

# Supporting Learners with Healthcare Needs

## Consultation Response Form

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Responses should be returned by **29 April 2016** to:

Additional Learning Needs Policy Branch  
Support for Learners Division  
Department for Education and Skills  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

e-mail: [additionallearningneedsbranch@wales.gsi.gov.uk](mailto:additionallearningneedsbranch@wales.gsi.gov.uk)

Category of respondent	Schools	<input type="checkbox"/>
	Special schools	<input type="checkbox"/>
	Special Educational Needs Co-ordinators	<input type="checkbox"/>
	Further education sector	<input type="checkbox"/>
	Preschool organisations	<input type="checkbox"/>
	Education professionals	<input type="checkbox"/>
	Teaching Unions	<input type="checkbox"/>
	Local government	<input type="checkbox"/>
	Work Based Learning organisations	<input type="checkbox"/>
	Local Health Boards	<input type="checkbox"/>

	Health professionals	<input type="checkbox"/>
	Other public sector organisations	<input checked="" type="checkbox"/>
	Third sector organisations	<input type="checkbox"/>
	Individuals	<input type="checkbox"/>
	Other	<input type="checkbox"/>

## Consultation questions

These questions should be read in conjunction with the draft *Supporting Learners with Healthcare Needs* guidance document, which replaces the *Access to Education and Support for Children and Young People with Medical Needs* guidance document. Question 4 should be read in conjunction with the *Guidance on the use of emergency salbutamol inhalers in schools in Wales (2014)* document.

### Question 1 – The content of the revised guidance document

Do you agree that the revised draft *Supporting Learners with Healthcare Needs* guidance document is clear and easy to understand?

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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### Supporting comments

The Royal College of Nursing Wales is overall supportive of the revised draft. The terminology used can be understood by professionals involved from each level.

It is concise, easy to read and follow with unambiguous guidance that addresses and meets children and young people's rights under the following UNCRC Articles: 3, 4, 5, 6, 12, 13, 19, 23, 24, 28, 29, 31 & 32.

### Question 2 – The format/presentation of the revised guidance document

Do you agree that the revised draft *Supporting Learners with Healthcare Needs* guidance document is clear in its presentation of the legal duties and advice for governing bodies and local authorities? This includes the presentation of the content which would be issued as statutory guidance (in bold font); information which is a summary of legal duties; and general advice.

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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### Supporting comments

This is well presented, highlighting statutory duties in bold throughout which results in a logical and structured document which is easy to read.

We believe that the use of the bold text identified throughout the paper highlights importance of the written text (Professionals roles and responsibilities and Unacceptable practice).

The paper clearly identifies acceptable behaviours and unacceptable behaviours. It provides the reader with the inside of the expectations put upon them.

**Question 3 – The structure of the revised guidance document**

Do you agree that the revised *Supporting Learners with Healthcare Needs* guidance document is structured clearly? Are you able to easily find the information you need or want to know by using the revised guidance document?

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

We agree that that this paper is easily accessible with clear headings that lead you to the appropriate section in a timely manner.

**Question 4 – The Guidance on the use of emergency salbutamol inhalers in schools in Wales document (2014)**

Do you agree that the *Guidance on the use of emergency salbutamol inhalers in schools in Wales* document provides adequate advice to schools and/or local authorities on the changes to UK regulations allowing schools to hold emergency salbutamol inhalers?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input checked="" type="checkbox"/>
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**Supporting comments**

The guidance overall provides adequate advice, but for absolute clarity it would be worth highlighting reinforcing that this guidance only applies when a pupil has a diagnosis of asthma but the personal inhaler (that the school would already be aware of) is for whatever reason not available.

Furthermore, we feel that this document could benefit from expanding on the changes to UK regulations allowing schools to hold emergency Medications and the importance of this. It does not specifically identify salbutamol inhalers and the need for their use and the importance of this to the child with school.

However it does identify the need for clear guidance, care plans and training to be in place to ensure safety.

### **Question 5 – Additional forms for the Supporting Learners with Healthcare Needs**

Do you agree that the separate, supporting documentation (Annex 3) provided with the Supporting Learners with Healthcare Needs document is sufficient for your needs? If you disagree, please use the box below to suggest any potential additions or changes to these materials.

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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#### **Supporting comments**

We believe that the Annex 3 supporting documentation should be attached to the original document for easy accessibility.

### **Question 6 – Outline of the legal framework**

Is the legal framework annex (Annex 1) helpful in highlighting the main legal provisions associated with safeguarding the welfare of children with healthcare needs?

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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#### **Supporting comments**

The legal framework in Annex 1 provides a very clear and unambiguous presentation of the facts.

It is helpful in highlighting the main legal provisions associated with safeguarding the welfare of children with healthcare needs. It clearly identifies the importance of safeguarding children in the educational setting, but could also be improved and geared towards the importance of the health professional (the role of the school nurse).

This would be in regards to liaising with school staff to improve safeguarding within the school setting through multiagency working and highlighting concerns regarding children's safety. This would ensure that safeguarding concerns aren't missed.

**Question 7:** If you have any related issues or comments in addition to the points above, please use this space to report them:

The Individual Healthcare Plan flowchart is particularly useful providing a clear explanation and identification of roles and responsibilities that will ensure schools are in a position to plan in advance to meet pupil's needs.

The realistic explanation of what is expected of an NHS School Nurse is welcomed professionally as to date this has been an issue in some Local Authority areas.

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***The RCN represents nurses and nursing, promotes excellence in practice and shapes health policies.***

Responses to consultations are likely to be made public (please see the "Data protection" section in the Consultation Document), on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: