



Moving & Handling Policy

Policy Paces Sheffield Adult Services

Provision

Date Written: April 2020

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Reviewed: April 2026

Next Review: April 2027

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1. Introduction

- This policy sits alongside Paces Charity Services and Adult Provision Health and Safety Policy.
- The policy is designed to fulfil Section 2 of the Health and Safety at Work etc. Act 1974 in which every employer has the duty to provide a safe place of work, a safe environment and safe systems of work, so far as is reasonably practicable. This duty includes the need to minimise risk arising from manual handling tasks.
- The policy will be kept up-to-date, particularly as the setting changes in nature and size and will be revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents, carers, service-users, volunteers, students and visitors regarding this policy.
- The practice of Conductive Education (CE) requires staff to manually assist (facilitate) participants. The challenge for those working in CE is to practice safely whilst remaining true to the philosophy of the approach and prioritising the needs of the participant.
- This policy aims to ensure that practice is evaluated, and risk reduced whilst the focus remains on teaching and learning and not just 'moving'

2. Rationale for Moving and Handling in Adult Services

Our aim is to develop growth and learning, to create an environment where individuals can take calculated risks that enhance quality of life should they choose. How much risk is 'too much' or 'too little' must be a decision for those directly involved but decisions must be made with guidelines in mind as well as with consideration of the aims for the individual participant and/or group.

In complying with relevant manual handling regulations Paces considers the total elimination of moving and handling to be impracticable. A balance will be sought between the needs and ability of the participants and the safety of employees. Participants must, wherever practicable, be encouraged to assist in all handling activities. Paces is committed to developing a minimal moving and handling/lifting approach in order to remain true to our ethos and philosophy.

Risk assessment and planning can eliminate or reduce identified manual handling hazards. However, where assessments indicate there is absolutely no alternative but to lift animate or inanimate loads manually, a more detailed assessment of risk and methods must be undertaken and recorded.

Animate loads – the manual lifting of a client is eliminated in all but exceptional or life-threatening situations.

3. Aims

Moving & Handling Policy

Paces Adult Services aims to:

- Provide a suitable framework for a safe and healthy environment to be created and maintained for both staff and participants.
- To always protect and promote the health and well-being of all staff and participant whilst continually retaining a focus on teaching and learning for participants.
- Provide robust procedures for all those working within Paces Adult classroom-based services providing hands on assistance to participants.
- Set out arrangements and provide sufficient resources to honour these arrangements in order to secure Paces commitment to this policy.

4. Legislation

This policy is based on the following guidance and legislation with regards to manual handling and/or moving and handling:

- [Health and Safety at Work etc. Act 1974](#); which sets out the general duties employers have towards employees.
- [Management of Health and Safety at Work Regulations 1992](#); which require employers to make an assessment of the risks to the health and safety of their employees.
- [Management of Health and Safety at Work Regulations 1999](#); which require employers to carry out risk assessments, make arrangements to implement necessary measures and arrange for appropriate information and training.
- [Manual Handling Operations Regulations 1992 \(amended 2002\)](#)
- [Provision and Use of Work Equipment Regulations 1998](#)
- [Lifting Operations, Lifting Equipment Regulation 1998](#)
- [Manual Handling in the Health Service \(HSE Publications\) 1998](#)
- [Workplace \(Health, Safety and Welfare\) Regulations 1992](#)

Other documents on which this policy is based;

- [Human Rights Act \(1998\) OPSI](#)
- [Health and Safety Executive \(1992– amended 2002\) Manual Handling Operations Regulations 1992: guidance on regulations. 2nd ed. London: HMSO.](#)
- [Professional Conductors Association \(2010\) Moving and Handling in Conductive Education. PCA: Birmingham.](#)
- [The Chartered Society of Physiotherapy \(2008\) Guidance on Manual Handling in Physiotherapy. 3rd Edition. London: The Chartered Society of Physiotherapy.](#)

5. Roles and Responsibilities

5.1. The Charity Trustees

The Board of Charity Trustees has ultimate responsibility for moving and handling matters in the Adult Services provision but will delegate day-to-day responsibility to the Director of Services and the Senior Delivery Manager within adult services.

The board of trustees has a duty to take all reasonable steps to ensure that staff and participants are not exposed to risks as a result of moving and handling. This applies to activities on and off the charity premises.

The board of trustees, as the employer, also has a duty to;

- Assess the risks to staff and others affected by the adult services in order to identify and introduce appropriate measures necessary to manage those risks.
- Inform employees about risks and the measures in place to manage them.
- Ensure that adequate manual handling/moving and handling training is provided.

