



<b>Policy status</b>	<b>Non-statutory</b>
<b>Adopted</b>	<b>3rd February 2025</b>
<b>Review date</b>	<b>Feb 2027</b>

## Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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## 1. Introduction

The Governing Body of Beatrice Tate School are committed to promoting best and safest practice in all Moving and Assisting operations. The Moving and Assisting Policy and associated Risk Assessments are the main management procedure to achieve this and must be complied with at all times. The main aim of the policy on the Moving and Assisting of students who may have special educational needs or mobility needs is to prevent all involved parties from injury whilst enabling and encouraging students to maximise their potential is to protect staff and students and promote best practice.

This policy will be brought to the attention of all members of staff. A copy can be accessed on the Beatrice School Website.

This policy statement and the accompanying organisation and arrangements will be reviewed on an annual basis.

## 2. Relevant Legislation

- Health and Safety at Work Act 1974, with any relevant amendment
- Manual Handling Operations Regulations (MHOR) 1992
- Lifting Operations and Lifting Equipment Regulations (LOLER) 1998
- Health and Safety (Offences) Act 2008
- NOTE: Health and Safety Legislation takes precedence over any other legislation/procedures that school operates within

## 3. Definitions

### **Manual Handling /Moving and Assisting**

The term 'Manual Handling' or 'Moving and Assisting' includes any transporting, or supporting, of a load or a person including:

- Lifting
- Putting down
- Pushing
- Pulling
- Carrying or
- Moving thereof by hand or bodily force

### **Hazard**

A hazard is anything that can cause harm.

### **Risk**

Risk is the likelihood, high, medium or low, that somebody or something will be injured or damaged should that hazard be realised. Risk considers both the likelihood of harm occurring and the severity of injury.

## **So far as is reasonably practicable**

If the solution is practicable, it must be implemented. The degree of risk in an activity or environment can be balanced against the time, trouble, cost and physical difficulty of taking measures to avoid the risk. If these measures are so disproportionate that it would be quite unreasonable for the employer to have to incur them to prevent the risk, they are not obliged to do so.

## **Must/Shall**

When legislation uses the words must and/or shall this is an absolute duty and must be adhered to by the organization

## **Key Trainer**

The term 'Key Trainer' refers to staff who have achieved appropriate external accreditation to support the Moving and Assisting training program.

## **4. Key Points**

All staff are responsible for complying with the requirements of Legislation and the procedures identified in the Moving and Assisting Policy.

In the event of an emergency that may lead to death or significant harm, (e.g. fire, drowning, medical emergency), staff need to act in a way which may mean not following the prescribed system of work to move a child. These should be addressed through further documentation such as PEEP's and/or Risk Assessments for individuals.

The Moving and Assisting Policy seeks to reduce the need for employees to perform hazardous moving and handling activities so far as is reasonably practical. A system of Risk Assessment, considering legislation and backed by supportive and appropriate training will be key to the success of this policy.

The Risk assessment Process will consider:

- The nature of the task
- The nature of the load
- The capability of the person carrying out the task
- The needs of the student
- The working environment in which the task takes place

This will then be used to remove or reduce the risk of injury to the lowest level reasonably practicable (see Appendix 1 and 2).

Other staff coming into school, including those not directly employed, will be made aware of the potential risks associated with moving and handling tasks.

All students, who can safely do so, should be encouraged to move themselves wherever possible in order to promote their independence. Where support is required, it should be the minimum needed to safely complete the task/activity.

The Risk assessment will identify the appropriate 'system of work' (equipment/support ratio). This must be adhered to by all staff.

The Moving and Assisting Policy will be reviewed annually, unless circumstances dictate otherwise.

## 5. Responsibilities

All employers and employees must be aware of their role and the role of others within the organisation and liaise when necessary with the appropriate agencies.

### Governing Body

The Governors have overall accountability for ensuring the health, safety, and well-being of all BTS employees, students in their care, visitors and others affected by the organisation's activities

### The Headteacher

Overall responsibility for the day to day management of health and safety, in accordance with the LA's health and safety policy and procedures, rests with the Headteacher (HT).

As manager of the establishment and of all the activities carried on within it, the HT will advise Governors of the areas of health and safety concern that may need to be addressed by the allocation of funds.

