

# Mishka Kann

## TOWNSVILLE SECONDARY SCHOOL

### *Pupil Profile*



Mishka is in Year 10 at Townsville Secondary School. She enjoys school and will be taking her GCSEs next year in the core subjects and in her options of French, Food Technology and Computer Science. Recent exams results suggest she is on track to get at least a Grade 4 in her GCSEs. She excelled particularly in Science and Computer Science and has aspirations to go to University to study Computing. Eventually, she would like to be a web designer.

Mishka 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 Mishka 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 she feels left out socially.

Mishka 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 has an Educational Health Care Plan (EHCP).

Mishka wears Ankle Foot Orthoses (AFOs) which are plastic splints to keep her feet and ankles in a good position for standing and walking. Mishka comes to school in her manual wheelchair which she also uses for outside breaks. She generally uses a walking frame to move between classes, but if she is feeling tired or it is a long way, she will choose to use her wheelchair. Moving between classes takes longer and is more tiring for Mishka so she is given extra time to move between classes. By leaving classes a little earlier than her peers, she can also avoid the crowds in the corridors. School have worked with her to design her timetable so that she needs to change class as little as possible and keep the distances between rooms as short as possible. Her tutor group is in a classroom nearest the lockers and school entrance. English was scheduled to take place in an upstairs classroom, but the timetable was changed so this lesson now takes place in a downstairs room. The computer suite is on the first floor in the new block. Fortunately, this is a new build and has a lift, so she has been given a lift pass for herself and one friend.

Mishka has found using a height adjustable office style chair works best for her. This can be easily adjusted to the height of working surfaces. There are several of these chairs around the school so that a teaching assistant can easily ensure that this chair is available for her in every lesson. She has her own high stool with back and armrest for science and food technology lessons.

Her paediatric physiotherapist (PT) Mrs Jones has provided a physiotherapy plan detailing a daily schedule for Mishka to maintain and strengthen her mobility skills and muscle function. A lot of this work is built into the school timetable e.g. moving between lessons. The SENCO plans in advance with Mishka and her TA when the best time would be to leave class to do specific exercises and stretches, so that Mishka does not always miss the same lesson or miss out on activities with her friends. Mrs Jones (PT) comes in regularly or arranges an online meeting to review Mishka's progress with the



physiotherapy plan. Mishka is developing good awareness of what she needs to do to support her mobility.

Mrs Wells, Mishka's Occupational Therapist (OT), visits termly and advises on equipment activities that will further develop her life skills. This input has made a big difference to how she can undertake the practical work in Food Technology as independently as she possible can.

In quiet moments, Miss Bell (TA) prompts Mishka to do her speech therapy exercises in a place where Mishka 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 her progress and update the therapy plans. Mishka is making really good progress, as Miss Bell (TA) makes sure they practise these daily and models it correctly for her throughout the day.

Mishka has medication, Baclofen, which is a muscle relaxant to treat her spasticity. She needs to take this just before lunch every day. The designated first aider or a TA helps her check the dosage in line with the school's policy on Supporting Children with Medical Conditions in School.

Mrs Lal (SENCO) developed Mishka's Individual Health Care Plan (IHCP) during the transition meetings that were held when she was transferring from primary school to Townsville Secondary School. These transition meetings involved the SENCO and class teachers from Mishka's primary school along with Mishka, her parents, Townsville Secondary school staff and the medical professionals supporting Mishka. This is a working document which is regularly updated by Mrs Lal (SENCO) in consultation with Mishka's Team Around the Child (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.

Professionals have supported Mrs Lal (SENCO) to identify areas and activities that present a greater risk for Mishka at school, both in the indoor and outdoor environment. These have been detailed in an Access Risk Assessment which identifies any risks and the strategies involved to keep Mishka and school staff safe.

