**PUPIL MOVING AND HANDLING PLAN**

|  |  |
| --- | --- |
| **Pupil Name:**  | **DOB:** |
| **Diagnosis:** | **Weight:** |
| **Moving and Handling Plan was created by:** |
| **Date Plan was Created:** | **Date Plan to be reviewed:** |
| **Information staff need to be aware of and action staff need to take in relation to all moving and handling tasks:*** All lifting activities should be assessed to ensure that those involved are physically fit and able to move or handle the load/s involved.
* When moving a pupil, the physical condition of the individual being moved must be assessed to ensure that the means of moving will not cause any significant discomfort or injury to the pupil.
* Staff monitor pupil closely throughout all transfers to ensure pupil wellbeing
* Always refer to any relevant Risk Assessment for the move
* Seek advice on the application of straps from the physio, OT or M&H Trainer
* Refer to physio advice (laminated sheet) to ensure specific needs of the pupil are met
* Hoist needs serviced every six months- staff ensure this is done (refer to sticker on hoist). If out of date seek advice from line management
* Staff must work in pairs (one of which must have completed Moving and Handling Training)
* Staff pairs must decide a Lead and Supporter role to manage each transfer; the Lead controls and manages the manoeuvre and communicates to the Supporter
* Staff must check all equipment is fit for purpose before using it
* Ensure slings are clean, not worn or frayed on each use- never use a faulty sling
* Review sizing of slings is to be completed termly or in any specific change of pupil circumstance
* Minimise distances pupils travel in a sling attached to a hoist and quick-move by ensuring location of all required equipment is close by
* Communication with pupil throughout all these moves is recommended with whatever forms of communication they require to minimise anxiety and uncertainty
* Never rush a manoeuvre
* Staff to complete Moving and Handling Refresher every two years
* All faults on postural equipment report to OT, Physio and SMT
* Ensure that advice is sought from physio regarding pupil specific moving and handling
* Ensure hoists are charged overnight
* Staff ensure there is enough space for any moving and handling manoeuvre
* Staff ensure equipment is ready for the moving and handling manoeuvre to maximise systematic and progressive transfers e.g. sling ready to hand, handrails beside toilet down and ready for use, equipment ready to receive a pupil. Staff ensure wellbeing of pupil
* Staff maintain vigilance towards pupils using any piece of equipment
 |

|  |
| --- |
| **Pupil Specific Information** |
|  | **Abilities:** | **Equipment / Resources/ Strategies Normally Used:** |
| **Communication** | Some eye pointingStaff relationship supports reading of behaviours. | MakatonSymbols |
| **Walking** | Does not weight bear or balance |  |
| **Standing / Sitting** | Limited tone. Can sit up for short period – seconds only. | Bean bag supports relaxed seating.Mats for lying down. |
| **Personal Care** | Wears pads. Needs freshened up once daily. Other changes may be needed in response to bowel movements. | Plinth, Hoist, Sling,Personal changing items. |
| **Transfers Undertaken by Pupil (supported by staff)** | Home chair to Leckey Mygo.Chair to Plinth to ChairChair to StanderChair to Floor to ChairPlinth to Pool to Plinth | Hoist, Plinth, assessed seating, assessed stander, |
| **Behaviour / demeanour** | Pupil can wriggle or display involuntary physical movements. Pupil can become stressed / anxious due to being hoisted. | Distraction, staff vigilance, specialised sling, hoist |
| **Additional Information** | Pupil has a feeding tube | Staff to be aware of positioning of tube during transfers. Further advice can be sought from Gastrostomy Nurse |

| **Instructions for Moving and Handling Tasks****All staff have a responsibility to follow the instructions within this Moving and Handling Plan and to report any changes that may affect safer handling** |
| --- |
| **Task** | **Instruction/Handling Method** | **No. of staff** | **Equipment to be used (where applicable)** | **Hoisting Instructions****(where applicable)** |
| **Assisting pupil in moving from****wheelchair to plinth, plinth to wheelchair** | * Brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position and demeanour at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops (see plan)
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is transferred to plinth
* Pupil is lowered onto plinth
* Sling is removed
* Method is reversed returning pupil to wheelchair
* Fastening of straps is completed (staff to identify the order for each pupil).
 | 2 | * Sling
* Hoist
* Wheelchair
* Plinth
 | Sling Model:Sling Size:Sling Make:Sling Model:Sling Size:Sling Model:Sling Size:Sling Model:Sling Size: |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil in moving from****wheelchair to acheeva, acheeva to wheelchair** | * Ensure acheeva is in required position for receiving pupil
* Brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops (see plan)
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is transferred to acheeva
* Pupil is lowered onto acheeva
* Sling is removed
* Pupil is positioned on acheeva as directed by physio guidelines. Velcro inserts are used if appropriate
* Method is reversed returning pupil to wheelchair
* Fastening of straps is completed (staff to identify the order for each pupil).