The HT is responsible for ensuring that Moving and Assisting is considered in the development of the Health and Safety Strategy for the organisation.

### Senior Leadership Team

Senior Leadership Team (SLT) must be aware of and understand the Moving and Assisting Policy.

SLT must, in accordance with the legislation, ensure that employees are not exposed to any foreseeable risk of injury from moving and handling, so far as is reasonably practicable.

SLT must ensure that there are clearly identified systems and procedures in place to assess and record the risks associated with moving and handling. Such risk assessments should involve the staff delegated to perform the manual handling tasks.

SLT must investigate and record incidents involving Moving and Assisting.

SLT must keep a record of the incidence of injuries, near misses and sick leave related to Moving and Assisting, as identified through the incident report form process. Risk Assessments must be reviewed following any report incident.

SLT must ensure appropriate equipment identified in the Moving and Assisting risk assessment is made available and training in its use provided in line with health team staff as appropriate.

SLT must ensure appropriate systems and procedures are in place to maintain manual handling equipment in line with manufacturers instruction and legislation.

### Key Trainers

There are eight Key Trainers across the school (at least two in each phase).

The Key Trainers team will be responsible for day-to day implementation of the Moving and Assisting Policy including:

- promote best practice in Moving and Assisting techniques and procedures when Moving and Assisting students.
- supporting SLT by encouraging and leading other employees to follow the procedures outlined in the Moving and Assisting Policy.
- auditing the Moving and Assisting policy/procedures and ensuring results are shared appropriately within the school.
- auditing the Moving and Assisting risk assessment system and ensuring results are shared appropriately within the school
- developing safer systems of work for Moving and Assisting operations and ensuring results are shared appropriately within the school
- developing and coordinate Moving and Assisting training across the school.
- maintaining accurate training records across the school.

## All Staff Members

Employees must make full and proper use of any system of work identified by SLT, they must follow the Moving and Assisting risk assessment directives within the Moving and Assisting policy and subsequent procedures.

No employee shall undertake a Moving and Assisting task without making an informal/dynamic assessment of the risks involved to themselves or others who may be affected by their actions.

Employees must assist and support students within the responsibilities of their job, guided by the risk assessment and system of work prescribed. Only key staff should lead any manoeuvres where specific equipment is needed for student transfers.

Employees should participate constructively in the risk assessment process. Employees should feel comfortable before performing any manual handling task. Where they have concerns, or injuries which may impact on their practice, these must be reported to their line manager.

Employees must recognise that lifting students from the floor is a high- risk activity. Equipment must always be used for this task, except in an emergency. Students of small build and weight are excluded from this with a risk assessment and the capabilities of the handler considered.

Employees must use equipment for the purpose it was designed and following instruction/training they have received. A visual check must be made to ensure the equipment is safe each time it's used.

Employees must be responsible for ongoing charging of hoist batteries by ensuring that the controller is docked back in the charging station or leaving the battery on charge when not in use on mobile hoists.

Employees must report hoist equipment issues and charger failures by informing designated member of SLT, Key Trainer team and/or Site Staff.

No employee should manually handle/assist a student/load beyond their physical limitations.

Employees must inform their line manager of any health concerns that may affect their ability to perform manual handling/ Moving and Assisting tasks so that a dynamic risk assessment can be implemented.

Employees must report any manual handling/ Moving and Assisting accidents and incidents via a SCC Incident Report Form.

Employees must wear clothing and footwear, in line with the Staff Code of Conduct, that does not restrict their movement or posture, and protects their feet.

Employees must participate in Moving and Assisting training when requested to do so, to ensure their training is up to date and relevant.

## Agency Staff and Other Contracted Service Providers

Agency staff and other contracted service providers are required to adhere to all aspects of this Moving and Assisting policy.

## 8. Emergency Situations

The regulation of Moving and Assisting tasks does not apply in genuine emergency situations – i.e.; assistance should be offered if someone is in imminent danger of drowning or in danger. However, situations such as a student with epilepsy having a seizure, or a standard fire evacuation is **not** considered an emergency as these are foreseeable and safe systems of work can therefore be planned and implemented.