5.2. Director of Services

5.3. The Director of Services is responsible for globally overseeing moving and handling.

This involves:

- Implementing the Moving and Handling policy
- Ensuring there are enough staff to safely administer adult services
- Ensuring that the building, premises and equipment are suitable, safe and regularly inspected
- Providing adequate training for adult services staff and monitoring and reviewing of moving and handling performance.
- Ensuring that in their absence, moving and handling responsibilities are delegated to another member of staff
- Ensuring that all risk assessments are completed and reviewed
- Reporting to governing board of trustees on moving and handling matters
- The investigation of accidents and incidents, taking appropriate corrective action to prevent a recurrence and reporting details promptly.

Emma Parker (Senior Delivery Manager) and /or Darren Walker (Adult Services Manager) assumes the above moving and handling responsibilities for adult services provision on a daily basis under the guidance of the Director of Services.

5.4. Moving and Handling Trainer

At present, Emma Parker (Senior Delivery Manager) is the designated competent person for moving and handling and is the Moving and Handling trainer for PACES Adult Services. Lizzie Bell and Ben Hebblethwaite are the other designated competent person in the Organisation and at times may also provide moving and handling training to the Adult Services.

It is the moving and handling trainer's responsibility to provide training for adult services staff annually (or as required) and provide guidance, monitoring and reviewing of moving and handling performance as required.

5.5. Adult Services Lead Conductors

The Senior Delivery Manager (Emma Parker – Day Service, and Adult Services Manager (Darren Walker) are responsible for practically implementing and overseeing moving and handling day-to-day. This involves:

- Implementing the practical procedures identified in the Moving and Handling policy
- Managing the staff to safely administer adult services moving and handling.
- Assessing to ensuring that the building, premises, and equipment are suitable, safe and regularly inspected and instigating process of maintenance, purchasing etc... if required.
- Monitoring and reviewing the provision of adequate training for adult services staff and monitoring and reviewing of moving and handling performance.
- Ensuring that in their absence, moving and handling responsibilities are delegated to another member of staff.
- Ensuring that all risk assessments are completed and reviewed
- Reporting to Head of Operations on moving and handling matters
- Contributing to the investigation of accidents and incidents, taking appropriate corrective action (as guided by Head of Operations/Trustees) to prevent a recurrence and reporting details promptly.

5.6. Staff

Staff will:

- Take reasonable care for their own health and safety and for that of others who may be affected by their acts or omissions.
- Co-operate with Paces on moving and handling matters and participate in the risk assessment process.
- Model safe and good quality moving and handling practice to other staff and participants (and carers/family members).
- Report to managers, and document any incidents, hazards, near misses related to manual handling using the Paces Adult Services incident reporting procedure. Including non-compliance of other employees with the requirements of this policy.
- Use appropriate manual handling or lifting equipment provided to minimise the risk of injury in accordance with instruction or training received and which is documented in the moving and handling risk assessment.
- Inform their manager / supervisor if they become aware of any medical condition and pregnancy which may place them at increased risk when performing any moving and handling task. This information, when possible, is to be treated as confidential.
- Report to their manager and/or take appropriate action regarding defects in equipment.
- Attend any training sessions provided by Paces and adhere to any policy that affects the provision of safe moving and handling operations.

5.7. Parents/Carers/Partners/Participants

Parents/Carers/Partners/Participants are responsible for following Paces moving and handling advice on-site and off-site, and for reporting any moving and handling incidents to a member of staff.

5.8. Contractors

Contractors will agree moving and handling practices with the Adult Service Manager / Head of Operations before starting work. Before work begins the contractor will provide evidence that they have completed an adequate moving and handling risk assessment of their planned work if considered necessary.

6. Moving and Handling Procedures

6.1. Legal Requirements

In order to comply with the Manual Handling Operations Regulations 1992 and the Management of Health and Safety at Work Regulations 1999, Paces will establish and maintain suitable and sufficient risk assessments.

It is a manager's responsibility to ensure that moving and handling risk assessments are undertaken within their area of responsibility and that safe systems of work are devised, implemented and communicated to all relevant employees.

Managers who supervise employees or a delegated competent person must undertake manual handling risk assessments.

Training, guidance and support in undertaking moving and handling risk assessments is available from the current moving and handling trainer – Emma Parker (Lead adult service conductor and moving and handling trainer at Adult services) or Lizzie Bell (Paces School Deputy Head Teacher is currently the Moving and Handling training provider at the school). All those undertaking such assessments must have the necessary knowledge and skills to do so.

6.1.1. Training Requirements

All staff will receive internal training in manual handling within their first year of employment and will receive ongoing training as appropriate.

One member of the Adult Services team will receive *external* manual handling training annually or as required and they will become the designated competent person for moving and handling in adult services – Currently Emma Parker.

6.1.2. Safeguarding

The Adult Services demonstrate good practice in the treatment of its adult service-users. Safeguarding and the protection of vulnerable adults is always considered when undertaking facilitation/manual handling with an individual.

