



ORCHYD HOLIDAY 2026

Training Day





ORCHYD

Join Slido using this QR code, or by
going to slido.com and entering the
code #1228249



Feel free to ask questions as we go!

Word Cloud – What's your 'day' job?!





Welcome

Introductions

Welcome to ORCHYD

Safeguarding

Types of disabilities

Break

Communication, Sensory Processing & Behaviour

Manual Handling - Wheelchairs

Q&A



ORCHYD

Initially set up in 1971 when a collection of people from the Ruislip Christian Council and the charity Scope got together to organise and run a holiday for children with physical disabilities in Ruislip.

ORCHYD is run entirely by volunteers

A lot has changed over the last five decades, the core purpose is the same; to provide an amazing ten-day holiday for twenty children with physical disabilities

ORCHYD also runs day trips and weekends throughout the year for small groups of children

Grant scheme available run by the trustees





Key volunteers

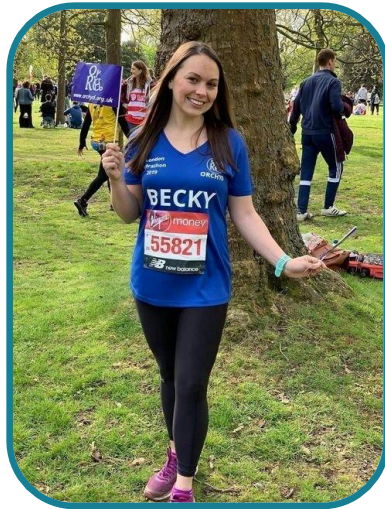


Chair:
Corrie Irwin



Vice Chair:
Gavin Coleman
(and staffing)

Staffing Team: (Purple tops)



Becky Waugh



Lisa Sanford



Gillian Friend



Treasurer:
Lin Gregory



Key volunteers



HCP Lead Team:
Daisy Parish

Deputy:
Rachel Cummins
(Teal tops)



Children's Team Lead:
Corrie Irwin

Deputy: Rachel Parfitt
(Orange tops)



Outings Team: (Pink tops)

Anna Ferrara, Josh Waugh, Sophie Lloyd



Catering Team Lead:
Anna B (Yellow tops)



Key information

The ORCHYD Holiday 2026

Friday 31st July to Saturday 8th August

Holiday Location

St Martin's Church Hall,
Eastcote Rd, Ruislip HA4 8DG

Contact Information

Tel: 07502 382469

Email: staffing@orchyd.org.uk



ORCHYD 2026

Friday 31st July

Fun day/
Children check in!

Saturday 1st August

Odds Farm

Sunday 2nd August

Gulliver's Land

Monday 3rd August

Camp Mohawk

Tuesday 4th August

Princess party &
Thomley

Wednesday 5th August

Thomley

Thursday 6th August

Bubble Planet /
Soft play

Friday 7th August

Ice skating &
cinema

Saturday 8th August

Swimming/
Children check out



ORCHYD roles

There a variety of roles that enable the ORCHYD holiday to take place:

ORCHYD
Early Risers

ORCHYD
Adventurers (Day trips)

Twilight Team

Bedtime Squad

Quiet Night Crew

Driver Duties

Kitchen Duties

Housekeeping

Welcome Team

Health Care
Professionals (HCP's)

The ORCHYD Helper books go into these roles in more detail

If you have any questions – Please Ask





ORCHYD roles

There a variety of roles that enable the ORCHYD holiday to take place:



The ORCHYD Volunteer Handbook goes into these roles in more detail

If you have any questions – Please Ask





Children's info books

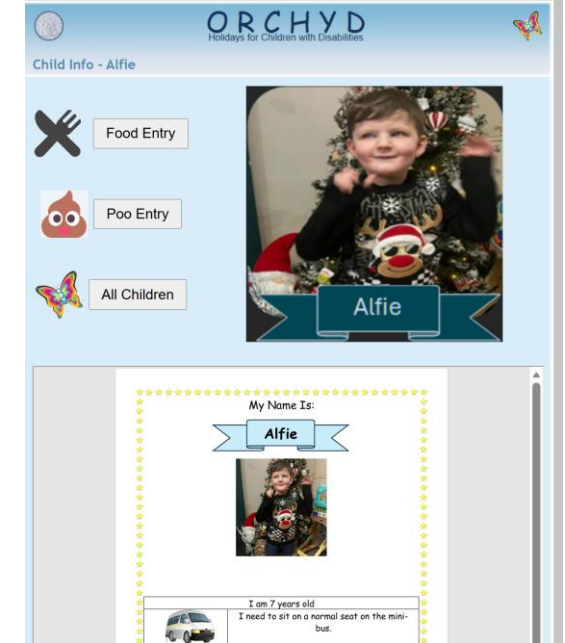
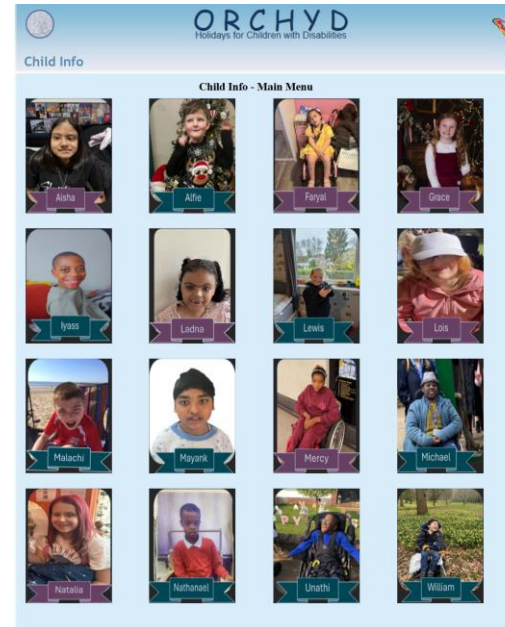
The children's information books have as much information as we have about the children

My Name Is:

Alfie



	I am 7 years old I need to sit on a normal seat on the mini-bus.
	I need my food cut up
	I don't have any emergency medications I am being monitored for absent seizures
	I am happy for you to take pictures of me and post these on the ORCHYD social media



The information is available in multiple places, such as the Volunteer room, attached to the children's bed, on the minibuses & with the child – and for the first time, potentially online this year!

If you find out anything new about the child you are looking after please add it to the children's info board in the volunteer room



Children's info books

The children's information books have as much information as we have about the children

Their medical condition

Mobility

Sleeping routine

Equipment

Meal time information

Toileting needs

Likes and dislikes

Allergies

The information is available in multiple places, such as the Volunteer room, attached to the children's bed, on the minibuses & with the child

If you find out anything new about the child you are looking after please add it to the children's info board in the volunteer room



ID badges

Whilst you're helping at the holiday, please wear your ID badge at all times.



Before leaving your shift, please hand your ID badge back into the security desk.

If you lose or do not have an ID badge, please see a member of the staffing team.



Volunteer wellbeing

Breaks and rest

Food: Light breakfast available

Pack lunch or food provided at venue

Dinner at the hall if on duty

Lots of snacks always available!

If you feel poorly in any way,
please speak to the staffing team ASAP
(prior to arriving for the shift or ASAP on shift)

Remember please be kind, EVERYONE is a volunteer



Technology

Phones at ORCHYD

Photos

Social media

QR codes

Youtube access

Digital impact



Please
remember

Wear your ID badge at all times

Make sure you sign in and out of St Martins,
leaving your badge behind when you leave

Wear appropriate clothing and footwear for the duty

Bring a spare pair of clothing to all shifts

Hand washing is extremely important.
Always make sure you do this after changing a child

Never lift a child on your own

If you wish to smoke or vape,
please go to the designated smoking area – off site



Finally

If you are unsure about anything or need assistance - tell us

If you are tired, take a break - but please tell us

If you cannot make your shifts - contact the staffing team

Read the helpers information booklet

Read up on the children during the holiday

Feel free to add any useful comments to the children's information board that you think will help someone else looking after the child

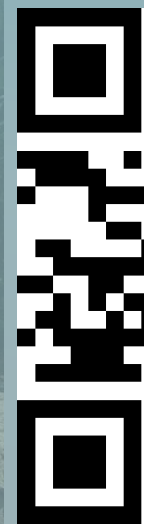


Thank you
for Volunteering





ORCHYD





Safeguarding & Child Protection

Mark Stimpson & Corrie Irwin

Chair of Trustees

Chair of Holiday Management Committee





Mark Stimpson

Chair of Trustees

Safeguarding
& Child Protection





Why?