### **The Falling person:**

Some students are at a higher risk for falls. This has the potential to cause a severe injury to both the student and the member(s) of staff who attempt to 'catch' the individual. Consequently, BTS advise all employees that if the individual is falling and cannot be persuaded to stand, or be re-directed to a seated/lying position, the member of staff will make the immediate area as safe as possible for the student to descend to the floor and if possible protect the head and face from injury this might be achieved by throwing a cushion/pillow to the floor for instance, or placing their hand against a hard surface for protection. However, the member of staff must offer no other physical intervention to control the individual's descent to the floor.

### **The Fallen person:**

Should a student be found on the floor, advice should be sought from the First Aider who will assess the individual for any signs of injury.

- Medical/paramedical assistance shall be sought for all children/young adults injured or suspected of injury as a result of their fall.
- Only in life-threatening or very high-risk situations should the child/young adult be manually lifted from the floor.
- In circumstances when the individual has been assessed as likely uninjured, they shall be given verbal guidance from staff, with if necessary, the absolute minimum physical assistance to raise themselves from the floor.
- Should an individual not have the ability to raise themselves, then appropriate lifting equipment must be obtained and utilised for the task.

## 9. Risk Assessments

Where manual handling operations involving a risk of injury that cannot be avoided a formal risk assessment will be undertaken and recorded on the 'Moving and Assisting Risk Assessment'

The risk assessment shall:

- Be carried out by a staff who have been trained and appropriately assessed in manual handling risk assessment skills and have up to date knowledge and skills in handling techniques and available and up to date equipment.
- Be carried out by staff who are aware of, and preferably have working knowledge of, the student's handling needs.
- Be sufficient in detail to have identified all reasonable hazards and their control measures - both short and long term, so that the hazards are reduced to the lowest level reasonably practicable.
- Be recorded clearly and made available for all those students at either direct risk of harm or managing those who are at risk of harm.
- Consider any risks to those staff/others handling the student in respect to any reduced ability, ill-health, injury or if they are a new (within six months), expectant or a breast-feeding mother.
- Consider the student's personal wishes or that of a representative wherever possible; and the student's independence and autonomy is supported in order to empower them to gain control of as much of their own lives as possible.
- Be reviewed by the person as described above in the event of any significant changes occurring to any part of the assessment or if the assessment is no longer valid.

## 10. Monitoring and Review:

The effectiveness of this policy is reviewed annually by the Senior Leadership Team.

This policy will be reviewed every two years by the Headteacher and approved by the Governing Body.

## Appendix 1: Moving and Assisting Assessment Form

Personal Information		
Name of the student	Date of Birth	Tutor/Learning Group
Name of Assessor:	Assessment Date	Review Date
<b>Location</b>	The school environment, including, but not limited to, all learning spaces: classrooms, studios, hydrotherapy pool, rebound therapy room, playground, hygiene rooms	
FUNCTIONAL INDEPENDENCE MEASURE		
This tool considers the independence of the student, using a scoring system of 1 - 5.		
<b>1 - Total Assistance</b>	Needs support with all aspects of moving, posture, body control, uses specialist mobility equipment.	
<b>2 - Moderate Assistance</b>	Uses specialist mobility equipment, but has some upper/lower body strength, needs assistance to reposition	
<b>3 - Supervision</b>	The child requires no more than the helper standing by, cueing, coaxing or signing without physical contact.	
<b>4 - Modified Independence</b>	Tasks require one or more of the following: an assistive device, (e.g. walking frame) more than reasonable time, or there are safety (risk) considerations.	
<b>5 - Complete Independence</b>	All of the tasks described are performed safely, without help or aids and within a reasonable time.	
Does the student require assistance with mobility? <b>YES/NO</b> If <b>NO</b> , no further action required		

PHYSIOLOGICAL RISKS	YES	NO	COMMENTS/CONTROL MEASURES
Can the young person do any of the task for themselves?			
Does the young person suffer from epilepsy or experiences involuntary movements?			
Is the young person tall or heavy?			
Is the child unstable/uncoordinated? Or has poor balance?			
Are the young person's limbs swollen, flaccid or rigid? Are the young person's joints dislocated?			
Are there any orthopaedic considerations? E.g. fracture, arthritis, recent surgery, brittle bones, dislocated hips, scoliosis			
Is the young person in pain or any discomfort when moving?			
Does the young person have poor state of skin condition? E.g. skin is damaged, vulnerable to injury or unable to heal normally/bed sores.			
Are there 'attachments' to consider e.g. IVs/catheters/oxygen cylinders/ PEG/ NG etc?			
Other risks to consider			