 | 2 | * Sling
* Hoist
* Wheelchair
* Acheeva
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model:Sling Model:Sling Size:Sling Size: |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil in moving from wheelchair to standing frame, standing frame to wheelchair** | * Staff member ensures both standing frame and wheelchair brakes are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position and demeanour at all times
* Staff member guides pupil’s feet into footplates on standing frame
* Pupil uses standing frame arm / table for support pull themselves up to stand. A handling belt could be used as a guide and not to support pupil’s weight.
* Staff member applies velcro belt ensuring pupil is secure and in correct position as per the guidelines from physiotherapy
* Method is reversed returning pupil to wheelchair
* Fastening of straps is completed (staff to identify the order for each pupil).
 | 2 | * Wheelchair
* Standing Frame
* Handling belt
 | Sling Model:Sling Size:Sling Make:Sling Model:Sling Size:Sling Model:Sling Size:Sling Model:Sling Size: |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil in moving from wheelchair to quick- move, to toilet, to quick-move, to wheelchair** | * Staff member ensures both quick-move and wheelchair brakes are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position and demeanour at all times
* Staff member guides pupil’s feet to footplate on quick-move by folding up wheelchair footplates
* Pupil is encouraged to pull their body to a standing position using handrail on quick-move. Once pupil is standing on footplate, staff member folds down padded seat in quick-move for the support of the pupil
* Quick-move is manoeuvred so pupil has back to toilet and brakes are applied
* Pupil is requested to stand whilst staff member removes padded seat / support
* Pupil lowers themselves onto the toilet using handrails beside toilet as support
* Process is reversed
 | 1/2 | * Wheelchair
* Quick move
 | Sling Size:Sling Make:  Sling Model:Sling Size:Sling Model: Sling Size: Sling Model:Sling Size: |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle: Legs: Sling Model:Sling Size: |
| **Assisting pupil from floor in or after an emergency** | * Use of inflatable cushion for bearing pupil to a more suitable height to support them moving from that area.
* In a confined space, e.g. a toilet cubicle, consider us of slide sheet to move pupil to position where cushion can be used.
* Cushion is inflated gradually by staff member
* Staff ensure constant supervision of pupil’s position and demeanour
* Staff reassure pupil using communication methods suitable for the pupil
* Once in a seated position pupil is encouraged to stand and walk from the area with a staff member
* Staff member ensures equipment is put away
 | 2 | * Slide Sheets
* Inflatable cushions
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle: Sling Model:Sling Size:Legs: |
| **Assisting pupil from plinth into wheelchair, wheelchair to plinth** | * Staff member communicating with pupil the whole time
* Plinth is lowered to an appropriate height so pupil can have feet flat on floor when in seated position over the edge
* Wheelchair is positioned at appropriate distance from plinth to fit banana board and brakes are applied. Staff ensure banana board is level and not on an incline
* Footplates on wheelchair are folded away
* Banana board is slid under pupil’s bottom and other end of the banana board is positioned on seat of wheelchair.
* Pupil is encouraged to slide their bottom along banana board using their hands and feet for propulsion and stability
* A handling belt is used to guide the pupil along the banana board. The staff put their hand flat into either side of belt loops with thumbs out of loop and guide the pupil along the banana board
* Staff to be aware of own body position and movement through manoeuvre
* Staff member ensures the position of the banana board remains constant
* Once pupil is in wheelchair banana board is removed and wheelchair fastenings are applied (staff to identify the order for each pupil).
* Footplates in wheelchair are also reinstated for use
* Process is reversed
 | 1 | * Wheelchair
* Banana Board
* Handling belt
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Size:Sling Model:Sling Size: |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle: Sling Model:Sling Size:Legs: |
| **Assisting a pupil from their wheelchair to a seat, seat to a wheelchair** | * Staff member communicating with pupil the whole time
* Staff member ensure wheelchair brakes and rotunda brakes are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position and demeanour at all times
* Staff member guides pupil’s feet onto rotunda base and prompts pupil to hold handrail
* Pupil is prompted to stand
* Staff member rotates rotunda so pupil has back to chair they are moving to.