Safeguarding
& Child Protection

It is very important that all children who come to ORCHYD are kept safe

Many volunteers will be in close contact with the children and may notice things that seem odd

It's really important to report anything where you think a child is very unhappy or may not be safe



Who to report to

Safeguarding
& Child Protection

For concerns with children, ask to talk to the HCP on duty in confidence

For concerns with other volunteers, ask to talk to the Staffing person on duty in confidence

Alternatively talk to **Corrie Irwin** or **Mark Stimpson**

All conversations
will be kept confidential



How we do it

Safeguarding
& Child Protection

Things we need to look out for

Please don't ignore something
that may cause a child to be unsafe

Tell someone what you see / hear

A record of concerns will be kept

Information will be referred to
appropriate authorities if necessary



Categories of abuse

Safeguarding
& Child Protection

Physical
Neglect
Sexual
Emotional
Online



Possible signs

Safeguarding
& Child Protection

Unexplained bruises / scratches

Flinching & watchfulness

Self-harm

Something the child says or does

Sexualised / Inappropriate
behaviour for age

Fear of certain people



What to do

Safeguarding
& Child Protection

LISTEN - Try to remain as objective
and unemotional as possible

REMAIN CALM AND EMPATHISE

- But do not promise confidentiality

AVOID LEADING QUESTIONS or making any
judgements. Just explain that you need to share
the information with appropriate people at ORCHYD

NOTE DOWN YOUR CONVERSATION

with the child. We have incident forms to record
- use the child's words as much as possible

SUPPORT - Give the child a safe time and place



Policies

Safeguarding
& Child Protection

Safeguarding

Behaviour

Visitors to ORCHYD

Please familiarise yourselves with these policies, they are available via the web page where you can access your ORCHYD shifts and also in hard copy in the Volunteer room



Policies

Safeguarding
& Child Protection



ORCHYD
Holidays for Children with Disabilities

2026 Policies & Procedures
Non-Medical

COVID-19 specific policies and procedures are covered separately (as part of the infection control policy) and should be read in conjunction with this handbook



www.orchyd.org.uk
Registered Charity Number: 1072239
Registered Charity Address: 18 St Catherines Road, Ruislip, Middx, HA4 7RU



ORCHYD
Volunteer
Handbook
2026



All the info you
need for this
year's holiday!

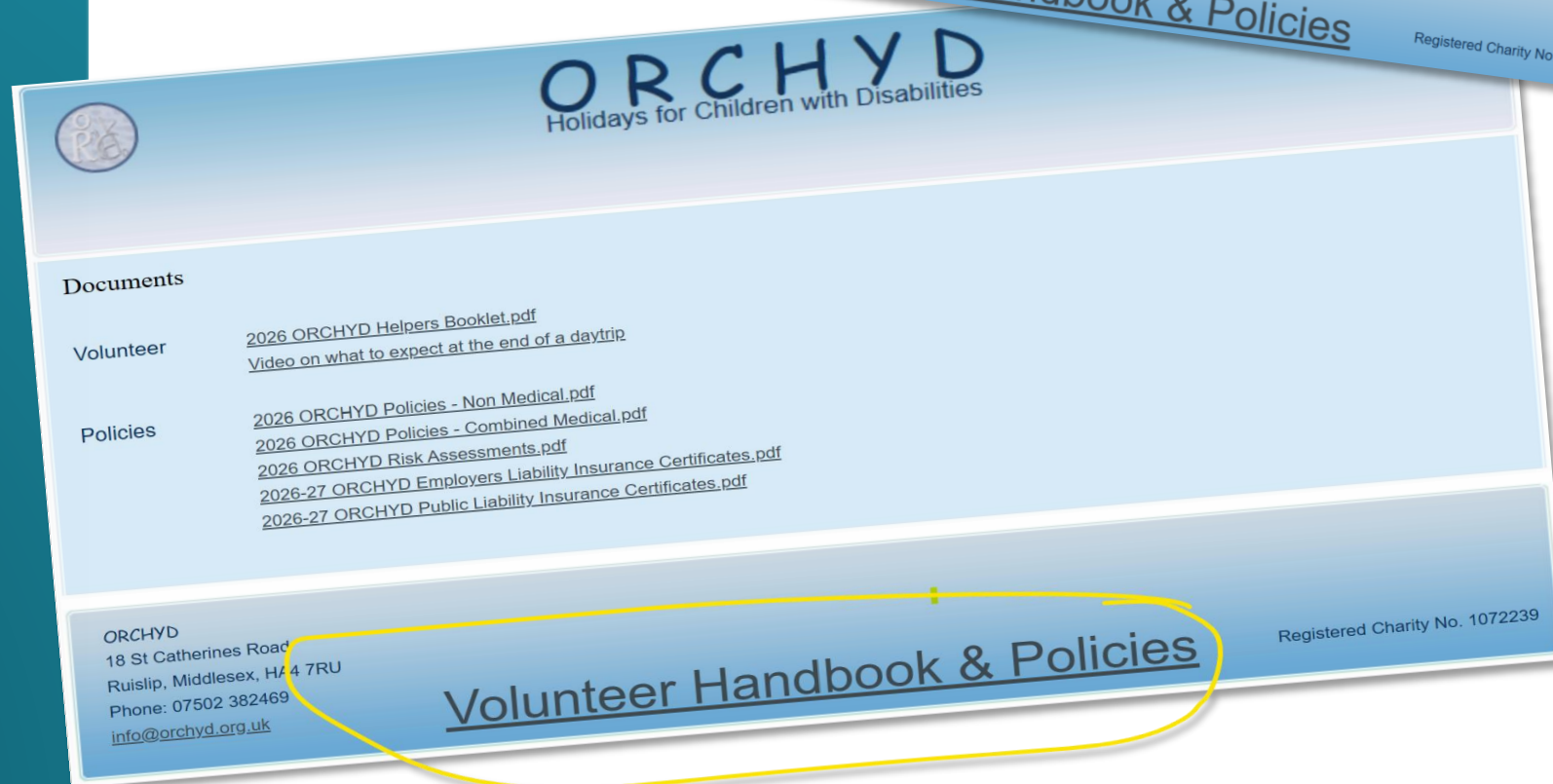
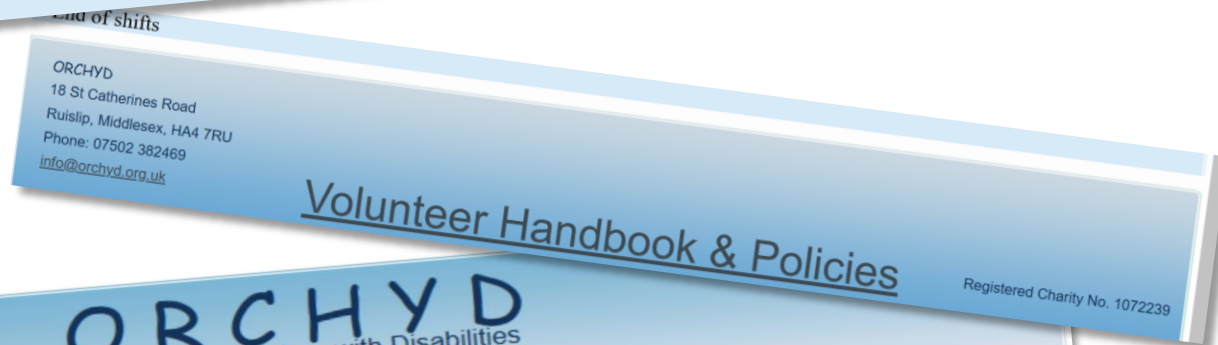
www.orchyd.org.uk

Registered Charity
1072239



Policies

Safeguarding
& Child Protection





Volunteer Code of Conduct

Safeguarding
& Child Protection



Any Questions?

Safeguarding
& Child Protection





ORCHYD





Healthcare Professionals (HCP) - Teal tops!

Daisy Parish
Lead HCP





Types of disabilities

HCP
Presentation

Cerebral Palsy

Visual/Hearing Impairment

Development Delay

Autism



Types of disabilities

HCP
Presentation

Cerebral Palsy

Cerebral Palsy (CP) is the name for a group of lifelong conditions that affect movement and co-ordination. It's caused by a problem with the brain that develops before, during or soon after birth.

The severity of symptoms varies significantly from child to child

The parts of the body affected can also vary. Sometimes, only one side of the body is affected, sometimes the whole body is affected and sometimes mainly the legs are affected



Types of disabilities

HCP
Presentation

Cerebral Palsy

▶ [Holly's Cerebral Palsy Story! !\[\]\(07e03eee1bee0936ea2556896d3bb996_img.jpg\) | Ouch Patients | Science for Kids | Operation Ouch](#)

Supporting someone with CP:

Ask them how you can help or if they need help – do not do something for them straight away – they may just need some extra time or a small amount of support.

