School Nursing in special schools: hybrid or specialist role?
The SEN and disability reforms within the Children and Families Act 2014
- A “local offer” of services across education, health & social care with children & parents involved in preparing and reviewing it
- Services across education, health and care to be jointly commissioned
- New Education, Health & Care plans, with the option of a Personal Budget for families and young people who want one
- New statutory rights for young people in further education
- A stronger focus on preparing for adulthood

0-25 SEND Code of Practice - DoH & DfE January 2015
- Statutory duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils
- Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’ DfE 2014

Ofsted/CQC local area inspections
• Supporting pupils at school with medical conditions
  – The governing body must ensure that **arrangements are in place** to support pupils with medical needs
  – They should ensure that such children can **access and enjoy the same opportunities as any other child**
  – Take into account that many of the medical conditions that require support in school will effect **quality of life** and **may be life threatening**. They should ensure that the focus is on the **needs of each individual child** and how their medical condition impacts on their school life.
  – Arrangements should **give parents and pupils confidence in the schools ability to provide effective support**; how the medical condition impacts on a child’s ability to learn, as well as increase their confidence and promote self care.
  – They should ensure that the **staff are properly trained** to provide the support pupils need.
  – They should ensure that all schools develop a **policy for supporting pupils with medical conditions** that is reviewed regularly and is readily accessible to parents and school staff.
West Sussex Special school nursing

- Child population 0-19yrs: 186,335 (2014)
- 1570 students across 12 special schools
- Provision before the review
  - 1 school CCN (CCG); 1 school employed by school (LA); 2 schools SLA with health provider (LA); Remaining schools PHScN - no clinical nursing
  - Public health school nursing service specification 2014 – clinical nursing in special schools not in scope
  - Children’s Community nursing access to all special schools – visits
  - Inequitable & unsustainable provision
  - Increasing complexity; fluctuating health & everyday needs in schools
- 2015 Task & finish group
  - Special school Head Teachers survey
  - Parent/Carers survey - WS Parent/Carer Forum
  - Health needs assessment of students in special schools
  - Skill mix review
Complex and fluctuating health needs likely during the school day

A high degree of health complexity and fluctuating health requiring regular nursing support is indicated by:

- Pupils who fulfil CYP continuing care criteria
- Pupils identified as having a life limiting/life threatening condition (Together for Short Lives)
- Pupils who have frequent and/or intensive periods of unpredictable or unstable health

No. of pupils per school with indicators of complex and fluctuating health

<table>
<thead>
<tr>
<th>Complex &amp; fluctuating health</th>
<th>MGP</th>
<th>P</th>
<th>WMS</th>
<th>HD</th>
<th>QEII</th>
<th>FW</th>
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Complex long-term health conditions

- CYP within a school with complex health needs require a registered children’s nurse to provide nursing advice, professional liaison, assessment, care planning, healthcare training for school staff and healthcare evaluation:
  - eg.
    - complex neuro-disability: autonomic storming; dystonia; severe spasms
    - tailored pain profile protocol in school
    - post-operative needs following complex surgery e.g. spinal surgery, hip surgery, bilateral tendon release
    - tissue viability needs e.g. wound dressings/regular risk assessment

No. of pupils per school with indicators of complex long-term conditions

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<tr>
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<th>WMS</th>
<th>HD</th>
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<td>104</td>
<td>103</td>
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<td>65</td>
<td>62</td>
<td>3*</td>
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• Some CYP need support with their complex health needs every day.

• Support ranges from trained adults carrying out clinical health procedures through to adults supporting the young person to carry out the procedure themselves.

• Includes:
  - pupils who fulfil CYP continuing care criteria (DH England)
  - pupils who are fed enterally everyday - gastrostomy, nasogastric, jejunostomy or TPN
  - pupils who have complex respiratory everyday needs e.g. tracheostomy; ventilation, nasopharyngeal airway; deep suctioning; oxygen therapy; nebulizers
  - pupils who have complex epilepsy – seizure profile /plans development/ketogenic diet/rescue medicine protocol eg buccal midazolam
  - pupils requiring blood glucose monitoring

<table>
<thead>
<tr>
<th></th>
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<th>WMS</th>
<th>HD</th>
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9 of the 12 schools have a combination of all three complex health needs factors:

- Complex and fluctuating health
- Complex long term health conditions
- *Everyday* complex healthcare needs

### Mental health needs

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<th>Mental health</th>
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Nursing roles, establishment & skill mix

There are a number of nursing roles providing a nursing service to children and young people in the special schools.

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**Key**
- PHSc N: Public Health school nurse; LAC N: Looked After Children nurse; CoNS: Continence Nurse Specialist; CCN: Children’s Community Nurse; SSN Special School Nurse
- √ = the nurse regularly accesses the school providing a service
- (✓) = the nurse accesses the school if priority nursing indicates but rare or nurse not funded.
- X = the nurse does not provide a service for this school, no nurse funded or on long term leave.
West Sussex Special school nursing - Review Recommendations