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<b>PSYCHOLOGICAL RISKS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONTROL MEASURES</b>
Is the young person unpredictable, non-compliant, or displaying behaviour that challenges?			
Does young person have difficulty understanding or following instructions?			
Other risks to consider			
<b>ENVIRONMENTAL RISKS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONTROL MEASURES</b>
Is working space restricted?		✓	
Is there a risk of slip/trip/fall?		✓	
Is there inappropriate heating, ventilation and lighting?		✓	
Are there constraints on posture?		✓	
Is the bed/chair/changing table the wrong height or not adjustable?		✓	
Is it noisy?		✓	
Other risks to consider		✓	
<b>INDIVIDUAL CAPACITY (Staff)</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONTROL MEASURES</b>
Is staff member unexperienced, untrained, not competent to undertake the task?		✓	
Is the staff ratio and skills mix unsafe?		✓	
Are there any previous injuries or ill health?		✓	
Are staff not aware of their limitations or do they feel unwell?		✓	
Are staff wearing unsuitable clothing or footwear?		✓	
Other risks to consider		✓	
<b>TASK</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONTROL MEASURES</b>
Are there any particular hazards to posture?		✓	
Is there sufficient time for rest and recovery between tasks?		✓	
Is it an unfamiliar task?		✓	
Other risks to consider		✓	
<b>EQUIPMENT/OTHER FACTORS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONTROL MEASURES</b>
Has the equipment been well maintained?	✓		
Is the equipment appropriate for the task, young person, staff and environment?	✓		
Have staff received training in use of the equipment?	✓		
Do staff need to wear protective clothing, e.g. gloves, apron etc.?	✓		
Other risks to consider		✓	

This list is not exhaustive. Other factors may be considered.

## SAFER SYSTEM OF WORKING

List methods used and precautions taken, number of staff involved, frequency of task, equipment used & any further precautions taken. If using a hoist – detail hoist type (overhead), sling type, size & hoists sling fastening arrangements/loops

SLING TYPE & SERIAL NUMBER			
SLING LOOPS	TOP	MIDDLE	BOTTOM
WHEELCHAIR/SCHOOL CHAIR			
STANDING FRAME			
WALKING FRAME			
ACHEEVA BED/SIDE LYER			
OTHER <i>(e.g. Hygiene toileting system (HTS))</i>			

Transfer from – wheelchair to school chair/reverse	Staff to support
Transfer from – wheelchair (school chair) to Standing Frame/reverse	Staff to support
Transfer from - wheelchair (school chair) to changing bed/reverse	Staff to support
Transfer from – wheelchair (school chair) to hygiene toileting system /reverse	Staff to support
Transfer from – wheelchair (school chair, standing frame, walking frame) to floor/reverse	Staff to support
Transfer from – wheelchair (school chair) to PE Equipment/reverse (If using portable hoists, ensure brake of hoist is off)	Staff to support
Transfer from – wheelchair to ACHEEVA/reverse	Staff to support

RISK	CONTROL MEASURES
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# Moving and Assisting Policy

<b>Assessor (signature):</b>	<b>Date:</b>
<b>Moving and Assisting Lead (signature):</b>	<b>Date:</b>
<b>Headteacher/Deputy (signature):</b>	<b>Date:</b>

<b>Date of Assessment/ review</b>	<b>Are there any changes since the last assessment</b>	<b>Assessment completed by Name/Date</b>	<b>Assessment authorised Name/Date</b>

<b>ACTION</b>	<b>PRIORITY LEVEL (tick as appropriate)</b>			<b>Completed by</b>
	<b>HIGH</b> This suggests harm is imminent within a short period of time unless action taken	<b>MEDIUM</b> This suggest harm is likely is to occur within time unless action taken	<b>LOW</b> This suggests harm is unlikely to occur	

## Appendix 2: Moving and Assisting Staff Induction

### Moving and Assisting Staff Induction



#### Key points from the BTS Moving and Assisting Policy

- ▶ The main aim of the policy on the Moving and Assisting of students who may have special educational needs or mobility needs is to prevent all involved parties from injury whilst enabling and encouraging pupils to maximise their potential is to protect staff and pupils and promote best practice.
- ▶ 'All staff are responsible for the health and safety of themselves and the health and safety of all people affected by their activities including pupils with whom they work.'
- ▶ Staff code of conduct states 'Do not manually lift or position students' (Staff induction policy, 2022)
- ▶ Staff should feel competent, confident & fit enough to attempt the task. If not, do not attempt the manoeuvre and seek help from the moving and assisting team.