Before Mishka started at Townsville Secondary School, several adaptations were initiated to improve the access and safety around the school site. As Mishka would be unable to use the steps to get up to the outside area, the school had a sloped path put in to make it wheelchair accessible benefitting her and others in the future. A toilet frame in the accessible toilet and new adapted taps were also put in to support her with her personal care needs. The school also ensured some ramps were installed so she could access the canteen and the library, where there were a few steps. These actions were already identified on the school Accessibility Plan. An important reasonable adjustment was to move furniture out of corridors and the accessible toilet to ensure that there was enough space for Mishka to move around the school in her wheelchair or with her walking frame safely.

Mishka enjoys 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 or tutor group. They always contact 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. Subject teachers and Miss Bell (TA) always do a pre-visit risk assessment.

Mrs Lal (SENCO) has ensured that all Mishka's teachers understand her needs and that the furniture layout in the classrooms provide enough space for Mishka to be able to move around freely with her walking frame to work and interact with her peers. She has also made sure that there is good access to all equipment in the classroom, so that Mishka is as independent as possible. All teachers ensure that she has an inclusive seating position in class near her friends and also near a socket for her laptop. These reasonable adjustments have helped to reduce times when Mishka was upset, due to feeling left out. School also ensured that Mishka's year group's lockers were the most central and easily accessible for her. Her locker is at a height that is good for her and at the end of a row, making it easier for her.

In primary school, Mishka used a writing slope but found this difficult to manage in Townsville - instead she uses an A4 folder. She also has an ergonomic, cushioned gel pen to support her with writing. She finds spring-loaded scissors and a ruler with a handle easier to use but despite lots practise still struggles with a compass. She finds writing at length difficult and can get very tired during the day. So, her TA scribes longer pieces of work, jots her homework down in her planner and supports her with practical activities like measuring angles with a protractor. She has also been provided with a laptop for Computer Science and to record longer pieces of work more legibly. She has had lessons in touch typing and has learnt to use many IT shortcuts so that she does not need to use the mouse as much. She finds the Sticky Keys feature in the Accessibility Options useful as she does not have to hold down two keys at once. She is now trialling speech to text software too, which is also really helping to improve her speech clarity.

School always ensures that she is fully included in PE lessons by modifying the lessons so she can take part. The teacher makes small changes to the equipment, or the rules for Mishka and her group, so that she is included in the activities, for example in a parallel activity where they play a different version of the same game such as netball

and badminton. Where possible, Miss Bell (TA) modifies the PE lesson to support Mishka's physiotherapy goals too by building her stretches into the warm-up activities. School understand that Mishka will take time and prefers her own space to change for PE. Mrs West, the PE teacher, uses pdnet's Inclusion in Physical Education and School Sports to plan for Mishka. She particularly enjoys the Boccia Club after school as this is played sitting down and she can compete against her peers on equal terms.

Mishka really enjoys Food Technology. She is now almost fully independent in practical tasks as school have purchased a food preparation station, which makes food preparation easier. It has an adjustable clamp which can grip food, bowls, slicing boxes and graters. The high sided corner guards prevent slices of bread from sliding. Mishka enjoys her new independence, and now only requires a little help from her friends or a teaching assistant.

Mishka excels at Science. In practical lessons a teaching assistant undertakes some practical aspects of the experiments under Mishka's direction, giving her as much independence as possible. School have given Mishka two sets of texts books too so that she can keep a set at home and school and does not need to carry them. A TA or friends will carry her bag for her in school as it is difficult to do this when using her walking frame, although she can manage them when she is in her wheelchair.

Mrs Lal (SENCO) has ensured that all staff understand that Mishka may require more time to complete tasks and that she can get more tired, particularly towards the end of the day. For school tests and exams, Misha is allowed extra time, practical assistance and can use her laptop or work with a scribe, as this is her normal way of working.

During lunch, Mishka generally uses her walking frame. School have ensured the furniture in the canteen is arranged so that there is enough space for her to use her walking frame or wheelchair. A couple of her friends go with her to the canteen earlier than the other pupils, so that she can avoid the crowds and make her choices easily. Although she could have support from support staff Mischa is a popular girl and friends will carry her tray for her and help if she struggles for example, taking lids of yoghurts. Mishka uses the accessible toilet which has been fitted with a toilet frame; she is independent with personal care.