6.2. Carrying out of Risk Assessments

All workspace-based moving and handling risk assessments will be carried out by an Adult Services Conductor who is suitably trained in the process (competent person). However, each employee is responsible for their own practice. Input from other staff members can be encouraged through formal and informal discussions and weekly staff meetings (details of which are documented in the weekly staff meeting minutes).

Individual risk assessments of all participants within the Adult Services are carried out upon enrolment/registration and annually (or as required) thereafter.

In order to implement a suitable and sufficient process the following tools will be used:

6.2.1. Individual Risk Assessment

- Moving and handling is included within the [Adult Services Individual Risk Assessment](#) (See Appendix) within the setting which must be undertaken and reviewed annually or when changes occur.
- Review must also take place whenever there is a reason to suppose that the assessment is no longer valid e.g. because the working conditions, the personnel carrying out the operation, the manual handling operation itself has changed, or following a near-miss incident or personal injury.
- The use of [Paces Adult Services Risk Matrix](#) (See Appendix) must be used to decipher risk when carrying generic risk assessments out.
- Upon completion, records of the risk assessment must be retained locally at department level. Any workplace redesign, equipment and training needs identified will be incorporated into an action plan, which will be implemented so far as is reasonably practicable. It is the responsibility of the manager to ensure that action is taken, and that action should ensure the risk is reduced to its lowest practicable level.
- Should unresolved risks occur they must be reported to Management who will take action as needed.
- Tasks requiring a safe system of work must have a documented procedure. This must be kept in an accessible place within the department and reviewed annually along with the risk assessments. Paces Adult Services Moving and Handling Practice Guidelines identify safe system of work for Conductive Education (see Appendix).
- Managers must carry out a systematic review of the risk assessments on an annual basis or sooner as appropriate (e.g. following incident or accident).
- If the Individual Risk Assessment identifies that the Moving and Handling Practice Guidelines are not suitable and/or sufficient then an Individual Moving and Handling Plan will be carried out. This will be individually tailored at the time of writing to suit the specific needs of the individual.
- The completion of an Individual Moving and Handling plan will be the responsibility of the conductor who is directly involved in that participant's care
- Copies of the plan will be kept easily accessible to those needing to assist the participant (and electronic copies in the individual's file).

- The re-assessment individual participant must occur as appropriate, if there is a change in their condition.

6.2.2. Review of Individual Risk Assessments

Risk assessments will be reviewed annually or when changes in circumstances occur, for instance following a change in a participant's abilities or development, or if there is a change in seizure activity/behaviour, personnel changes, changes in the nature of manual handling operations, reported incidents, injuries or unsafe occurrences.

6.2.3. Records

- Risk assessments are working documents and need to be accessible to all staff at all times. These are documented and then kept in the individual's folders within the appropriate Adult Services Classroom.
- In particular the individual risk assessments will identify areas/tasks of high-risk when facilitating the individual (e.g. when facilitating an individual to stand/walk).
- There are exceptional occasions when manual lifting of participants may be required. These will be identified in the individual risk assessments. Such manual lifting will take place within the legislative framework set out by the health and safety executive (HSE, 2002)
- There may also be occasions when the impact of the intervention must be assessed against the impact of NO intervention i.e. there may be times when the potential risk to the facilitator (helper) is outweighed by the benefit to the individual. The reasons for this must always be considered but the benefit of the activity/task to the individual must always outweigh the risk to the facilitator for the activity/task to be undertaken.

6.3. Incidents

Following a near miss, incident, or accident an Accident/Incident Form must be completed within 24 hours and forwarded to the Adult Service Manager – who is responsible for investigating the incident and taking the appropriate action. They will then advise further action.

6.4. Equipment

Appropriate handling equipment, for both participants and inanimate loads must be provided where a risk has been identified. It is essential that the lead conductor/manager is aware of the availability, suitability and maintenance of equipment within their own department.

To ensure this is carried out, the following steps must be taken:

- An inventory of handling equipment used within an area must be kept within each department by the Adult Services Manager.
- If a need for further equipment is identified by employees or managers/manager, the moving and handling trainer must be consulted for advice on selection and suitability.
- Prior to purchase/hire/trial, all manual handling equipment should be evaluated by the appropriate group to ensure its fitness for purpose.

- Employees must not use equipment until appropriate training has been received.
- All equipment, to include hoist slings, must have a visual check for safety and suitability carried out prior to each use.
- Routine maintenance of mechanical equipment must be carried out in accordance with LOLER Regulations 1998, and PUWER 1998.
- Other non-mechanical equipment must be regularly inspected/maintained on a departmental basis by a competent person.

