

Task: <i>Transfer of Student from wheelchair to floor and return to wheelchair</i>	Risk Priority Chart					
<p><b>Task description:</b></p> <ul style="list-style-type: none"> <li>The task is performed as a two person transfer from a wheelchair to the floor and back to the wheelchair. The wheelchair is positioned close to the point on the floor where the student is to be placed.</li> </ul> <p><b>Description of Student:</b></p> <ul style="list-style-type: none"> <li>Student weighs approx 35 kg and is frequently lifted/transferred during the school day, often with no mechanical assistance.</li> <li>Student mostly unable to assist, and at times may not understand staff instructions.</li> <li>Student has spinal rods.</li> <li>Sometimes the student is uncooperative, has sudden movements or problems relating to tone (high). These movements result in increased difficulty for use of a hoist.</li> <li>Sometimes the hoist is not used because staff feel it is too difficult to use.</li> <li>Uncontrolled saliva sometimes results in requirements for altered grips to avoid saliva.</li> </ul>	<b>Consequences:</b> How severe would injury be?					
	<b>Likelihood:</b> How likely is an injury to occur?	<b>Extreme</b> (Death, Disability)	<b>Major</b> (Serious Injury)	<b>Moderate</b> (Medical Treatment)	<b>Minor</b> (First Aid Only)	
	<b>Very Likely</b> (could happen frequently)	1	2	3	4	
	<b>Likely</b> (could happen occasionally)	2	3	4	5	
	<b>Unlikely</b> (could happen but rare)	3	4	5	6	
	<b>Very Unlikely</b> (could happen but probably never)	4	5	6	7	
<b>Risk Prioritisation</b>	1,2,3 Do something about these risks immediately 4,5 Do something about these risks as soon as possible 6,7 These risks may not need immediate attention					
Task Components	Current Control Measures					
1. Preparation to lift <ul style="list-style-type: none"> <li>Prepare area</li> <li>Position equipment/wheelchair</li> <li>Lock brakes, remove footplates</li> <li>Undo restraints</li> </ul>	<ul style="list-style-type: none"> <li>Back Care Lecture</li> <li>Training with physiotherapist for student program</li> <li>Individual student assessment</li> <li>Equipment: hoist (infrequent use)</li> </ul>					
2. Lifting to floor <ul style="list-style-type: none"> <li>Lift child clear of chair</li> <li>Lower to floor</li> </ul>						
3. Repositioning on floor <ul style="list-style-type: none"> <li>Rolling</li> <li>Moving across mat</li> </ul>						
4. Lifting from floor <ul style="list-style-type: none"> <li>Lift from mat</li> <li>Position on chair</li> </ul>						
Repositioning in chair (see Sample Risk Assessment 3)						

# SAMPLE RISK ASSESSMENT 1

Task Components	Direct Risk Factors (Force, Posture, Repetition/Duration)	Contributing/Modifying Risk Factors (Environment, Layout, Organisation, Technique, Worker/Student Characteristics)	Risk Score			Control Measures (Design, Administrative)
			Likelihood Very Likely Likely Unlikely Very Unlikely	Consequence Extreme Major Moderate Minor	Score	
<b>1. Preparation</b> - Prepare area - Position equipment and wheelchair - Lock brakes, remove foot plates - Undo restraints	<u>Force</u> <ul style="list-style-type: none"> <li>Some force required to position wheelchair</li> <li>May require moderate force to undo restraints or remove/swing away footplates which are poorly maintained</li> </ul> <u>Posture</u> <ul style="list-style-type: none"> <li>Some flexed postures may be involved but usually without any load</li> <li>Wrist/forearm postures may be awkward to undo restraints</li> </ul>	<u>Work Area Design</u> <ul style="list-style-type: none"> <li>Access and space may be an issue due to work area design</li> </ul> <u>Work Environment</u> <ul style="list-style-type: none"> <li>Clutter and other equipment may decrease space available</li> </ul> <u>Handling Procedure</u> <ul style="list-style-type: none"> <li>May involve manoeuvring of wheelchair/equipment, which may require some force</li> </ul>	Unlikely	Moderate	5	<b>Administrative Controls</b> <ul style="list-style-type: none"> <li>Ensure work areas are clear and staff and students work together to keep access areas uncluttered</li> <li>Prepare area for transfer to floor;                             <ul style="list-style-type: none"> <li>equipment is in place</li> <li>safe distance between wheelchair and equipment</li> <li>room for two workers and hoist</li> </ul> </li> </ul>