Some of our children can walk but are unsteady or become tired so have wheelchairs/buggies as well.

Encourage/support them to walk but also offer wheelchair/buggy if they seem tired or have done lots of walking. Remember they are on a very busy holiday so don't push them too far with walking if they want to rest!



Types of disabilities

HCP
Presentation

Visual Impairment (VI)

Introduce yourself and say your name (good for all the children).

Use the name of the person so they know you are talking to them.

Face the person and talk to them.

Be specific in giving directions: say 'left' or 'right' rather than pointing or tap/touch the side of the way you're going.

Identify the room you are in if the person cannot see well enough to recognise their surroundings.



Types of disabilities

HCP
Presentation

Visual Impairment (VI)

Read written information out loud or describe what you are doing.

If the person moves to a new location, tell them who is in the room and offer to describe the environment.

Do not leave the person alone in the centre of a room. Make sure they can touch a table, chair or wall to maintain orientation to their surroundings. Let them know your leaving/who they are now with.



Types of disabilities

HCP
Presentation

Hearing Impairment

Check the person has understood what you are saying.

Do not shout at the person, make sure they are looking at you and they can clearly see your face.

Use their name so they know you are talking to them.

Offer to go to a quieter space if needed to communicate so they can hear you easier.

Check any hearing devices are present and working, if unsure asking the HCPs on shift for support.



Types of disabilities

HCP
Presentation

Development Delay

Developmental delay is a term used when a child is taking longer to reach milestones compared to other children their age. They may require differing levels of support – see their "All about me" for the level of support they need or ask them!

At ORCHYD we treat everyone as an individual and work within their ability, supporting when need but encouraging independence as well!



Types of disabilities

HCP
Presentation

Autism

A lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and difficulties.

Please watch this video at home:

▶ [Amazing Things Happen by Alexander Amelines](#)



Any Questions?

HCP
Presentation





BREAK





Communication, sensory processing & behaviour at ORCHYD

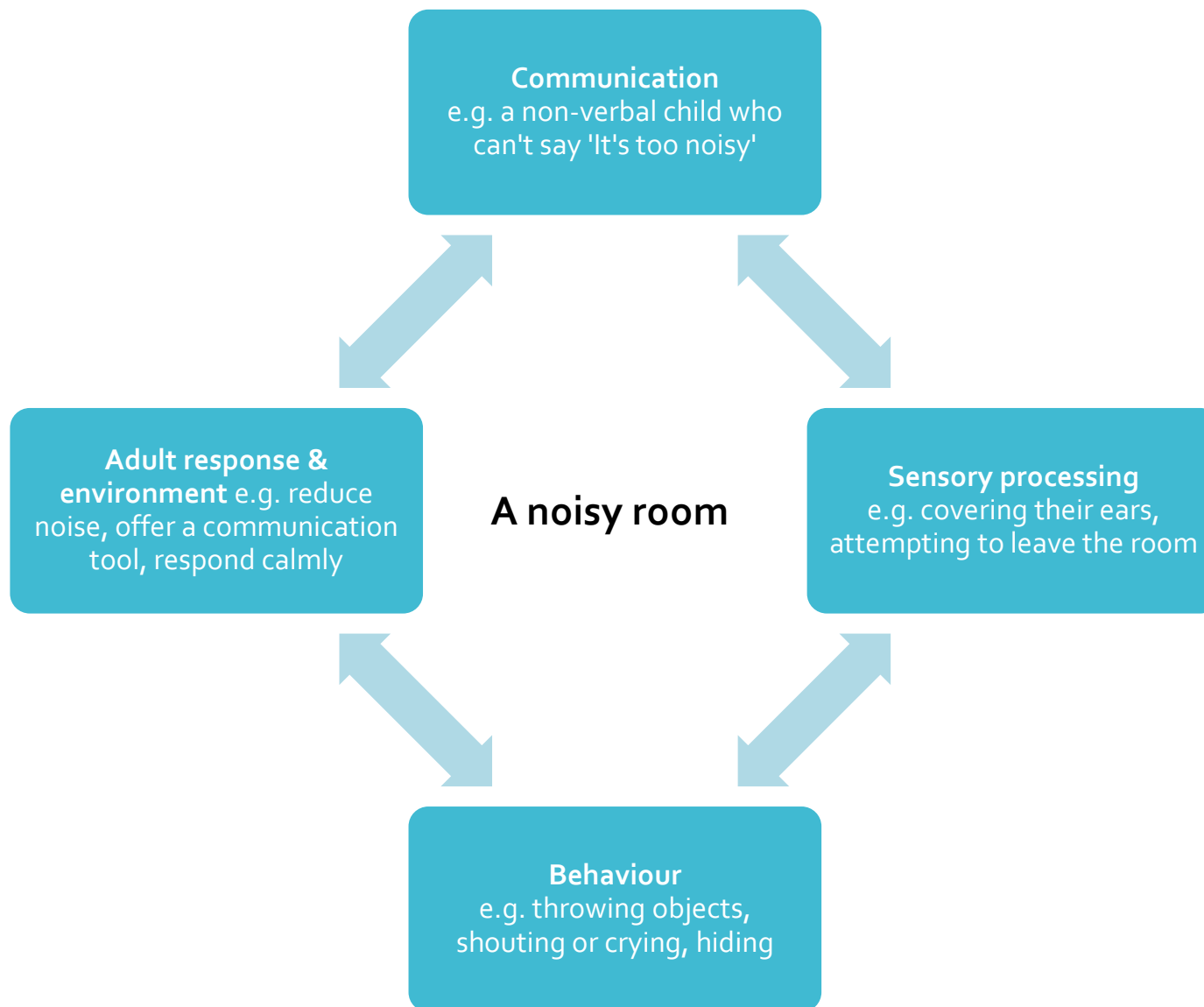
Rachel Parfitt





Communication, sensory
processing & behaviour
at ORCHYD

What's the link?





What do we want to achieve?