Mrs Lal (SENCO) conducts parent and pupil voice interviews regularly. Mishka has a good relationship with her and has shared her worries about feeling anxious when she missed parts of lessons because of therapy sessions or appointments with visiting professionals. She shared that she was concerned she would miss out on information in her GCSE lessons or that she would not know what to do. She said she felt upset when she could not do something or missed key parts of the lessons as she was too tired to concentrate fully. She liked the way that teaching assistants let her be independent as much as possible in completing tasks and how they stepped away to allow her time to talk with her friends. She also preferred it now that they ask her opinion and give her choices about how she wants to do something.

Mishka's parents talked about finding it difficult on the occasions that she came home from school upset because she had not felt included socially or had not been consulted about her support. Her parents commented on the positive impact that the sessions with the school counsellor had on Mishka's mental health and acceptance of her disability. They talked about how pleased they were that the school listened to Mishka and themselves and made changes so that she was better included. Involving Mishka in more extracurricular activities, such as after school drama and photography clubs, had helped her make more friends and feel more confident. They were happy that school had involved them in their planning for Mishka and that she was making good progress with her GCSE studies.



# Individual Healthcare Plan in school

FOR MISHKA KANN

**Start Date:** July 2020

**Pupil's Date of Birth:** 19/9/05

**Next Review Date:** July 2021



**Townsville School**

# Confidential Pen Portrait

## INFORMATION

Mishka 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. Mishka has an EHCP.

## MEDICATION / MEDICAL INTERVENTION

Mishka has medication administered daily in school.

Refer to Regular Medical Protocol for specific details.

## EMERGENCY MEDICAL INFORMATION

Mishka does not require an Emergency Medical Protocol.

## THERAPY

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

## ACCESS TO THE PHYSICAL ENVIRONMENT

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

Name: Mishka Kann

Class: Y10

Form Tutor: Mrs Hill

TAs: Mrs Smith & Miss Bell



## PERSONAL CARE NEEDS

Mishka is independent with personal care. She uses the accessible bathroom with a toilet frame independently.

## EMERGENCY EVACUATION

Mishka 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 Mishka'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

Mishka requires adult support, adaptations and specialist equipment to assess the curriculum.

Refer to the Equipment Plan for specific details.

## 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

Mishka is a sociable and happy girl who enjoys being with her friends. She loves computers and would like to be a web designer. Mishka 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

Mishka is working at age related expectations, although she needs more time to complete extended tasks and adult support with some practical tasks. Mishka has articulation difficulties around some sounds and her speech can be unclear. She 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 Mishka Kann in Y10*

**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 Mishka 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	Mishka may be unnecessarily fatigued walking into and out of school.	Parents bring Mishka 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	Mishka 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 classrooms.	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 classrooms needs to be considered so that there is a turning circle for a wheelchair.	TA  Subject teachers
Floors and flooring in all areas	Ramp installed for Mishka to access the canteen and library.  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
Lift	Mishka has a lift pass/fob to access the lift independently for English lessons on the first floor.	Mishka understands the emergency procedure if the lift breaks down and will go in the lift with a peer or a TA.	Mrs Lal (SENCO)
Corridors and passageways	Furniture has narrowed the main corridor making it difficult for Mishka to pass along with her wheelchair or walking frame, especially at key times of congestion.	Furniture to be removed in main corridor. Mishka to leave class early to move to the next classroom with a friend and TA to ensure she has enough space and is not jostled by crowding.	Site manager and school staff  TA
Teaching spaces	Furniture layout makes it difficult for Mishka to move around some classrooms independently with her walking frame.  School chairs do not provide enough support.	The layout of the furniture in the classroom needs to be changed to allow Mishka to independently access the teacher, whiteboard, resources and peers for paired and group work.  Office style height chairs need to be available for Mishka for all lessons.	Subject teachers  TA
Assembly space/hall	Lack of safe space within easy reach to leave walking frame during assembly times.  The stage is not accessible due to steps.	Furniture in hall needs to be moved to create safe, accessible space to leave walking frame. Mishka to sit at the end of the row.  Ramp to be installed to ensure the stage is accessible.	Form tutor and TA  Site manager
Canteen/ lunchtime	Insufficient space to access area to select food safely and avoid congestion.  Mishka 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.	Furniture to be moved to create more space. One-way system to be introduced. Mishka to leave class early with some peers so that she avoids crowding when making her lunch choices.  Midday supervisor/peers to carry her tray.  Dining tables to be moved to create wider pathway through. Mishka to use designated dining table near safe, accessible space to leave walking frame.	Midday Supervisors and TA



Library	<p>Insufficient space between bookshelves and seating area for walking frame/wheelchair.</p> <p>Mishka may find it difficult to reach books that are higher up.</p>	<p>Seating to be repositioned to create more space.</p> <p>Mishka's peers and the librarians are aware that she may need support to reach books on higher shelves.</p>	<p>Site manager</p> <p>Librarians</p>
Locker	<p>Mishka's locker is not easily accessible for her.</p>	<p>Mishka's locker is to be at a good height for her and at the end of a row. Mishka's year group lockers to be the most central – near the entrance and her tutor group classroom.</p>	<p>School staff</p>
Recreation area	<p>Tarmac and paved area are subject to erosion and damage due to tree roots which could present a tipping hazard for Mishka in her wheelchair.</p>	<p>Tarmac and paved areas to be monitored for signs of erosion and damage.</p>	<p>Site manager</p> <p>All staff</p>
Accessible toilets	<p>Grab rails are a little far away to provide support for Mishka.</p>	<p>Toilet frame to be fitted to all accessible toilets. Mishka will need access to accessible toilets around the school site.</p>	<p>School staff</p> <p>Site manager</p>
ICT suite	<p>Mishka finds using a mouse difficult.</p>	<p>Mishka requires the Sticky Keys function, a larger mouse pointer and mouse options to make this easier for her. Mishka can set this up herself.</p>	<p>ICT subject teacher</p>
P.E.	<p>There is not much room in the changing room, and it can become congested.</p>	<p>Mishka to use the accessible toilet nearby to get changed so that she has enough room.</p>	<p>PE subject teacher</p>
Food Technology	<p>Mishka needs to access all areas of the room and have access to adapted equipment.</p> <p>School stools do not provided support for Mishka.</p>	<p>Mishka needs to use the height-adjustable hob. She needs to use the lower ovens with side-opening door. She needs to use the height adjustable sink with lever taps. A food preparation station needs to be available.</p> <p>Mishka needs her own stool with a back and arm rest.</p>	
Science lab	<p>Mishka needs to access the power sockets and gas taps.</p> <p>School stools do not provided support for Mishka.</p>	<p>Mishka will need to use the rise and fall bench.</p> <p>Mishka needs her own stool with a back and arm rest.</p>	

## Other Actions:

I have read and agree to this risk assessment for Mishka Kann

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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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# Regular medication / medical intervention protocol for *Mishka Kann* in Y10

**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>Mishka experiences muscle tightness, stiffness and spasms in her lower limbs. This results in limited movement, fatigue and pain.</p> <p><b>Medication:</b> Baclofen</p> <p><b>Form:</b> tablet</p> <p><b>Dosage:</b> 10mg</p> <p><b>Frequency:</b> Daily</p> <p><b>Method of Administration:</b> Orally</p> <p><b>Storage:</b> The Baclofen is stored at room temperature in a locked cabinet in the medical room.</p> <p><b>Time:</b> Before lunch at 12.00pm</p> <p><b>Location:</b> Administration takes place in the medical room.</p> <p><b>Number of staff required:</b> 1</p> <p><b>Staff:</b> Mrs. Smith, Miss Bell, Miss Lal</p>	<p><b>Preparation:</b></p> <p>Staff support Mishka to check that the medication is within date and that the medication log is available.</p> <p><b>Administration:</b> Mishka takes the tablet herself with a glass of water. This is monitored and checked by staff.</p> <p><b>Recording:</b> Member of staff records date, time and dosage given in the logbook.</p> <p>If necessary, record any additional information e.g. if Mishka appears generally unwell.</p> <p>Both Mishka and the member of staff sign to confirm administration as stated.</p> <p><b>Additional Tasks:</b> Notify parents when more medication is required because it is running low or if medication is likely to pass its expiry date.</p>	<p>Mishka requires this medication so it relaxes the muscles in her legs. This reduces stiffness, tightness, spasms and pain, supporting her mobility.</p> <p>Mishka 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>Mishka is better able to access learning and social activities if she is pain free and physically comfortable.</p>						
<p><b>OTHER RELEVANT INFORMATION:</b></p> <p>Parents/Carer's Contact Details: Home                      Mobile 1                      Mobile 2</p> <p>I have read and agree to this procedure for Mishka Kann</p> <p>_____ Parent/Carer                      Date: _____</p> <p>_____ TA                      Date: _____</p> <p>_____ Class/Form Teacher                      Date: _____</p> <p>_____ SENCO/Lead                      Date: _____</p>								
<p><b>Termly Staff Briefing</b> Please date and initial in the boxes below following each briefing on the contents of this protocol.</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Term 1	Term 2	Term 3			
Term 1	Term 2	Term 3						



