parent/carer speaking on behalf of the child) refuses to be moved according to the Moving and Handling Plan, reasons should be explored alongside a discussion about the benefits of the plan. A solution may be to use another method or different equipment, which should be agreed by all concerned, including the pupil, parent/carer, employee who supports the pupil, appropriate therapist, SENCO and Head Teacher. If an agreement is not reached and the child or parent/carer insists on a practice that is unsafe, the school can refuse to carry out that procedure. In such circumstances, the school is advised to seek legal advice from the LA.

**Note: Risk Assessments and Moving and Handling Plans should be kept for a minimum of six years, or longer, i.e. if possible, if there has been an incident involving injury to a child.**

### Equipment

Through its Accessibility Strategy, the LA sets out priorities for improving the accessibility of schools and supports them in the development of their Accessibility Plans. The LA will support governing bodies and head teachers to be better equipped for the inclusive education and moving and handling needs of children with physical disabilities through coordinating training for staff and offering advice.

Some of the children require moving and handling equipment, which can be **fixed** or **mobile**.

**Fixed** equipment is equipment which could be used by more than one pupil and requires physical adaptation to the building. Planning for the provision of this type of equipment should appear in the school's accessibility plan. Funding for fixed equipment is from the school's own resources.

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**Mobile** equipment is specialist equipment for the needs of individual pupils. The purchase of this sort of equipment may be funded currently through the SEN framework from the High Cost Equipment budget. Small items should be purchased from the SEN notional budget. When the total cost of supporting an individual child, including their auxiliary aids, exceeds £6,000 then school should seek additional resources through an Education, Health and Care plan.

**Note: Hoists and other pieces of specialist equipment should only be recommended by a suitably qualified person, generally an Occupational Therapist, Physiotherapist or Moving and Handling trainer. Therapists often make use of company representatives when considering equipment for a child. Some reps offer a training session on the use of the equipment, as part of the assessment/demonstration visit.**

The purpose of the Lifting Operations and Lifting Equipment Regulations 1998 is to ensure the safe use of lifting equipment, lowering equipment and the accessories for the lifting/lowering equipment provided/used at work. The regulations aim to reduce health and safety risks and require that the lifting equipment:

- is strong and stable enough for the particular use and marked to indicate its safe working load;
- is positioned and correctly installed to minimise any risks;
- is used safely i.e. the lift is planned, organised and performed by competent people;
- is subject to ongoing, thorough examination at appropriate intervals and the inspection is carried out by a competent person (i.e. a person who has had the relevant training). The frequency of checks may be clarified with the supplier of the equipment. An agreement to carry out the checks at the appropriate time intervals may be negotiated with the supplier, at the time of purchase.
- **It is essential that pre-use checks of equipment are undertaken every time the equipment is used.**
- A defect reporting system is in place. Faulty equipment should be labelled as such and not used until repaired.
- Equipment that is shared by more than one pupil should be cleaned/washed (as appropriate) after each use, if there is any likelihood of contamination with bodily fluids, to reduce the risk of cross infection.

***Checking and maintenance of all manual handling equipment is the responsibility of the school.***

- Written records of equipment checks and risk assessments should be kept in a safe place.
- Sandwell Joint Equipment Stores check standing frames annually. For any advice re: this contact [admin\\_jes@sandwell.gov.uk](mailto:admin_jes@sandwell.gov.uk). 0121-569 3670

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- Hoists and slings should be checked 6 monthly and this needs to be in the contract with the supplier. Head teachers and governing bodies need to check that this is written in to any contract.

### Emergencies

So called 'emergencies' are almost always foreseeable, therefore the risk of anyone having to lift a child should be minimal. Finding a child who has simply fallen on to the floor is not an emergency and should be planned for. Real emergencies include situations where a person is in water and in imminent danger of drowning; in an area that is on fire or filling with smoke; in danger from a bomb or a bullet; in danger from a collapsing building or other structure. These events should be planned for as part of the school's emergency evacuation procedures.

***A personal emergency egress plan should be completed for each pupil who needs assistance with movement or is in a wheelchair. An example of a record form that can be used/adapted for this purpose is provided at the end of this section.***

### Off-site visits

**When planning off-site visits, consideration should always be given at the first stage of planning as to how any child with physical disabilities will be included in the trip; in this way, most of the barriers to full inclusion alongside their peers can be overcome.**

A pre-visit to the site, with the child if necessary, is advisable for children with the most complex moving and handling needs.

Different arrangements may need to be made, for example, if a hoist is needed and the venue does not have one, it may be possible to borrow a portable hoist.

All the elements of safe systems of working should be considered when planning off-site visits for pupils who have moving and handling needs.

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### Personal Emergency Egress Plan

Name:	<input type="text"/>
Date of Birth	<input type="text"/>
Year Group	<input type="text"/>

I am informed of the need for an emergency evacuation by:

- Audio alarm system
- Visual alarm system
- Other (please specify below):

Designated Assistant(s):

The above people will assist me to safely get out of the building in an emergency.

Methods of Assistance (e.g. transfer procedures)

Equipment/Aids to be used:

Egress procedure (A step by step account from the first alarm alert)

## 6. Responsibilities to children and young people

All children have the right to safe/appropriate assistance in relation to their moving and handling needs. Their dignity and privacy should be protected at all times. Through staff employing safe systems of work (Moving and Handling Plans) children should receive the most appropriate support and the risk of injury to them and their support staff should be minimised or eliminated. Within the limits of their ability children should be expected and encouraged where appropriate to move independently and take responsibility for their safety and that of others.

Where possible, manual handling should be avoided and use should be made of appropriate mechanical equipment and aids to make moving and handling tasks safer/easier.

Whenever you move a child always inform the child what you are going to do. Explain:

- where they are being moved to and why;
- the proposed method of moving them/equipment to be used;
- what they can do to make the task easier for themselves and you;
- what to do if they feel unsteady (i.e. tell you, signal etc.)
- always be sensitive to children's views and responses

## 7. Transition arrangements

Before a child/young person who has a physical disability is placed in a school or before transfer between schools, a risk assessment should be carried out jointly, by a member of staff from that school e.g. SENCO and the lead therapist. The assessment should identify all potential risks and determine the measures needed to reduce the risk of injury to the lowest level reasonably practicable. Any training needs for staff or equipment required to manage the child or young person safely should be identified. Adaptations may also be required to the school environment and if so these need to be identified as early as possible. ***The process of carrying out risk assessments before the placement enables risks to be identified early, so they can be addressed prior to the child starting at school.*** A member of the school staff should be responsible for Health and Safety issues in every school. This includes carrying out risk assessments and agreeing safe systems of work. Whilst this is often in liaison with therapists, the responsibility remains with the designated member of staff in school (e.g. SENCO) or the school's Health and Safety Officer.



## **8. Training**

The local authority will offer Moving and Handling training every year (on a termly basis). This will include all handling equipment used in schools. The details of this training will be posted on the online **Bulletin Board**, alongside information about other training providers.

Essential considerations in respect of training are that:

- Identifying staff who require Moving and Handling training and funding this training is the responsibility of the head teacher and governing body.
- Support staff should obtain the relevant training from an approved Moving and Handling trainer, i.e. a trained trainer, **before** moving and handling children who have physical disabilities.
- Training providers will, where possible, use paperwork/documentation, (e.g. risk assessment forms) that is already available in school. Where this is not possible, existing paperwork may need to be adapted or new documentation may need to be issued.
- Extra school staff should be trained to cover for staff absence and to share the workload.
- Each school should keep an up-to-date record of staff trained in Moving and Handling pupils (including dates of any 'refresher' training attended by them).

**Paediatric Occupational Therapists and Physiotherapists** often provide advice and guidance to LSPs/LSAs in schools, in relation to treatment programmes, which involve moving and handling. They should do this with due regard to this LA Guidance. A full risk assessment of the pupil and the individual who will be providing the support (e.g. LSA/LSP) should be completed. The risk assessment and the specific handling advice/plans should be documented and reviewed when appropriate. (Training on risk assessments related to manual handling of pupils is included in the Moving and Handling courses delivered by the LA's Moving and Handling trainers and other training providers). The individual who will be providing the support must be made fully aware that the advice given is specific to the individual pupil concerned in that particular situation. It cannot be applied to other pupils. The Moving and Handling trainers and/or the therapist should ensure that the individual providing the support is carrying out the designated task correctly and safely. The individual providing the support should have access to the Moving and Handling trainer and/or the therapist who designated the task, should any problems arise or circumstances change.

