

Number: WG34231



Llywodraeth Cymru
Welsh Government

Welsh Government
Consultation – summary of response

A School Nursing Framework for Wales – Part 2; Special Schools

August 2018

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Introduction

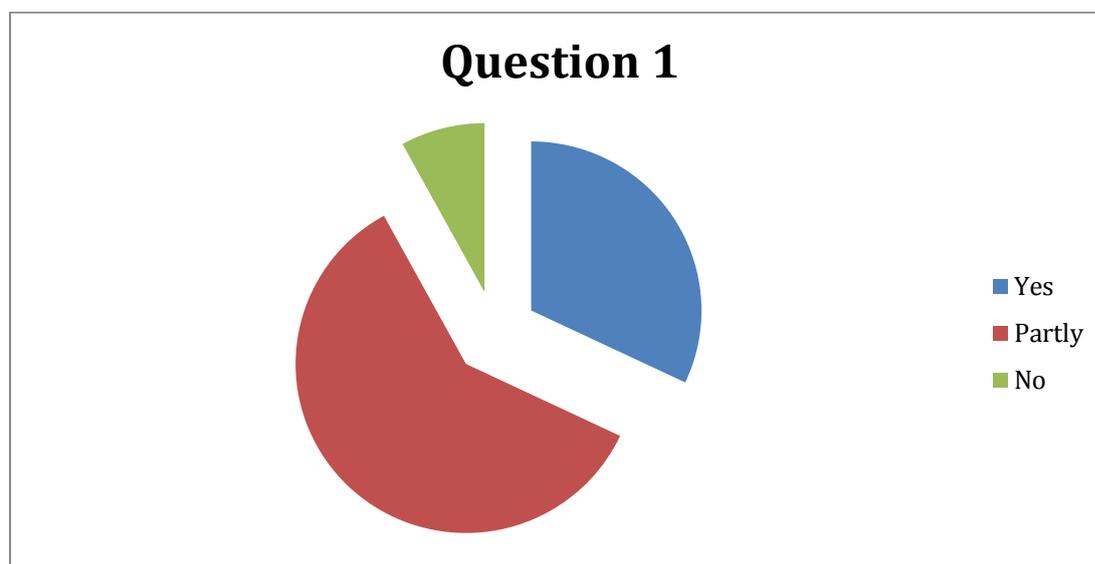
The consultation on 'A School Nursing Framework for Wales – Part 2: Special Schools' was launched on 1 March 2018 and closed on 6 June 2018. In total there were 33 responses, 25 of which were fully completed and eight were partially completed.

Question 1

Part one of the framework is the school nursing framework for nursing in all schools and includes a universal offer for all children. Part 2 builds upon that offer for children in special schools. Is it clear how part 1 will be applied to special schools as described in part 2?

Of the respondents;

- 8 answered Yes;
- 15 answered Partly;
- 2 answered No; and
- 8 chose not to respond.



15 respondents chose to make additional comments. These included, but are not limited to:

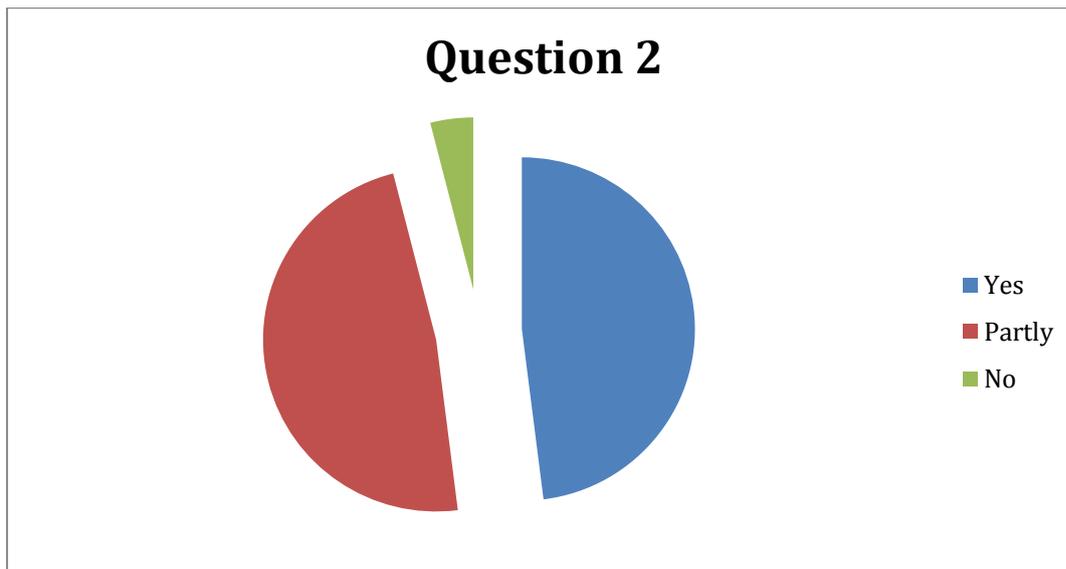
- Need for more clarity around the roles and responsibilities of the Specialist Community Public Health Nurses (SCHPN) and the nurse for special schools (including universal, enhanced and intense offers);
- The framework is welcomed;
- Additional training for SCHPNs is needed;
- Additional focus is needed on well-being of children (United Nations Convention on the Rights of the Child);
- More information on how this will be implemented;
- More explanation around independent schools;
- ISO (International Organization for Standardization) standards are needed;
- Special considerations and reasonable adjustments will need to be made to individualise the service.

