

Ellie Watts

TOWNSVILLE PRIMARY SCHOOL

Pupil Profile



Ellie is in Year 4 at Townsville Primary School. She loves school and is currently working at age related expectations. Her numeracy, reading and writing skills are developing in line with her peers although she needs more time for extended writing tasks. She is interested in the world around her, particularly enjoying science and geography lessons. She is passionate about animals, becoming animated when reading or talking about animal facts. She has aspirations to be a vet when she leaves school. Ellie has an Education Health Care Plan (EHCP).

Ellie presents as a sociable and happy girl who smiles a lot, especially when she is with her friends. She is always keen to take part in group and team activities. Whilst Ellie is determined and will persevere with tasks she finds difficult, there are times when she is upset particularly if she feels that she cannot do something as well as she wants, or when others do not understand what she is saying.

Ellie has spastic diplegia, a type of cerebral palsy, which impacts on her upper and lower limbs particularly the muscles in her legs, which can be very stiff and tight making walking difficult and limiting her range of movement. She wears Ankle Foot Orthoses (AFOs) which are plastic splints to keep her feet and ankles in a good position for standing and walking. Ellie comes to school in her manual wheelchair which she also uses for outside playtimes. At other times she uses a walking frame in the classroom and to walk the short distance to the hall for assembly and for lunch time.

Her paediatric physiotherapist (PT) Mrs Jones has provided a physiotherapy plan detailing daily exercises for Ellie to maintain and develop her mobility skills and muscle function. Miss Bell (TA) usually plans in advance with Ellie and the class teacher when the best time would be to leave class to do the exercises, so that Ellie doesn't always miss the same lesson or miss out on exciting activities with her friends. Quite often, Miss Bell (TA) takes one or two other children to join in with the exercises which is much more fun!

Ellie also has a standing frame which she uses once a day, during phonic lessons in the morning. Miss Bell (TA) leads the group and plans activities for the whole group to take part in whilst standing up, so that Ellie does not feel left out, and they too can all build their core strength and gross motor skills at the same time.

Mrs Jones (PT) comes in regularly or arranges an online meeting to review Ellie's progress with the physiotherapy plan. Miss Bell (TA) can contact her any time about the exercises or equipment e.g. when the standing frame needs altering as Ellie is growing fast.

Ellie has a height adjustable rise and fall chair which gives her the postural support she needs during the day and which can be adjusted to suit the learning activity. She can sit on a class chair for short periods of time however, this is very tiring for Ellie as it is working her core muscles making it hard to concentrate on her work at the same time. Ellie, Miss Bell (TA) and Mrs Hill (CT) plan together when it is best to use the class chair depending on the activity.

Every year, Miss Bell (TA) has Moving and Handling training and the professionals in Ellie's Team Around the Child (TAC) advise on



using and transferring between equipment, such as moving from her specialist seating to the toilet or getting into her standing frame. Professionals have supported Mrs Lal (SENCO) to identify areas and activities that present a greater risk for Ellie at school, both in the indoor and outdoor environment. These have been detailed in an Access Risk Assessment and a Moving and Handling Plan which identifies any risks and the strategies involved to keep Ellie and school staff safe.

Miss Bell (TA) checks daily that Ellie's equipment is in good working order, contacting the relevant professionals and her mum if there are any concerns. She ensures that the equipment is clean by checking daily and doing a weekly clean, including a deep clean each month. With advice from professionals they have written an equipment plan and timetable which identifies the equipment Ellie uses throughout the day and describes what actions need to be taken to maintain it in safe working order and ensure its safe use.

Mrs Wells, Ellie's Occupational Therapist (OT), visits termly to provide fine motor skills exercises and activities that will develop her life skills. When Ellie had grown so much over the Summer holidays, Mrs Wells (OT) came to see Ellie and her parents to discuss which specialist seating would be best next. When the specialist chair arrived, the OT technician visited to adjust it so that it fitted Ellie perfectly and supported her posture, so she did not get as tired.

In quiet moments, Miss Bell (TA) supports Ellie to do her speech therapy exercises in a place where Ellie feels comfortable. She has difficulty with some speech sounds which can mean that she can be difficult to understand at times. Mrs Johnson, her Speech and Language Therapist, visits regularly to review the therapy plans. Ellie is making really good progress, as Miss Bell (TA) makes sure they practise these daily and models it correctly for her throughout the day.





Ellie has medication, Baclofen, which is a muscle relaxant to treat her spasticity. She needs to take this just before lunch every day. Another teaching assistant will be with Miss Bell (TA) as she administers the medicine, so that the dosage can be checked together. The date, time and dosage are recorded and signed by both TAs and they are supported by Mrs Lal (SENCO), who is also responsible for implementing the school's policy on Supporting Children with Medical Conditions in School.