**Advice and guidance of the kind described above does not constitute training on moving and handling pupils.**

## **9. References to legislation and guidance**

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Manual Handling Operations Regulations (MHOR) 1992
- The Reporting of Incidents, Diseases and Dangerous Occurrences Regulations 1995
- Lifting Operations and Lifting Equipment Regulations (LOLER) 1998
- Sandwell Metropolitan Borough Council's Assessment of Manual Handling Operations P.24
- Personal Egress Plan, Guidance Document –) Occupational Health and Safety Information Service (online subscription service)
- Workplace Regulations (Health and Safety)
- Provision and Use of Work Equipment Regulations (PUWER) 1998
- Regulatory Reform (Fire Safety) Order 2005 (carry out a Fire Risk Assessment to identify people who are especially at risk)
- Guidance for physiotherapists: Paediatric Manual Handling
- Guidance on Manual Handling in physiotherapy

Guidance on the safe transportation of wheelchairs MDA 2001-03 is available via an internet search.

### **Relevant Definitions**

**Hazard:** Anything that has the potential to cause harm

**Risk:** The chance (great or small) that harm could happen

**Ergonomics:** The interaction between a worker, their equipment and their working environment. (Ergonomic systems enable the most efficient/safe working).

**Moving and Handling:** The transporting or supporting of a load (person or object) by one or more workers which includes lifting, putting down, pushing, pulling, carrying or moving of a load by means of hand or bodily force. The load includes, for the purpose of this policy, students and any inanimate load e.g. all furniture, trolleys, beds, etc.

**Reasonably practicable:** Is understood as, weighing out the potential risk of injury to staff and pupils versus the cost of supplying equipment to provide a safe working environment.

# Appendices

This section contains examples of a variety of documents, which schools can use or adapt as necessary to meet their individual needs. Schools who have existing paperwork that adequately meets the requirements outlined in this guidance may continue to use their own documentation

# Appendix 1

## A Model Policy for Schools

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## A model policy for schools

The example below is a basic framework for a policy, which schools should adapt to take account of their own individual circumstances.

Moving and Handling Policy for \_\_\_\_\_ School.

\_\_\_\_\_ School recognises its responsibility to both provide access to the curriculum for pupils with disabilities and to ensure the health, safety and welfare of its pupils and employees as far as is reasonable practicable. This Moving and Handling Policy complies with the requirements of The Manual Handling Operations Regulations (1992), The Health and Safety at Work Act 1974, Lifting Operations and Lifting Equipment Regulations (1998) and The Reporting of Incidents, Diseases and Dangerous Occurrences Regulations 1995. It also takes account of the Equality Act 2010.

This policy applies to all staff (including supply staff), pupils, contractors/any other individuals present on the school premises for the purpose of work. It will be reviewed every 3 years, or sooner if required as a result of significant/pertinent changes. A copy of this document has been made available to every member of staff of our school and to our Governing Body, who will ensure that it is implemented.

This policy was prepared on \_\_\_\_/\_\_\_\_/\_\_\_\_

It will be reviewed at least every 3 years.

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### School aim to:

- Ensure full access to the curriculum and participation in the life of the school of children with disabilities.
- Ensure the dignity and right to privacy of such children.
- Implement and maintain safe systems of work (Moving and Handling Plans) that are safe and without health risks. Measures to achieve this will include, as far as possible/appropriate:
  - ergonomic design of the working environment
  - clear operational procedures to ensure safe systems of working
  - accredited/appropriate training for staff (**legal requirement**) and the provision of appropriate mechanical aids/equipment
- Review all Moving and Handling Plans and risk assessments annually, or sooner, if significant changes occur.
- Avoid moving and handling and lifting operations, which pose a risk to its employees. Risk-assess fully, all manual - handling operations judged to be potentially hazardous. Safe systems of work (i.e. Risk Assessment and a Moving and Handling Plan) which apply to routine procedures for many pupils will be carried out at least annually or sooner if systems of work change significantly. Individual Risk Assessments will be carried out for every pupil who has a Moving and Handling Plan (as part of the initial preparation of the plan), and will be reviewed annually (or sooner if significant changes occur in the condition/needs of the pupil).
- Reduce any risks that are identified to the lowest level, which is reasonably practicable.

**Schools have a legal duty to carry out risk assessments of all hazardous/potentially hazardous moving and handling operations, and to eliminate or reduce the risks as far as is reasonably practicable. Risk assessments must only be carried out by an appropriately trained/designated member of staff.**

- Ensure that employees who carry out moving and handling tasks are competent/capable and appropriately trained\*.
- Provide such information, instruction/training\* and supervision as is necessary to ensure the health, safety and welfare at work of all employees and ensure that employees involved in manual handling of pupils receive training on safe systems of working.
- Provide annual 'refresher training'\* for all staff involved in supporting pupils who need assistance with movement.

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## Guidelines for handling children and young people (pupils) who have physical disabilities

**\*It is a legal requirement for employers to make arrangements to provide appropriate training (both initial training and annual 'refresher' training) for all staff involved in 'moving and handling' pupils in their schools.**

- Make reasonable allowances for employees who become pregnant or develop a medical condition that may affect their ability to perform the required moving and handling tasks.
- Ensure equipment provided is safe and available for use, e.g. charged up, checked at required intervals (Lifting Operations and Lifting Regulations 1998), serviced, faults reported, etc.
- Monitor all accidents and incidents and ensure they are entered in the accident book.
- Ensure that every room where people work shall have sufficient floor area, height and unoccupied space for the purposes of health, safety and welfare.
- Ensure that staff are aware of this policy and have read and understood relevant risk assessments, moving and handling plans and the personal emergency egress plan.
- Protect the health and safety of visitors to the school whilst they are on the premises as far as is reasonably practicable.

**Staff employed by \_\_\_\_\_ School will:**

**Take reasonable care of the health and safety of themselves and others who may be affected by their actions. In order to do this they will:**

- comply with this Moving and Handling policy;
- report to the Headteacher/line manager any medical condition (temporary or permanent) that may develop (including pregnancy) which may affect their ability to carry out moving and handling tasks;
- report to the appropriate Headteacher/line manager any issues or practice that they consider to be a risk to health and safety, including any equipment faults;
- wear appropriate clothing and shoes (as detailed in the risk assessment or moving and handling plan);
- co-operate with the Headteacher to allow him/her to comply with his/her health and safety duties;
- use equipment safely and appropriately in accordance with training and instructions provided;
- follow the moving and handling plans agreed and written for each pupil
- undertake any specified training to fulfil their duties;

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## Guidelines for handling children and young people (pupils) who have physical disabilities

- not carry out moving and handling procedures without appropriate advice/training;
- report any accident or incident to the appropriate line manager and record it in the accident book;
- Assess a situation first without rushing in to lift a pupil. (If a pupil has fallen, the member of staff will reassure the pupil and get help if necessary. They will give him/her time to recover and then encourage the pupil to get up by him/herself, or with the minimum of assistance as needed. A situation like this should have been planned for and should therefore not be seen as an emergency.

**Note:** A pupil should never be lifted manually except in life threatening situations e.g. fire, collapsing building or danger of drowning. Small children i.e. under 16 kilos are excepted from this rule and can be lifted following appropriate training.

The procedure to be followed in such situations should be detailed in the Personal Emergency Egress Plan, as part of the school's emergency evacuation procedures/Health and Safety Policy

**Pupils (who need assistance with moving) at \_\_\_\_\_**  
**School will:**

- receive assistance from appropriately trained staff who follow safe systems of work;
- have their safety guarded so that the risk of injury will be eliminated or minimised to the lowest level;
- have individual moving and handling plans and accompanying risk assessments;
- participate in drawing up their handling plan;
- have their moving and handling plans reviewed at least annually or sooner if any circumstances change;
- have their privacy and dignity protected at all times;
- within the limits of their ability, be encouraged to move independently and take responsibility for their own safety as well as that of others;
- have their entitlement to curriculum access and full participation in the life of the school (including extended day activities and school trips etc.) acknowledged.

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# Appendix 2

## Risk assessments and moving and handling plans for pupils with physical disabilities

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# Risk assessments and moving and handling plans for pupils with physical disabilities

## Introduction

For every pupil who needs assistance with moving there should be a Safe System of Working i.e. a risk assessment and a moving and handling plan.