*Safe & happy
children, enjoying
their holiday!*

Communication, sensory
processing & behaviour
at ORCHYD

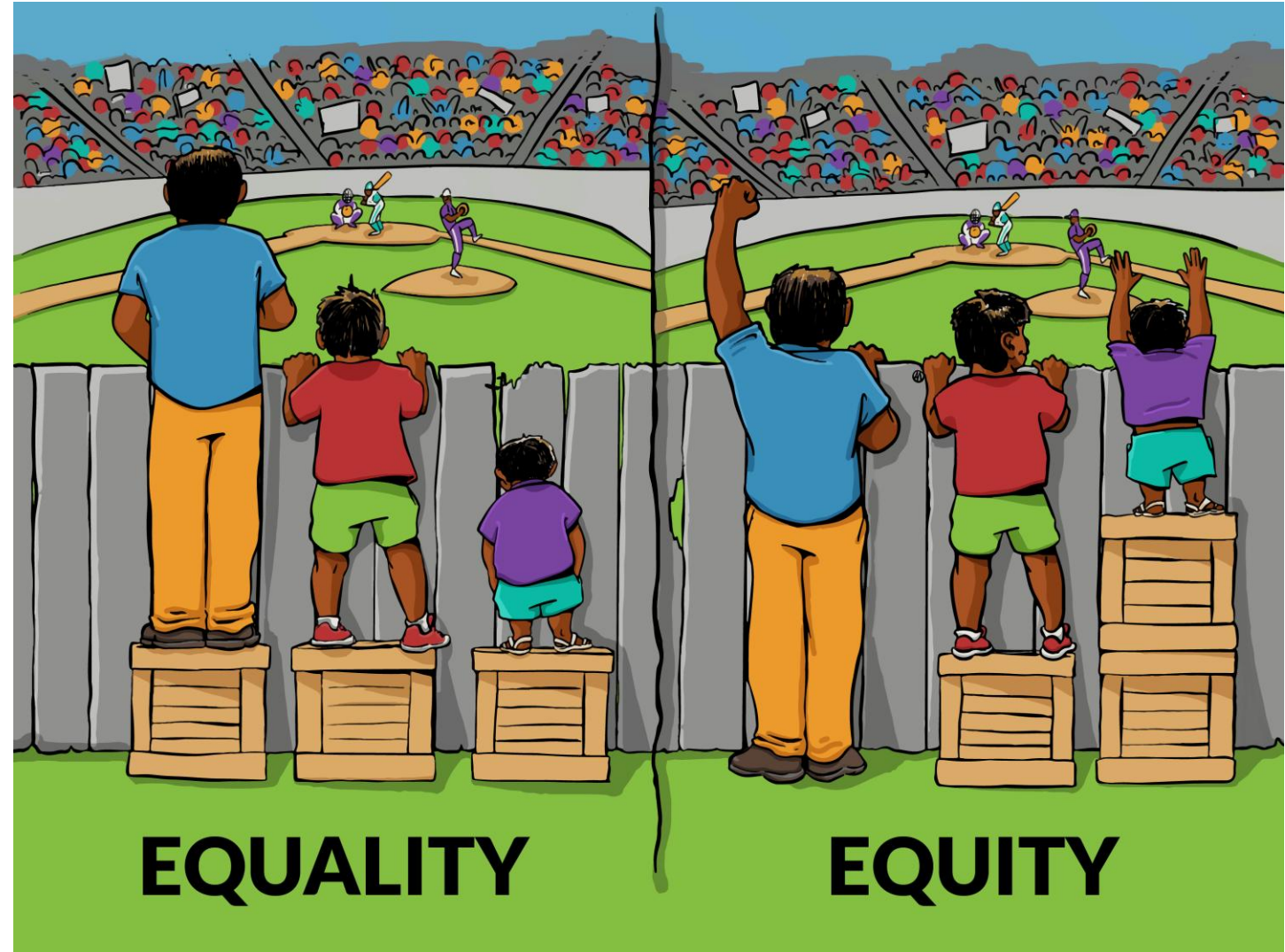


Start with the simple stuff!

- *Have the child's basic needs been met? Are they hungry, thirsty, too hot or too cold? Do they need to go to the toilet or have their nappy changed?*
- *Are they tired? Do they have access to all the adaptations they need?*
- *Is the child enjoying the activity? If not, what do we need to change, or what can we do instead?*

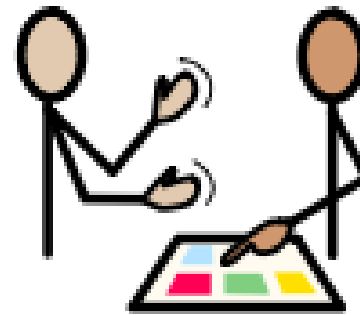


Communication, sensory
processing & behaviour
at ORCHYD



Interaction Institute for Social Change | Artist: Angus Maguire

Communication, sensory
processing & behaviour
at ORCHYD

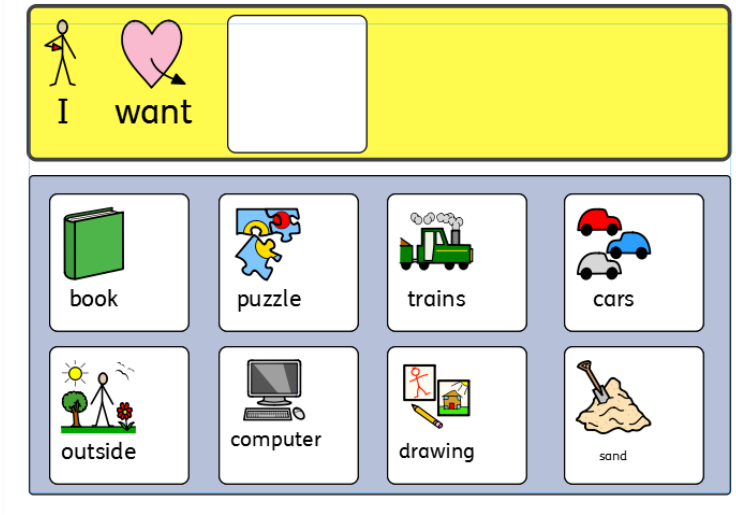


communication

Communication, sensory
processing & behaviour
at ORCHYD



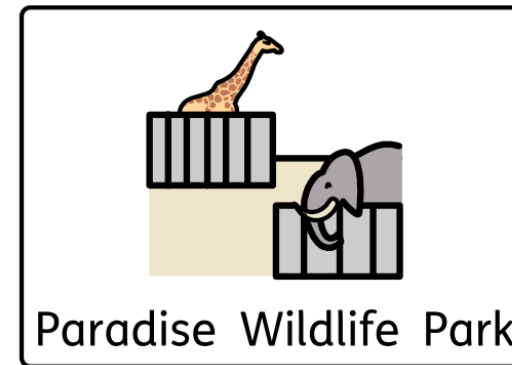
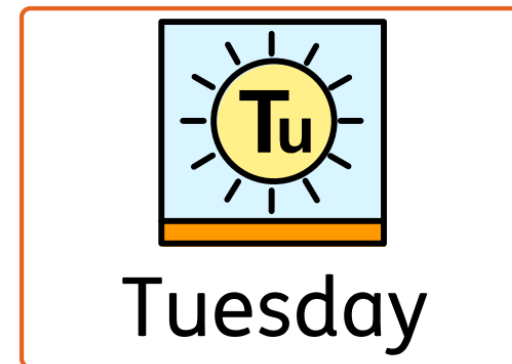
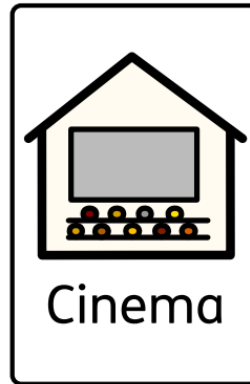
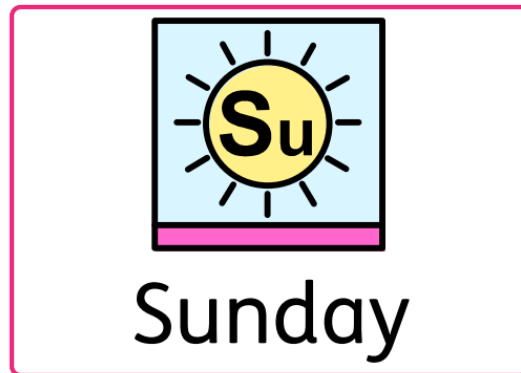
Communication aids



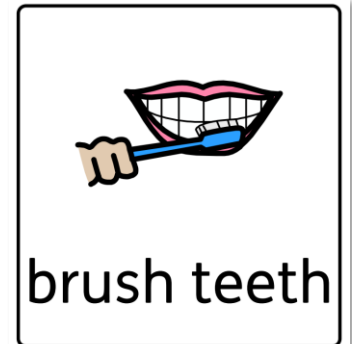
Communication, sensory
processing & behaviour
at ORCHYD



Communication aids



daily routine



schedule

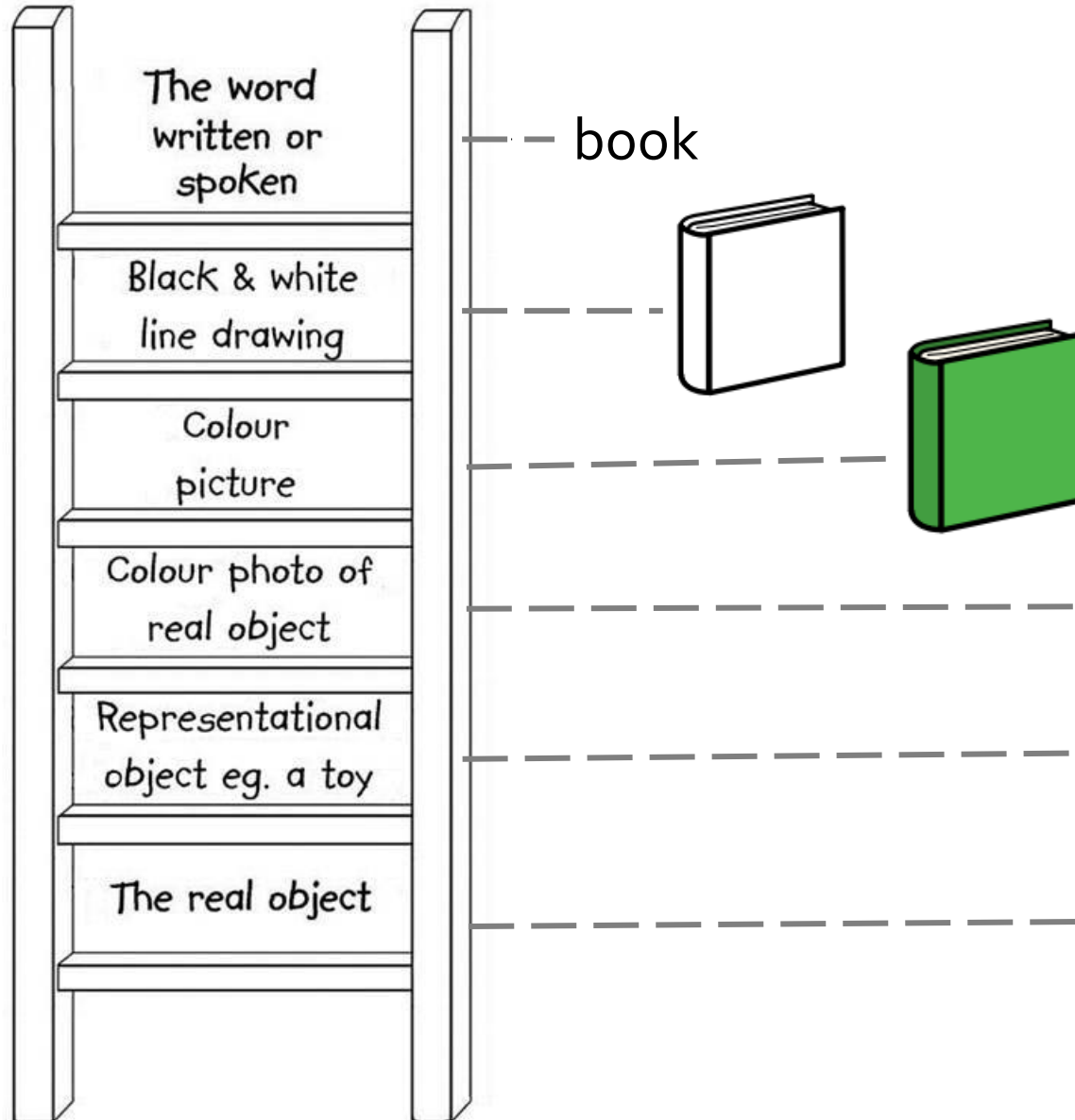
Communication, sensory
processing & behaviour
at ORCHYD