- That 9 schools require a **clinically trained nurse**. The RCN recommend this be a RN Children registration because of the delegated duties.
- That there should be 4 posts across the county that are **all year round** to provide effective safeguarding, transition and EHCP cover during holidays.
- **All** special schools require **public health school nursing**: 3 schools through the PHScN service and 9 integrated public health/clinical.
- That all special schools have access to specialist school nursing service **funded jointly between health and education** with the nursing skill mix aligned to pupil needs within schools.
- That health & school commissioners develop a **service specification**.
- That additional information gathered such as everyday healthcare needs and medicines is used within the **Local Authority special school funding review** to inform the teaching support staff establishment and skill mix.
- That **mental health needs** further refined through the mental health project.
Activity
- Health needs identified as complex, fluctuating and everyday for many of the CYP
- Identified physical and mental health needs
- We know the likely core nursing activity and fluctuating activity across the year
- Highlighted significant school staff training, competency & ongoing support role

Base
- Nurse needs to be aligned to a school but part of a comprehensive community nursing service- governance & business continuity
- School & locality; empowering school staff to be able to care for the CYP themselves knowing that they have regular & timely access to a clinical school nurse
- Children who need a nurse to be on site- covered within their EHCP/CHC package

Skill set
- Nursing is likely to be required from a range of clinical nursing roles- All clinical nurses working with children and young people should hold a registered nurse children qualification (RCN 2011).
- The nature of the work for the nurse in special schools combines both public health & clinical nursing, i.e. a specialist hybrid role.
- B6 PHScN/PHCCN/Nurse Practitioner- children
• What is the core offer for special school nursing within the NHS?
  – For all disabled children in all maintained special schools

• The public health offer-
  – The healthy child programme

• The complex needs offer
  – Episodic management of complex, fluctuating health;
  – Ongoing management of their long term health condition and
  – Supporting others with meeting their everyday healthcare needs
Specialist provision of school nursing in special schools - complex health needs & SEND

- **Public health** for all CYP in special schools
  - health questionnaire for general health assessment
  - screening tests (hearing, sight, weight, GP, consent, dentist, immunisations)
  - Drop in services and/or themed sessions aligned to the school health improvement plan
  - Public health - healthy weight and smoking advice
  - Health education programme – appropriate to the health needs of the children within the school eg epilepsy awareness

- *Do all children in special schools in your locality have access to this provision?*
Specialist provision of school nursing in special schools- complex health needs & SEND

Specialist public health and complex health needs & disability, health and wellbeing:
- Annual health review and care planning
- Advice on emergency/rescue medication to manage epilepsy
- Bespoke sexual health advice and PSHE tailored advice/input;
- Emotional/ mental health assessment, support and referral;
- Weight management- specialist to disability/complex health;
- Promoting continence (level 1);
- Identify alcohol/drug issues and refer/signpost as appropriate;
- Contributing to LAC health reviews with LAC nurse team
- Working with other disciplines to deliver behavioural management programmes
- Advise on school management of medications in school
- Advise on infection prevention and control in the school setting
- Advise on safe feeding practices, including enteral feeding
- Identify health issues and contribute to management of transition to adult services
- Specialist provision of school nursing in special schools - complex health needs & SEND

- Specialist partnership plus - complex health needs & disability health and wellbeing:

  - Children in Need / Child protection – statutory health professional duties
  - Complex health management and clinical nursing assessment for children with complex health needs, including children with Life Threatened/Limiting conditions
  - Healthcare training and competency programme developed in partnership with schools. Includes competency healthcare training of delegated duties on a named child basis
  - EHCP- nursing input
A schools policy for supporting pupils with medical needs
- All relevant staff are made aware of child’s condition
- Who is responsible for ensuring sufficient staff trained
- Cover arrangements & briefing for supply teachers
- Risks assessments for school visits and other school activities outside normal timetable
- Role of healthcare plans; who is responsible for their development and the monitoring of them
- Procedures when school notified that a pupil has a medical condition
- Clearly identifies the roles & responsibilities of all those involved in the arrangements
- What should happen in an emergency situation
- Supporting pupils to participate in school trips, visits, sporting activities etc

Staff training & support
- Policy needs to set out how staff will be supported in carrying out their role to support pupils with medical conditions & how this will be reviewed.
- How training needs are assessed, & how & by whom training will be commissioned & provided
- Staff must not give prescription medicines or undertake health care procedures without appropriate training sufficient to ensure staff are competent & confident
• **The role of the school nurse**
  – Notifying the school where a pupil has a medical condition
  – Involvement in the individual healthcare plan & emergency plan
    • Support, advise and liaise
  – Advise on who should lead on training staff
    • Could be school nurse; children’s community nurse or clinical nurse specialist
    • *Who is responsible in your locality?*
    • Delegated duties framework
    • *Does your organisation have a delegation policy that includes delegating outside of your organisation?*
    • Healthcare/clinical procedure training and competency assessment
    • *Are you clear about your own governance when you train others?*
    • *Does your Trust have a Standard operating procedure for delegation through formal partnership arrangements?*
Delegated Duties within Formal Partnerships

- **Delegated Duties Assessment**
  - Is there a contract to provide delegated duties in place?
  - Is the task on the RCN approved list?
  - Is the task specified within the support workers role and Job Description?
  - Does the employer have appropriate policies, procedures in place to support delegation?
  - Has appropriate consent been gained?
  - Is the delegation on a named child/young person basis?
  - Is the delegation specified within the child/young person’s care plan/Education Health Care Plan (EHCP)/school healthcare plan?
  - Is the environment appropriate for the task to be carried out?

- **The Learning Model**
  - Underpinning Knowledge
  - Practice Training
  - Competency Assessment
  - Ongoing support and supervision
  - Documentation check and final sign off

- **Audit**
Trudy Ward  MSc; RNC; RNA; RNE; Queen’s Nurse
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07990551777