



**Professional
Conductors'
Association**

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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.

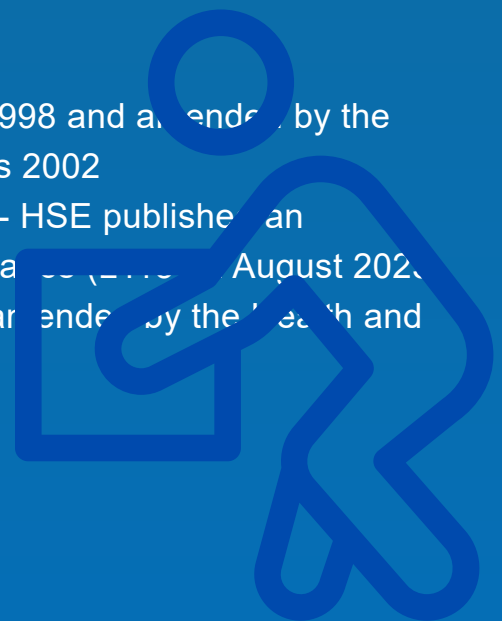
“The dilemma for Conductive Education is how to make sure that manual facilitation ensures learning.”

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 publishes an updated version of the Approved Code of Practice and guidance leaflet 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?



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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