<p><b>2. Lifting to floor</b></p> <p>- Lift student clear of chair</p> <p>- Lower to floor</p>	<p><u>Force</u></p> <ul style="list-style-type: none"> <li>Moderate amounts of force required</li> </ul> <p><u>Posture</u></p> <ul style="list-style-type: none"> <li>Large ranges of forward bending may be required</li> <li>This may be in combination with twisting or holding the weight of the student away from the worker's body (both of which greatly increase the chance of injury)</li> <li>One handler has to lift the student clear the back frame of the wheelchair</li> </ul> <p><u>Repetition</u></p> <ul style="list-style-type: none"> <li>This activity does not have a repetitive component however manual handling tasks are common throughout the work day for the staff</li> </ul>	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> <li>Some pieces of equipment are inflexible in their design and application and require awkward postures to position/lift student such as flexion and lifting away from the body</li> <li>Both handlers have to work around the wheelchair e.g. around wheels and over back frame - increased difficulty getting good hand placement due to the wheelchair design/shape</li> <li>Positioning student toward centre of mat or placing onto foam wedges/raised mats requires supporting the student's weight away from body which increases forces on body of handler</li> </ul> <p><u>Work Environment</u></p> <ul style="list-style-type: none"> <li>Some classrooms have a large amount of equipment which can be scattered around the room resulting in increased risk of trips and falls and increased difficulty with manual handling</li> </ul> <p><u>Technique/Procedure</u></p> <p>See next page</p>	<p>Likely</p> <p>Likely</p>	<p>Major</p> <p>Major</p>	<p>3*</p> <p>3*</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Increase use of hoist for this task</li> <li>Purchase of 1-2 standing and sling hoists (foldable/portable-these can also be used in other environments)</li> <li>Staff to identify equipment which results in awkward postures being used and either             <ol style="list-style-type: none"> <li>discontinue its use or</li> <li>consider modifications to equipment or procedures to minimise awkward postures</li> </ol> </li> <li>Consider purchase of new equipment carefully to ensure easy use by staff</li> </ul> <p><b>Administrative Controls</b></p> <ul style="list-style-type: none"> <li>Ensure all involved staff have training in use of hoist and feel comfortable with procedure</li> <li>Ensure procedure is followed e.g. use of hoist – use experienced staff to ensure new users' correct use and confidence</li> <li>Establish process to ensure hoist is used (i.e. becomes a habit)</li> <li>Review of class equipment requirements and clean up and store unused items where possible</li> <li>Education re exercise/fitness programs, manual handling risks</li> </ul>
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		<p><u>Technique/Procedure</u></p> <ul style="list-style-type: none"> <li>Student is lifted clear of chair which requires supporting all of the student's weight. The staff member lifting the upper body often takes the majority of the weight and has to lift the student clear of the chair back</li> <li>When lifting to floor staff will be required to perform large range of lumbar flexion (bending)</li> <li>Supporting all the student's weight occurs on numerous occasions</li> </ul>				
<p><b>3. Repositioning on floor</b></p>	<p><u>Force</u></p> <ul style="list-style-type: none"> <li>Dependent on position required, equipment used and work area design</li> <li>Sometimes requires lifting the whole weight of the student</li> </ul> <p><u>Posture</u></p> <ul style="list-style-type: none"> <li>Often very deep forward bending (flexion) or with varied squat postures</li> <li>Leaning and reaching</li> <li>Whole weight of student may be lifted whilst staff are in these awkward postures</li> </ul>	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> <li>Usually performed with student on floor or low beds</li> <li>Difficult to get close to student</li> </ul> <p><u>Work Environment</u></p> <ul style="list-style-type: none"> <li>Increased effort required if working in cluttered area</li> </ul> <p><u>Technique/Procedure</u></p> <ul style="list-style-type: none"> <li>Sometimes requires a lift and turn on the spot due to limited range of movement of student</li> </ul> <p><u>Work Organisation</u></p> <ul style="list-style-type: none"> <li>Staffing levels can be an issue particularly in peak times</li> <li>Shortage of hoists, e.g. standing hoists (only one available)</li> </ul>	Unlikely	Major	4	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Future replacement of equipment with consideration for handlers' use – e.g. Height of mats/benches for fully dependent children</li> <li>Trial use of slide sheets to facilitate positioning</li> </ul> <p><b>Administrative Controls</b></p> <ul style="list-style-type: none"> <li>Training in preferred methods when working at floor level</li> </ul>