Mrs Lal (SENCO) developed Ellie's Individual Health Care Plan (IHCP) when Ellie started school in discussion with Ellie, her parents, school staff and the medical professionals supporting Ellie. This is a working document which is regularly updated by Mrs Lal (SENCO) in consultation with Ellie's TAC as her needs change. It describes the specific actions staff take on a day to day basis to support her. It makes it clear about what needs to be done, by whom and when. It details her medical needs and medication, her physical disability and support needed throughout the day.

Before Ellie started school, several adaptations were initiated to improve the access and safety around the school site. As Ellie would be unable to use the steps to get up to the playground, the school had a sloped path put in to make it wheelchair accessible. A toilet frame was also put in to support her with her personal care needs. The school also purchased some ramps to use to access the hall and another classroom where there was a small step. These actions were already identified on the school Accessibility Plan. An important reasonable adjustment was to move furniture out of corridors to ensure that there was enough space for Ellie to move around the school in her wheelchair, specialist seating or walker safely.

Ellie loves going on school trips and the school ensure that the transport is wheelchair accessible. They plan all class trips and social activities well in advance, so she is always fully included and taking part with her classmates. They always visit the venue to check, for example, the accessibility and personal care facilities. They use the pdnet Effective Practice Hub which has advice on planning for school trips. Mrs Hill (CT) and Miss Bell (TA) always do a pre-visit risk assessment.

Mrs Hill (CT) has carefully planned the furniture layout in the classroom so that there is enough space for Ellie to be able to move around freely with her walking frame to work and chat with her friends. She has also made sure that there is good access to all equipment in the classroom, so that Ellie is as independent as

possible. Ellie can easily access storage areas for example her coat and bag, as Mrs Hill has put her peg at the end of the row. Mrs Hill (CT) has also ensured that she has an inclusive seating position in class near her friends and is positioned near a socket for her laptop. These reasonable adjustments have helped to reduce times when Ellie was upset, due to feeling left out.

Ellie has a writing slope and uses a pencil grip to support her with her writing. She also likes using the scissors on a block as these really help her cut materials by herself. She can get very tired during the day, so sometimes she uses a laptop to record her work. She is developing good keyboard awareness and is beginning to use some IT shortcuts, such as the date. The class TA has been helping her to use the laptop and set it up herself. She often needs to have a short rest break, so school staff always monitor her fatigue levels and make sure that she has not missed any key learning.

Ellie's class teacher also ensures that she is fully included in PE lessons by modifying the lessons. She changes the equipment, space or the rules for Ellie and her group, so that she is included in the activities. Sometimes they include Ellie and her group in a parallel activity where they play a different version of the same game. Where possible, Miss Bell (TA) modifies the PE lesson to support Ellie's physiotherapy targets too. Mrs Hill (CT) uses pdnet's Inclusion in Physical Education and School Sports to plan for Ellie. She particularly enjoys the Boccia Club after school as this is played sitting down and she can compete against her friends on equal terms.

During lunch Ellie likes to be as independent as possible. Sometimes it is hard for Ellie to carry her tray so a midday supervisor will carry it for her if she asks. Dycem is provided so that her tray does not slip on the table and Ellie's friends are happy to help her if she struggles, for example taking lids off yoghurts. Miss Bell (TA) will watch from a distance, giving her space to be with her peers.

Miss Bell (TA) assists Ellie with her personal care. She uses the school accessible toilet which has been fitted with a toilet frame. She is careful to respect Ellie's dignity and allows her to be as independent as possible. Mrs Smith (TA) sometimes supports Ellie during the school day if Miss Bell is absent, so school have ensured that she understands the role and knows Ellie's routine. She has had all the training necessary to fulfil this role, including Moving and Handling training.

Every term Miss Bell (TA) and Mrs Hill (CT) conduct parent and pupil voice interviews. Ellie talked about feeling anxious when she missed parts of lessons due to needing to go out for therapy sessions or for appointments with visiting professionals. She said she worried that she would be missing her favourite lessons or that she would not know what to do. She said she felt upset when she got too tired to join in or do something the way she wanted. She liked the way Miss Bell (TA) let her be independent as much as possible in completing tasks and how she stepped away to allow Ellie time to talk and play with her friends. She also preferred it now that staff ask her opinion and give her choices about how she is included in the school day. Ellie's parents talked about finding it difficult on the occasions that Ellie came home from school upset because she had missed some of her favourite school activities with her peers or felt that she had not been consulted about her support. Her parents commented on the positive impact that the Emotional Literacy Intervention and Nurture Group activities had on Ellie's mental health and how Ellie had enjoyed taking part in these with Mrs Lal and some of her peers. They talked about how pleased they were that the school listened to Ellie and themselves and made changes. They were happy that school had involved them in their planning and provision for Ellie so that she was making good progress.



Individual Healthcare Plan in school

FOR ELLIE WATTS

Start Date: July 2020
Pupil's Date of Birth: 19/9/13
Next Review Date: July 2021

Townsville School



Confidential Pen Portrait

INFORMATION

Ellie has spastic diplegia a type of cerebral palsy.