Question 2

The document outlines the vision for special schools nursing in Wales, do you agree with this vision?

Of the respondents;

- 12 answered Yes;
- 12 answered Partly;
- 1 answered No; and
- 8 chose not to respond.



The following themes emerged from the 10 respondents who chose to comment:

- The framework is welcomed;
- Workforce needs to be adequately skilled;
- Links with Social Services and Well Being (Wales) Act 2014 need to be made;
- Having one point of contact will strengthen the service;
- Concern around eligibility criteria for schools to have a Community Children's Nurse or Community Learning Disability nurse;
- The role of the school nurse needs to be clarified;
- ISO standards are needed;
- Partnership working needs to be considered further;
- The pathway / implementation of this vision needs to be clarified.

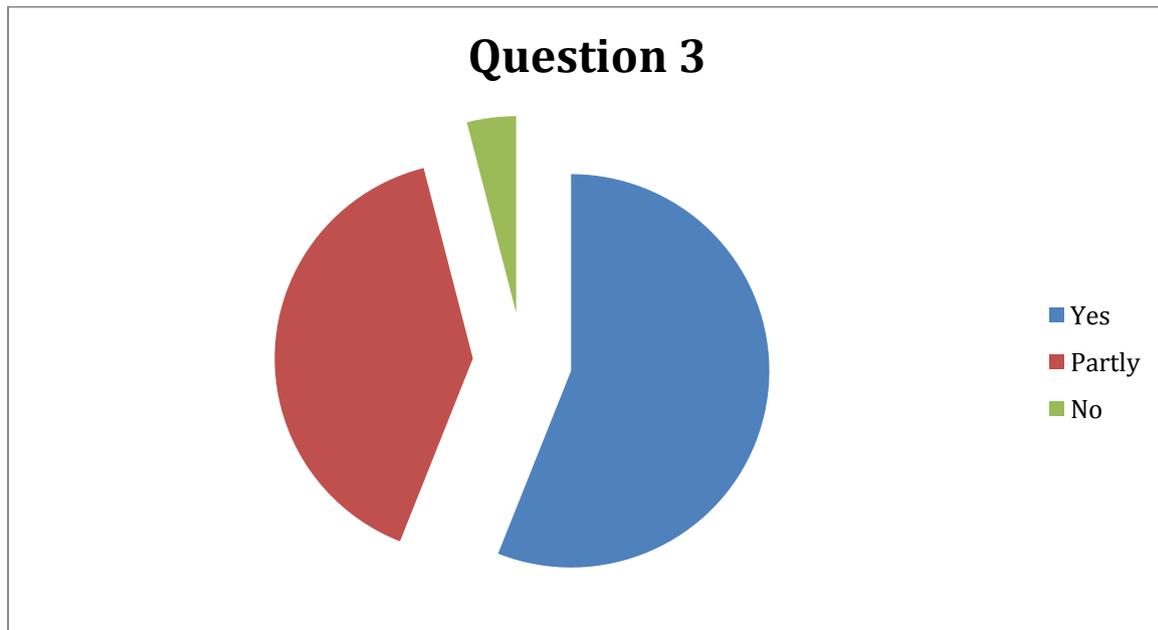
Question 3

The proposed key areas of the framework are: 1. Ensuring that the standards in part A, the universal offers are met. 2. Ensuring that the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act are met. 3. Co-ordinating care and care and treatment/ care planning, to include: enhanced focus on mental health and wellbeing, intensive working with therapeutic approaches, and meeting physical health needs through enhanced and intensive interventions. 4. Supporting families and carers. Do you agree with the four areas listed?

