

# **North West Training and Development Team**

## **Regional School Nurse Network – Special Schools.**

**Minutes from meeting on: April 5<sup>th</sup> 01.**

**Present:**

Chair: Janet Cobb, Primary Health Care facilitator, NWTDT.  
Sheila Ainsworth, School Nurse, Moorfield clinic – Preston.  
Susan Dixon, White Ash School, Blackburn.  
Kath Rennox, School Nurse, Newfield School, Blackburn.  
Karen Somers, Nurse specialist (Children with severe learning disabilities & challenging behaviour), East Cheshire.  
Sue Booth, Community Nurse, Adolescent support team, Ellesmere Port  
Melanie Wilkinson, Special School Nursing Sister, Liverpool.  
Lesley Brownlow, School Nurse Manager – Alder Hey, Liverpool.  
Alison George, Paediatric community nurse, Salford.  
Sally Parker, Paediatric community nurse, Salford.  
Sioned Hilton, Children’s nurse, Kingsbury Special School, Skelmersdale.  
Bridget Gray, School Nurse Team Leader, Ormskirk.  
Margaret Dorney, Nursing Sister, special schools – Tameside & Glossop.  
Katherine Neequaye, School Nurse - Tameside & Glossop  
Sue Bailey, Senior Nurse, Springfield School, Crewe.  
Vivian Smyth, School Nurse – Wigan  
Jean Rollinson, Nurse Manager, Halliwell Children’s Centre, Bolton.  
Monica Oliver, School Nurse, Burnage.  
Christine Galligan, School Nurse, Manchester.  
Cathy Jones, School Nurse – Warrington.  
Liz Finnigan, Special needs school nurse, Carnforth.

**Apologies:**

Janice Mortimer, Children’s Nurse, Ashfield Primary School?  
Chris Rattigan, School Nurse Team Leader, Wigan & Leigh NHS Trust.  
Jenny Bragetts, Wirral Hospital Trust, Elleray Park School.  
Janice Manning, Wirral Hospital Trust, Arrow Park Hospital.  
Angela Halsey, Loyne Special School, Lancaster.  
Pat Whetton, Sandgate School, Kendal.  
Sarah Murphy, School Nurse, Oldham NHS Trust.  
Margaret Cartwright, School Nurse, Foxdenton School, Oldham NHS Trust.  
Anne Weights, Springfield School, Kirkby.  
Anne Shaw, Newfield School, Blackburn.  
Elaine Huntingdon, School Nurse – Halton and Chester Community Trust  
Jane Doherty, School Nurse, Springfield School, Kirkby.  
Pat Byrne, School Health Lead – Halton and Chester Comm Trust  
Alison Sutch, School Nurse – Halton and Chester Comm Trust.  
Miriam Molley, Coppice School, Bamber bridge, Preston.  
Kath Lowe. School Nurse – Wigan  
Kath Fishwick, School Nurse – Wigan

Maria Farrar, Learning disability Nurse – Preston.  
Theresa Smith, Learning disability Nurse – Preston.  
Sue Wells, Children’s Nurse – Blackpool.  
Lesley Burn, School Nurse – Chorley.  
Margaret Cartwright. School Nurse Advisor – Oldham.  
Sarah Murphy, School Nurse – Oldham.  
Jan Norburn, Brentwood School – Trafford.  
Yvonne Mackereth, School nurse manager – Trafford.  
Sue Johnston, School Nurse – Chester.  
Claire Bell, Children’s Nurse, Salford.  
Christine Heshon, School Nurse – Chester.  
Anne Clough, School Nurse – Cheshire.  
Barbara Blacow, School Nurse - Blackpool.  
Mary Orrell, School Nurse – Halton and Chester Community Trust.  
Joanne Berry, School Nurse - Southport.  
Jan Norburn, School Nurse – Trafford.

◆ **Minutes of the last meeting.**

Minutes from 16<sup>th</sup> January discussed and agreed as correct.

◆ **Guest Speaker.**

**Joe Whittaker – The Action Research Centre for Inclusive Education at Bolton Institute.**

Introduction:

The White Paper: *Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century*, March 2001. [www.doh.gov.uk/learningdisabilities](http://www.doh.gov.uk/learningdisabilities). Sets out the government’s commitment to people with learning disabilities and spells out the four key principles of **Rights, Independence, Choice and Inclusion**.

Chapter 3 of the White Paper ‘*Disabled Children and Young People*’ sets out the government’s proposals for maximising opportunities for disabled children.

Under the section on Education (section 3.14) the paper states “Education, as a key service for children, must be characterised by its inclusiveness and its high expectations for all children, including those children with special educational needs, and those who are disabled”

Health care in schools (section 3.19) spells out the importance of provision of health and social service support to children with special needs in mainstream schools.

The *DfEE* is sponsoring a network of 11 SEN Regional Partnerships across England, (Section 3.20). “These bring together groups of local education authorities, local health and social services plus the private & voluntary sectors. We will promote full collaboration in these partnerships and also across the Department of Health’s regional task forces to ensure joined-up child centred services for our children”.

(Invited speakers for next meeting: Diane Whalley – SEN Regional Partnership co-ordinator & Jacque Howard – lead for children with disabilities in the regional taskforce, NHS Executive)

Website for Joe’s work on inclusion and more information [www.boltondata.org.uk](http://www.boltondata.org.uk)

Example of material available:

**TITLE:** *The Struggle for Inclusive Education – A Struggle Against Educational Apartheid*

**ABSTRACT:**

An educational system that segregates disabled people is increasingly offensive to all learners. It damages relationships between disabled and non-disabled people. It is grossly ineffective and a waste of our most valuable resource – human beings!

We have to be more creative in the way we value and actively encourage difference. More direct action is required to end this educational apartheid.