* Pupil is prompted to sit in the chair using rotunda handrail as a support
* Process is reversed
 | 1/2 | * Rotunda
* Wheelchair
* Chair
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting a pupil to move from chair to stand** | * Staff member prompts pupil to shuffle forward to edge of seat
* Pupil is reminded to have feet flat on the floor
* Staff member positions Kaye Walker at a suitable position for pupil to reach whilst taking account of direction of intended travel
* Pupil is prompted to stand using appropriate method of communication
* Pupil is encouraged to use chair/ table/ Kaye Walker for support when standing
* Pupil uses Kaye Walker for support whilst they position themselves ready to travel
* Staff member removes chair to allow ease of travel for pupil
* Staff member encourages pupil to walk
 | 1 | * Chair
* Kaye Walker
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil from wheelchair to walker / pacer, walker / pacer to wheelchair** | * Ensure walker / pacer is in required position for receiving pupil
* Brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is transferred to walker / pacer and is lowered to an appropriate height
* Pupil is encouraged to use arm rests for support
* Staff members affix all fastenings required
* Loops are removed from the hoist and sling straps are tucked away into the walker / pacer clear of the wheels. Pupil remains sitting on the sling.
* Process is reversed
 | 2 | * Wheelchair
* Hoist
* Sling
* Walker / pacer
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil from wheelchair to bike, bike to wheelchair** | * Refer to physio / Theraplay to ensure correct selection of bike
* Ensure bike is in required position for receiving pupil
* Ensure hoist is on the correct side of the bike for the transfer to support specific needs of the pupil (in response to a weakness on a particular side)
* Brakes on wheelchair are applied
* Fastening straps are released (order to be identified per pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is transferred to bike and is lowered to sitting on the saddle
* Pupil is encouraged to use handlebars for support
* Staff members affix all fastenings required
* Loops are removed from the hoist and sling straps are tucked away into the bike fixings clear of the wheels. Pupil remains sitting on the sling.
* Process is reversed
 | 2 | * Wheelchair
* Hoist
* Sling
* Specialised bike
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil from wheelchair to floor, floor to wheelchair** | * Extension attachments are added to hoist / or hoist can be used manually for the hoist to reach the floor
* Brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is lowered to floor to a receiving member of staff
* Loops are removed from the hoist and sling is removed
* Process is reversed
 | 2 | * Wheelchair
* Hoist
* Sling
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil in moving from****wheelchair to wedge, wedge to wheelchair** | * Ensure wedge is in required position for receiving pupil
* Brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is lowered onto wedge
* Sling is removed
* Pupil is positioned on wedge as directed by physio guidelines. Velcro inserts are used if appropriate
* Method is reversed returning pupil to wheelchair
* Fastening of straps is completed (staff to identify the order for each pupil).
 | 2 | * Wheelchair
* Hoist
* Sling
* Wedge
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil in moving from wheelchair to ball pool, ball pool to wheelchair** | * Pupil is taken to ball pool and brakes on wheelchair are applied
* Fastening straps are released (staff to identify the order for each pupil). Staff vigilant to pupil position at all times
* Sling inserted under pupil
* Sling attached to hoist using identified loops
* Staff member communicates to pupil about the move
* Lead staff member controls hoist and reassures pupil.
* Pupil is lowered into the ball pool to receiving member of staff. Staff member to ensure pupil is not sitting directly on balls causing discomfort
* Sling is removed
* Method is reversed returning pupil to wheelchair
* Please monitor pupil when hoisting out of ball pool in-case any balls from the ball pool are stuck inside the sling causing discomfort. Staff to remove any such item
* Fastening of straps is completed (staff to identify the order for each pupil).
 | 2 | * Wheelchair
* Hoist
* Sling
* Ball pool
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting pupil to move to a preferred position whilst sitting or lying on a trampoline or mat** | * A glide sheet is inserted under a pupil
* Staff member pulls on the glide sheet which in turn moves the pupil a minimal distance. Pupil can be moved in this way to ensure they are in a preferred position for being near the edge on the trampoline for accessing the hoist or having their feet at the edge of the mat for getting off the gym mat
 | 1/2 | * Trampoline
* Mat
* Glide Sheet
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting an ambulant pupil with mobility issues from floor to chair and chair to floor** | * Staff member communicates to pupil about the move.
* Staff member ensures appropriate chair is placed beside pupil.