6.5. Specific Activities/Situations

- Where different activities are taking place (i.e. those other than identified in the usual task series, daily routine or Moving and Handling Practice Guidelines) then an [Activity/Situation Specific Risk Assessment](#) must be undertaken.
- The format for this can be adjusted to suit the individual activity however it should include the following:
 1. Date of Risk Assessment
 2. Purpose of the document
 3. Risks identified
 4. Who is at risk?
 5. Level of risk
 6. Control measures
 7. Actions needed
 8. Date of Review

6.6 Use of physical interventions.

At times equipment and physical support may be used in order to keep an individual safe and/ or to allow them to access their conductive programmes and other activities. Some of this equipment and physical support may restrict movement of a part or the whole of the body. The main aims of this support are:

- To keep people safe i.e. lap straps, harnesses on toilet chairs
- To facilitate learning to happen
- To support an individual to move more independently -i.e. wearing arms splints to enable them to hold onto a ladder or frame whilst taking independent steps or support at one knee to help transfer weight when stepping with the other leg.
- For therapeutic and health benefit i.e. the use of standing frames which require people to be secured using straps.

Below is more detail of where some of these physical interventions may be used as part of a daily learning programme.

Manual facilitation across the day

- Paces Adult service delivers a service using the principles of Conductive Education. All adults take part in a variety of physical programmes aimed at maintaining and developing their physical ability. During the activities and programmes, adults are likely to need varying degrees of support from staff. Support includes hand over hand facilitation.
- When adults are placed in wheelchairs, on the toilet or in supported seating it is necessary for staff to manually facilitate. The specifics of how each individual is seated are recorded in the individual moving and handling plans and support plans.

Task Series.

- The majority of adults take part in the task series each morning. This may be carried out in lying position, sitting position or standing position, in all cases some manual facilitation will be necessary. This facilitation will always be kept to the minimum possible level and adults will be encouraged to participate as actively as possible.
- Facilitation is provided in order to keep the adult in a secure and safe position (e.g. to prevent falling from a stool or a plinth) or after the adult has initiated a movement which he / she / they can then not complete independently.
- Facilitation is also necessary in order to achieve and maintain postures that are beneficial to the adult.
- During the Task Series facilitation will often consist of encouraging the adult to carry out movements or maintain positions which are different from those they would carry out naturally.

Passive Stretching

- The majority of adults need to have passive stretches during the day. This is a series of physical movements carried out on the adult by a member of staff to stretch the muscles and loosen them ready for activity throughout the day.
- These passive movements are carried out in groups or as individuals. Some individuals have passive stretch routines which are specified by physiotherapists. Copies of these are recorded in individuals folders.

Accessing the toilet/ changing

- Individuals may use supported seating on toilets to give them maximum possible independence and safety. In this way they are able to have some privacy when going to the toilet.
- Individuals will need support in getting on and off these toilets. This is done with regards to safe manual handling procedures. Individuals will be told what is happening and will be handled with dignity.
 - Some individuals will need to be hoisted onto these seats using either mobile hoists or standing hoists. Each individual will use their own sling and process for how to do this are written in their moving and handling plans.
 - Side rails may also be used on the changing bed to ensure individuals are safe and do not roll off when changing.

Mobility

- Individuals are encouraged to be as independent and active in mobility as possible. In order to do this they are given opportunities to move in a variety of ways at different times during the day. For example, they may use an electric wheelchair sometimes and at other times takes a few steps, holding onto a ladder and receiving facilitation from one or two members of staff.
- When stepping individuals may need facilitation at hips, between their knees, at their shoulders and / or at their elbows. The minimal possible facilitation will be used.
- Individuals may choose to do some mobility activities on the floor, rolling, crawling and / or pulling themselves along. If facilitation is necessary for these activities it will often be at the hips, knees and / or elbows.

Supported Seating and the Use of Splints

- Adults are encouraged to sit as independently and as actively as possible. However, some individual's need to be in supported seating for at least some elements of the day. Some will also wear leg and / or arm splints to help them achieve extended limbs, maintain a safe grasp and keep themselves successfully supported in sitting. These are not to be used for purpose of restraint.
- Arm and leg splints are only used to encourage, increase and aid extended arm and / or leg positions. This decision is made under guidance from the physiotherapists.
 - AFO'S are also used to help individuals maintain the correct foot position when sitting and standing and to help prevent developing or worsening incorrect foot positions and shortening of tendons. These will always have been prescribed by physio and orthotics and are made for the individual. They may be used for standing and walking or when using a standing frame.
- Supported seating is used with the minimal possible number of straps. When and how the pupil will use this method of seating is recorded in the individual moving and handling plans.

