

Harlow Fields School & College

Manual Handling and Moving Policy

(Including Individual Physical Support Programme Protocol, Supporting Learners with Physical and Sensory Impairment & Think Hoist!)




ADOPTED: JANUARY 2021

COMMITTEE: C&PR

DATE FOR REVIEW: JANUARY 2023

AUTHOR: Mrs K Wall

POLICY NUMBER: HFP-22

This policy was updated, to take effect from:	January 2021
School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
It was ratified by the C&PR on:	20th January 2021
Signed by the Chair of C&PR:	

Manual Handling and Moving Policy

Introduction

This policy reflects the values, ethos and philosophy of Harlow Fields School and College in relation to our responsibilities for ensuring the safe moving and handling of learners.

The Moving and Handling Policy for learners is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed on by the whole staff and presented to the Governing Board. The document is available for interested parties.

Rationale

The policy sets out guidelines to ensure that risks to learners and staff are minimised with regard to the safe moving and handling of learners, their transport and equipment. The policy aims to point the way to practical, workable solutions designed to improve both the safety and efficiency of our working practices.

We will not discriminate against learners because of their gender, sexual orientation, ethnic background, religion, disability or social class and will ensure that all learners' ability to achieve their potential is not limited by discrimination or prejudice - either directly or indirectly.

Aims

Harlow Fields School and College aims to create an environment where:

- potential problems and difficulties in moving learners with physical disabilities will be assessed and solutions found to enable them to access a fully inclusive curriculum and range of experiences while giving them as much independence as possible.
- the dignity of learners will be considered and maintained at all times during moving and handling operations, resulting in respect for and protection of each learner's individual rights.
- learners are able to access a range of positions and use a variety of equipment under the guidance of therapists within a safe and supportive environment.
- every learner is recognised as an individual and is not defined by his or her disability. This may result in the need for an individual method of manual handling or moving.
- learners will be encouraged to actively participate during moving and handling operations whenever possible so that their opinions are valued and their fears and anxieties are minimised.

Implementation

The learners at Harlow Fields School and College who have additional physical disabilities have an individual Physical Support Programme which is prepared by the therapists and issued to school staff. As part of this programme a risk assessment is carried on regarding the moving and handling of the learner and recommendations are made regarding hoisting and transferring learners. These are reviewed annually or sooner if individual needs change.

Some learners do not have physical difficulties but the nature of their unpredictable behaviour may necessitate some moving and handling by staff. Individual Behaviour Support Strategies are in place for these learners to minimise risk to learners and staff. Whenever possible there will be a policy of minimal manual handling and lifting with the following hierarchy of intervention in place:

Avoidance of manual handling as far as reasonably practicable

Staff will look at the environment to ensure that moving and handling learners is kept to a practical minimum. Learners will be encouraged to be as independent as possible reducing the need for staff to intervene until necessary.

Wherever possible use will be made of mechanical equipment and aids to assist in the safer movement of learners.

Ceiling hoists and/or mobile hoists, slide sheets and handling belts are available in different areas of the school as appropriate. Adjustable changing beds are available in toilet and swimming pool changing areas.

Assessment of risks

Ongoing discussion and assessments between key staff around the pupil and therapists ensure that individual Personal and Social Support strategies including Physical Support Programmes and Behaviour Support Plans are reviewed annually, or sooner, if necessary and amended accordingly.

In some circumstances, because of the individual needs and severity of some learners disabilities, it may be necessary to move or reposition individuals by manual lifting. Under these circumstances special assessment will be made in order to reduce the risk to learner and staff to the minimum.

Reduction of Risk

All staff working with learners who require manual handling as part of their personal care, exercises routines or classroom activities will receive a demonstration (from a qualified member of staff) as guidance to maintain continuity and to ensure the health, safety and welfare of all concerned.

It is the responsibility of staff to follow the guidelines and to report any concerns if there is reason to suspect that the assessment is no longer valid, or if there is significant change to the ability of the learner or the circumstances in which moving and handling is required.

This policy has been designed to comply with the requirements of the Manual Handling Operations Regulations 1992 (revised 1998 edition) and takes account of the Disability Discrimination Act 1995.

Review of the policy

The policy will be reviewed in line with whole school procedures.

Related Documents

1. Supporting Learners with Physical and Sensory Impairment.
2. Individual Physical Support programme Protocol.
3. Think Hoist!