#### BTS Risk Assessments

- ▶ Where manual handling operations involving a risk of injury that cannot be avoided, a formal risk assessment will be undertaken and recorded on the 'Moving and Assisting Risk Assessment'
- ▶ Risk Assessments should be reviewed whenever any changes occur
- ▶ It is the responsibility of the person completing the task to identify any changes to the task, the environment, and their own, or the student's health. Should there be any such changes please inform the moving and assisting team immediately.

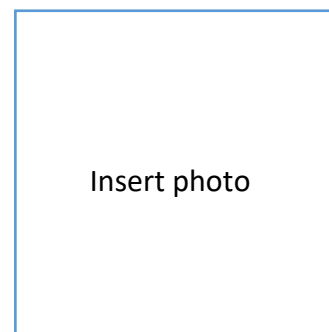
# Moving and Assisting Policy

INDIVIDUAL CAPACITY (Staff and students)	✓
<ul style="list-style-type: none"> <li>• Staff should feel competent, confident &amp; fit enough to attempt the transfer. If not, do not attempt the maneuver and seek help from your team or the Moving and Assisting team).</li> </ul>	
<ul style="list-style-type: none"> <li>• The staff ratio and skills mix should be safe. If you have any concerns do not attempt the manoeuvre and seek assistance from Phase Coordinator or AHT.</li> </ul>	
<ul style="list-style-type: none"> <li>• If 2 or more people are supporting the transfer, staff should communicate with each other throughout the task.</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff should be wearing suitable clothing and footwear.</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff should use total communication approach and communicate with the student throughout the task.</li> </ul>	
ENVIRONMENTAL	✓
<ul style="list-style-type: none"> <li>• The space shouldn't be restricted, lighting should be adequate and there should be no risk of slip, trip or fall. Before transferring any student, make area safe or seek assistance.</li> <li>• (All areas around school should be safe to hoist. If you have any concerns try &amp; rectify before moving the student. If you cannot, do not attempt the manoeuvre).</li> </ul>	
<ul style="list-style-type: none"> <li>• The temperature &amp; ventilation around the school should be comfortable for all students and staff. If you have any concerns do not attempt maneuverer and seek assistance from premises team</li> </ul>	
TASK	✓
<ul style="list-style-type: none"> <li>• Staff should be familiar with the task.</li> </ul>	
<ul style="list-style-type: none"> <li>• There should be no particular hazards to posture. All height adjustable equipment should be set to suit the needs of the student/handler moving the student.</li> </ul>	
EQUIPMENT/OTHER FACTORS	✓
<ul style="list-style-type: none"> <li>• Ensure all transferring equipment is in good working order before attempting any lifts. If any concerns do not move the student &amp; contact Moving and Assisting or premises team. Never use faulty equipment.</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff should receive appropriate training in use of the equipment. If you are not familiar with the equipment, do not attempt the manoeuvre and seek help from your team or the Moving and Assisting team.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure all detachable equipment is either removed or safely tucked inside student's clothing. (e.g. J-PEG, gastrostomy button, NG, Oxygen)</li> </ul>	
<ul style="list-style-type: none"> <li>• Staff need to wear protective clothing (gloves, apron etc.) when necessary e.g. personal care routines.</li> </ul>	