Mealtimes

- At mealtimes adults are learning how to be as independent as possible but may need some assistance. Each adult has a mealtime plan or SALT plan which states what support they need.
- Adults will be seated so that they can be as independent as possible at mealtimes. This may involve supported seating or the use of an arm splint in some cases. Where an individual has a specific eating and drinking plan which states how they should be seated, this will always be followed.
- Adults are encouraged to assist with their eating. Therefore, they will often hold the spoon with a member of staff's hand over theirs to help maintain the grasp and guide the spoon. However, it is the individual that initiated the movement of the spoon and the member of staff responds to this. In this way the individual dictates when and how much food is wanted. Again, SALT guidance will always be followed with regards to paces of eating and quantity of food in a mouthful. Where an individual initiates eating faster than this, the staff member will encourage them to slow down and if necessary remove the spoon from their hand until they are safe to have more food.
- Drinking is carried out in the same way as eating, with the minimal possible amount facilitation.

7. Monitoring

This policy will be reviewed by the Adult Service Manager and competent manual handling trained staff member annually.

At every review, the policy will be reviewed by the governing board of Trustees.

8. Links with Other Policies

This Moving and Handling Policy links to the following policies/documents:

- Health and Safety Policy and procedures
- Adult Safeguarding Policy and procedures
- Risk Assessments
- Intimate Care Policy and procedures
- Medication/Health Care Policy and procedures
- Accident/Incidents Policy and procedures
- Any other policies procedures relating to health, safety and wellbeing or participants and staff.

9. Moving and Handling within the context of Conductive Education at Paces

At Paces, the safety of the service users and the staff who support them is central to everything we do. We work within the ethos and principles of Conductive Education and therefore allowing our service users to be as active as possible is integral to our provision.

As a team, we work creatively to ensure the service users are learning about how to manage their movements in order to increase their problem-solving skills and in turn, their independence. In the framework of Conductive Education, the focus is on providing an environment of experiences and opportunities when considering transfers, as opposed to just moving from one place or position to another. With this in mind, it is accepted that a degree of calculated risk is taken when promoting active learning, and therefore robust manual handling processes are of the upmost importance to ensure staff are equipped to make sound and safe judgements. Similarly, it is imperative that our manual facilitation practice is monitored and reviewed on an ongoing basis. This will ensure staff are applying the most considered and effective techniques which use appropriate touch, promote active learning whilst providing dignity and independence.

Consequently, there is a great emphasis placed on providing the best possible training for all staff. As well as statutory training and refresher sessions, manual handling challenges within the context of Conductive Education are discussed and reviewed as a regular part of team meetings to ensure both optimum levels of activity and safety are maintained.

The Professional Conductors Association (PCA) have updated their Moving and Handling Publication which offers guidance for CE practitioners under the following headings:

- Policies and Procedures
- Risk Assessment

- Manual Facilitation
- Environment
- Equipment
- Staff Training and Wellbeing
- Collaboration with Health Professionals

10. **Appendices:**

1. Paces Adult Services - Moving and Handling Practice Guidelines
2. Paces Adult Services - Individual Risk Assessment Pro Forma
3. Paces Adult Services - Risk Matrix
4. PCA Moving and Handling guidelines



**Professional
Conductors'
Association**

A decorative white wavy line that starts from the left edge, curves upwards and then downwards, ending at the right edge.

MOVING AND HANDLING IN CONDUCTIVE EDUCATION

Statement

This document provides guidance intended to promote good practice in moving and handling. However, it should be applied within the appropriate context and does not override existing procedures or protocols already established in specific settings.

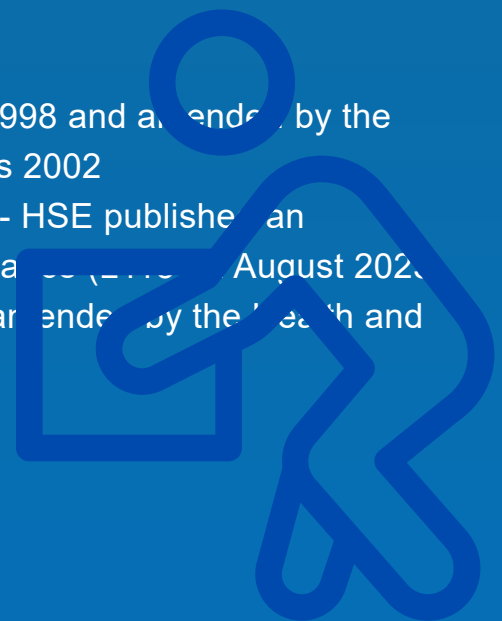
“The dilemma for Conductive Education is how to make sure that manual facilitation ensures learning.”

Related Law and Legislation

The challenge for those working within CE relate to the practitioners' ability to practise safely whilst remaining true to our philosophy. There is a need to protect those working within that environment, whilst ensuring orthofunctional development and dignified handling of the individual (Human Rights Act, 1998).

