

North West Training and Development Team

Regional School Nurse Network – Special Schools.

Notes from meeting on: January 9th 02

Present:

Chair: Janet Cobb, Primary Health Care facilitator, NWTDT.
Christine Galligan, School Nurse, Piper Hill School - Manchester.
Susan Wells – Highfurlong School, Blackpool.
Margaret Mullins – Mellands School – Manchester.
Kathryn Rennex – Newfield School – Blackburn.
Sue Dixon, White Ash School – Blackburn.
Sue Wells, Central School Clinic – Blackpool.
Barbara Blacow, Central School Clinic – Blackpool.
Alison George, Springwood School – Salford.
Vivian Smyth, Mere Oaks School - Wigan.
Bridget Gray, Hants Lane Clinic – Ormskirk
Sheila Ainsworth – Moorefield & Sherburn Schools, Preston.
Sue Bailey, Senior Nurse, Springfield School - Crewe.
Anne Lee, Haslingden Health Centre – Lancashire.
Julie Brannon, St Nicholas Health Centre – Burnley.

Apologies:

Shauna Dixon – Locality Manager, St Helens.
Jenny Biagetti, Elleray Park School - Wirral Hospital Trust.
Monica Oliver, School Nurse, Rodney House – M/C
Sue Jackson, School Nurse -

◆ **Minutes of the last meeting.**

Notes from 18th October 01 accepted & agreed as correct.

◆ **Department of Health Guidance – Health Action Plans.**

Discussion regarding impact of HAP guidance on Children’s services – guidance due to be published in Spring and is currently being written by Jackie Rogers from the Norah Fry Research Centre in Bristol. This guidance follows the publication of ‘Valuing People’ Strategy for people with learning disabilities.

For Children’s services the guidance is likely to say:

1. Partnership Boards are responsible for services to adults with learning disabilities, but will need to keep close links with those responsible for planning and improving children’s services locally.
2. Health Action Plans will normally begin with transition planning, around the age of 14, so that the system is in place over the period of transition to adulthood involving relevant health and other professionals (including social nurses and paediatric health professionals) and including access to education on health issues as well as Health Action Planning.
3. Health Action Plans could be implemented in childhood if an equivalent approach to assessing, facilitating and meeting health related needs is not in place.

◆ **Discussion regarding Inclusion, Transition & Child health services.**

A discussion took place over the following points and the difficulties faced by practitioners with regard to planning around children with disabilities.

1. Big problems with children's services - from the start families are shunted down the segregated pathway. I.e. as soon as a disability is identified the child is fast tracked under the care of a paediatrician, GPs abdicate responsibility and the child is outside of mainstream primary health care systems as a result.
2. The segregation continues when education departments then shunt the family into 'special school' systems ensuring further isolation from GPs and wider PHC system as the 'school health' services take over.
3. Child health services for children with disabilities are invariably structured around the 'special school' system, are often second rate and inadequate to meet the child's health care needs.
4. The situation as far as child health structures for children with disabilities makes the central theme of inclusion almost impossible in terms of inclusive education. It also ensures that smooth transition planning as far as health is concerned is also almost impossible as the child with a disability is invariably outside of mainstream primary health care systems.
5. Key players in terms of transition planning around health are the school nurses who are invariably not consulted around transition plans.
6. It is not uncommon for paediatricians to 'hand over' to adult psychiatrists within LD specialist services rather than GPs and wider PHC system thus ensuring that the person stays outside of PHC systems.
7. It is normal practice for specialist 'ists' (physiotherapy, occupational therapy, speech therapy etc) in children's services to hand over to specialist 'ists' in adult teams again ensuring the continuance of segregated provision.

◆ **District Updates / Inclusive Education.**

Following the last meeting participants had agreed to follow up the discussion on 'Inclusive Education' by finding out their local education departments strategy on inclusive education.

Picture is patchy around the Region with some of the participants involved with meetings locally regarding inclusion and others unaware of the local education strategy.

It is important that practitioners are aware of the DfES policy on 'Inclusive Education' and understand the implications for future structures of child health care services.

◆ **Information distributed.**

- Booklets on Epilepsy – available from British Epilepsy association: www.epilepsy.org.uk

- DH Guidance on Consent, FREE from NHS Response Line 08701 555 455
- Clinical Guidelines & Integrated Care Pathways for the oral health care of people with learning disabilities. Copies are free, P&P £1.
To Order:
Faculty of Dental Surgery, The Royal College of Surgeons of England,
35-43 Lincolns Inn Fields, London. WC2A 3PE
- DH publications: Person Centred Planning Guidance NHS Response line 08701 555 455
<http://www.doh.gov.uk/learningdisabilities/vpimplemen>.
- TASH Website: www.tash.org (For information on Inclusion)

◆ **Agenda For Next Meeting**

1. Research papers on inclusive Education
2. Presentation: Maggie Gibb, Children & Young People Regional Task Group.

◆ **Future Meetings**

April 10th 2002 2pm – 4pm	NWTDT. Adamson House
July 10th 2-4pm	NWTDT. Adamson House
October 9th 2-4pm	NWTDT. Adamson House

Directions to NWTDT – Adamson House:

M602 to M/C, turn off at junction 3.
Take A5063 to Salford & Trafford Park.
Keep in Right Hand lane & take 2nd exit on the left to Salford Quays - still A5063 which leads onto Trafford Road.
Go straight along this road through 6 sets of lights.
Red iron Bridge, chain & hook sculpture & large mural opposite turning for Pomona.
At the 7th set of lights just over the bridge turn left down Pomona Strand - it runs parallel with the canal.
Adamson house is the only building on Pomona.

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