Leg muscles can be very stiff and tight limiting her range of movement and making walking difficult. Upper limbs are mildly affected. Ellie has an EHCP.

MEDICATION / MEDICAL INTERVENTION

Ellie has medication administered daily in school.

Refer to Regular Medical Protocol for specific details.

EMERGENCY MEDICAL INFORMATION

Ellie does not require an Emergency Medical Protocol.

THERAPY

Ellie has a physiotherapy exercise programme and plan, an occupational therapy programme and a speech programme.

ACCESS TO THE PHYSICAL ENVIRONMENT

Ellie has a Risk Assessment in place for access to the physical school environment. Refer to this for specific details.

Name: Ellie Watts

Class: Y4

Teacher: Mrs Hill

TAs: Mrs Smith & Miss Bell



PERSONAL CARE NEEDS

Ellie requires assistance with some aspects of personal care: using the bathroom, eating and drinking and dressing. Refer to her Personal Care Needs Plan for specific details.

EMERGENCY EVACUATION

Ellie has a Personal Emergency Evacuation Plan (PEEP) in place. Refer to this for specific details.

I agree that the information on this Pen Portrait reflects Ellie's overall needs and provision. Staff are to refer to the detailed plans that follow in this IHCP

Signed Parent/Carer Date

Signed Teacher Date

Signed TA Date

Signed TA Date

Signed SENCO/Lead Date

ACCESS TO THE CURRICULUM

Ellie requires adult support, adaptations and specialist equipment to access to the curriculum.

Refer to the Equipment Plan for specific details.

Ellie attends a Nurture Group and Emotional Literacy Intervention Group.

OFF SITE TRIPS AND VISITS

For all off-site trips, events and residential visits a personalised risk assessment will be written for this pupil in addition to the generic risk assessment for the group.

ABOUT THE PUPIL

Ellie is a sociable and happy girl who enjoys being with her friends. She loves animals and wants to be a vet.

Ellie is independent, determined and will persevere with tasks she finds difficult.

CONTACTS

Physio – Mrs Jones 01336 565435

OT – Mrs Wells 01336 444098

SalT – Mr Johnson 01336 434579

Paediatrician – Dr Singh 01835 347654

GP – Dr Broome 01336 333474

OTHER NEEDS

Ellie is working at age related expectations, although she needs more time to complete extended tasks and adult support with some tasks.

Ellie has speech articulation difficulties around some sounds and her speech can be unclear.

Ellie can get upset if she is unable to do something or if people cannot understand her. She is at increased risk of developing emotional health needs.



Risk assessment for access to the physical environment *for Ellie Watts in Y4*

Date of Implementation: July 2020 Date of Review: July 2021

This risk assessment has been written following an audit of the school environment in relation to this pupil's needs. The following hazards (with associated risk) and barriers to access were identified and appropriate strategies put in place to reduce risk.

Area considered	Hazard / Risk / Barrier to Access	Strategy(ies) or Action(s)	Responsibility
Access from the entrance point at the boundary via pathways and from any car parks	Gates are large and heavy and may swing closed when Ellie is walking through. Pathway generally level but path subject to erosion and damage which may represent a trip hazard.	Gates are to be secured by drop down bolts at dropping off and pick up times. Paths to be monitored for signs of erosion and damage.	Site manager Site manager
Access to a designated disabled parking space for parents/carers	Ellie may be unnecessarily fatigued walking into and out of school.	Parents bring Ellie to school and collect her. They are to have access to the disabled parking bay in the car park at the beginning and end of the day.	Site manager
External and internal doors and doorways	Ellie will be unable to open internal and external doors herself. There may not be enough space to manoeuvre and turn a wheelchair in the door area of the classroom.	TA or peers to open and hold doors open for her when moving through school in her wheelchair or using her walking frame. The layout of furniture in the classroom needs to be considered so that there is a turning circle for a wheelchair.	TA Class teacher
Floors and flooring in all areas	Ramp installed for Ellie to access the hall and classroom 3. Flooring, rugs and mats in all areas are in good condition but wear and tear could represent a trip hazard.	Ramp to be visually signposted by a change in floor cover/signage. All flooring to be monitored for signs of wear and tear.	Site manager Site manager and all staff
Corridors and passageways	Furniture has narrowed the main corridor making it difficult for Ellie to pass along with her wheelchair or walking frame, especially at key times of congestion.	Furniture to be removed in main corridor. Ellie to be at the front or back of the line with a friend and TA to ensure she has enough space and is not jostled.	TA and school staff
Teaching spaces	Ellie will find it difficult to access her peg and drawer. Furniture layout makes it difficult for Ellie to move around the classroom independently with her walking frame.	Ellie's coat peg and drawer to be at the end of the row to allow independent access. The layout of the furniture in the classroom needs to be changed to allow Ellie to independently access the teacher, whiteboard, resources and peers for paired and group work.	Class teacher
Hall/ assembly	Lack of safe space within easy reach to leave walking frame during assembly times.	Furniture in hall needs to be moved to create safe, accessible space to leave walking frame. Ellie to sit at the end of the row.	Class teacher and TA
Hall/lunchtime	Insufficient space to access area to select food safely and avoid congestion. Ellie will not be able to carry her tray after choosing her food. Dining tables are too close together to allow easy access through the area using a walking frame. Lack of space within easy reach to leave walking frame.	Furniture to be moved to create more space. One-way system to be introduced. Ellie to be at the front of the line to make lunch choices. Midday supervisor to carry her tray and support her independence. Dining tables to be moved to create wider pathway through. Ellie to use designated dining table near safe, accessible space to leave walking frame.	Midday Supervisors and TA
P.E.	Access to P.E. equipment and lessons.	Lightweight, easy grip balls and bats to be available. Large sized and low-level baskets to be purchased. Adapted PE lessons required following advice from physiotherapist.	Class teacher P.E.Co-ordinator