# SAMPLE RISK ASSESSMENT 1

<b>4. Lifting from floor</b>	As per lifting to floor  <u>Force/Posture</u> <ul style="list-style-type: none"> <li>▪ Due to starting position on the floor, may be considered as more difficult than lifting to floor</li> </ul>	As per lifting to floor however; <ul style="list-style-type: none"> <li>▪ Working from floor will make procedure more difficult</li> </ul>	Likely	Major	3*	<b>Implement Controls (as above)</b> <ul style="list-style-type: none"> <li>▪ Use hoist</li> <li>▪ Training in hoist use</li> </ul>
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## SUMMARY CONTROL PLAN

CONTROL OPTIONS IN ORDER OF PREFERENCE	REASONS FOR CONTROLS BEING REQUIRED	ESTIMATED COSTS OR RESOURCES REQUIRED	WHO IS RESPONSIBLE FOR IMPLEMENTATION?	STATUS & DATE	COMPLETION DATE
<p><b>Design</b></p> <p>Purchase of 1-2 standing and sling hoists</p> <p>Future replacement of equipment with consideration for handlers use – e.g. adjustable height benches, mats for fully dependent children</p> <p>Trial use of slide sheets</p> <p>Staff to identify equipment which results in awkward postures being used and either a) discontinue its use or b) develop procedures for use with a hoist</p> <p><b>Administrative Controls</b></p> <p>Ensure good housekeeping to prevent clutter – e.g. ensure adequate space for two workers and hoist for activity</p> <p>Preparation of equipment and area prior to any activities</p>	<p>Decrease high forces and awkward postures with transferring student out of wheelchair and lowering student to floor</p> <p>Current equipment is awkward to use and places high forces on staff to ensure students are placed correctly into equipment</p> <p>Assist with movement of students from lying to sitting and into equipment</p> <p>Some equipment is increasing risk of injury to staff – these need to be phased out and replaced when possible</p> <p>Space is limited in most classrooms – clearing areas prior to beginning an activity is essential</p> <p>Improving work organisation to make transfers less complicated</p>	<p>\$2 000 for next financial year</p> <p>\$2 000 following financial year</p> <p>\$500 allocation per semester</p> <p>\$100</p> <p>Allow 1 hour per week</p> <p>nil</p> <p>nil</p> <p>2 hour first session – 30 mins</p>	<p>Principal in consultation with HOSES</p> <p>Principal to include in budget planning</p> <p>A. Brown to start finding equipment to trial</p> <p>A. Brown to organise trial</p> <p>J. Smith to coordinate All staff to feedback</p> <p>Each classroom teacher</p>	<p>Begin Term 2</p> <p>Start now</p> <p>Start now</p>	

# SAMPLE RISK ASSESSMENT 1

<p>Ensure all involved staff have training in use of hoist and feel comfortable with procedure</p>	<p>Training in use of hoist is essential to ensure it is used consistently and competently</p>	<p>Refresher each fortnight for 6 wks</p>	<p>A.Brown to coordinate</p>		
<p>Consider manual handling implications of activities in planning stage</p>	<p>Activities are being designed that increase manual handling risks to staff – risks may be minimised in the planning stages</p>	<p>Time involvement for relevant staff in discussion - new activities and IEPs</p>	<p>A.Brown &amp; PT/OT</p>		
<p>Education re exercise/fitness programs, manual handling</p>	<p>Ensure all staff are aware of manual handling risks</p>	<p>Nil Encourage all staff to contribute local information on activities</p>	<p>All staff</p>		
<p>HR/Staff placement practices to ensure staff with pre-existing injuries aren't placed inappropriately</p>	<p>Ensure staff with pre-existing injuries are following recommended handling procedures and are confident with all equipment use</p>	<p>Ongoing – plus liaison with DO</p>	<p>Principal &amp; HOSES</p>		