# Personal emergency evacuation plan (PEEP) for Mishka Kann in year 10

**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:** Mishka has CP spastic diplegia.

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

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

**Access across the school site:** Mishka's form room and most of her lessons are on the ground floor. Mishka also uses the canteen, the hall for assembly and PE, the Accessible bathroom and the Medical Room which are also on the ground floor. Her computer science lessons are on the first floor in Block B. Access to the emergency assembly point outside the school hall can be reached through direct access via a door or following the designated route.

**Staff named to carry out the plan:** Mrs Smith, Miss Bell, Mr Ward

Risk	Action(s)	Rationale
<b>Physical:</b>  Mishka 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.	<p>On hearing the alarm staff are to quickly assess the situation (considering their location, what equipment is available and what equipment Mishka is currently using) and determine the most effective evacuation strategies and route.</p> <p><b>Location:</b></p> <p><i>From the ground floor:</i> Mishka will evacuate via the designated route, with the support of a member of staff. Mishka will evacuate at the end of the line of pupils.</p> <p><i>From the first floor (Block B):</i> Mishka will evacuate via the designated route. She will be supported by a member of staff to transfer to an Evacusafe chair according to the directions in her Moving and Handling Plan to descend the stairs. Mishka will evacuate at the end of the line of pupils. Only staff trained in the use of the Evac chair and familiar with Mishka's Moving and Handling Plan are to carry out the evacuation.</p> <p><b>Equipment:</b></p> <p>If there <i>is access to her manual wheelchair</i>, then Mishka will transfer to it with the support of a member of staff who will push Ellie out of the building to evacuate.</p> <p>If there <i>is not access to her manual wheelchair</i>, then Mishka will evacuate using her walking frame with the support of a member of staff.</p>	<p>To ensure Mishka's safe and speedy evacuation from the building.</p> <p>The strategy of being at the end of the line avoids Mishka being rushed or jostled.</p> <p>Mishka will not be able to use the lift in the event of an emergency and will not be able to go down the stairs.</p> <p>Use of the manual wheelchair under the control of an adult will be the quickest method of evacuation.</p>
<b>Medical:</b>  No increased risk		
<b>Behaviour / SEMH:</b>  Mishka may become upset during an evacuation, especially if she is required to evacuate via a different route to her peers and if she needs to use the Evacusafe chair.	<p>Throughout the evacuation staff are to:</p> <ul style="list-style-type: none"> <li>inform Mishka of what they are doing and why,</li> <li>offer reassurance,</li> <li>remain calm and positive.</li> </ul>	<p>To minimise upset for Mishka by keeping her informed of what is going on and reassuring her that all will be fine.</p>

I have read and agree to this evacuation plan for Mishka Kann 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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# Specialist equipment provision for Mishka Kann in Year 10

**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 Lal

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

### Ankle Foot Orthoses (AFOs)

- Mishka 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:

- Mishka uses a walking frame. **Mishka 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).
- Mishka transfers from a sitting position to her walking frame with the support of a member of staff.