Before drawing up a Moving and Handling plan, risk assessments need to be carried out for all the handling activities/tasks that have the potential to be hazardous/risky.

## **Remember >RISK ASSESSMENTS then MOVING and HANDLING PLAN**

Copies of risk assessments and moving and handling plans should be kept in a safe place and may need to be made available to those who want (and have the right) to see them e.g. Governors.

***Schools may use or devise their own written records for risk assessments, or use/modify the materials provided in this section, as appropriate for their circumstances.***

**Reminder:** The **four factors** to take into account when carrying out risk assessments:

- T** - TASK
- I** - INDIVIDUAL
- L** - LOAD
- E** - ENVIRONMENT

**MANUAL HANDLING FORM IPA1**  
**INDIVIDUAL PUPIL ASSESSMENT**

Name D.O.B Class		Male/Female Condition Weight/Build Ethnic Culture	Female
	Abilities	Equipment normally used	
Communication			
Walking			
Standing/Sitting			
Transfers			
	YES/NO	Description	
1. Does weight/size/shape of pupil present risk?			
2. Does communication/ comprehension present a risk?			
3. Are there medical considerations?			
4. Is pain/discomfort a risk factor?			
5. Do clothes/equipment/appliances present a risk?			
6. Does behaviour present a risk?			
7. Is frequency of handling a risk?			
8. Are there any environmental risks?			
9. Are there risks concerning individual capability (Staff)?			

**RISKS IDENTIFIED AND ACTION PLAN**

Risk Identified	Action Plan	Date of completion

## MANUAL HANDLING CARE PLAN

<b>Name of pupil:</b> <b>D.O.B.</b> <b>Build</b>		<b>Name of assessor:</b>		<b>CHECK LIST</b>	
<b>Handling constraints relating to disability, medical condition, comprehension, behaviour, cooperation:</b>				<b>Tasks</b>	
				Sitting/standing	
				Toileting	
				Walking	
<b>Degree of independence, mobility, weight-bearing ability, likelihood of falls etc.</b>				Transfer to standing frame	
<b>Tasks (see examples)</b>	<b>Methods to be used (consult standard protocols for more detailed description)</b>	<b>Remaining problems and further measures required</b>	Movement on bed or plinth		
			PE swimming		
			hydrotherapy		
			Washing and bathing		
			Floor		
			Arrival/departure		
			<b>Methods to be used</b>		
			Hoist		
			Standing hoist		
			Bath hoist		
			Number of staff		
			Specific room		
			Slings		
			Changing bed/plinth		
			Wheeled pool trolley		
			Turntable		
			Sliding aids		
			Grab rails		
			Stair lift		
			<b>Remaining problems and further measures required</b>		
			Medical condition e.g. spasm/stiffness		
			Changes to layout or furniture		
			Change of route		
			Training		
			Medical issue with carer e.g. pregnant/back problem		

<b>Date Assessed:</b>					
<b>Assessors signature</b>					
<b>Staff signature(s)</b>					
<b>Proposed review date</b>					

## Guidelines for handling children and young people (pupils) who have physical disabilities

Name:

<u>TABLE 1 SPECIFIC TRANSFERS</u>		
<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Wheelchair/workchair to floor/plinth/bed using a hoist	<ul style="list-style-type: none"> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lapstrap/ harness of wheelchair/workchair – 1 carer to ensure <b>student's</b> safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread <b>left/right</b> through band if sling utilises crossover method.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops and hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest – 1 carer to monitor <b>student's</b> safety.</li> <li>• Carer operating hoist to move wheelchair/workchair away and position mat – other carer still monitoring <b>student's</b> safety.</li> <li>• Carer operating hoist lowers <b>student</b> to floor – other carer to monitor` feet / arms / head positions to prevent injury.</li> <li>• Once <b>student</b> is completely on floor remove all loops attached to hoist.</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> </ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<p><b><u>TASK</u></b></p>	<ul style="list-style-type: none"> <li>• 1 carer to remove hoist from immediate vicinity.</li> <li>• Other carer to remove sling, allowing <b>student</b> to assist if necessary.</li> </ul>	<p><b><u>ADVICE AND GUIDANCE GIVEN</u></b></p>
<p>Floor/plinth/bed to wheelchair/workchair Using hoist</p>	<p><b><u>TASK METHOD</u></b></p> <ul style="list-style-type: none"> <li>• Position sling under <b>student</b> with his/her assistance where possible.</li> <li>• Pass straps under each leg and thread <b>left / right</b> through band if using sling with straps or attach clips.</li> <li>• 1 carer to position hoist ready for lift - other carer to position <b>student's</b> legs safely.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops to hook <b>clips</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair - 1 carer to monitor <b>student's</b> safety.</li> <li>• 1 carer to remove mat and position wheelchair/workchair, apply brakes - other carer to monitor <b>student's</b> safety.</li> <li>• Lower <b>student</b> into wheelchair/workchair, ensuring bottom is placed well back into wheelchair/workchair.</li> <li>• Remove all loops/clips from spreader bar and leg straps from band if there is one.</li> <li>• Remove sling from under <b>student</b> and re-apply lap strap/harness.</li> <li>• Remove hoist from vicinity.</li> </ul>	

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Wheelchair / work chair to toilet chair	<ul style="list-style-type: none"> <li>• Ensure that all equipment is available within the immediate location</li> <li>• Position toilet chair away from toilet and with room for staff to access from both sides - apply brakes</li> <li>• Position <b>student's</b> wheelchair or work chair at 90/180 degree angle depending on the size and space available to the toilet chair - if transferring from powered wheelchair remove tray beforehand and position to the appropriate side (i.e. when facing) of the toilet chair. Apply brakes to the chairs. Turn off electric chair.</li> <li>• If a handling belt is used position handling belt around <b>student</b> and fasten - check that it is fitting snugly. N.B. This is to assist transfer, not to lift the student</li> <li>• Adjust footplates of wheelchair / work chair / toilet chair to enable <b>student</b> to be positioned in between the two chairs.</li> <li>• If rota pad used, position on step</li> <li>• Release lap strap/harness of wheelchair / work chair</li> <li>• Ensure <b>student's</b> feet are firmly on the rota pad if used</li> <li>• 1 person to be assisting <b>student</b> from either side, to take hold of handling belt and tell <b>student</b> of intention to stand. Give verbal prompt "bring your nose over toes, ready steady stand". Encourage <b>student</b> to stand tall with his/her bottom tucked in.</li> <li>• Maintain hold of handling belt and gently encourage <b>student</b> to turn around so that he/she can sit squarely onto work chair / toilet chair</li> </ul>	This is to be carried out using assistance from 2 people and the following equipment: handling belt, step, rota pad, small toddler stool, work chair / toilet chair.
And		
Wheelchair / work chair to therapy bench		
And		
Wheelchair to work chair		<p><u>IF <b>STUDENT</b> IS UNWELL OR VERY TIRED</u> it is recommended that his support staff risk assess the situation - should <b>student</b> be unable to support his weight in standing it is recommended that a hoist be used to achieve transfers to / from toilet and wheelchair/workchairs</p> <p>N.B. Handling belt is used to assist the transfer, not to lift the student</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Guide <b>student</b> to sit into chair, secure lap strap/harness</li><li>• Take brakes off and wheel the chair over to toilet, then reapply brakes</li><li>• Place small stool, if required, beneath <b>student's</b> feet to ensure they are well supported.</li></ul> |  |
|--|---|--|

## Guidelines for handling children and young people (pupils) who have physical disabilities

Name:

<u>TABLE 1 SPECIFIC</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
<p>Toilet chair to wheelchair / work chair</p> <p style="text-align: center;">And</p> <p>Wheelchair / work chair to therapy/pool bench</p> <p style="text-align: center;">And</p> <p>Wheelchair to work chair</p>	<ul style="list-style-type: none"> <li>• Remove stool from beneath feet, if used</li> <li>• Take brakes off and wheel the toilet chair to the wheelchair / work chair and position at 90/180 degree angle with step suitably positioned beneath feet. Apply brakes</li> <li>• Ensure student's feet are positioned onto rota pad, if used. Release lap strap and cross vest if used</li> <li>• 1 person to be assisting <b>student</b> from either side, to take hold of handling belt and tell <b>student</b> of intention to stand. Give verbal prompt "bring your nose over toes, ready steady stand". Encourage <b>student</b> to stand tall with his bottom tucked in</li> <li>• 1 person to support <b>student</b> in standing; place one hand in small of his/her back to prompt maintaining upright position and the other on his/her chest</li> <li>• 2nd person to adjust <b>student's</b> clothing whilst standing</li> <li>• Whilst maintaining grasp on handling belt, gently encourage <b>student</b> to turn around and sit down squarely into his/her wheel / work chair</li> <li>• Ensure bottom well back in chair, fasten lap strap/harness, position feet on footrests</li> <li>• Remove toilet chair, step, rota pad and handling belt.</li> </ul>	<p><b><u>GIVEN</u></b></p> <p>This is to be carried out using assistance from 2 people and the following equipment: handling belt, step, rota pad, small toddler stool, work chair / toilet chair. <u>Delete any equipment that is not used</u></p> <p><b><u>IF STUDENT IS UNWELL OR VERY TIRED</u></b> it is recommended that his support staff risk assess the situation - should <b>student</b> be unable to support his weight in standing it is recommended that a hoist be used to achieve transfers to / from toilet and wheelchair/workchairs</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Name :

<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Wheelchair / work chair to standing frame	<ul style="list-style-type: none"> <li>• Position items of equipment face on. Apply brakes to wheel / work chair. Turn off electric chair</li> <li>• If <b>student</b> is using his/her powered wheelchair remove tray to side and switch off chair</li> <li>• Bring standing frame up to wheelchair / work chair or vice versa.</li> <li>• Remove footrests and bring standing frame close so that <b>student</b> feet can be positioned onto foot plates. Apply brakes to standing frame and chair</li> <li>• Position handling belt around <b>student</b> ensuring it is a snug fit</li> <li>• Release lap strap/harness</li> <li>• With 1 person supporting <b>student</b> at either side encourage him/her to move to the edge of the chair</li> <li>• Position feet onto footplates of standing frame and secure straps</li> <li>• Each person to take hold of the handling belt, if used, and advise <b>student</b> of intention to stand</li> <li>• Give verbal cue "nose over toes, ready steady stand" Encourage <b>student</b> to stand tall and support himself through his forearms on the tray</li> <li>• 1 person to monitor <b>student's</b> position whilst 2<sup>nd</sup> person fastens hip strap. Ensure a snug fit</li> <li>• Remove handling belt, if used, and then fasten thoracic strap. Ensure a snug fit.</li> </ul>	<p>This is to be carried out using assistance from 2 or more people and a handling belt</p> <p>N.B. Handling belts to be used to assist transfer and not to lift the student</p> <p>N.B. Brakes need to be applied to both the standing frame and the wheelchair/workchair during the transfer of the student</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<p><b><u>TASK</u></b></p> <p>Standing Frame to wheel / work chair</p>	<ul style="list-style-type: none"> <li>• Adjust foot straps to a more snug fit if necessary</li> <li>• Remove wheel / work chair</li> </ul> <p><b><u>TASK METHOD</u></b></p> <ul style="list-style-type: none"> <li>• Position chair behind <b>student</b>, ensure brakes are applied to both the standing frame and the chair. Reposition foot plates if necessary to ensure chair up close.</li> <li>• 1 person to monitor <b>student's</b> position whilst 2<sup>nd</sup> person releases thoracic strap/harness and then hip strap.</li> <li>• Advice <b>student</b> of intention for him/her to sit down into chair</li> <li>• 1 person to place hand on <b>student's</b> back as he/she sits down. 2<sup>nd</sup> person to monitor</li> <li>• Ensure bottom well back in chair and fasten lap strap/harness.</li> <li>• Remove standing frame</li> <li>• Reposition footplates and tray</li> </ul>	<p><b><u>ADVICE AND GUIDANCE GIVEN</u></b></p> <p>This is to be carried out using assistance from 2 people</p> <p>N.B. Brakes need to be applied to both the standing frame and the wheelchair/workchair during student transfer</p>
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[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Name:

<u>TABLE 1 SPECIFIC TRANSFERS</u>		
<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Wheelchair/workchair to Supine standing frame using a hoist	<ul style="list-style-type: none"> <li>• Ensure that standing is in a full horizontal position and that the brakes are on</li> <li>• Hoist transfer the child onto the standing frame so that he is lying down</li> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lapstrap/ harness of wheelchair/workchair - 1 carer to ensure <b>student's</b> safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread <b>left/right</b> through band if sling utilises crossover method.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops and hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest - 1 carer to monitor <b>student's</b> safety.</li> <li>• Carer operating hoist to move wheelchair/workchair away and position mat - other carer still monitoring <b>student's</b> safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

- Carer operating hoist lowers **student** to supine standing frame - other carer to monitor feet / arms / head positions to prevent injury.
- Once **student** is completely on supine standing frame remove all loops/clips attached to hoist.
- 1 carer to remove hoist from immediate vicinity.
- Other carer to remove sling.
- Secure child into supine standing frame
- Ensure the cross shaped strap is secured over the child's chest
- Position feet into foot plates and strap in
- Position knee blocks over knees
- Ensure chest support blocks and straps are in place and secure
- Move supine stander slowly into an upright position

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
<p>Supine standing frame to wheelchair/workchair using hoist</p>	<ul style="list-style-type: none"> <li>• Move supine standing frame slowly to a horizontal position.</li> <li>• Remove all standing frame straps, second carer to maintain safe position of child.</li> <li>• Slide hoist sling under child using a rolling procedure, second carer to maintain safety of child</li> <li>• Pass straps under each leg and thread <b>left / right</b> through band if sling utilises crossover method.</li> <li>• 1 carer to position hoist ready for lift - other carer to position <b>student's</b> legs safely.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops to hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair - 1 carer to monitor <b>student's</b> safety.</li> <li>• 1 carer to remove supine standing frame and position wheelchair/workchair, apply brakes - other carer to monitor <b>student's</b> safety.</li> <li>• Lower <b>student</b> into wheelchair/workchair, ensuring bottom is placed well back into wheelchair/workchair.</li> <li>• Remove all loops from spreader bar and leg straps from band.</li> <li>• Remove sling from under <b>student</b> and re-apply lap strap.</li> <li>• Remove hoist from vicinity.</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> <li>• Brakes need to be applied to both standing frame and wheelchair/workchair.</li> </ul>

[ILO: UNCLASSIFIED]



## Guidelines for handling children and young people (pupils) who have physical disabilities

Name:

<u>TABLE 1 SPECIFIC TRANSFERS</u>		
<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Wheelchair/workchair to easy-stand standing frame using a hoist	<ul style="list-style-type: none"> <li>• Ensure that standing is in a sitting position and that the brakes are on</li> <li>• Hoist transfer the child onto the standing frame so that he is in a sitting position</li> <li>• Hoisted using <b>Hoist</b> and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair but not to hoist.</li> <li>• Undo lapstrap/ harness of wheelchair/workchair – 1 carer to ensure <b>student's</b> safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread <b>left/right</b> through band if sling utilises crossover method.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops and hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest – 1 carer to monitor <b>student's</b> safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> <li>• Brakes need to be applied to both standing frame and wheelchair/workchair.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

- Carer operating hoist to move wheelchair/workchair away and position mat - other carer still monitoring **student's** safety.
- Carer operating hoist lowers **student** to easy-stand standing frame - other carer to monitor feet / arms / head positions to prevent injury.
- Once **student** is completely on easy-stand standing frame remove all loops/clips attached to hoist.
- 1 carer to remove hoist from immediate vicinity.
- Other carer to remove sling.
- Secure child into easy-stand standing frame
- Ensure that pelvic strap is secured
- Position feet into foot plates and strap in
- Check that knee blocks are in correct position
- Ensure chest support blocks and straps are in place and secure
- Move easy-stand standing frame slowly into an upright position

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

<u>TASK</u>	<u>TASK METHOD</u>	<u>ADVICE AND GUIDANCE GIVEN</u>
Easy-stand standing frame to wheelchair/workchair using hoist	<ul style="list-style-type: none"> <li>• Move easy-stand standing frame slowly to a sitting position.</li> <li>• Remove all standing frame straps, second carer to maintain safe position of child.</li> <li>• Position hoist sling under child, second carer to maintain safety of child</li> <li>• Pass straps under each leg and thread <b>left / right</b> through band if sling utilises crossover method.</li> <li>• 1 carer to position hoist ready for lift - other carer to position <b>student's</b> legs safely.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops to hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair - 1 carer to monitor <b>student's</b> safety.</li> <li>• 1 carer to remove easy-stand standing frame and position wheelchair/workchair, apply brakes - other carer to monitor <b>student's</b> safety.</li> <li>• Lower <b>student</b> into wheelchair/workchair, ensuring bottom is placed well back into wheelchair/workchair.</li> <li>• Remove all loops from spreader bar and leg straps from band.</li> <li>• Remove sling from under <b>student</b> and re-apply lap strap.</li> <li>• Remove hoist from vicinity.</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> <li>• Brakes need to be applied to both standing frame and wheelchair/workchair.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