Of the respondents;

- 14 answered Yes;
- 10 answered Partly;

- 1 answered No; and
- 8 chose not to respond.



Of the eight respondents who chose to make additional comments, the following points were made:

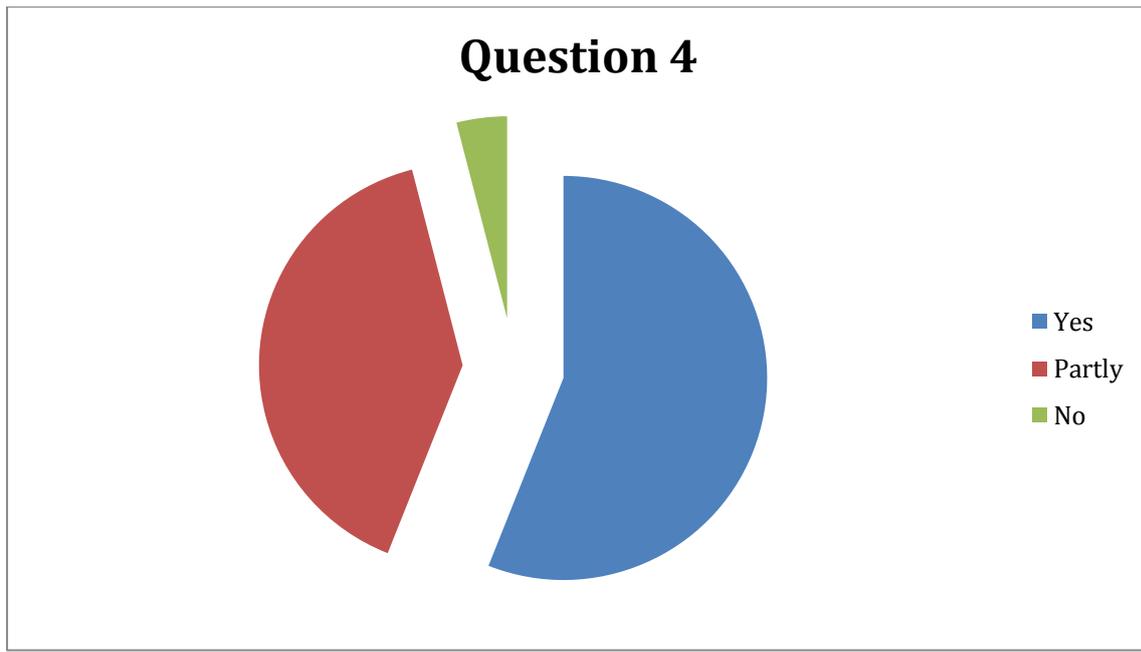
- There are concerns regarding the capacity of the school nurses to undertake this additional roles and responsibilities;
- The Additional Learning Needs and Education Tribunal (Wales) Act requirements will need to be taken into consideration;
- Additional training is needed;
- The cross over between health and social care needs to be considered;
- ISO standards are needed;
- Reasonable adjustments are a legal requirement;
- Further explanation is needed to describe what a health passport is;
- There are concerns around the number of learning disability nurses (specifically with Children and Adolescent Mental Health Services expertise).

Question 4

Do you feel there is sufficient description of the evidence base to support the four key areas described in question 2?

Of the respondents:

- 14 answered Yes;
- 10 answered Partly;
- 1 answered No; and
- 8 chose not to respond.