Everyday communication

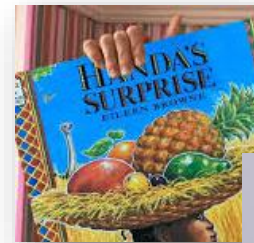
- The real object
- Drawings
- Gestures and pointing
- Facial expressions & body language
- Tone of voice

The Symbol Ladder



'The Development of Symbolic Understanding'

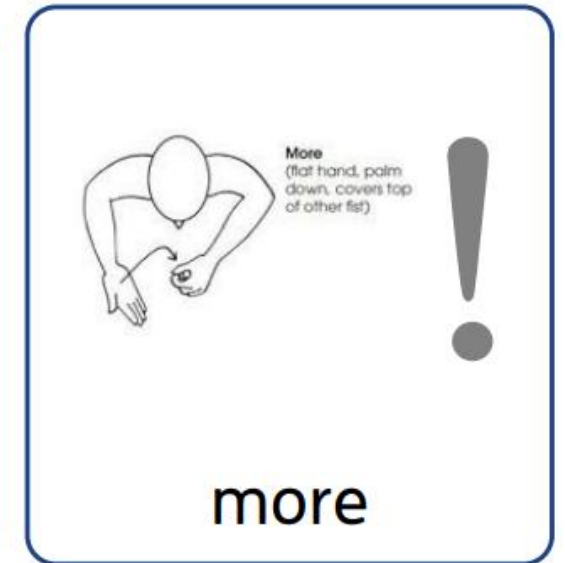
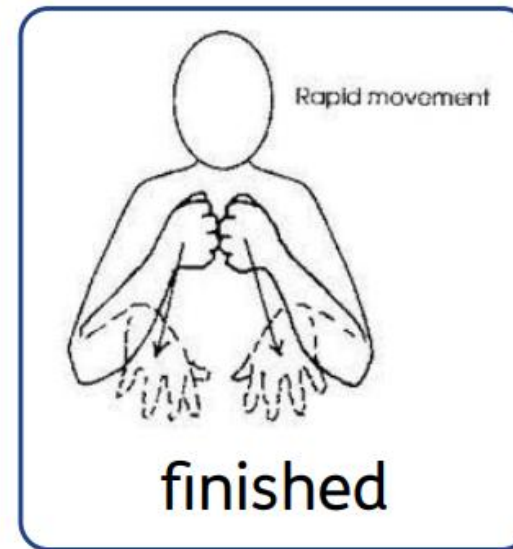
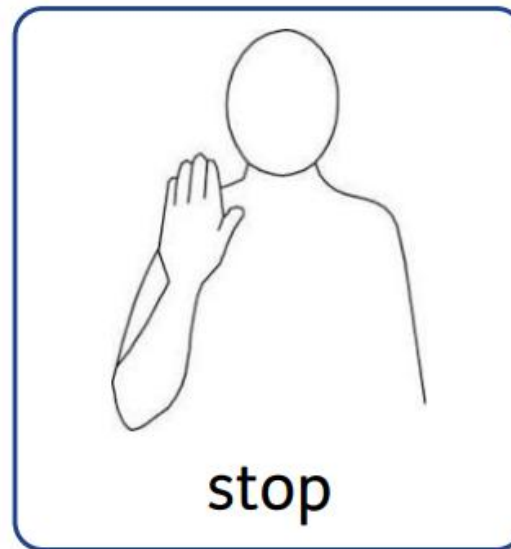
Taken from Elklan



Communication, sensory
processing & behaviour
at ORCHYD



Makaton



Communication, sensory
processing & behaviour
at ORCHYD



Makaton

help



Toilet



Please



Thank you

Communication, sensory
processing & behaviour
at ORCHYD



Makaton



food



drink

Makaton

Communication, sensory
processing & behaviour
at ORCHYD



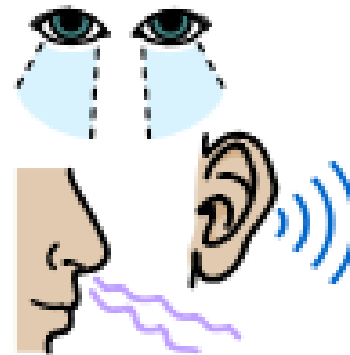
Communication, sensory
processing & behaviour
at ORCHYD



Key strategies

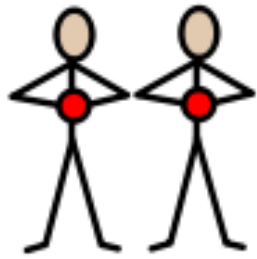
- Simple language – and not too fast!
- Offering a (limited!) choice
- Allow for processing time
- Narrate your actions – use the child's name
- 'Intensive interaction'
- Songs & rhymes

Communication, sensory
processing & behaviour
at ORCHYD



sensory processing

Communication, sensory
processing & behaviour
at ORCHYD



Our

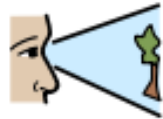


senses

How many do we have?

What are they called?

What impact can they
have?



visual



auditory



olfactory



gustatory



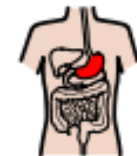
tactile



vestibular



proprioceptive



interoceptive

Communication, sensory
processing & behaviour
at ORCHYD



Communication, sensory
processing & behaviour
at ORCHYD



Hyper or hypo?

Hypersensitivity

Receiving too much information

Hyposensitivity

Receiving too little information

Communication, sensory
processing & behaviour
at ORCHYD



What can help?



- Ask about colour preferences!
- Avoid artificial lights

- Avoid sudden loud noises such as raised voices
- Give a warning, where possible, if a loud noise is about to happen
- Give time to respond to speech



Communication, sensory
processing & behaviour
at ORCHYD



What can help?



- Playing with food – it's OK!

- May prefer foods on separate plates or kept apart, particular those with different textures such as 'wet' and 'dry'
- May attempt to taste or 'mouth' edible and inedible objects





tactile



- 
- vestibular

Communication, sensory
processing & behaviour
at ORCHYD



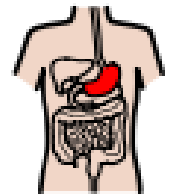
What can help?



proprioceptive

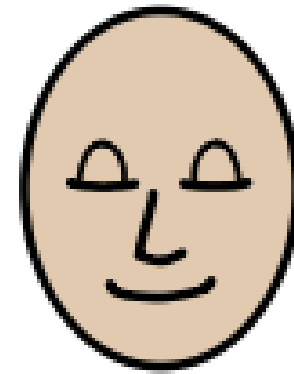
- Introduce movement activities slowly – allow time to process
- May prefer firm OR gentle touch
- May benefit from regular pushing & pulling activities, or carrying something heavy!