**"Change the label - say black instead of disabled and see if anybody would tolerate that kind of prejudice as it is against a disabled person."**

*Jim Hansen: Head Teacher of a Special School in Canada*

To exclude learners described as having Special Needs, from their mainstream local schools and colleges, is an injustice to ALL learners.

Such an injustice demands that we look more creatively at the way we operate within educational systems as they now exist, and begin to change our legislation and our practices. We have to find different ways of hearing each other, we have to find different ways of seeing each other, we have to find different ways of learning together and more importantly we have to find different ways of being together. Simultaneously, we must start articulating a vision for the future which will influence the wider political structures and encourage the growth of local mainstream schools and colleges in which every learner belongs, in which every learner is actively encouraged to contribute, and in which those contributions are received and valued for their richness and diversity. Those who administer and those who teach have to recognise and value changes necessary for learners to make their personal and unique contributions, they have to learn that different contributions can be valued equally to the benefit of the whole school, and that difference should not be sacrificed at the altar of the artificial and often arbitrary standardisation of learners.

We have to plan now for the inclusion of every child to be supported into their local mainstream school and college. We have to provide support that is valued and so effective it could be compared with the support provided to Head teachers or Principals, where such individuals can function within an organisation without necessarily having to write, without necessarily having to understand all that goes on around them, without necessarily having to move themselves around the building and without necessarily having to accept support systems which do not meet their particular requirements. In advocating such a direction we recognise that, at the present time, not all mainstream schools and colleges are organised in such a way as to ensure the smooth integration of previously excluded learners; not all mainstream schools and colleges appreciate the benefits of inclusion; not all mainstream school and colleges appreciate the contributions of their existing learners.

Mainstream educational systems must be improved and made more welcoming and offer more hospitality to ALL learners. However, regardless of the criticisms legitimately directed at the local and national organisation of some mainstream schools and colleges, their crucial advantage is that they have a place within a local community, such a presence can provide the scrutiny of ordinariness which can inhibit often bizarre and sometimes damaging practices we have adopted in segregated settings.

Such a location also allows for links to a wider community with a potential social network which can enable the learner to translate her/his presence into meaningful relationships within and beyond the school gates - relationships which, arguably enable us to sustain and give life.

The presence of ALL learners is the first step in the eradication of irrational fears about difference - differences which are, at present, used as license to exclude learners from meaningful friendships and participation in their local communities.

Communities, like mainstream schools, are not always organised in ways that accommodate and value difference. Communities are not always friendly and welcoming. Communities do not always recognise the value of richness and diversity in relationships. We believe communities suffer as a result of such deprivations. It is our view that communities and schools will continue to be ineffective and dysfunctional without the presence and gifts of ALL learners.

Integration is the **first** step to a very important process called inclusion.

#### Websites for more information:

- Special Educational Needs Regional Partnership: [www.sen-northwest.org.uk](http://www.sen-northwest.org.uk)
- Alliance for Inclusive Education: <http://www.btinternet.com/~allfie/index.html>
- Centre for Studies for Inclusive Education: <http://inclusion.uwe.ac.uk/csie/>

#### ◆ **Information distributed.**

- Chapter 3 from Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century, Disabled Children and Young People.
- CSIE information on inclusion.
- Information from Lynne Elwell (Partners in Policy Making & Sharing the Challenge)
- Publications from 'The Action Research Centre for Inclusion' at Bolton Institute – Joe Whittaker.
- Additional interesting reading material regarding inclusion from USA, Canada & Italy.
- John O'Brien's 5 accomplishments – From Lynne Elwell.

#### ◆ **Sharing of best practice and looking at policies and procedures.**

Policies, procedures & protocols covering a number of topics distributed:

- Changing a Tracheostomy Tube for Paediatrics.
- Protocol for Gastrostomy Tube Feeding for Paediatrics.
- Protocol for Oral Suction for Paediatrics.
- Replacement of low profile Gastrostomy Button.
- Protocol for management of epilepsy in children with learning difficulties.

◆ **Role of the School Nurse working with children with disabilities.**

Minor amendments made to previous agreed core elements of the role of the school nurse working with children with disabilities.

*See attached – for further discussion at next meeting*

◆ **Agenda For Next Meeting**

1. Jacquie Howard – lead for children with disabilities in the regional taskforce, NHS Executive.

Topic: Regional Task Force – Children with disabilities & implementation of The White Paper: *Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century*, (2-3pm)

2. Guest Speaker - Diane Whalley – SEN Regional Partnership co-ordinator.

Topic: The Special Educational Regional Partnership – Role & Function.

3. Other Business.

Length of future meetings & chair.

*(Should meetings be extended to 1-4pm? for discussion & agreement at next meeting)*

◆ **Future Meetings**

<b>4<sup>th</sup> July 2001</b> 2pm to 4pm	NWTD.T. Suite C. 3 <sup>rd</sup> Floor, Adamson House, Pomona Strand, Old Trafford, Manchester, M16 0BA
<b>October 4<sup>th</sup> 2001</b> 2pm to 4pm	NWTD.T. Suite C. 3 <sup>rd</sup> Floor, Adamson House, Pomona Strand, Old Trafford, Manchester, M16 0BA
<b>January 9<sup>th</sup> 2002</b> 2pm to 4pm	NWTD.T. Suite C. 3 <sup>rd</sup> Floor, Adamson House, Pomona Strand, Old Trafford, Manchester, M16 0BA

**Janet Cobb. NWTD.T.**

Tel 01942 607316

*(note new e-mail address)*

Email: [janet.cobb@nwtdt.com](mailto:janet.cobb@nwtdt.com)

Internet site for NWTD.T: [www.nwtdt.u-net.com](http://www.nwtdt.u-net.com)

JMC/June 2001.