* Pupil is requested to get on their hands and knees (staff member can demonstrate this)
* Staff member suggests to pupil to place both hands on the seat to help support them to stand
* Staff member prompts pupil to place forward a standing foot which pupil is requested to push themselves into a standing position
* Once standing staff member can place their hands on pupil’s hips to help support balance. Once steady the pupil can then use the back of the chair as support to help them to turn around and get into a seating position
* Staff member to monitor steadiness of pupil and supporting chair throughout
* Process is reversed
 | 1 | * Chair
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting an ambulant pupil with mobility issues to access the toilet** | * Staff member ensures toilet has the resources / supplies required by the pupil e.g. wipes
* On way to the bathroom staff member supports pupil by offering a flat hand underneath the pupil’s forearm closest to staff member
* Staff member prompts pupil to use handrails for support when lowering onto and standing up from the toilet
* Staff member prompts pupil to use sink for support
* Staff member supports pupil back to class by offering a flat hand underneath the pupil’s forearm closest to staff member
 | 1/2  | * Toilet facilities
* Handrails
 | Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size: Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting an ambulant pupil with mobility issues from a standing position into a chair and back to a standing position****Assisting an ambulant pupil with mobility issues from standing into a chair and back to standing (*continued*)** | * Staff member ensures appropriate chair is identified and placed appropriately for pupil to reach.
* Staff member prompts pupil to stand in front on the chair facing away from the chair. Staff to ensure one leg of the pupil is touching the chair
* Staff member prompts pupil to bend forward and reach out for the seat of the chair behind them
* In addition, the pupil could also use a nearby desk for support when lowering onto the chair
* Staff member monitors the manoeuvre as the pupil lowers their bottom on to the chair ensuring the chair is appropriately positioned
* To support the pupil to a standing position the staff member encourages the pupil to shuffle forward in the chair and to have their feet flat on the ground.
* The staff member encourages the pupil to lean forward, push down their hands on the chair and also reminds the pupil to push down through their feet to promote them to a standing position.
* Staff member encourages pupil to keep their head up and facing forward.
* The pupil can also use a desk or chair for stability during this manoeuvre.
 | 1 | * Chair
* Desk
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size: Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
|  |
| **Assisting a pupil with mobility issues to walk into the playground and return to school building** | * Staff member to monitor uneven surface underfoot, kerbs to prewarn pupil
* Staff member supports pupil by offering a flat hand underneath the pupil’s forearm closest to staff member
* Staff member to prompt pupil to any assisting handrail
 | 1 | * Handrails
 | Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| **Assisting an ambulant pupil with mobility issues on stairs***For some pupils they may only access stairs to go up as going down may be too difficult and alternative methods would need sought e.g. lift***Assisting an ambulant pupil with mobility issues on stairs *(continued)*** | **Going upstairs:*** Encourage pupil to hold on to the rail
* Staff member positioned beside the pupil to provide guidance. Ensure staff member is not twisting while doing this movement
* Staff member supports pupil by offering a flat hand underneath the pupil’s forearm closest to staff member. Ensure arm being supported is of similar height to handrail on opposing side
* Staff to monitor pupil lifting feet clear of the step to place flat and centrally on the steps
* If required encourage pupil to put both feet on a step before attempting the next step
* Staff member to encourage pupil to push through their feet to allow them to
* lift their body up in order to reach their foot out for the next step
* Staff member to monitor pupil to ensure their stance is upright and allow pupil to look at their feet if required
* Staff member to monitor pupil’s demeanour ensuring they are stable and not feeling rushed
* At top of stairs monitor the stability of the pupil and stand for a moment, to

allow pupil time to regulate before walking or turning along the corridor**Going downstairs:*** At top of stairs monitor the stability of the pupil and stand for a moment before descending
* Encourage pupil to hold on to the handrail
* Staff member to be positioned beside the pupil
* Staff member supports pupil by offering a flat hand underneath the pupil’s forearm closest to staff member. Ensure arm being supported is of similar height to handrail on opposing side
* Staff to monitor pupil placing feet flat and centrally on the steps
* If required encourage pupil to put both feet on a step before attempting the next step
* Staff member to monitor pupil to ensure their stance is upright, slightly leaning forward with head only and allow pupil to look at their feet if required
* Staff member to monitor pupil’s demeanour ensuring they are stable and not feeling rushed
* At bottom of stairs monitor the stability of the pupil and stand for a moment, to allow pupil time to regulate before walking or turning along the corridor
 | 1 1 | * Handrail
* Handrail
 | Sling Model:Sling Size:Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |
| Sling Model:Sling Size:Sling Make: Sling Model:Sling Size:Sling Model: Sling Model:Sling Size:Sling Size:  |
| Loop Attachment colour:Sling Model:Sling Size:Shoulder: Sling Model:Sling Size:Middle:Sling Model:Sling Size:Legs: |

**This Moving and Handling Plan has been approved by:**

|  |  |  |
| --- | --- | --- |
| **Name:** | **Position:** | **Date:** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**To be reviewed termly and /or as part of the Child’s Plan Process**