TASK	TASK METHOD	ADVICE AND GUIDANCE GIVEN
<p><b>Swimming Pool Changing area</b></p> <p>Wheelchair / work chair/achiever bed/shower chair/moulded shower chair To Changing bed/trolley bed</p>	<ul style="list-style-type: none"> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lapstrap/ harness of wheelchair/workchair - 1 carer to ensure <b>student's</b> safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread <b>left/right</b> through band if sling utilises crossover method.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops and hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest - 1 carer to monitor <b>student's</b> safety.</li> <li>• Carer operating hoist to move wheelchair/workchair away and position over <b>type of bed</b> - other carer still monitoring <b>student's</b> safety.</li> <li>• Carer operating hoist lowers <b>student</b> to <b>type of bed</b> - other carer to monitor` feet / arms / head positions to prevent injury.</li> <li>• Once <b>student</b> is completely on <b>type of bed</b> remove all loops attached to hoist.</li> <li>• 1 carer to remove hoist from immediate vicinity.</li> <li>• Other carer to remove sling, allowing <b>student</b> to assist if necessary.</li> </ul>	<p><b>ADVICE AND GUIDANCE GIVEN</b></p> <p>Mobile or overhead hoists may be used in changing rooms. Overhead or fixed hoist only to be used on poolside.</p> <p><i>e.g.</i>  <i>Mobile - Pen, Arjo, Swan Oxford,</i>  <i>Overhead - Skyframe</i>  <i>Fixed - Arjo</i></p> <p><b>Types of bed.</b>            Pool trolley bed            Shower bed</p>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

<p><b>Task</b>  <b>Swimming Pool Changing area</b></p> <p>Pool bed/Trolley bed  To  Wheelchair / work chair/achiever bed /shower chair using hoist</p>	<p><b><u>Task Method</u></b></p> <ul style="list-style-type: none"> <li>• Position sling under <b>student</b> with his/her assistance where possible.</li> <li>• Pass straps under each leg and thread <b>left / right</b> through band if using sling with straps or attach clips.</li> <li>• 1 carer to position hoist ready for lift - other carer to position <b>student's</b> legs safely.</li> <li>• Attach <b>sling</b> loops/clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg loops to hook <b>clips</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair/achiever bed - 1 carer to monitor <b>student's</b> safety.</li> <li>• 1 carer to remove mat and position wheelchair/workchair/achiever bed, apply brakes - other carer to monitor <b>student's</b> safety.</li> <li>• Lower <b>student</b> into wheelchair/workchair/avhiever bed, ensuring bottom is placed well back into wheelchair/workchair/achiever bed.</li> <li>• Remove all loops/clips from spreader bar and leg straps from band if there is one.</li> <li>• Remove sling from under <b>student</b> and re-apply lap strap/harness.</li> <li>• Remove hoist from vicinity.</li> </ul>	<p><b><u>ADVICE AND GUIDANCE GIVEN</u></b></p> <p>Mobile or overhead hoists may be used in changing rooms.  Overhead or fixed hoist only to be used on poolside.</p> <p><i>e.g.</i>  Mobile - Pen, Arjo, Swan Oxford,  Overhead - Skyframe  Fixed - Arjo</p> <p><b>Types of bed.</b>  Pool trolley bed  Shower bed</p> <p>Some equipment has been added to task. Please select the equipment you are using and add/delete as appropriate from task list.</p>
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[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

<u>Task</u>	<u>Task Method</u>	<u>Advice</u>
<b>Swimming Pool Changing area</b>  Pool changing bed To Overhead hoist To Pool	<ul style="list-style-type: none"> <li>• Insert wet sling under <b>student</b>.</li> <li>• Attach <b>sling</b> clips on shoulders to hook <b>sling</b> on spreader bar.</li> <li>• Attach <b>sling</b> leg clips and hook <b>sling</b> on spreader bar.</li> <li>• 1 carer to activate hoist up to adult waist height - 1 carer to monitor <b>student's</b> safety.</li> <li>• Carer to walk, holding sling, with <b>student</b> facing carer through door way onto poolside.</li> <li>• Once on edge of pool, lower <b>student</b> to just above floor level where swimming teacher/physio will receive <b>student</b>.</li> <li>• Carer operating hoist will then lower <b>student</b> onto mat in pool under guidance from Swimming teacher/physio.</li> <li>• Swimming teacher/physio will unclip shoulder clips and leg clips and release waist band on sling and slide student off mat into water.</li> </ul>	Please ensure student is secure in the sling before moving through to pool area.

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<u>Task</u>	<u>Task Method</u>	<u>Advice</u>
<b>Swimming Pool Changing area</b>  Pool To Overhead hoist To Changing bed	<ul style="list-style-type: none"> <li>• Insert sling under <b>student</b> or lift <b>student</b> onto mat.</li> <li>• Lower hoist.</li> <li>• Attach <b>sling</b> clips on shoulders to hooks on spreader bar.</li> <li>• Attach <b>sling</b> leg clips and hook on spreader bar.</li> <li>• 1 carer to activate hoist up to adult waist height - 1 carer to monitor <b>student's</b> safety.</li> <li>• Carer to walk, holding sling, with <b>student</b> facing carer through door way into changing room.</li> <li>• Carer operating hoist will then lower <b>student</b> onto changing bed.</li> <li>• Remove wet sling.</li> </ul>	Only lift student if underweight guidelines.

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	<u>Task Method</u>	<u>ADVICE AND GUIDANCE</u>
<p><b>Swimming Pool Changing area</b></p> <p>Pool bed/Trolley bed To Wheelchair / work chair/achiever bed using hoist / shower chair</p>	<ul style="list-style-type: none"> <li>• Position sling on chair guide <b>student</b> with his/her assistance where possible onto chair. Pass straps under each leg and thread <b>left / right</b> through band if using sling with straps or attach clips.</li> <li>• 1 carer to position hoist ready for lift - other carer to position <b>student's</b> legs safely.</li> <li>• Attach pool/bed / trolley bed to Arjo fixed pool hoist.</li> <li>• 1 carer to activate hoist up to approximate height of chassis frame of chair or bed. - 1 carer to monitor <b>student's</b> safety.</li> <li>• Swimming teacher/physio to guide and advise carer on poolside on lowering bed / chair onto chassis.</li> <li>• Release chair / bed from hoist.</li> <li>• Wheel into changing area.</li> <li>• Lower student into wheelchair/workchair/achiever bed, ensuring bottom is placed well back into wheelchair/workchair/achiever bed.</li> <li>• Remove all loops/clips from spreader bar and leg straps from band if there is one.</li> <li>• Remove sling from under student and re-apply lap strap/harness.</li> <li>• Remove hoist from vicinity.</li> </ul>	<p><b><u>GIVEN</u></b></p> <p>Mobile or overhead hoists may be used in changing rooms. Overhead or fixed hoist only to be used on poolside.</p> <p><i>e.g.</i> <i>Mobile - Pen, Arjo, Swan Oxford,</i> <i>Overhead - Skyframe</i> <i>Fixed - Arjo</i></p> <p><b>Types of bed.</b> Pool trolley bed Shower bed</p>

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**Guidelines for handling children and young people (pupils)  
who have physical disabilities**

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# Appendix 3

**Example of a  
checklist for  
examining  
equipment**

## Guidelines for handling children and young people (pupils) who have physical disabilities

This form should be attached to the standing frame and should be completed daily by a suitably trained designated person

2007	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Name/Signature	Designation	Initials
Jan																																		
Feb																																		
Mar																																		
Apr																																		
May																																		
Jun																																		
Jul																																		
Aug																																		
Sep																																		
Oct																																		
Nov																																		
Dec																																		

### Standing Frame no. MO

The following need to be checked for safety/maintenance:

- All washers/bolts/straps/upholstery/wooden parts/tray checked for damage, missing parts wear and tear.
- All parts are secure, clean and free from any rough or sharp corners.
- Clean Velcro straps removing any fluff etc. to help maintain grip.
- Clean any spillages and stains.
- If there is a problem, take the frame out of use and inform physio asap.
- Record any comments on the back of the form.