Whilst accepting that the philosophy will be different to other professions, it is still possible to work within the guidelines without losing essential elements of Conductive Education, and the regulations ensure that practice is evaluated, risk reduced. This means that conductors need to be aware of current associated legislation:

- Health and Safety at Work Act 1974
- Management of Health and Safety Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Manual Handling Operations Regulations 1992-Amended 1998 and amended by the Health and Safety (Miscellaneous Amendments Regulations 2002
- Lifting Operations and Lifting Equipment Regulations 1998 - HSE published an updated version of the Approved Code of Practice and guidance on 1 August 2020.
- Provision and Use of Work Equipment Regulations 1998 - amended by the Health and Safety (Miscellaneous Amendment) Regulations 2002.
- Maternity and Parental Leave etc Regulations 1999



Policies and Procedures

- What are the main policies governing the moving and handling of children and adults at the setting?
- Are there any age or weight limitations for children or adults that affect moving and handling procedures?
- How does the setting ensure that all staff members are familiar with the policies and procedures for moving and handling?
- How does the policy ensure the safety of both the individual being moved and the staff involved in the process?
- What measures are in place to minimise the risk of injury during moving and handling?
- Are there any specific procedures for emergency situations involving moving and handling?
- How does the policy address situations where an individual may refuse to be moved or handled?
- Is there a requirement for documenting moving and handling incidents or any injuries related to these activities?
- How does the setting ensure that policies comply with legal and regulatory standards for moving and handling in educational settings?
- Are there any audits or reviews of moving and handling procedures, and how often do they occur?
- What happens if a staff member is found not following the correct moving and handling procedures?
- What is the process for reporting and addressing accidents or near-misses related to moving and handling?
- How does the setting address complaints from individuals (children or adults) or their families about moving and handling practices?
- What are the core principles behind the moving and handling policies in this conductive education setting?
- How are the policies aligned with the overall philosophy of conductive education, which emphasizes the development of motor and cognitive skills?
- Are the policies designed to promote the independence and dignity of the individual while ensuring their safety during moving and handling?
- Do the moving and handling policies address both the physical and emotional needs of the individuals involved?
- Are there any special protocols for children and adults in conductive education who have unique medical or physical conditions that affect mobility?