Staff involved in supporting Mishka in transfers have attended training in Moving and Handling. The transfer to the walking frame from sitting is detailed in Mishka'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 Mishka 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 Mishka's consent.
- How to support Mishka 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 Mishka 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 classrooms,
- in the hall
- in the canteen

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



<p><b>Height adjustable Class Chair</b></p> <p>Staff will need to make <b>visual checks</b> to monitor that the chair is in good working order.</p> <ul style="list-style-type: none"> <li>• Check wheels are moving freely.</li> <li>• Check the rise and fall function is working effectively.</li> <li>• Monitor and support cleanliness of the chair.</li> <li>• Faults should be reported immediately to Mrs Lal and the chair <i>should not be used</i> if staff are concerned that it is not in good working order (in which case Mishka will sit on a conventional chair or in her wheelchair).</li> </ul> <p>Several chairs are available for Mishka to use in the ground floor classrooms. Staff will need to identify <b>locations for safe storage</b> of the chair when it is not in use</p> <p><b>Staff involved in supporting Mishka in transfers have attended training in Moving and Handling. The transfer to and from the class chair is detailed in Mishka's Moving and Handling plan.</b></p>											
<p><b>Height adjustable high stool</b></p> <p>Mishka uses her own high stool with back and arm rest for Science and Food Technology lessons.</p> <p><b>Staff involved in supporting Mishka in transfers have attended training in Moving and Handling. The transfer to the manual wheelchair is detailed in Mishka's Moving and Handling Plan.</b></p>											
<p>Details of Specialist Equipment needed to support pupil's personal care needs</p>											
<p><b>Toilet Frame</b></p> <ul style="list-style-type: none"> <li>• Mishka transfers into the toilet with the support of the frame as detailed in her Moving and Handling Plan.</li> <li>• Faults should be reported immediately to Mrs Lal and frame <i>should not be used</i> if staff are concerned that it is not in good working order (in which case Mishka will use the drop-down frame around the accessible toilet).</li> <li>• Staff will need to ensure that the frame is cleaned regularly as part of general cleanliness and hygiene practice.</li> </ul>											
<p>Equipment needed to support pupil's access to the curriculum and learning opportunities</p>											
<ul style="list-style-type: none"> <li>• Ergonomic gel pen</li> <li>• Ruler with raised grip</li> <li>• A4 file to use as a writing slope</li> <li>• Laptop with Sticky Keys function and Speech to Text software</li> <li>• Food preparation station for Food Technology</li> </ul>											
<p><b>Management of Equipment:</b></p> <p>Responsibility for the safe management, use and maintenance of equipment is the responsibility of Mrs Lal (SENCO)</p>											
<p>I have read and agreed that this is a comprehensive list of the specialist equipment and maintenance responsibilities for Mishka Kann:</p> <table border="0" style="width: 100%;"> <tr> <td>_____ Parent/Carer</td> <td>Date : _____</td> </tr> <tr> <td>_____ TA</td> <td>Date : _____</td> </tr> <tr> <td>_____ Class/Form Teacher</td> <td>Date: _____</td> </tr> <tr> <td>_____ SENCO/Lead</td> <td>Date: _____</td> </tr> <tr> <td>_____ Physiotherapist</td> <td>Date: _____</td> </tr> </table>		_____ Parent/Carer	Date : _____	_____ TA	Date : _____	_____ Class/Form Teacher	Date: _____	_____ SENCO/Lead	Date: _____	_____ Physiotherapist	Date: _____
_____ Parent/Carer	Date : _____										
_____ TA	Date : _____										
_____ Class/Form Teacher	Date: _____										
_____ SENCO/Lead	Date: _____										
_____ Physiotherapist	Date: _____										
<p><b>Termly Staff Briefing</b> Please date and initial in the boxes below following each briefing on the contents of this plan.</p>											
<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>									