### Half Termly checks carried out by Physiotherapy Department

- Check all nuts/bolts are secured and none missing.
- Check all mechanical movements operate fully.
- Check for signs of fatigue or splintering of frame.
- Castors: Lift base and check each wheel to ensure not loose or worn.
- Remove any grease or dirt that has built up on wheels.
- Check that brake stops the wheels rotating (where applicable)
- Check gas springs for creep by placing a weight on the chair at the highest setting, (simulating the child) and leave for 1 hour. If the frame has reduced significantly in height remove from use and inform JES.

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
<b>Wheelchair/workchair to floor/plinth/bed using a hoist.</b>		<ul style="list-style-type: none"> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lap strap/harness of wheelchair/workchair – 1 carer to ensure student's safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest – 1 carer to monitor student's safety.</li> </ul> <ul style="list-style-type: none"> <li>• Carers to have had moving and handling/and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"><li>• Carer operating hoist to move wheelchair/workchair away and position mat – other carer still monitoring student's safety.</li><li>• Carer operating hoist lowers student to floor – other carer to monitor` feet, arms, head positions to prevent injury.</li><li>• Once student is completely on floor, remove all loops/clips attached to hoist.</li><li>• 1 carer to remove hoist from immediate vicinity.</li><li>• Other carer to remove sling, allowing student to assist if possible.</li></ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<b>Floor/plinth/bed to wheelchair/workchair Using hoist</b>	<ul style="list-style-type: none"><li>• Position sling under student with his/her assistance where possible.</li><li>• Pass straps under each leg and thread left/right through band if using sling with straps or attach clips.</li><li>• 1 carer to position hoist ready for lift – other carer to position student's legs safely.</li><li>• Attach sling loops/clips on shoulders onto spreader bar.</li><li>• Attach sling leg loops/clips onto spreader bar.</li><li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair – 1 carer to monitor student's safety.</li><li>• 1 carer to remove mat and position wheelchair/workchair, apply brakes – other carer to monitor student's safety.</li><li>• Lower student into wheelchair/workchair, ensuring bottom is placed</li></ul>	
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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>well back into wheelchair/workchair.</p> <ul style="list-style-type: none"> <li>• Remove all loops/clips from spreader bar and leg straps from band if there is one.</li> <li>• Remove sling from under student and re-apply lap strap/harness.</li> <li>• Remove hoist from vicinity.</li> </ul>
<p><b>Wheelchair/work chair to toilet chair</b></p> <p><b>and</b></p> <p><b>Wheelchair/work chair to therapy bench</b></p> <p><b>and</b></p> <p><b>Wheelchair to work chair</b></p>		<ul style="list-style-type: none"> <li>• Ensure that all equipment is available within the immediate location.</li> <li>• Position toilet chair away from toilet and with room for staff to access from both sides – apply brakes.</li> <li>• Position student's wheelchair or work chair at 90/180 degree angle depending on the size and space available to the toilet chair, with step suitably positioned beneath feet if used – if transferring from powered wheelchair remove tray beforehand and</li> </ul> <p>This is to be carried out using assistance from 2 people and the following optional equipment: handling belt, step, rota pad, small toddler stool, work chair/toilet chair.</p> <p>(Delete any equipment that is not used)</p> <p><u>IF STUDENT IS UNWELL OR VERY TIRED</u> it is recommended that his support staff risk assess</p>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>position to the appropriate side (i.e. when facing) of the toilet chair. Apply brakes to the chairs. Turn off electric chair.</p> <ul style="list-style-type: none"> <li>• If a handling belt is used position handling belt around student and fasten - check that it is fitting snugly. N.B. This is to assist transfer, not to lift the student</li> <li>• Adjust footplates of wheelchair/work chair/toilet chair to enable student to be positioned in between the two chairs.</li> <li>• If rota pad used, position on floor/step in front of wheelchair.</li> <li>• Release lap strap/harness of wheelchair/work chair</li> <li>• Ensure student's feet are firmly on the rota pad if used</li> <li>• 1 person to be assisting student from either side/to take hold of handling belt if</li> </ul> <p>the situation - should student be unable to support his weight in standing it is recommended that a hoist be used to achieve transfers to/from toilet and wheelchair/workchairs</p> <p>N.B. Handling belt is used to assist the transfer, not to lift the student</p>

[ILO: UNCLASSIFIED]



## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>used, and tell student of intention to stand. Give verbal prompt “bring your nose over toes, ready steady stand”. Encourage student to stand tall with his/her bottom tucked in.</p> <ul style="list-style-type: none"> <li>• Maintain assistance of student/hold of handling belt and gently encourage student to turn around so that he/she can sit squarely onto work chair/toilet chair</li> <li>• Guide student to sit into chair, secure lap strap/harness</li> <li>• Take brakes off and wheel the chair over to toilet, then reapply brakes</li> <li>• Place small stool, if required, beneath student’s feet to ensure they are well supported.</li> </ul>
<b>Toilet chair to wheelchair/work chair and</b>		<ul style="list-style-type: none"> <li>• Remove stool from beneath feet, if used</li> </ul> <p>This is to be carried out using assistance from 2 people and the following optional equipment:</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
<b>Wheelchair/work chair to therapy/pool bench</b>  <b>and</b>  <b>Wheelchair to work chair</b>		<ul style="list-style-type: none"> <li>• Take brakes off and wheel the toilet chair to the wheelchair/work chair and position at 90/180 degree angle with step suitably positioned beneath feet. Apply brakes</li> <li>• Ensure student's feet are positioned onto rota pad on floor/step if used. Release lap strap and cross vest if used.</li> <li>• 1 person to be assisting student from either side/to take hold of handling belt if used and tell student of intention to stand. Give verbal prompt "bring your nose over toes, ready steady stand". Encourage student to stand tall with his bottom tucked in.</li> <li>• 1 person to support student in standing; place one hand in small of his/her back to prompt maintaining upright position and the other on his/her chest</li> </ul>

handling belt, step, rota pad, small toddler stool, work chair/toilet chair.  
(Delete any equipment that is not used)

IF STUDENT IS UNWELL OR VERY TIRED it is recommended that his support staff risk assess the situation - should student be unable to support his weight in standing it is recommended that a hoist be used to achieve transfers to/from toilet and wheelchair/workchairs

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• 2nd person to adjust student's clothing whilst standing.</li> <li>• Maintain assistance of student/hold of handling belt, gently encourage student to turn around and sit down squarely into his/her wheel/work chair</li> <li>• Ensure bottom well back in chair, fasten lap strap/harness, position feet on footrests</li> <li>• Remove toilet chair, and equipment used.</li> </ul>
<b>Wheelchair/work chair to standing frame (i.e. Quest 88 Upi or Jenx Monkey type frames)</b>		<ul style="list-style-type: none"> <li>• Position items of equipment face on. Apply brakes to wheel/work chair. Turn off electric chair</li> <li>• If student is using his/her powered wheelchair remove tray to side and switch off chair</li> <li>• Bring standing frame up to wheelchair/work chair or vice versa.</li> </ul> <p>This is to be carried out using assistance from 2 or more people and a handling belt</p> <p>N.B. Handling belts to be used to assist transfer and not to lift the student</p> <p>N.B. Brakes need to be applied to both the standing frame and the</p>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Remove footrests and bring standing frame close so that student feet can be positioned onto foot plates. Apply brakes to standing frame and chair.</li> <li>• Position handling belt, if used, around student ensuring it is a snug fit.</li> <li>• Release lap strap/harness.</li> <li>• With 1 person supporting student at either side encourage him/her to move to the edge of the chair.</li> <li>• Position feet onto footplates of standing frame and secure straps if possible.</li> <li>• 1 person to be assisting student from either side/to take hold of handling belt if used, and tell student of intention to stand. Give verbal prompt "bring your nose over toes, ready steady stand". Encourage student to stand tall, with bottom tucked in and</li> </ul>