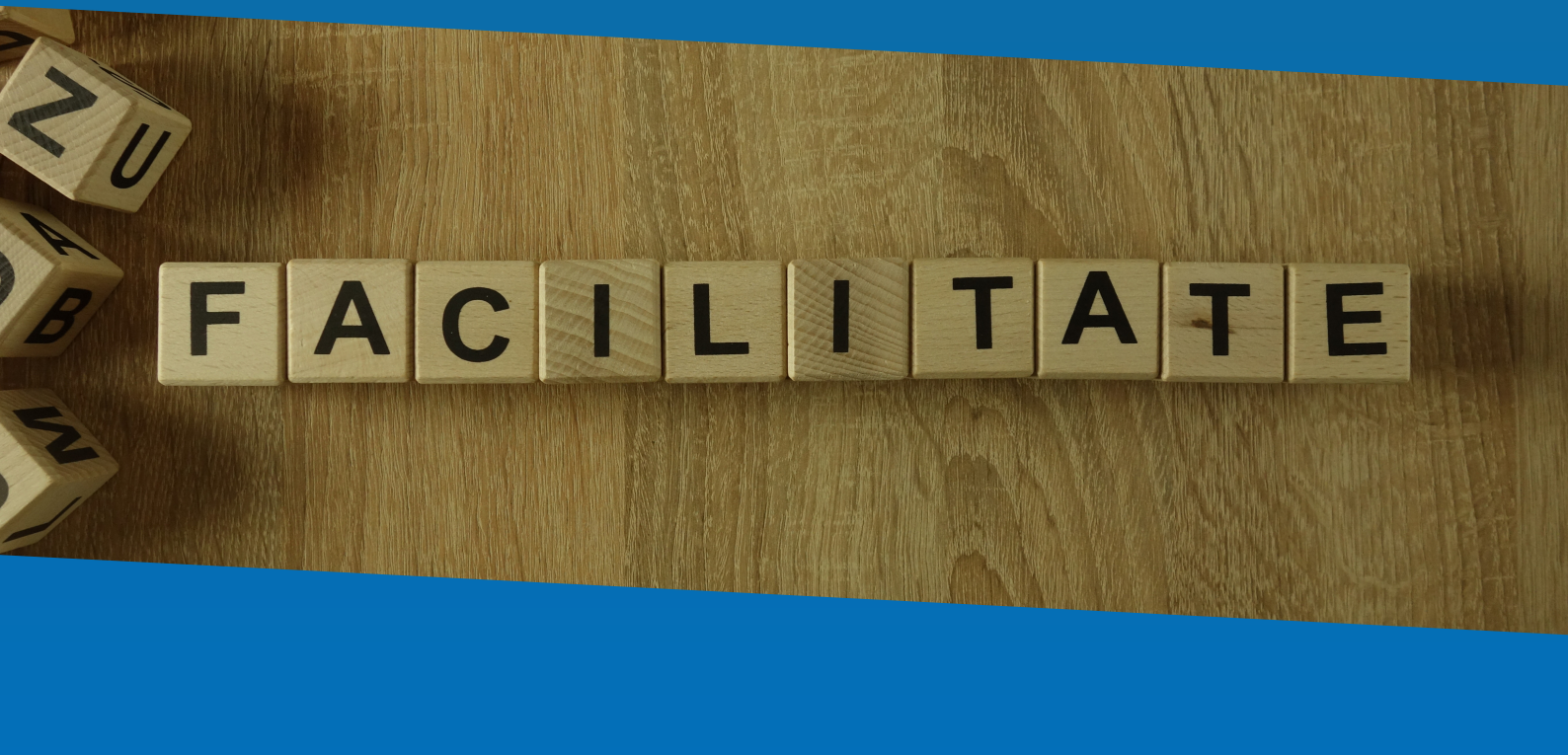
Risk Assessments

- **How are individual risk assessments conducted for the individual who requires moving and handling?**
 - Who is responsible for creating and reviewing these assessments (e.g., healthcare professionals, physiotherapists)?
 - Are these assessments updated regularly to account for changes in a child's physical or health condition?
- **Do individuals have personalised care plans that include detailed moving and handling strategies?**
 - How do these plans address specific physical needs, such as limited mobility, pain management, or sensory sensitivities?
 - Are the individuals involved in their care plans (to the extent possible), and does the family provide input?
 - How are the specific needs of individuals with complex or multiple disabilities taken into account in care plans?
 - Is there a process for involving families and caregivers in the assessment and planning of moving and handling procedures?
 - Are there daily risk assessment in place to check (the list is not exclusive):
 - Staff Ratios correct based on the needs of each group (to be decided by group leader)
 - Check all safety measures are ready for administering medications.
 - Mobile phone charged.
 - Emergency medications are available.
 - Room temperature - ambient – over 20°C.
 - Food consumables - in date.
 - Check all the equipment is safe/secure/not broken including electrical equipment in use.
 - Check all dangerous/sharp objects are out of reach.
 - Check all plugs are covered with safety cover.
 - Ensure fire doors are unlocked, toilet doors are closed and free from obstacles.
 - Ensure fire extinguishers are accessible.
 - Check floor surfaces in the garden to ensure that they are clean, safe and uncluttered.
 - Check the changing bench is in a good working order and safe for use.
 - Check swings are safe and in good working order.
- **Are there risk assessments in place to regularly check the safety of equipment?**



Manual Facilitation

- How is manual facilitation monitored and adapted to ensure progress?
- Is manual facilitation a tool for learning?
- Is the individual's comfort, dignity, and privacy considered when manually facilitating?
- Are manual facilitation techniques reviewed and adapted as individuals transition from childhood into puberty?
- Are there any techniques which are not appropriate in puberty and adulthood? How are staff supported with this?
- How are individuals supported to understand what is appropriate manual facilitation?
- For individuals who are non-verbal or have limited communication abilities, how do staff assess their comfort/preferences regarding manual facilitation?
- How does the setting ensure that individuals feel safe and supported when being manually facilitated, especially if they experience anxiety or fear related to movement or touch?
- How are staff trained in manual facilitation? What elements are involved in training and who delivers it?
- How is staff competency monitored?
- Do staff receive feedback on their facilitation techniques, and are opportunities for further training offered based on these evaluations? Does this form an ongoing part of the supervision process?
- How does the setting ensure that each moving and handling procedure is tailored to the specific motor skills and needs of the individual?
- Are risk assessments in place when an individual is uncooperative with the moving and handling and facilitation?

A photograph of a wooden surface with several wooden blocks. The word "FACILITATE" is spelled out in a row of ten blocks. To the left, there are more blocks, some of which are stacked or partially visible, showing letters like 'Z', 'U', 'A', 'B', and 'M'.

F A C I L I T A T E

Environment

- When considering the environment in relation to moving and handling individuals, the focus should be on ensuring that the space is safe, accessible, and conducive to carrying out moving and handling procedures effectively.

Physical Environment: (If the answer to any of these questions is NO, is that reflected in your risk assessment?)