Regular medication / medical intervention protocol *for Ellie Watts in Y4*

Date of Protocol: July 2020, Date Review due: July 2021

This protocol has been discussed with parents/carers and the pupil, if appropriate. Signed permission has been obtained for this protocol to be followed during the school day.

This protocol is to be reviewed yearly (or sooner if needs change) in consultation with parents/carers, healthcare professionals and the pupil, if appropriate.

Information	Action	Rationale
<p>Ellie experiences muscle tightness, stiffness and spasms in her lower limbs. This results in limited movement, fatigue and pain.</p> <p>Medication: Baclofen</p> <p>Form: Liquid suspension</p> <p>Dosage: 5ml</p> <p>Frequency: Daily</p> <p>Method of Administration: Orally by spoon</p> <p>Storage: The Baclofen is stored at room temperature in a locked cupboard in the medical room.</p> <p>Time: Before lunch at 12.00pm</p> <p>Location: Administration takes place in the medical room.</p> <p>Number of staff required: 2</p> <p>Staff: Mrs. Smith, Miss Bell, Miss Lal</p>	<p>Preparation:</p> <p>Staff check that the medication is within date.</p> <p>Staff make sure the medication log is available.</p> <p>Staff ensure they have clean hands and that the spoon is clean.</p> <p>Administration: Member of staff pours 5ml of the Baclofen onto a spoon and gently tip it into Ellie's mouth, checking all has been swallowed. This is monitored and checked by the second member of staff.</p> <p>Recording: Member of staff records date, time and dosage given in the logbook.</p> <p>If necessary, record any additional information e.g. if Ellie appears generally unwell.</p> <p>Both members of staff sign to confirm administration as stated.</p> <p>Follow-up: Spoon is to be washed in warm water and soap and be left to air dry.</p> <p>Additional Tasks: Notify parents when more medication is required because it is running low or if medication is likely to pass its expiry date.</p>	<p>Ellie requires this medication, so it relaxes the muscles in her legs. This reduces stiffness, tightness, spasms and pain, supporting her mobility.</p> <p>Ellie takes the medication three times a day, so during the school week she needs to take one dose in the middle of the day.</p> <p>Ellie is better able to access learning and social activities if she is pain free and physically comfortable.</p>

I have read and agree to this risk assessment for Ellie Watts

_____ Parent/Carer	Date: _____
_____ TA	Date: _____
_____ Class/Form Teacher	Date: _____
_____ SENCO/Lead	Date: _____

Termly Staff Briefing Please date and initial in the boxes below following each briefing on the contents of this plan.

Term 1	Term 2	Term 3



Personal Emergency Evacuation Plan (PEEP) for Ellie Watts in Y4

Date of Plan: July 2020, Review Date: July 2021

Any issues affecting the pupil's fast evacuation from school in the event of an emergency are considered below. Consideration has been given to evacuation from different areas of the school and if medication or equipment may be required during the evacuation and when outside. This plan has been discussed with parents/carers and the pupil, if appropriate. Signed permission has been obtained for this emergency plan to be followed. This plan is to be reviewed yearly or sooner if needs change, in consultation with parents/carers and the pupil, if appropriate.

Relevant Information

Medical Information: Ellie has CP spastic diplegia.

Mobility: Ellie uses a walking frame and a manual wheelchair that she self-propels.

Communication Skills: Ellie communicates verbally but her speech is sometimes unclear.