wheelchair/workchair during the transfer of the student

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>support himself through his forearms on the tray of standing frame.</p> <ul style="list-style-type: none"> <li>• Ensure knees are correctly positioned in knee blocks.</li> <li>• 1 person to monitor student's position whilst 2<sup>nd</sup> person fastens pelvic strap. Ensure a snug fit</li> <li>• Remove handling belt, if used, and then fasten thoracic strap. Ensure a snug fit.</li> <li>• Adjust foot straps to a more snug fit if necessary</li> <li>• Remove wheel/work chair</li> </ul>
<b>Standing Frame to wheel/work chair (i.e. Quest 88 Upi or Jenx monkey type standing frames)</b>		<ul style="list-style-type: none"> <li>• Position chair behind student; ensure brakes are applied to both the standing frame and the chair. Reposition foot plates if necessary to ensure chair up close.</li> <li>• 1 person to monitor student's position whilst 2<sup>nd</sup> person</li> </ul> <p>This is to be carried out using assistance from 2 people</p> <p>N.B. Brakes need to be applied to both the standing frame and the wheelchair/workchair during student transfer</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>releases thoracic strap/harness and then hip strap.</p> <ul style="list-style-type: none"> <li>• Advice student of intention for him/her to sit down into chair</li> <li>• 1 person to place hand on student's back as he/she sits down. second person to monitor.</li> <li>• Ensure bottom well back in chair and fasten lap strap/harness.</li> <li>• Remove standing frame.</li> <li>• Reposition footplates and tray</li> </ul>
<b>Wheelchair/workchair to Supine standing frame using a hoist (i.e. R82 Buffalo, Leckey Horizon type frame)</b>		<ul style="list-style-type: none"> <li>• Ensure that standing is in a full horizontal position and that the brakes are on.</li> <li>• Hoist transfer the student onto the standing frame so that he is lying down.</li> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> </ul> <ul style="list-style-type: none"> <li>• Carers to have had moving and handling/and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lap strap/harness of wheelchair/workchair – 1 carer to ensure student's safety while other carer positions sling under student.</li> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest – 1 carer to monitor student's safety.</li> <li>• Carer operating hoist to move wheelchair/workchair away and position mat – other carer still monitoring student's safety.</li> </ul>
		<ul style="list-style-type: none"> <li>• To be carried out using assistance from two or more people.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Carer operating hoist lowers student to supine standing frame – other carer to monitor feet/arms/head position to prevent injury. Head positioned in head support.</li> <li>• Once student is completely on supine standing frame remove all loops/clips attached to hoist.</li> <li>• 1 carer to remove hoist from immediate vicinity.</li> <li>• Other carer to remove sling.</li> <li>• Secure student into supine standing frame.</li> <li>• Ensure the cross straps are secured over the student's pelvis</li> <li>• Ensure chest support blocks and straps are in place and secure</li> <li>• Position knee blocks over knees</li> </ul>

[ILO: UNCLASSIFIED]



## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"><li>• Position feet into foot plates and strap in.</li><li>• Move supine frame slowly into an upright position and position tray.</li></ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

<p><b>Supine standing frame to wheelchair/workchair using hoist (i.e. R82 Buffalo, Leckey Horizon type standing frames)</b></p>	<ul style="list-style-type: none"> <li>• Remove tray from standing frame.</li> <li>• Move supine standing frame slowly to a horizontal position.</li> <li>• Remove all standing frame straps, second carer to maintain safe position of student.</li> <li>• Slide hoist sling under student using a rolling procedure, second carer to maintain safety of student.</li> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> <li>• 1 carer to position hoist ready for lift – other carer to position student's legs safely.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Carers to have had moving and handling/and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> <li>• Brakes need to be applied to both standing frame and wheelchair/workchair.</li> </ul>
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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>carer to monitor student's safety.</p> <ul style="list-style-type: none"> <li>• 1 carer to remove supine standing frame and position wheelchair/workchair, apply brakes – other carer to monitor student's safety.</li> <li>• Lower student into wheelchair/workchair, ensuring bottom is placed well back into wheelchair/workchair.</li> <li>• Remove all loops/clips from spreader bar and leg straps from band.</li> <li>• Remove sling from under student and re-apply lap strap.</li> <li>• Remove hoist from vicinity.</li> </ul>
<b>Wheelchair/workchair to easy-stand standing frame using a hoist</b>		<ul style="list-style-type: none"> <li>• Ensure that standing frame is in a sitting position and that the brakes are on.</li> <li>• Carers to have had moving and handling/and hoist training BEFORE</li> </ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Hoist transfer the child onto the standing frame so that he is in a sitting position.</li> <li>• Hoisted using Hoist and Type sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair but not to hoist.</li> <li>• Undo lap strap/ harness of wheelchair/workchair – 1 carer to ensure student's safety while other carer positions sling under child.</li> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest – 1 carer to monitor student's safety.</li> </ul>

- attempting procedures.
- Safety check all equipment prior to use
- To be carried out using assistance from two or more people.
- Brakes need to be applied to both standing frame and wheelchair/workchair.

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Carer operating hoist to move wheelchair/workchair away and position mat – other carer still monitoring student's safety.</li> <li>• Carer operating hoist lowers student to easy-stand standing frame – other carer to monitor feet/arms/head positions to prevent injury.</li> <li>• Once student is completely on easy-stand standing frame remove all loops/clips attached to hoist.</li> <li>• 1 carer to remove hoist from immediate vicinity.</li> <li>• Other carer to remove sling.</li> <li>• Secure child into easy-stand standing frame.</li> <li>• Ensure that pelvic strap is secured.</li> <li>• Position feet into foot plates and strap in.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Check that knee blocks are in correct position.</li> <li>• Ensure chest support blocks and straps are in place and secure.</li> <li>• Position tray on standing frame, ensuring tray is not too tight.</li> <li>• Move easy-stand standing frame slowly into an upright position.</li> </ul>
<b>Easy-stand standing frame to wheelchair/workchair using hoist</b>		<ul style="list-style-type: none"> <li>• Move easy-stand standing frame slowly to a sitting position.</li> <li>• Remove tray from standing frame.</li> <li>• Remove all standing frame straps, second carer to maintain safe position of child.</li> <li>• Position hoist sling under child, second carer to maintain safety of child</li> </ul> <ul style="list-style-type: none"> <li>• Carers to have had moving and handling / and hoist training BEFORE attempting procedures.</li> <li>• Safety check all equipment prior to use</li> <li>• To be carried out using assistance from two or more people.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> <li>• 1 carer to position hoist ready for lift – other carer to position student's legs safely.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of wheelchair/workchair – 1 carer to monitor student's safety.</li> <li>• 1 carer to remove easy-stand standing frame and position wheelchair/workchair, apply brakes – other carer to monitor student's safety.</li> <li>• Lower student into wheelchair/workchair, ensuring bottom is placed</li> </ul>

- Brakes need to be applied to standing frame and wheelchair/workchair.

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>well back into wheelchair/workchair.</p> <ul style="list-style-type: none"> <li>• Remove all loops/clips from spreader bar and leg straps from band.</li> <li>• Remove sling from under student and re-apply lap strap.</li> <li>• Remove hoist from vicinity.</li> </ul>
<p><b>Swimming Pool Changing area</b></p> <p><b>Wheelchair/work chair/acheeva bed to Changing bed/pool trolley bed</b></p> <p><b>Using hoist</b></p>		<ul style="list-style-type: none"> <li>• Hoisted using Hoist and <b>Type</b> sling plus 2 carers.</li> <li>• Brakes to be applied to wheelchair/workchair but not to hoist.</li> <li>• Undo lap strap/harness of wheelchair/workchair – 1 carer to ensure student's safety while other carer positions sling under student</li> <li>• Pass straps under each leg and thread left/right through band if sling utilises crossover method.</li> </ul> <p>Mobile or overhead hoists may be used in changing rooms.</p> <p>Overhead or fixed hoist only to be used on poolside.</p> <p>e.g.  <i>Mobile – Pen, Arjo, Swan Oxford,</i>  <i>Overhead – Skyframe</i>  <i>Fixed – Arjo</i></p> <p><u>Types of bed</u>            Pool trolley bed</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to just above arm rest- 1 carer to monitor student's safety.</li> <li>• Carer operating hoist lowers student to <b>type of bed</b> – other carer to monitor feet, arms, head positions to prevent injury.</li> <li>• Once student is completely on <b>type of bed</b> remove all loops/clips attached to hoist.</li> <li>• Secure safety guard in position.</li> <li>• 1 carer to remove hoist from immediate vicinity.</li> <li>• Other carer to remove sling, allowing student to assist if possible.</li> </ul>
Swimming Pool Changing Area		<ul style="list-style-type: none"> <li>• Insert wet sling under student.</li> </ul>
		Changing bed
		Please ensure student is secure in the sling before

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
Changing bed to Overhead hoist to Pool		<ul style="list-style-type: none"> <li>• Attach sling loops/clips on shoulders onto spreader bar.</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to adult waist height – 1 carer to monitor student's safety.</li> <li>• Carer to walk, holding sling, with student facing carer through door way onto poolside.</li> <li>• Once on edge of pool, lower student to just above floor level where swimming teacher/physio will receive student.</li> <li>• Carer operating hoist will then lower student onto mat in pool under guidance from swimming teacher/physio.</li> <li>• Swimming teacher/physio to remove all clips/loops from spreader bar and release waist band on sling.</li> </ul>

moving through to pool area.