Individual Physical Support Programme Protocol

Introduction

This policy reflects the values, ethos and philosophy of Harlow Fields School and College in relation to our responsibilities for supporting learners with physical and sensory impairment.

The Individual Physical Support Programme Protocol is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed on by the whole staff and presented to the Governing Board. The document is available for interested parties.

Rationale

The protocol sets out guidelines to ensure that risks to learners and staff are minimised with regard to the safe moving and handling of learners, their transport and equipment. The policy aims to point the way to practical, workable solutions designed to improve both the safety and efficiency of our working practices.

We will not discriminate against learners because of their gender, sexual orientation, ethnic background, religion, disability or social class and will ensure that all learners' ability to achieve their potential is not limited by discrimination or prejudice - either directly or indirectly.

Aims

This protocol is set out to aid the day to day management of the individual physical support programme, therapeutic consultations, the coordination of equipment and aids and the professional development of staff at Harlow Fields School and College.

New admissions

1. The school will notify the therapists of new pupil admissions as and when we have confirmation that the school is named in the Educational Health Care Plan (EHCP) or when an admission date has been confirmed with the SEND Operation Services and parents / carers.
2. If possible the pupil will be invited ahead of the starting date for a consultation with the Physiotherapists and occupational therapists to prepare an individual physical support programme assess equipment needs; or, the consultation may take place at home during the summer holiday.
3. The physiotherapist and occupational therapist will endeavour to order the equipment/aids at the earliest possible time to ensure that the school has the resources to meet the educational and personal care needs of the pupil / student.
4. The staff team around the pupil is trained in delivering the individual physical support programme at the earliest possible time, by the therapists.

Individual Physical Support Programme

1. Depending on the needs of the individual, the individual Physical Support Programme may be described as an exercise programme, a therapy programme, a postural management programme, or a sensory programme (ASD or MSI pupils).
2. All individual Physical Support Programmes written by a specialist teacher or Physiotherapist or occupational therapist should include, date set, and a date for review, and have defined some indication of expected outcomes or therapy goals, to enable education staff to know and understand the expectations after a prescribed course of intervention.
3. A copy of individual Physical Support Programmes should be handed to class Teacher at the same time the programme is handed to the staff team around the pupil/student.

4. The staff team around the pupil should be trained in delivering the individual Physical Support Programme at the earliest possible time, by the therapists/specialist teacher.
5. The review of the delivery of the programme should be undertaken by the therapists and the specialist team in partnership with the staff and parents/carers.

Equipment

1. A copy of the letter ordering new equipment should be sent to the school office at the time the order is sent.
2. When new equipment arrives the nominated administrator in the school office will sign the delivery note and file in the 'OT/Physio Equipment File', stored in the Therapy Room.
3. The nominated administrator will inform the lead occupational and physiotherapist and class teacher, by email, of the delivery of said equipment. The email will contain the following: the date of delivery, the name of the piece of equipment, and the initials of pupil. The purpose of this is to enable the OT/PT to plan their visit and book an appointment with the class to issue the equipment and provide necessary training (modelling / demonstration) to staff.
4. New equipment will be stored either in the Therapy room or the therapists office (if small items of equipment such as slings), in preparation for issue.
5. Equipment will be issued by therapists as soon as possible with prior appointment with the teams.
6. It is now the responsibility of the school to return discontinued Equipment as soon as possible, with the support of the PT/OT. An equipment list (called Student Equipment) is kept on RM Staff/Manual Handling for the PT/OT to record the item of equipment when discontinued, with the child's name, and location of stored equipment in preparation for collection.

Consultations

1. To support assessments, interventions, physiotherapy, therapists will inform the school via the school office of intended consultations (via a timetable) with pupils / students in advance to help education staff plan around the visit and ensure pupils are available, pre-warned and onsite. On the occasion that pupils are absent or have a prior engagements off site the school office will endeavour to inform the therapists.
2. Intended consultations which will be displayed on the white notice board in the staffroom so class teachers and support staff can ensure that pupils are available.
3. Visits of trainees, students and guests of the therapists will be agreed by prior arrangement by the Head Teacher or Deputy Head Teacher.
4. The therapist will inform the school if she / he is unable to attend a pre planned school visit.

PIMS meetings

1. The purpose of the meeting is to have a professional dialogue with key professionals/agencies to ensure the best delivery of therapeutic support to pupils and students at Harlow Fields School and College.
 - Share and discuss pupil programmes
 - Share best practice
 - Inform about new admissions
 - Discuss equipment needs
2. The meetings will take place at least once each half term.