Access across the school site: Ellie and her class spend the majority of their time in their classroom which has direct access via a door onto the central playground and the emergency assembly point. Ellie also uses the Hall for dining, assembly, events and PE/dance, the Accessible Bathroom, the Medical Room, the Rainbow (Intervention Room)

Staff named to carry out the plan: Mrs Smith, Mrs Bell, Mrs Hill

Risk	Action(s)	Rationale
Physical: Ellie is at greater risk of harm than her peers as she will evacuate more slowly due to her mobility and may be rushed / jostled in the general movement of pupils.	On hearing the alarm staff are to quickly assess the situation (considering their location, what equipment is available and what equipment Ellie is currently using) and determine the most effective evacuation strategies and route. Location: <i>From the classroom:</i> Ellie will evacuate directly onto the central playground via the external door, with the support of a member of staff. Ellie will evacuate at the end of the line of pupils. <i>From other rooms:</i> Ellie will evacuate via the designated route, with the support of a member of staff. Ellie will evacuate at the end of the line of pupils. Equipment: If there <i>is access to her manual wheelchair</i> , then Ellie will transfer to it with the support of a member of staff who will push Ellie out of the building to evacuate. If there <i>is not access to her manual wheelchair</i> , then Ellie will evacuate using her walking frame with the support of a member of staff. If Ellie is <i>in her standing frame</i> in class, then Ellie will remain in it and a member of staff will push her in her standing frame (which has wheels) out of the building to evacuate.	To ensure Ellie's safe and speedy evacuation from the building. The strategy of being at the end of the line avoids Ellie being rushed or jostled. Use of the manual wheelchair under the control of an adult will be the quickest method of evacuation. Transferring out of a standing frame takes a significant amount of time and increases the risk for Ellie.
Medical: No increased risk		
Behaviour / SEMH: Ellie may become upset during an evacuation, especially if she is required to evacuate via a different route to her peers.	Throughout the evacuation staff are to: inform Ellie of what they are doing and why, offer reassurance, remain calm and positive.	To minimise upset for Ellie by keeping her informed of what is going on and reassuring her that all will be fine.





I have read and agree to this evacuation plan for Ellie Watts in the event of an emergency:

_____ Parent / Carer Date: _____

_____ TA Date: _____

_____ Class/Form Teacher Date: _____

_____ SENCO/Lead Date: _____

Termly Staff Briefing Please date and initial in the boxes below following each briefing on the contents of this plan.

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Personal Care Needs (PCN) Plan

for Ellie Watts in Y4

Date of Plan: July 2020 Review Date: July 2021

This plan has been discussed with parents/carers and the pupil, if appropriate. Signed permission has been obtained for this plan to be followed during the school day. This plan is to be reviewed yearly (or sooner if needs change) in consultation with parents/carers and pupil, if appropriate.

Context to Support

Brief summary of why a personal care needs plan has been produced and any factors which may impact on management of PCN support in school.

Medical Information: Ellie has CP spastic diplegia.	Mobility: Ellie has limits to her mobility and range of movements. She uses a walker.	Communication Skills: Ellie can communicate well verbally but her speech is sometimes unclear.
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Staff involved in routinely meeting this pupil's personal care needs:

Names of staff who are involved in meeting the PCN of the pupil, have received appropriate training in the Moving and Handling of Young People and with whom this PCN plan may be shared: **Mrs Smith, Miss Bell, Mrs Lal**

BARRIERS IDENTIFIED AND ADJUSTMENTS TO BE MADE IN SCHOOL:

Area of Need	Information/Action to be Taken	Rationale
Ellie requires support to transfer from her walking frame or wheel-chair to the toilet.	<ul style="list-style-type: none"> Ellie and a member of staff to enter the toilet and close the door. Member of staff to ensure the toilet frame, padded toilet seat and foot box are in place for Ellie. Member of staff to support Ellie to pull down her lower garments. Member of staff to support Ellie to transfer to the toilet according to the Moving and Handling Plan. Member of staff to remind Ellie to use the grab rails for support and to have her feet firmly on the foot box at all times. Once Ellie is positioned comfortably and is happy, member of staff to leave the toilet but remain outside with the door closed to be available if Ellie calls. Member of staff to enter toilet on request and support Ellie to wipe and clean herself. If Ellie is particularly wet or soiled and requires additional support or if Ellie is tired and requests it, then the member of staff is to provide intimate care by wiping and cleaning Ellie (wearing disposable gloves). Member of staff to support Ellie to transfer from the toilet to the walking frame according to the Moving and Handling Plan. Member of staff to support Ellie to pull up her lower garments, Ellie and the member of staff to wash their hands and dry them sufficiently. Member of staff to support Ellie to exit the bathroom. 	Ellie requires access to additional equipment to support her safe access to the toilet. This equipment will not fit into the conventional pupil toilets so Ellie will use the accessible toilet.

Facilities, Resources, Equipment & Training needed:

Facilities: Accessible bathroom – note that the existing grab rails around the toilet are a little far away to effectively support the pupil.

Equipment: Toilet frame providing grab rails, padded toilet seat, foot box to be available on every occasion.

Resources: Gloves and aprons for staff (to be provided by school)

Training: Only staff trained in Moving and Handling and familiar with the Moving and Handling Plan and this Personal Care Needs should carry out support in the bathroom.

Management of Personal Care Needs

Management and review of this Personal Care Needs Plan with staff, parents and pupil, if appropriate, is the responsibility of the SENCO, Mrs Lal. Day to day responsibility for the implementation of this personal needs care plan remains the responsibility of the staff named above.