- Are the spaces where moving and handling activities/active transfers take place free of obstacles that could cause tripping or impede movement?
- Is the flooring in the rooms, hallways, and other areas smooth, non-slip, and even to ensure safe movement?
- Are doorways, hallways, and access routes wide enough to accommodate mobility aids, equipment, or personnel during moving and handling?
- Is the environment well-lit to ensure that staff can see clearly when moving and handling individuals?
- Are furniture and fixtures in rooms and other spaces designed in a way that allows for easy access and movement of individual?
- Are there designated, accessible areas for the storage of moving and handling equipment (e.g., hoists, slings, wheelchairs)?
- Is there adequate space for staff to work safely when assisting individuals with mobility needs (e.g., room for staff to manoeuvre safely during transfers)?



**LIFELONG
LEARNING**

Specialised Environments and Equipment:

- How is equipment placed and used to support the development of independence and motor skills while still ensuring safety during moving and handling?
- How does the setting ensure that spaces are not only physically accessible but also encourage participation in activities that promote movement development, even for those with significant mobility challenges?
- Are there any environments or areas that require additional considerations for moving and handling, such as outdoor spaces, stairwells, or playgrounds?
- Does the environment support the inclusion of individuals with mobility impairments in group activities, allowing for safe and accessible moving and handling during group programmes?
- Are there adequate provisions for people with sensory impairments (e.g., appropriate lighting, sound considerations) in spaces where moving and handling takes place?
- Are there any soft or cushioned areas for individuals to safely practise movement or where they might be lowered or assisted during transfers?
- Are there adjustable beds, chairs, or other furniture to support individuals during moving and handling tasks, ensuring they are at a comfortable height and position for staff to assist them?
- Is the environment structured to promote emotional comfort, with quiet spaces or sensory-friendly areas for individuals who may become anxious during moving and handling activities?
- Are there any calming visual or auditory elements in the environment (e.g., soft colours, soundproofing) to reduce sensory overload for individuals who may have heightened sensitivities?
- Is the environment equipped with appropriate assistive devices (e.g., hoists, ramps, standing aids) to facilitate safe moving and handling?

Environmental Safety:

- Is the environment regularly inspected for any hazards, such as broken or unstable furniture or unsafe equipment?
- Are there any specific precautions in place for managing environmental factors (e.g., temperature, weather) that might impact the safety or comfort of individuals during moving and handling?

Staff Considerations:

- Are there designated areas for staff to rest or take breaks during working hours to reduce fatigue and maintain their own well-being when performing moving and handling tasks?
- Do staff have easy access to personal protective equipment (PPE) if required for certain moving and handling activities (e.g., gloves, back support, knee pads, floor chairs for back support)?
- Is the team rotated to facilitate different children across the day?

Equipment

Equipment such as hoists, supportive chairs and walking frames are great manual handling aids. They should not be seen as a compromise but as a way of maintaining a person's abilities and independence.

- What types of equipment are available for moving and handling in your place of work, and how often are they maintained or checked?
- Are hoists, slide sheets, and transfer boards regularly inspected for safety?
- Is the equipment fitted properly for each person's specific needs (e.g., slings, hoists)? (Slings should be checked yearly by the provider/supplier and checked regularly by staff for wear and tear).
- Are manual handling aids such as hoists, walking aids, or specialised chairs readily available, and are they used appropriately by staff?
- Is the setting equipped to handle the varying sizes, weight, and mobility needs of all individuals?
- How does staff determine which equipment is appropriate for each individual? Having company reps come in to help assess can be really useful.



Staff Training and Wellbeing

Training on Moving and Handling individuals with special educational needs should be provided by the employer for all staff. The main objective of training is to ensure that all staff are able to do their job effectively without putting themselves or others at risk.

Consider:

- Is the training tailored to meet the specific needs of individuals with physical, sensory, or cognitive needs?
- How often is training updated or refreshed? Is it mandatory for staff to be appropriately trained in safe moving and handling techniques?
- Do staff receive training on using specific equipment, such as hoists, slide sheets, or specialised seating?
- How is competency in moving and handling assessed, and how often are staff's skills reviewed or observed?
- What should the training include? (Consider Implications of incorrect handling, general good posture, risk assessment, reporting risk and injuries).
- Is staff aware of policies and procedure they should follow?
- Are there provisions for regular breaks, rotation of tasks, or use of assistive devices to minimise physical strain?

The wellbeing of staff should be of high importance to the employer. What support is available to staff to prevent physical strain or injury from moving and handling tasks?

Consider:

- What do you do if staff are unable to carry out physical duties due to injury, illness and physical constraints (carrying out staff risk assessments could help here)?
- How do you ensure staff follow manual handling procedures and policies in order to reduce risk of injury. Regular training updates are vital in aiding this.
- Are there any special protocols for individuals in conductive education who have unique medical or physical conditions that affect mobility?





Professional Conductors' Association

**PCA exists to bring people working in Conductive Education (CE) together.
Connect with us on social media (Facebook and Instagram)**

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October 2025