Continuing Professional Development for school staff

1. We aim to be proactive in investigating new approaches and strategies to inspire, motivate and support pupils / students with physical and sensory impairment.
2. We aim to support staff to attain the most appropriate qualifications to support learners with physical and sensory impairment, and we will ensure that training is regular and up to date.
3. We will retain a log of qualifications.
4. We will publicise those qualifications in school.

Related Documents

1. Manual Handling and Moving Policy.
2. Supporting Learners with Physical and Sensory Impairment.
3. Individual Physical Support programme Protocol.
4. Think Hoist!

Supporting Learners with Physical and Sensory Impairment

Introduction

This policy reflects the values, ethos and philosophy of Harlow Fields School and College in relation to the teaching and supporting of learners with physical and sensory impairment. It provides guidance on content, planning, teaching and assessment.

The Policy on supporting learners with physical and sensory impairment is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed upon by the whole teaching staff and presented to the Governing Board. The document is available for interested parties.

Rationale

All learners have the right to receive a curriculum that is relevant, broad and balanced and which is taught in an environment that is responsive to their needs and one in which they can interact fully.

Learners with additional physical and or sensory impairment have the right to be able to fully access the curriculum, to have their individual needs met in an entirely appropriate, and maybe individual way, and to be treated with respect and dignity at all times.

Aims

Harlow Fields School and College aims to ensure that:

- learners are respected and valued as individuals irrespective of their physical difficulties and or sensory impairments
- learners have all aspects of their personal care met with dignity and respect
- learners have appropriate and meaningful opportunities to interact with their peers
- learners are encouraged to increase their body awareness and use their full range of movements as much as possible throughout the day
- learners have appropriate seating which enables them to access equipment and ensures total comfort
- learners are given appropriate physical cues and prompts in a structured and consistent way to enable them to fully access the curriculum
- learners who require the use of mobility aids are positioned appropriately and given time to use them effectively
- learners in wheelchairs are moved sympathetically about the school
- learners with sensory impairments are recognised and respected and given time to adapt to different situations as appropriate and according to their need
- learners are given opportunities to make choices in all situations
- learners have access to communication aids, ICT and switches to enable them to make sense of their environment, influence effects and equipment around them and to interact appropriately with staff and peers
- learners are given time to participate in stretches and other exercise routines which are important to maintain their full range of movements.

The aims of the policy also ensure that:

- all staff are encouraged to be sympathetic to the individual needs of learners with physical difficulties and or sensory impairments.
- all staff are aware of the need to show a high level of respect and dignity for learners when working on their personal care routines.

- staff are familiar with and competent in using appropriate mobility aids and moving and handling equipment.
- all staff are encouraged to think about the type of prompt they give to ensure that it is always a positive, reinforce.
- all staff recognise the need for learners with physical difficulties and or sensory impairment to feel valued and good about their own achievements.
- all staff are aware that learners with physical difficulties have a Physical Support Programme drawn up by the Physiotherapist and Occupational therapist team.
- Learners with a sensory impairment may have an additional programme drawn up by a specialist qualified teacher of hearing or visual impairment or a qualified teacher of MSI.

Implementation

It is important that all staff recognise the need to work in a structured and consistent way to enable learners with physical difficulties and sensory impairment to make progress.

All staff are encouraged to have high, but realistic, expectations for learners with physical difficulties and sensory impairment, and are given appropriate training and advice about structures and approaches used.

Learners who have physical difficulties need help to achieve and maintain their ability to move. Learners with sensory impairments require structure and consistent approaches to enable them to understand the world around them. Encouraging exploration and giving positive experiences enhances learning. When these principles are incorporated into every day activities it becomes more meaningful and motivating for learners and so maximises their opportunities and potential for learning.

All learners with physical difficulties have an Individual Physical Support Programme which are written by the Physiotherapist and Occupational therapist and issued to school staff.

As appropriate a range of resources to inform staff and encourage consistent approaches throughout the school are available, including resources showing appropriate physical support and hoisting and handling guidelines both for individual learners and as general guidelines.

It is recognised that all staff need to be working at a consistently high level of awareness, and part of the specialist support team's role is to be available to support and train other members of staff. These sessions include promoting fine and gross motor skills, wheelchair awareness, sensory integration and a range of sensory activities.