Level of Supervision: 1 to 1

Additional Roles of Support Staff:

- Staff to make visual checks to equipment to ensure that it is clean and in good working order before using.
- In the event of damage to equipment, staff to inform Mrs Lal to action a replacement as soon as possible.

Records to be Maintained by Staff:

None required



Confidentiality Agreement

Parents/carers and pupil (if appropriate) agree that this is to be shared with key named staff who will treat all information confidentially and will respect the dignity and privacy of this pupil.

I have read and agree to these adjustments being made for Ellie Watts and give consent for this information to be shared with Mrs Smith, Miss Bell, Mrs Lal and Mrs Hill:

_____ Parent/Carer Date: _____

_____ TA Date: _____

_____ TA Date: _____

(To be signed by all staff involved in providing PCN support)

_____ Class/Form teacher Date: _____

_____ SENCO/Lead Date: _____

Termly Staff Briefing

Please date and initial in the boxes below following each briefing on the contents of this protocol.

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Specialist Equipment Provision for Ellie Watts in Y4

Date of plan: July 2020, Review Date: July 2021

This plan outlines the range of equipment that school will need to manage and monitor on a regular basis. It has been discussed with parents/carers and therapists. Signed permission has been obtained for this plan to be followed during the school day. This plan is to be reviewed yearly/termly (or sooner if needs change) in consultation with parents/carers and therapists.

Staff involved in routinely meeting pupil's support needs: Mrs Smith, Miss Bell, Mrs Hill

Details of Specialist Equipment needed to support pupil's mobility needs and access to the curriculum and environment

Ankle Foot Orthoses (AFOs)

- Ellie wears AFOs (splints) to support correct leg posture on both legs.
- Staff will need to monitor that the splints are correctly fitted.
- The physiotherapist will support staff to ensure they are familiar with the correct procedure for fitting.

Any discomfort with the splints should be reported to parents so that an appointment can be made with the orthotist for review.



Walking Frame:

- Ellie uses a walking frame. **Ellie must wear her AFO's when walking.**
- Staff will make daily **visual checks** to monitor that the frame is in good working order with freely moving wheels and no loose bolts.
- Faults should be reported immediately to the parents and the walking frame **should not be used** if staff are concerned that it is not in good working order (in which case the manual wheelchair is used for mobility).
- Ellie transfers from a sitting position to her walking frame with the support of a member of staff.

Staff involved in supporting Ellie in transfers have attended training in Moving and Handling. The transfer to the walking frame from sitting is detailed in Ellie's Moving and Handling Plan.



Manual Wheelchair

Staff will need to make **visual checks** to monitor that the chair is in good working order.

- Check tyres are pumped up.
- Check that lap belt is working efficiently.
- Monitor and support cleanliness of the chair.
- Faults should be reported to the parents and the wheelchair should not be used if staff are concerned that it is not in good working order (in which case Ellie is to only use her walking frame for mobility).

Staff will need to ensure that they are **familiar with how to manage use of the chair** including:

- How to push a wheelchair safely with Ellie's consent.
- How to support Ellie to self-propel and develop her wheelchair skills.
- How to manoeuvre a chair safely over obstacles such as kerbs and changes of surface.
- How to support Ellie in transferring to and from the wheelchair as detailed in her Moving and Handling Plan.
- How to put the chair up and fold down, if required for storage or transport.

Staff will need to identify locations for safe storage of the chair when it is not in use:

- in the classroom,
- in the dining hall whilst Ellie is eating etc.

Staff involved in supporting Ellie in transfers have attended training in Moving and Handling. The transfer to the manual wheelchair is detailed in Ellie's Moving and Handling Plan.



Hi-Lo (height adjustable) Class Chair

Staff will need to make **visual checks** to monitor that the chair is in good working order.

- Check wheels are moving freely.
- Check that lap belt is working efficiently.
- Check the rise and fall function is working effectively.
- Monitor and support cleanliness of the chair.
- Faults should be reported immediately to Mrs Lal and the hi-lo chair **should not be used** if staff are concerned that it is not in good working order (in which case Ellie will sit on a conventional chair or in her wheelchair).

Staff will need to ensure that they are **familiar with how to manage use of the chair** including:

- How to push the chair safely with Ellie's consent.
- How to manoeuvre the chair safely over obstacle such as changes of surface.
- How to support Ellie in transferring to and from the class chair as detailed in her Moving and Handling Plan

Staff will need to identify **locations for safe storage** of the chair when it is not in use:

- in the classroom,
- other teaching areas.

Staff involved in supporting Ellie in transfers have attended training in Moving and Handling. The transfer to and from the class chair is detailed in Ellie's Moving and Handling plan.