<p align="center"><b><u>GENERIC CONTROL MEASURES TO ALWAYS CONSIDER DURING HOISTING</u></b></p>	<p align="center">✓</p>
<ul style="list-style-type: none"> <li>• Slings and hoists must only be used by staff who have received appropriate training and who are familiar with me.</li> </ul>	
<ul style="list-style-type: none"> <li>• At least 2 people to hoist at all times</li> </ul>	
<ul style="list-style-type: none"> <li>• Students should come into school sitting in their school sling.</li> </ul>	
<ul style="list-style-type: none"> <li>• Put on the brakes of the wheelchair/school chair before hoisting.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure sling is in the right position – student’s head should be fully supported.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make sure the slings leg straps are threaded through the pommel loops as in manufacturers instruction provided with sling.</li> </ul>	
<ul style="list-style-type: none"> <li>• When moving students in or out of wheelchair/school chair, tilt the chair back by pushing down on the tilt in space handle which is located at the back of chair under the seat or on the wheelchair handle. Make sure you are also holding onto the handle of the chair so you can control the tilting. (Please ask your OT if you are not sure where the correct handle is positioned).</li> </ul>	
<ul style="list-style-type: none"> <li>• When moving students out of wheelchair/school chair attach the bottom loops, then the top loops of the sling to the spreader bar.</li> </ul>	
<ul style="list-style-type: none"> <li>• Take up the slack using the hoist so the loops of the sling are tight but the student is not being lifted yet. Only then should you undo wheelchair/ school chair’s lap strap.</li> </ul>	
<ul style="list-style-type: none"> <li>• As the hoist is operated, ensure the student is secure and well supported in the sling.</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep the loops of the sling tight once the student is seated in wheelchair/ school chair. Then quickly do up the lap strap of wheelchair/ school chair before student moves out of position. Then lower the hoist so you can take off the sling loops.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure student’s head does not hit the hoist (spreader) bar.</li> </ul>	
<ul style="list-style-type: none"> <li>• Secure the chest harness and head is in a comfortable position. Start with bottom straps of harness to avoid riding up.</li> </ul>	
<ul style="list-style-type: none"> <li>• Position wheelchair/ school chair in a more upright position using the tilt in space bar.</li> </ul>	
<ul style="list-style-type: none"> <li>• Roll and tuck the bottom sling loops into the sling pockets so they do not get caught in wheelchair/ school chair wheels.</li> </ul>	
<p><b>It is the responsibility of the person completing the task to identify any changes to the task, the environment, your own, or the student’s health, since the completion of this care plan. Should there be any such changes please inform the school lead before the planned review of this care plan.</b></p>	

## Appendix 4: Moving and Assisting Plan

Name of the student	Date of Birth	Tutor/Learning Group	Plan Review Date
<b>ECP</b>	YES/NO	<b>BSP</b>	YES/NO
<b>Functional independence measure</b>			
<b>Communication</b>			



### SAFER SYSTEM OF WORKING

List methods used and precautions taken, number of staff involved, frequency of task, equipment used & any further precautions taken. If using a hoist – detail hoist type (overhead), sling type, size & hoists sling fastening arrangements/loops

SLING TYPE & SERIAL NUMBER			
SLING LOOPS	TOP	MIDDLE	BOTTOM
WHEELCHAIR/SCHOOL CHAIR			
STANDING FRAME			
WALKING FRAME			
ACHEEVA BED/SIDE LYER			
OTHER (e.g. Hygiene toileting system (HTS))			

<b>Transfer from – wheelchair to school chair/reverse</b>	<b>Staff to support</b>
<b>Transfer from – wheelchair (school chair) to Standing Frame/reverse</b>	<b>Staff to support</b>
<b>Transfer from - wheelchair (school chair) to changing bed/reverse</b>	<b>Staff to support</b>
<b>Transfer from – wheelchair (school chair) to hygiene toileting system /reverse</b>	<b>Staff to support</b>
<b>Transfer from – wheelchair (school chair, standing frame, walking frame) to floor/reverse</b>	<b>Staff to support</b>
<b>Transfer from – wheelchair (school chair) to PE Equipment/reverse (If using portable hoists, ensure brake of hoist is off)</b>	<b>Staff to support</b>
<b>Transfer from – wheelchair to ACHEEVA/reverse</b>	<b>Staff to support</b>

RISK	CONTROL MEASURES
	•

## Appendix 5: Moving and Assisting Training Structure

Training	Who will need it?	Who will do it?
Staff induction	New staff in the first week from starting	HLTA/STA
Practical training with Key Trainer	New staff, when appropriate	Key Trainers
Working with trained and experienced staff member	New staff until they complete the full training	Key Staff