The school recognises and values the contribution of the Physiotherapist and Occupational Therapist, who will train class teams to deliver the individual Physical Support Programme for each pupil / student.

The school benefits from regular input from specialist teachers for learners with various types of sensory impairment.

Equal Opportunities

The race, ethnicity and cultural background as well as the interests, strengths and needs of individuals must be considered in deciding on appropriate teaching content and strategies.

The entitlement of all learners to a full curriculum is acknowledged and differentiated learning objectives are updated in line with the current module. Teachers will provide any other adaptations, specific teaching techniques and specialist resources required to overcome individual learners' barriers to learning in terms of physical difficulties and or sensory impairment.

It is important that all staff are aware of the need to ensure that no learner is excluded because of their physical difficulties and or sensory impairment and staff should strive to achieve appropriate ways to enable full participation. However it is recognised that for some learners' inclusion in all activities may not be appropriate and it is equally important that teachers make a professional judgement in individual situations to ensure that no learner is placed in a situation where they feel insecure or anxious about a particular activity or situation.

Teaching and Organisation

Individual class teachers are responsible for their own class organisation and teaching style in relation to learners with physical difficulties and or sensory impairment, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

The use of ICT is integral to the teaching of learners with physical difficulties and or sensory impairment.

A positive promotion of multi cultural diversity is reflected in the teaching of learners with physical and or sensory impairment.

Learners are given the opportunity to work as a class, as part of a group or as individuals. The learning task or activity, the nature of the topic being studied and the resources being used will determine the choice of class organisation.

Assessment

Teachers continually assess learners' current understanding and knowledge in order to ensure that appropriate learning targets are set.

Record Keeping

Records are kept in line with school policy.

Reporting

Learner's progress in meeting their physical and sensory needs will be reported on at their Annual Review. This includes appropriate individual Physical Support programmes.

Resources

A range of resources is available in school. The majority of resources are stored centrally. Some resources are located within individual classrooms, while many others will be tailor made for individual learners. When appropriate, resources may be identified by the physiotherapist, occupational therapist or visiting specialist teacher. Teachers and specialist team leaders are responsible for purchasing sensory resources, and to support staff in trying to identify appropriate resources for individual learners. The purchase of resources is planned each year in consultation with all teachers.

Monitoring and Evaluation

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of learners with physical difficulties and or sensory impairment within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for learners with physical difficulties and or sensory impairment within the school, so that learners make the greatest possible progress and enjoy the learning experience. Evaluation will be conducted according to the priority given within the School Improvement Plan.

Review of the policy

The policy will be reviewed in line with whole school procedures.

Related Documents

1. Manual Handling and Moving Policy.
2. Individual Physical Support programme Protocol.
3. Think Hoist!

Think hoist!

Using the Hoist.

A hoist is the safest way of transferring many learners from one position to another and saving staff backs! All learners should be individually assessed and the only exceptions are likely to be learners who are significantly weight bearing or who are very small. There are basically three types of sling used in Harlow Fields School and College - one for transferring in a sitting position one for standing activities and one for swimming. Learners have appropriate slings identified for them by the therapists and each sling should be named.

THINK 'TRAINING' - make time to practise manoeuvring the hoist with a 'dummy' load. This will enable you to explore how much space you need and how the load swings unless properly supported. Sort out slings and how to use them before working with a learner.

THINK 'AHEAD' - is your way clear, is there enough room to manoeuvre the hoist without twisting or stretching? Move obstacles away if possible. Make sure that you have the appropriate sling. Is the receiving area ready? Is the hoist battery fully charged?

THINK 'DIGNITY' - remember that learner dignity is paramount at all times. This is particularly important with older learners. Are their jumpers pulled down properly behind them? Are trouser legs caught up in the harness etc? Are skirts pulled down over knees?

Think how you would feel if you were being hoisted!

THINK 'COMFORT' - minimise the time learners are suspended in the slings. Do not assume that they enjoy it - not everyone likes that sensation. Is the sling rucked up under legs etc? Is the learner in the best possible position? Are arms and head appropriately supported?

THINK 'MY BACK' - take time to position a learner accurately in his chair while he is still supported by the hoist - there is no point in using the hoist and then lifting them into position in their chair.

THINK 'FOCUS' - nominate one person to be in control of the lift and give the count to lift. Avoid talking to each other as this is distracting for both staff and learner.

THINK 'GUIDELINES' - check learners individual guidelines to ensure appropriate positioning, and ensure that slings are used correctly.