- Reassure the child as needed with signs and actions that a sensation, injury or illness is going to be OK – ‘What do we need to do to help you feel better?’
- May benefit from knowing when ‘toilet breaks’ will be – structure them around consistent times of the day, such as lunchtime
- Supervise closely if prone to injury
- Watch for external indicators of injury or illness



interoceptive

Communication, sensory
processing & behaviour
at ORCHYD



behaviour

Communication, sensory
processing & behaviour
at ORCHYD



What is challenging behaviour?

difficult behaviours

- shouting
- not following instructions
- swearing
- pushing
- tipping over chairs
- throwing food

... the list goes on!

dangerous behaviours

- injuring others
- injuring themselves
- damage to property



*'It is the policy of ORCHYD that the ORCHYD holiday provides a **safe** and **happy** environment for **both** participants and volunteers.'*

ORCHYD Behaviour Policy, 2026

www.orchyd.org.uk

Communication, sensory
processing & behaviour
at ORCHYD



Communication, sensory
processing & behaviour
at ORCHYD

Discussion

Jamie is 8 years old and uses a walker and a wheelchair for different parts of the day. He has limited strength in his arms and tires easily.

At the end of the day trip, once back at the hall, Jamie is showing signs of frustration. He is shouting, throwing toys that are offered to him by the volunteer supporting him, and pushing other children away when they come to play near him.

How can we help Jamie?

Communication, sensory
processing & behaviour
at ORCHYD



Some suggestions

- Behaviour is a form of communication – think about the child first. What do they need from us in this moment?
- Consistency is key. We need to be clear in our expectations of the child, and remember, they are on holiday!
- **Don't be afraid to ask for help from another volunteer if you need it**
- Record incidents & strategies that work well for each child on the wall in the volunteer room, and check this regularly throughout the holiday

Communication, sensory
processing & behaviour
at ORCHYD



De-escalation techniques

Activity

Body positioning

Use of voice



Communication, sensory
processing & behaviour
at ORCHYD

Discussion

Samantha is 12 years old and has a diagnosis of autism (ASD). She has a set of ribbons which she likes to twirl in her fingers to help her to regulate.

While out at Odds Farm, there is music playing, lots of chatter, and the lights and colours in soft play are very bright. After 2 minutes in the soft play area, Samantha starts to cover her ears, rocks back and forth and vocalises unhappily. She will not come with the adult when asked.

How can we help Samantha?

Communication, sensory
processing & behaviour
at ORCHYD



Early intervention techniques

- Recognise the warning signs! Read the children's notes, check the wall in the volunteer room and share information with others
- Move on to something different. For example, start an activity, show the child a toy they like and engage them in play, or even ask them what they are having for dinner!
- Acknowledge the child's frustration and offer them choices to relieve that frustration
- Remove specific distractions in a clear, but firm, manner. Be honest and open with the child and remember to communicate with them what you are doing, and why

Communication, sensory
processing & behaviour
at ORCHYD



De-escalation techniques

- Continue to communicate with the child, ensuring the language you use is simple and familiar to them. Allow the child time to process
- Find a quiet space with minimal distractions, and give the child time to calm down. When they are ready, ask them if they would like to return to the rest of the group
- 'Ignore' negative behaviours, and praise positive ones. Make sure the child understands what is expected of them
- Be firm with the child, but use a calm voice with a low volume and low pitch

Communication, sensory
processing & behaviour
at ORCHYD



What next?

- Take a step back, and ask another helper to try some de-escalation techniques with the child
- Be consistent. Make sure you follow through with the things that you say to the child – think positive, and be realistic!
- If it is necessary to physically intervene to ensure the safety of children or helpers, ensure that you guide or escort the child away, rather than restrain them. Use soft pillows or blankets to create barriers if necessary. Safety, not destination!
- Find a member of the committee, staffing team, the HCPs on duty or the Holiday Chairperson or Vice-Chair and **ask for help**

Communication, sensory
processing & behaviour
at ORCHYD



Safe physical intervention

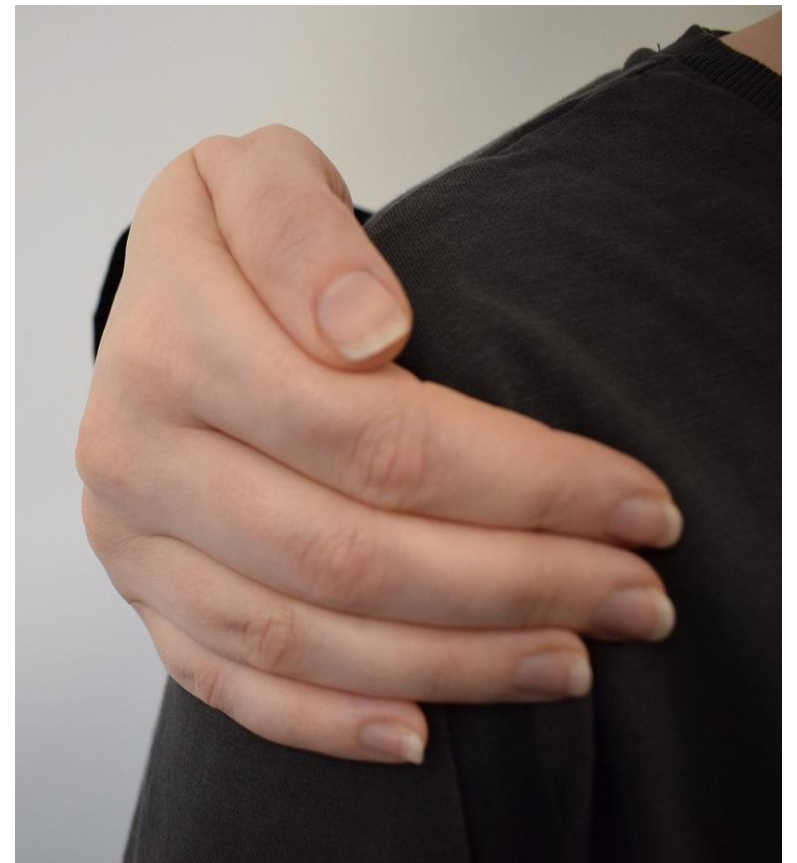


Open mitten | Hertfordshire Therapeutic Thinking 2024

Communication, sensory
processing & behaviour
at ORCHYD



Safe physical intervention



Closed mitten / Hertfordshire Therapeutic Thinking 2024



What do we want to achieve?

*Safe & happy
children, enjoying
their holiday!*

Communication, sensory
processing & behaviour
at ORCHYD



Any Questions?

Communication, sensory
processing & behaviour
at ORCHYD





ORCHYD





Healthcare Professionals (HCP) - Teal tops!