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and	
		<ul style="list-style-type: none"> <li>Slide student off mat into water.</li> </ul>	
<b>Swimming Pool Changing Area</b>  <b>Pool to Overhead Hoist to Changing bed</b>		<ul style="list-style-type: none"> <li>Place sling on mat and position student onto it.</li> <li>Lower hoist.</li> <li>Attach sling loops/clips on shoulders onto spreader bar.</li> <li>Attach sling leg loops/clips onto spreader bar.</li> <li>1 carer to activate hoist up to adult waist height – carer in pool to monitor student's safety.</li> <li>Carer to walk, holding sling with student facing carer, through doorway into changing room.</li> <li>Carer operating hoist will then lower student onto changing bed.</li> <li>Remove wet sling.</li> </ul>	Please ensure student is secure in the sling before moving through to pool area

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
<b>Swimming Pool Changing area</b>  <b>Pool Trolley bed/Changing bed to Wheelchair/work chair/acheeva bed using hoist</b>		<ul style="list-style-type: none"> <li>• Position sling under student with his/her assistance if possible.</li> <li>• Pass straps under each leg and thread left/right through band if using sling with straps or attach clips.</li> <li>• 1 carer to position hoist ready for lift – other carer to position student's legs safely.</li> <li>• Attach sling loops/clips on shoulders onto spreader bar</li> <li>• Attach sling leg loops/clips onto spreader bar.</li> <li>• 1 carer to activate hoist up to approximate height of acheeva bed/wheelchair/workchair– 1 carer to monitor student's safety.</li> <li>• 1 carer to position wheelchair/workchair/acheeva bed, apply brakes – other carer to monitor student's safety.</li> </ul>

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Lower student into wheelchair/workchair/acheeva bed, ensuring bottom is placed well back in wheelchair/workchair/acheeva bed.</li> <li>• Remove all loops/clips from spreader bar and leg straps from band if there is one.</li> <li>• Remove sling from under student and re-apply lap strap/harness.</li> <li>• Remove hoist from vicinity.</li> </ul>
<b>Pool Trolley bed to Pool</b>		<ul style="list-style-type: none"> <li>• Position WET sling under student</li> <li>• Wheel pool trolley bed onto poolside and position ready for fixed hoist.</li> <li>• Carer on poolside to attach pool trolley bed onto fixed hoist and raise slightly off floor.</li> <li>• Poolside carer to detach chassis frame and remove</li> </ul> <p>Mobile or overhead hoists may be used in changing rooms.</p> <p>Overhead or fixed hoists only to be used on poolside</p> <p><i>e.g.</i>  <b>MOBILE</b> – Pen, Arjo, Swan Oxford</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<p>from immediate vicinity. Apply brakes to chassis</p> <ul style="list-style-type: none"> <li>• Carer on poolside to take instruction from carer in pool whilst lowering trolley bed into pool.</li> <li>• Carer in pool to release safety guard</li> <li>• Carer in pool to support student and guide into water.</li> </ul>

*OVERHEAD – Skyframe*  
*FIXED – Arjo*

Types of Bed  
 Pool trolley bed  
 Shower bed

[ILO: UNCLASSIFIED]

## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and	
<b>Swimming Pool Changing Area</b>  <b>Pool to Pool Trolley Bed</b>		<ul style="list-style-type: none"> <li>• Attach pool trolley bed to the fixed hoist on poolside.</li> <li>• Raise bed off floor slightly and detach leg chassis frame.</li> <li>• Lower pool trolley bed into pool.</li> <li>• Carer in pool to place WET sling onto bed and position student on sling.</li> <li>• Carer in water to secure safety guard in position.</li> <li>• Carer in water to give instructions to carer on poolside to raise the bed. Carer in pool to have control of chassis frame.</li> <li>• Carer in pool to give instructions to carer on poolside to lower bed onto chassis frame.</li> <li>• Carer on poolside to release pool trolley bed from fixed hoist and wheel into changing room.</li> </ul>	

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and	
<b>Swimming Pool Changing Area</b>  <b>Shower/Pool chair to Pool</b>		<ul style="list-style-type: none"> <li>• Clip WET sling onto handles of shower/pool chair.</li> <li>• Position student onto sling.</li> <li>• Secure safety handle bars down and tell student to hold onto them.</li> <li>• Wheel shower/pool chair onto poolside.</li> <li>• Attach shower/pool chair to the fixed hoist on poolside.</li> <li>• Raise chair slightly off floor and detach leg chassis frame.</li> <li>• Remove chassis from immediate vicinity and apply brakes</li> <li>• Carer on poolside to take instruction from carer in pool, whilst lowering pool chair into pool.</li> <li>• Carer in pool to raise handle bars and guide student into water.</li> </ul>	
<b>Swimming Pool Changing Area</b>		<ul style="list-style-type: none"> <li>• Clip WET sling onto handles of pool chair.</li> </ul>	

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
Pool to Shower/Pool Chair		<ul style="list-style-type: none"> <li>• Attach pool chair to the fixed hoist on poolside.</li> <li>• Raise chair off floor slightly and detach leg chassis frame. Remove chassis from poolside and apply brakes.</li> <li>• Lower pool chair into pool.</li> <li>• Carer in pool to give instructions to poolside carer of position of chair in water.</li> <li>• Carer in pool to guide student onto pool chair.</li> <li>• Carer in pool to secure safety handle bars down and tell student to hold onto them.</li> <li>• Carer on poolside to position leg chassis frame ready to receive pool chair.</li> <li>• Carer in pool to give instructions to poolside carer to raise chair out of water and position onto leg chassis frame.</li> </ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>Carer on poolside to wheel pool chair into changing room.</li> </ul>
<b>Standing to Bambach chair</b>		<ul style="list-style-type: none"> <li>Student to stand at table using the suggested method and supporting themselves by resting both hands on the table if necessary (please note this may involve following guidelines to stand from wheelchair/transfer from standing frame/walk up to table with mobility aid).</li> <li>Encourage student to stand with legs apart (wide enough to accommodate front of saddle seat)</li> <li>Person assisting student to position Bambach behind him/her ensuring that one of the base legs fits between his/her feet.</li> </ul> <p>This transfer is to be carried out in front of an appropriate height table that student will be working at.</p> <p>The level of assistance required will be determined by standing ability of student. Workers supporting younger and smaller children may need to do so from a mobile stool/the floor.</p> <p>The chair is specifically adjusted for student's sole use by his/her therapist. Please do not adjust any of the settings without discussing this beforehand.</p>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• When the chair is in position apply the brakes to the castors.</li> <li>• Ask student to sit down onto the seat with bottom well back.</li> <li>• Fasten pelvic strap if provided.</li> <li>• Reposition the chair further under the table if required; release the brakes move the chair and then reapply brakes.</li> <li>• Fit any additional foot support as agreed with student's therapist.</li> </ul>
		<p>Use the chair as specifically directed by the therapist; providing agreed levels of supervision.</p> <p>Ensure that any additional equipment required is ready to hand.</p>
<b>Bambach chair to standing</b>		<ul style="list-style-type: none"> <li>• Remove any additional foot support that may be in place.</li> <li>• Move chair away from the table slightly to ensure sufficient space for student to move into standing.</li> <li>• Ensure brakes applied.</li> </ul>

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## Guidelines for handling children and young people (pupils) who have physical disabilities

Task	Task Method	Advice and
		<ul style="list-style-type: none"> <li>• Release pelvic strap and ask student to position hands on table in preparation for supporting self whilst standing up.</li> <li>• Advise student that once he/she is standing the chair will be moved away from the table.</li> <li>• Student stands and maintains this position whilst support worker removes chair.</li> <li>• Support worker to reposition any other equipment behind student as necessary (this may include walking frame/other mobility aid/wheelchair)</li> </ul>

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