Standing Frame

- Ellie uses the standing frame for an hour per day. **Ellie must wear her AFO's when standing in the frame.**
- Ellie is supported to transfer into the frame as detailed in her Moving and Handling Plan.
- Staff will need to carry out visual checks to ensure that the standing frame and all its parts are in good working order i.e. that Velcro straps are able to be secured and that there are no loose screws.
- Faults should be reported immediately to the physiotherapist and the standing frame **should not be used** if staff are concerned that it is not in good working order (Ellie will have to miss standing until the standing frame is functional).

Staff involved in supporting pupil in transfers into a standing frame should have attended training in Moving and Handling. The transfer to the standing frame is detailed in the pupil's Moving and Handling Plan.



Details of Specialist Equipment needed to support pupil's personal care needs

Toilet Frame

- Ellie is supported to transfer into the toilet with the support of the frame as detailed in her Moving and Handling Plan.
- Faults should be reported immediately to Mrs Lal and the frame **should not be used** if staff are concerned that it is not in good working order (in which case Ellie will use the drop-down frame around the accessible toilet).
- Staff will need to ensure that the frame is cleaned regularly as part of general cleanliness and hygiene practice.

Toilet seat insert (padded)

- Staff will need to carry out visual checks to ensure that it is safe to use and report any faults immediately to Mrs Lal.
- Staff will need to ensure that the frame is cleaned regularly as part of general cleanliness and hygiene practice.

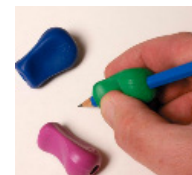
Foot box

- Staff will need to carry out visual checks to ensure that it is safe to use (particularly that non-slip pads on the underside are not damaged or absent) and report any faults immediately to Mrs Lal.
- Staff will need to ensure that the box is cleaned regularly as part of general cleanliness and hygiene practice.



Equipment needed to support pupil's access to the curriculum and learning opportunities

- Sloping writing board
- Pencil and pen grip
- Dycem (sticky mat) used on sloping board to stop paper slipping and on tray to stop plate slipping
- Small laptop with mini keyboard
- External mouse – wireless, small size
- Ruler with raised handle



Management of Equipment:

Responsibility for the safe management, use and maintenance of equipment is the responsibility of Mrs Lal (SENCO)

I have read and agreed that this is a comprehensive list of the specialist equipment and maintenance responsibilities for Ellie Watts:

_____ Parent/Carer Date: _____

_____ TA Date: _____

_____ Class/Form Teacher Date: _____

_____ SENCO/Lead Date: _____

_____ Physiotherapist Date: _____

Termly Staff Briefing Please date and initial in the boxes below following each briefing on the contents of this plan.

Term 1	Term 2	Term 3



Personal Moving and Handling Risk Assessment

Person's Name: Ellie Watts

Place of Assessment: Townsville Primary School

DOB: 19/9/13

Height: 4 ft (122 cm)

Home Address: 6, Castle View, Townsville **Weight** (State if estimated or actual): 23kg actual

School Address: Springfield Road, Townsville

With the person, please consider all the following factors that need to be considered when assistance to move is required. (Tick and comment where appropriate)

Assessment		Fully Independent: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input checked="" type="checkbox"/> 1. Communication <input type="checkbox"/> 2. Comprehension <input type="checkbox"/> 3. Sight/hearing <input type="checkbox"/> 4. Behaviour <input type="checkbox"/> 5. Seizures or falls <input checked="" type="checkbox"/> 6. Medication	<input type="checkbox"/> 7. Sitting balance <input checked="" type="checkbox"/> 8. Sitting to stand <input type="checkbox"/> 9. Weight bearing <input checked="" type="checkbox"/> 10. Walking <input checked="" type="checkbox"/> 11. Upper limb strength <input type="checkbox"/> 12. Head control	<input checked="" type="checkbox"/> 13. Range of joint movement <input checked="" type="checkbox"/> 14. Muscle power/tone <input type="checkbox"/> 15. Involuntary movement <input checked="" type="checkbox"/> 16. Supports/Attachment <input type="checkbox"/> 17. Pain <input type="checkbox"/> 18. Skin condition <input checked="" type="checkbox"/> 19. Other
Comments: 1. Ellie has good understanding and communicates well with familiar adults. 6. Ellie takes Baclofen, to relax the muscles in her legs three times a day. 8. Ellie needs support of equipment to pull herself up from sitting to standing. 10. Ellie can walk with the support of a walking frame for short distances. 14. Ellie's leg muscles can be stiff and tight. 16. Ellie wears Ankle Foot Orthoses (AFOs) to keep her feet and ankles in a good position for standing and walking. 19. Ellie has a manual wheelchair for long distances or if she is tired. She can become tired at the end of the day, after walking and after PE.		

Assessor's Name	Signature	Date of Assessment
Jane Green	<i>J. Green</i>	3/7/20
Input from: Ellie Watts, Mrs. Watts, Mrs. Wells (OT), Mrs. Jones (PT), Miss Bell (TA) Mrs Smith (TA) Mrs Hill (CT), Mrs. Lal (SENCO)		

This assessment and guidance may only be used in other settings as a starting point within the risk assessment process. This assessment is by necessity a reflection of a specific circumstance and may not reflect the needs and conditions elsewhere. This assessment is written in accordance with our Code of Practice and assumes a level of appropriate staff training. It is the responsibility of the receiving manager to undertake their own Personal Handling Risk Assessment.