Daisy Parish – me again!
Lead HCP





Health needs

HCP
Presentation

Epilepsy

Anaphylaxis

Asthma

Eating and Drinking

Gastrostomy

PPE

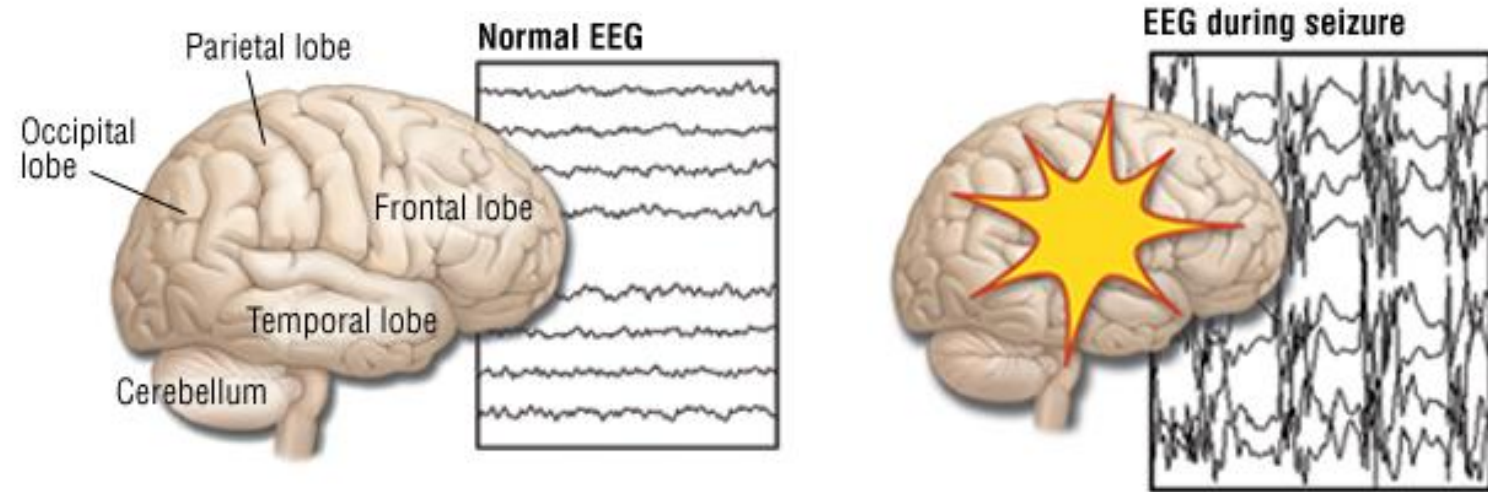
Handwashing



Health needs

HCP
Presentation

Epilepsy



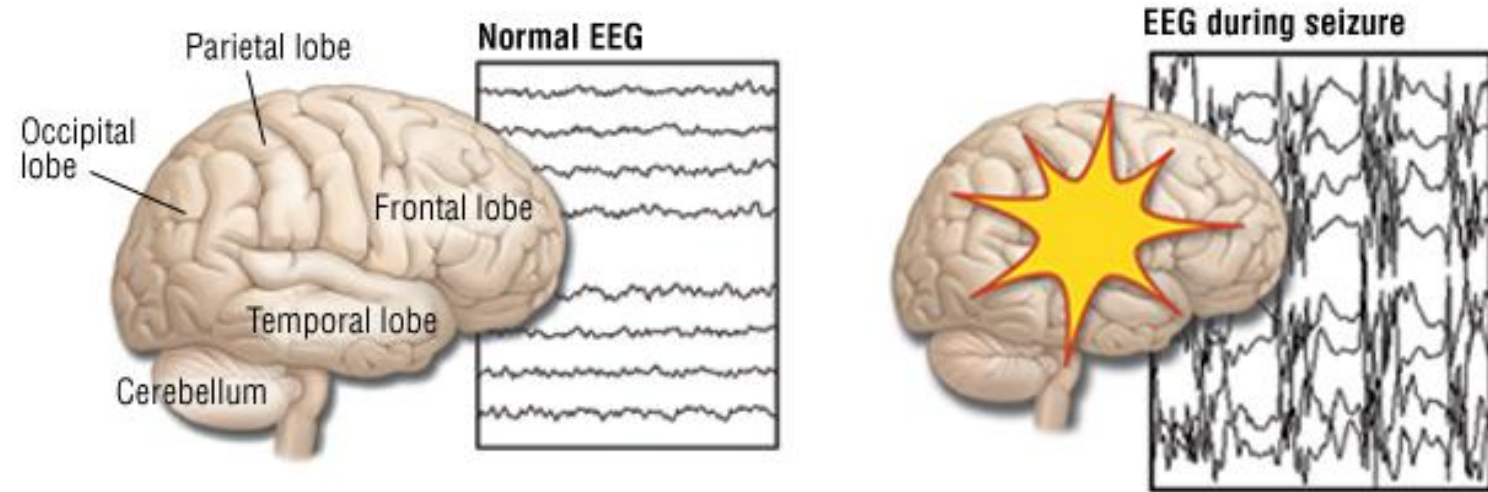
Seizures can vary greatly from child to child. Some children may have short periods where they seem to “space out” or others may have convulsions affecting the whole body (body may go stiff followed by their arms and legs twitching, eyes may be fixed like they are staring, their breathing may sound different, etc).



Health needs

HCP
Presentation

Epilepsy



Some children have emergency medication (Buccal Midazolam) to be given by trained persons if required to bring them out of their seizure – this will be kept with the HCP team and you will have a radio/phone numbers for HCPs to contact in the event the child your supporting has a seizure.



Health needs

HCP
Presentation

Seizure First Aid

Protect from injury - Guide/move things away.

Cushion head - Jacket/coat.

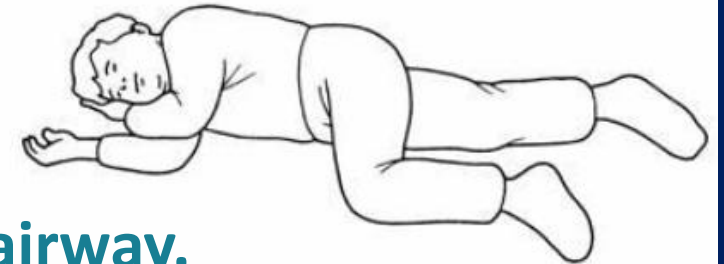
TIME - If they have medication, time started is key – count out loud if no clock.

Call/radio HCP for **Help**.

Stay Calm - Talk to/reassure the person throughout.

Stay with the person.

After seizure, put person into **recovery position** and maintain **airway**.



Post seizure they may be confused and not know what happened: Explain who you are, where they are and what has happened



Health needs

HCP
Presentation

Seizure First Aid

DO NOT:

Put anything in their mouth.

Restrain movement.

Move the person (unless in danger).

Shout or make sudden movements.

Remember, the persons dignity during and after a seizure:
they may have been incontinent,
move other children away/do not crowd the person



Health needs

HCP
Presentation

Anaphylaxis

Lots of us will have allergies but Anaphylaxis is a life-threatening allergic reaction that happens very quickly and it is a medical emergency.

You must administer an Adrenalin Auto-Injector (AAI) and call 999 immediately.

Only trained people are to work with any children with anaphylaxis.

▶ [Hitch Allergic Reaction Scene](#)

What signs and symptoms did we see?





Health needs

HCP
Presentation

Anaphylaxis : Signs and Symptoms

- Swelling of the throat and tongue.
- Difficulty breathing or breathing very fast.
- Difficulty swallowing, tightness in the throat or a hoarse voice.
- Wheezing, coughing or noisy breathing.
- Feeling tired or confused.
- Feeling faint, dizzy or fainting.
- Skin that feels cold to the touch.
- Blue, grey or pale skin, lips or tongue – if they have brown or black skin, this may be easier to see on the palms of the hands or soles the feet.
- They may also have a rash that's swollen, raised or itchy.



[Allergy death: A fatal reaction to cheese - BBC London](#)



Health needs

HCP
Presentation

What to do if you or someone you're with is having an Anaphylactic reaction:

Use an adrenaline auto-injector (such as an EpiPen) if you have one – instructions are included on the side of the injector. (Trained volunteers only - do not support a child with Anaphylaxis unless you have been signed off to do so by the lead/deputy HCP)

Call 999 for an ambulance and say that you think you're/the person is having an anaphylactic reaction.



Health needs

HCP
Presentation

What to do if you or someone you're with is having an Anaphylactic reaction:

Lie down – you can raise your legs, and if you're struggling to breathe, raise your shoulders or sit up slowly (if you're pregnant, lie on your left side).

If you have been stung by an insect, try to remove the sting if it's still in the skin.

If your symptoms have not improved after 5 minutes, trained person to use a 2nd adrenaline auto-injector.

Do not stand or walk at any time, even if you feel better.