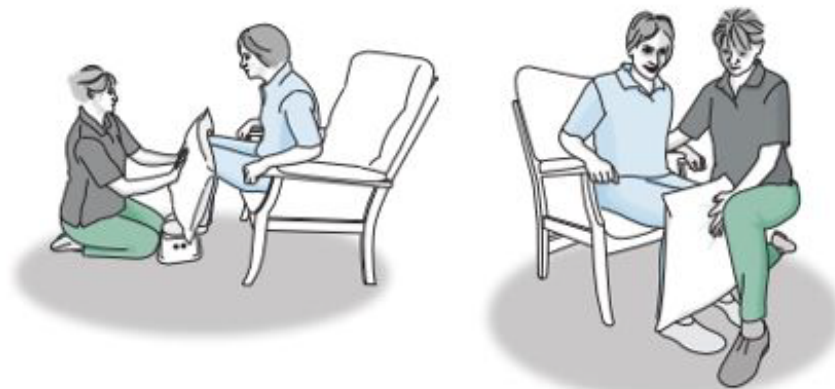
Moving and Assisting Training (Completed Annually)		
Theory component	E-learning	2.5 hours
Face-to-face training (trainer-delegate ratio of 1:10)	Key Trainers	2 hours
Practical sessions	Key Trainers	4 x 30 minutes
1:1 practical assessment	Key Trainers	Based on individual needs

## Appendix 6: Practical Techniques

### *Helping student sit back in the chair*

Sitting student back into chair- not suitable for students with painful/injured hips or knees.

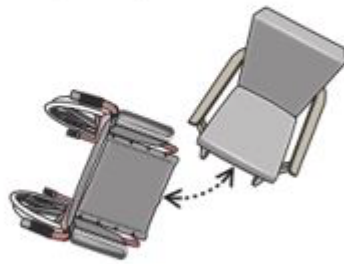
- **Independent student** – may be able to ‘bottom shuffle’ themselves to back of the chair after given verbal guidance
- **Minimum assistance- one adult support**-care worker to kneel (sat back on feet) in front of the student. Position student’s knees at right angle. Place one of student’s feet on care workers thigh or step stool or foot plate, hold student’s foot with both hands. Student to lean forward from back of the chair and push foot down gently. Whilst pushing up on arms of chair.  
A pillow can be placed against the knees of the student. A low kneeling care worker can move into high kneeling and this action will slide the student back into their chair.
- **Moderate assistance- two adults support** – care workers to kneel at sides of student’s chair facing each other. Position student’s feet, one by one under their knees, feet flat on the floor and move student forward slightly by shoulder. Place both student’s hands on arms of the chair. Care workers to place hand over the front of student’s knees, just below the knee joint and place other hand to lower back of the student. One knee on the floor, one foot on the floor- use thigh muscle to move leg gently against student’s knees, at the same time student to push up on chair arms and push back with their feet. This may need to be repeated more than once to get student to back of the chair



## Helping student transfer from chair to chair

### CHAIR POSITIONING

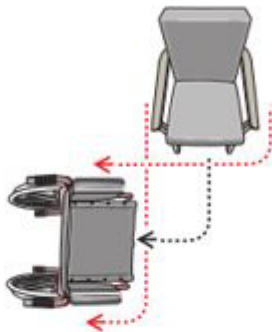
Independent student:



Minimum assistance- one adult support:



Moderate assistance- two adults support



Minimum assistance- use of transfer board



Beware with all transfers when sitting student into chair. Remember:

- Allow students to feel chair at back of knees
- Use simple instructions
- Ask the student to feel for the arms of chair if appropriate
- Watch student's movement
- Avoid giving negative commands if possible. Saying 'keep standing' is better than 'do not sit down yet'

## *Assisting student to safely get up from the floor*

- **Moderate assistance- one or two adults support-** Care worker to assist the student to roll on their stomach and try to guide them into a crawling position. When the student is fully on all fours, care worker should carefully position a chair in front of them. The second care worker should hold the chair steady and instruct the student to lean on the seat of the chair and bring one leg forward and put that foot on the floor. The second chair/wheelchair should be placed behind the student. Care worker should instruct the student