Personal Moving and Handling Plan

Person's name: Ellie Watts	Date: 3/7/20
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SIT TO STAND	
No. of Carers	1
Equipment	Walking frame
Method	Staff to position walking frame in front of Ellie. Staff to prompt Ellie to place both hands on the sides of her chair, so that she can move herself to the front of the chair. Staff to hold walking frame firmly and verbally prompt Ellie to have one hand on top of the walking frame and one hand on her chair. Staff to verbally prompt Ellie to lean forward by saying "Nose to toes". Ellie to push through the chair and frame to stand up.
STAND TO SIT	
No. of Carers	1
Equipment	Walking frame
Method	Staff to support Ellie to turn the walking frame using a wide circle and step back using the frame until she feels the chair/seating at the back of her legs. Verbally prompt Ellie to reach back and hold the chair with one hand, keeping the other hand on the frame. Staff to hold the walking frame firmly as Ellie slowly lowers herself down.
SIT TO SIT: Transfer from specialist seating to wheelchair using table	
No. of Carers	1
Equipment	Table, specialist seating, wheelchair
Method	Position specialist seating up to 25cm from table and lower height of seating. Apply brakes and release belt buckle. Support Ellie to lift her footplates and move forward in her seat. Ask Ellie to put her hands on the table, feet on the floor and stand taking weight through arms, encourage to stand tall. Inform Ellie and exchange the chairs behind. Ensure footplates are up on the specialist seating. Guide her to sit down and encourage her to get her bottom to the back of the chair by shuffling if necessary. Secure belt buckle.
WALKING	
No. of Carers	1
Equipment	Walking frame (for short distances and in the classroom)
Method	Staff to support Ellie to get her balance before starting to walk and ensure that the frame is steady on the ground. Staff to accompany Ellie to monitor fatigue and any trip hazards.

Assessor's Name	Signature	Date of Assessment	Date of Review Assessment
Jane Green	<i>J. Green</i>	3/7/20	July 2021 (earlier if needs change)
Is any information recorded overleaf? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

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Personal Moving and Handling Plan *continued*

Person's name: Ellie Watts	Date: 3/7/20
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TOILETING	
No. of Carers	1
Equipment	Walking frame, toilet seat, foot box and toilet frame. Therapy stool for staff.
Method	<p>Staff to support Ellie to step back using the walking frame until she feels the front of the toilet bowl at the back of her legs. Verbally prompt Ellie to reach back and hold the toilet frame with one hand and then the other. Staff to remove walking frame and use a therapy stool to support Ellie to remove clothing. Ellie to have both hands on the toilet frame to lower herself slowly down. Staff to verbally prompt Ellie to shuffle back so that she is comfortable and staff to place the foot box so that her feet rest firmly on the footbox. Staff to remind Ellie to use the grab rails for support.</p> <p>Staff to follow Ellie's Personal Care Needs plan.</p> <p>When Ellie is ready, staff to encourage her to use both hands to hold on to the toilet frame, lean forward and shuffle to move her bottom to the front of the toilet. Ellie to stand by pushing up with both hands. Staff to place walking frame in front of Ellie. Staff to use therapy stool to help Ellie pull up her clothing. Ellie to wash and dry her hands by standing at the basin. Staff to remind Ellie to check her clothing and appearance in the mirror.</p>
TASK: Transfer from specialist seating to standing frame	
No. of Carers	1
Equipment	Standing frame, specialist seating
Method	<p>Apply brakes on seating. Support Ellie to lift her footplates. Staff to position the standing frame as close to the front of the seating as possible and apply brakes. Release belt buckle. Ellie to move forward in her chair using the arm rests on her seating. Ellie to place her feet in standing frame footplates. Prompt Ellie to reach for her frame and pull up to standing. Staff to check her knees are in the knee cups and that she is standing symmetrically. Staff to secure the chest, hip strap and foot straps, following advice given by Physiotherapist.</p>
TASK: Transfer from standing frame to specialist seating	
No. of Carers	1
Equipment	Specialist seating, standing frame
Method	<p>Staff to apply brakes on standing frame, then undo foot straps on standing frame. Lift foot plates on seating and move seating to touch standing frame, apply brakes. Ask Ellie to hold on to the standing frame to prepare her for manoeuvre. Undo hip strap with one hand while steadying Ellie with the other, using an open hand, and encourage her to reach backwards for her seat arms and to lower herself to sit down in the chair and shuffle back if needed. Secure belt buckle and put down footplates.</p>

Assessor's Name	Signature	Date of Assessment	Date of Review Assessment
Jane Green	<i>J. Green</i>	3/7/20	July 2021 (earlier if needs change)
Is any information recorded overleaf? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

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