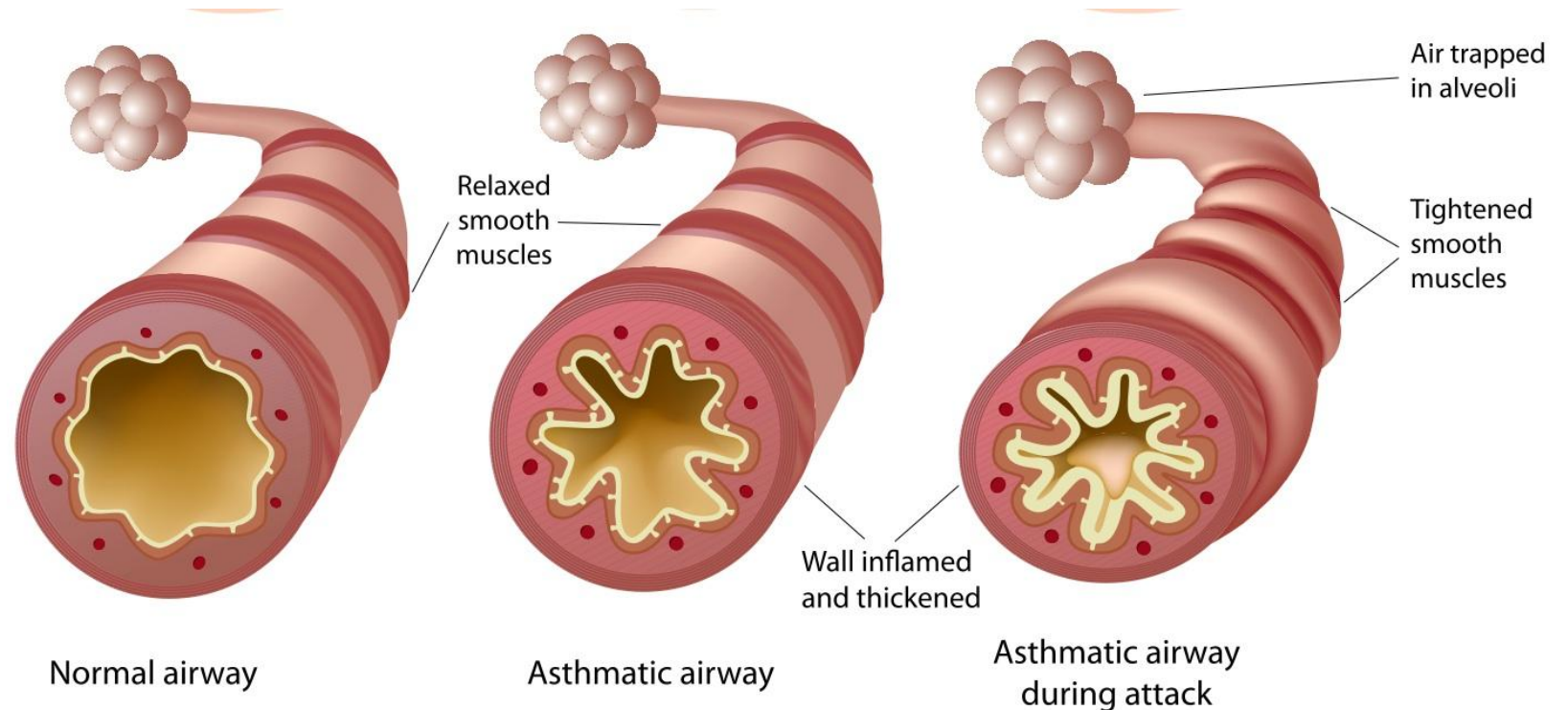
Health needs

HCP
Presentation

Asthma

Asthma is a common lung condition that causes occasional breathing difficulties.

If you are worried about a child's breathing contact HCP's on duty.



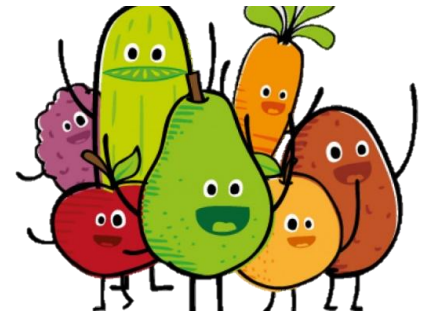


Health needs

HCP
Presentation

Eating and Drinking

- Eating a balanced diet and drinking lots of fluid is really important and lots of our children will need a range of support with this, whether that is reminders to have a drink or help cutting up their food; all of this will be detailed on their information as well as any allergies.
- If you are unsure how to support a child to eat and drink, please ask.





Health needs

HCP
Presentation

Eating and Drinking

- You will need to complete food and fluid charts for the child you are supporting to record how much they have eaten/drunk. This is important so the HCP team can pick up when a child isn't eating/drinking enough to try to prevent them becoming unwell. They could become constipated if they don't have a balanced diet and aren't well hydrated for example.



- Yes, the children are on holiday and as we all know we have treats on holiday but keeping them well and healthy also allows them to have a good time!



Health needs

HCP
Presentation

Gastrostomy Feeding

This means they require feeds/water through a tube going directly into their stomach.



They may also be on a feeding pump, so be very careful and ask for help when moving or changing.

Some children will be nil by mouth and others may be able to eat – please check eating and drinking info before. When on day trips HCPs will let you know when your child needs a feed.



Health needs

HCP
Presentation

PPE

Each volunteer on the day trip will have a bag to carry all PPE and cleaning items.

Before each day trip, please collect and ensure you have enough for the day (you can get some more from HCP trolley if you run out during the day). Please collect the right size gloves for you as these won't be in the bags.

PPE should be worn when:

Providing personal care – gloves and apron

Administering medication – gloves



Health needs

HCP
Presentation

PPE

Bag should contain:

- Hand gel
- Hand wipes (blue)
- Surface/Clinical wipes (green) – gloves to be worn to use and not to be used on skin.
- Gloves – collect your size
- Aprons



PPE should be worn when:

Providing personal care – gloves and apron

Administering medication – gloves



Health needs

HCP
Presentation

Handwashing

Please ensure you wash your hands regularly throughout the day. You always need to wash your hands:

- Before applying PPE (gloves, aprons)
- Before Handling food
- After playing with animals
- After going to the toilet
- After you have blown your nose/supported a child to blow theirs.
- At any other time you come into contact with bodily fluids or high-touched surfaces.



Health needs

HCP
Presentation

Handwashing

**Soap and water is best, but hand sanitiser/ wipes
can be used as a substitute.**

**Please also support/remind the children
at these times too!**





Information cards

HCP
Presentation

You will also be handed an **information card** to help you look out for any symptoms/problems if the child your supporting has Epilepsy/Asthma.

You will need to be trained to administer AAI to support children with Anaphylaxis.

If you are at all worried,
speak to a member of the HCP team.



There are HCP's on shift at all times
(mostly in teal tops!)

So if you are concerned or have any
questions, please come and ask us!

HCP
Presentation





Any
Questions?



BEST PRACTICE MANUAL HANDLING - WHEELCHAIRS



WHEELCHAIRS

Should be considered as an extension of a person's body

Not all children are full time wheelchair users, their mobility may vary

The basics:

Brakes – use before transfers & whenever the child is not moving, including when travelling on the minibus

Lap belt – first on, last off. Must be tight & secure

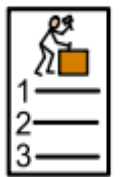
Electric wheelchairs – need to charge overnight



safety



dignity



technique

PARTS OF A WHEELCHAIR

Lap Belt

Chest harness

Pommel/Knee Block

Ankle huggers/ foot straps

Tray

Headrest

Tilt





Wheelchair lifting



Dos

Assess before you act – check the child's ability, mood, and any medical needs. Know if they need full, partial, or no physical support

Communicate clearly – talk to the child. Explain what you're going to do before and during the movement

Use a team approach – if the child needs more than one person to help, always work together and coordinate

Use proper technique – bend your knees, keep your back straight, and hold the child close to your body

Support the child's dignity – always respect their privacy and personal space

Follow care plans or guidelines – if the child has a support plan, follow it exactly

Use aids or equipment if available – don't lift when it's safer to use hoists, transfer belts, or mobility aids

Stay calm and move slowly – rushing increases risk of injury for both the child and the adult



Don'ts

Don't lift a child without training or necessity – lifting should be a last resort if other safer options exist. Encourage independence where possible

Don't twist your body while lifting or transferring – always turn with your feet

Don't ignore signs of discomfort – if the child looks anxious or in pain, stop and reassess

Don't work alone for heavy or complex transfers – always get help

Don't lift by limbs or underarms – this can cause injury. Use approved methods or equipment

Don't assume all children are the same – what works for one child may not work for another

Don't forget your own limits – if you're tired, injured, or unsure—ask for help or stop

Don't rush, take time to plan and complete task safely

EXAMPLE OF GOOD (NOT PERFECT) PRACTICE



MOVING AND HANDLING

- **Consider the environment** (Is there adequate space? Trip hazards? Distractions? Can you reduce the need for moving and handling?)
- Is the **child connected** to anything? (E.g. enteral feeds?)
- Use flat hands wherever possible, do not hold or pull child at their joints.
- **Protect your back:** Avoid movements that involve twisting, move your feet & entire body position instead. Avoid bending your back, bend at your knees instead
- Remember ORCHYD can be tiring, this will affect your physical capabilities

POSITIONING IN WHEELCHAIRS



FEEDING

- Upright posture is essential for swallowing safely
- Consider need for repositioning child in seating before meal
- Chest harness on, if available
- Take chair out of tilt or recline, chair must be upright
- Use tray or tuck child under the table (support for their arms)
- Check which specialist cutlery or bowls the child uses
- Allow time for child to chew and swallow between mouthfuls

TOILET AND SHOWER CHAIRS

Purpose:

- Supports child's posture & independence

Top tips:

- Allow additional time for transfers
- Brakes on before transfers
- Equipment designed to get wet and wipe clean





Any
Questions?





Thank you for Volunteering

Word Cloud – How are you feeling
about ORCHYD after today?!