## *Assisting a walking student*

- **Minimum assistance- one adult support**-the care worker is positioned to one side and slightly behind the walking student with their arm behind the student's back to their furthest hip area. The care worker should not be so close as to impede the student's walking. The students should dictate the speed of walking.

|



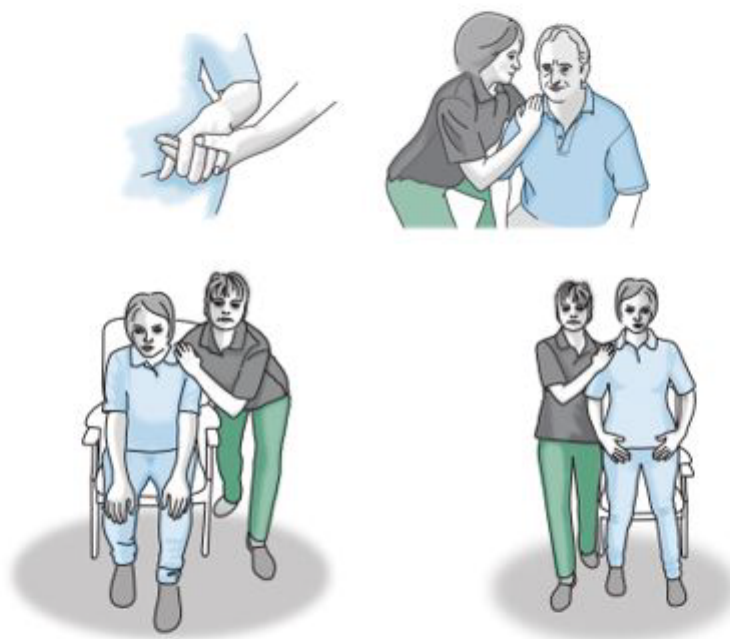
- **Moderate assistance- two adults support** – two care workers positioned at the either side and slightly behind the student. Additional support may be offered by placing hand on the client's shoulder for stability. Taking the student's hand is also useful as they can follow their own hand/arm to enable forward momentum.

## *Helping student from sitting to standing*

- **Minimum assistance- one adult support**

Start feet together slightly behind student's hips, facing line of travel and at an oblique angle for comfort. Widen the base, stabilise care worker's feet into 'L' shape. Readjust hips and feet comfort. Support student by 'palmar hold' to shoulder or hand support-palm to palm /resting hand over clenched fist.

Other arm along back, maintaining good contact across back. Use palmar hold to far hip area or mid back, if student needs less support. On command, step forward with front leg, then mirror with back leg, bring hip into student if needed. Keep care worker's hip behind student's hip throughout.



- **Moderate assistance- two adults support**

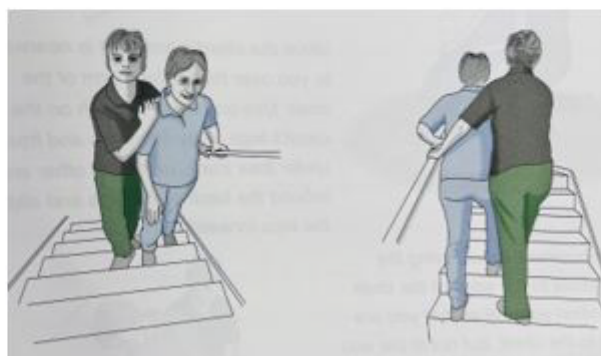
The support of two adults will offer more assistance to less able students. Both adults should cross their arms at the student's back maintaining good contact on the back of the student's furthest hip area and undertake the move as above.



## *Helping student walk up and down the stairs*

- **Independent student –**
- **Minimum assistance- one adult support-**

To **ascend** the stairs care worker walks behind the student (very close for support) their arm is across student's back and onto the handrail-the students holds the same handrail. The care worker takes a palmar hold on the student's nearest shoulder. Maintaining a strong 'L' shaped stable base the two walk in unison and the student should set the pace.



To **descend** the stairs the care worker walks backwards very close to the student with their arm across the student's front holding onto the hand rail (the student holds onto the same hand rail) and across onto the student's nearest shoulder blade. The care worker maintains a stable 'L' shaped base throughout with feet on separate stairs. The two walk in unison with the student should set the pace.