# Personal Moving and Handling Risk Assessment

**Person's Name:** Mishka Kann

**Place of Assessment:** Townsville Secondary School

**DOB:** 19/9/2005

**Height:** 5 ft 4 inch (162.5cm)

**Home Address:** 8, Church View, Townsville

**Weight (State if estimated or actual):** 49 kg actual

**School Address:** Church St, 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
<p>Comments:</p> <p>1. Mishka has good understanding and communicates well with familiar adults.</p> <p>6. Mishka takes Baclofen, to relax the muscles in her legs three times a day.</p> <p>8. Mishka needs support of equipment to pull herself up from sitting to standing.</p> <p>10. Mishka can walk with the support of a walking frame.</p> <p>14. Mishka's leg muscles can be stiff and tight.</p> <p>16. Mishka wears Ankle Foot Orthoses (AFOs) to keep her feet and ankles in a good position for standing and walking.</p> <p>19. Mishka has a manual wheelchair for long distances or if she is tired. She can become tired at the end of the day, after a lot of walking and after PE.</p>		

Assessor's Name	Signature	Date of Assessment
Jane Green	<i>J. Green</i>	3/7/20
Input from: Mishka Kann, Mr. Kann, Mrs. Wells (OT), Mrs. Jones (PT), Miss Bell (TA) Mrs Smith (TA), 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

<b>Person's name:</b> Ellie Watts	<b>Date:</b> 3/7/20
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SIT TO STAND	
<b>No. of Carers</b>	1
<b>Equipment</b>	Walking frame
<b>Method</b>	Staff to position walking frame in front of Mishka. Mishka 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 Mishka to have one hand on top of the walking frame and one hand on her chair. Mishka to push through the chair and frame to stand up.
STAND TO SIT	
<b>No. of Carers</b>	1
<b>Equipment</b>	Walking frame
<b>Method</b>	Staff to support Mishka 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. Mishka 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 Mishka slowly lowers herself down.
SIT TO SIT: Transfer from seating to wheelchair using table	
<b>No. of Carers</b>	1
<b>Equipment</b>	Table, specialist seating, wheelchair
<b>Method</b>	Mishka to put her hands on the table, feet on the floor and stand taking weight through arms. Inform Mishka and exchange the chairs behind. Ensure that Mishka puts wheelchair footplates down and puts the brakes on. Support Mishka to secure the belt buckle.
WALKING	
<b>No. of Carers</b>	1
<b>Equipment</b>	Walking frame (for short distances and in the classroom)
<b>Method</b>	Staff to ensure that Mishka gets her balance before starting to walk and ensure that the frame is steady on the ground. Staff to accompany Mishka 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*

<b>Person's name:</b> Ellie Watts	<b>Date:</b> 3/7/20
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TOILETING	
<b>No. of Carers</b>	1
<b>Equipment</b>	Accessible toilet walking frame toilet frame.
<b>Method</b>	<p>Mishka to step back using the walking frame until she feels the front of the toilet bowl at the back of her legs. Mishka to reach back and hold the toilet frame with one hand and then the other. Mishka to have both hands on the toilet frame to lower herself slowly down.</p> <p>Mishka is independent with personal care.</p> <p>Mishka to stand by pushing up with both hands on the toilet seat. Mishka to use the toilet frame to transfer to the walking frame.</p>
TASK: Transfer from wheelchair to Evacusafe chair	
<b>No. of Carers</b>	1
<b>Equipment</b>	Wheelchair to Evacusafe chair
<b>Method</b>	<p>Staff to follow Mishka's Personal Emergency Evacuation Plan (PEEP)</p> <p>Position wheelchair next to the rail near the top of the stairs. Ensure Mishka has applied the brakes on the wheelchair and put up the footplates. Mishka to place both hands on the sides of her chair and move herself to the front of the chair. Staff to prompt Mishka to have one hand on the rail and one hand on her chair. Mishka to push through the chair and rail to stand up. Inform Mishka and exchange the wheelchair for the Evacusafe chair behind. Apply brakes to the Evacusafe chair. Mishka to reach back and hold the Evacusafe chair with one hand, keeping the other hand on the rail. Staff to hold the chair firmly as Mishka slowly lowers herself down. Staff to fasten the support harness.</p>
TASK:	
<b>No. of Carers</b>	
<b>Equipment</b>	
<b>Method</b>	

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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