Nine respondents chose to make additional comments on question 4. These included, but are not limited to the following points:

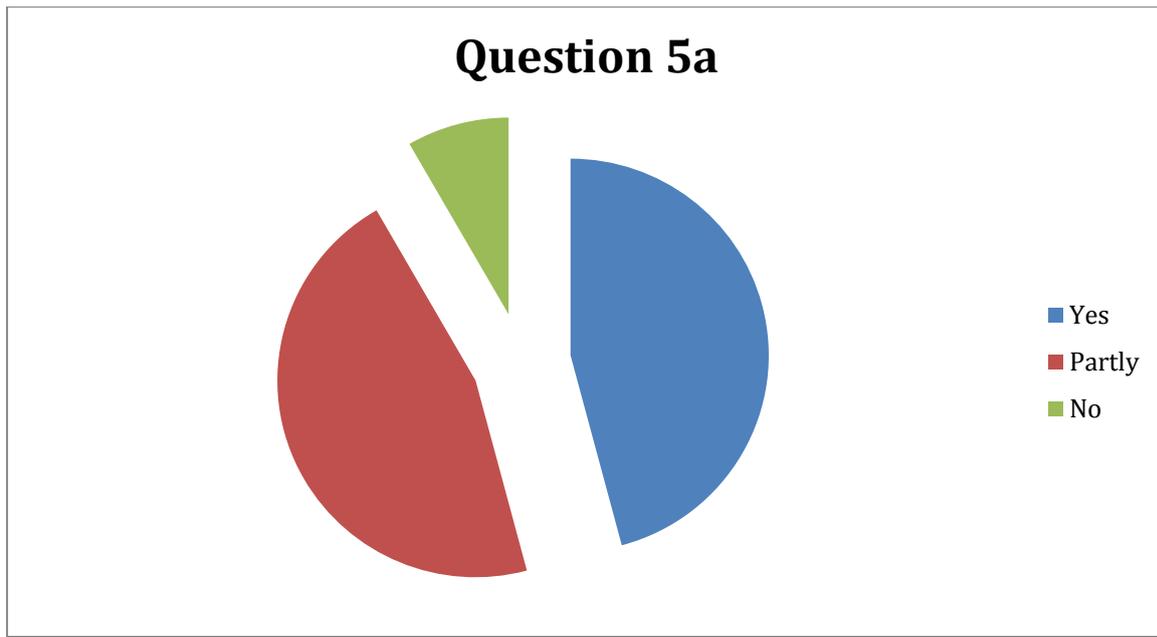
- The framework clearly describes the holistic approach to health and wellbeing as well as educational needs;
- There are concerns regarding the capacity of the school nurses and SCPHNs to undertake this additional roles and responsibilities;
- The framework is detailed and clear;
- More information is needed on how school nurses will meet the standards within the framework;
- 'What Matters' training would support the framework;
- Additional training for staff would be useful;
- Additional evidence should be referenced within the framework (positive behavioural support / National Institute of Clinical Excellence (NICE) guidelines re. Challenging Behaviour / Ashton et al (2016) 'Adverse Childhood Experiences and their association with chronic disease'.

Question 5a

The appendix of the framework forms details of the standards in the aspects of the role outlined in the key areas in question 2. Are these sufficiently well developed?

Of the respondents;

- 11 answered Yes;
- 11 answered Partly;
- 2 answered No; and
- 9 chose not to respond.



Of the three respondents who chose to comment, the following points were made;

- Aspects of the role need better description;
- The special school nurses will need to input into this answer;
- ISO standards are needed.

Additional questions under 5a

- i. Ensuring that the standards in part A, the universal offers are met.

Of the four respondents who chose to answer, the following comments were made;

- Direct access if vital in both special and generic schools;
- Additional training is needed;
- Health boards will need to put in place a comprehensive programme of continuing professional development for special school nurses;
- ISO standards are needed.

- ii. Ensuring that the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act are met

Four respondents chose to comment. The following gives a flavour of their comments:

- This needs clarification so work is not delegated from education to health professionals;
- Working together is key;
- Capacity of current work load is concerning;
- ISO standards are needed;
- More detail on this part of the framework is required.

- iii. Co-ordinating care and care and treatment/care planning, to include: enhanced focus on mental health and wellbeing through intensive working with therapeutic

approaches; and meeting physical health needs through enhanced and intensive interventions.

The following themes emerged from the six respondents who chose to comment;

- Training is needed to improve knowledge and skills;
- Knowledge to administer medicine needs to be considered;
- Clear pathways for referral must be in place;
- More clarity of language is needed within the document.

iv. Any additional areas identified in question 2 that you wish to see included.

Eight respondents chose to comment, and their suggestions include, but are not limited to, the following:

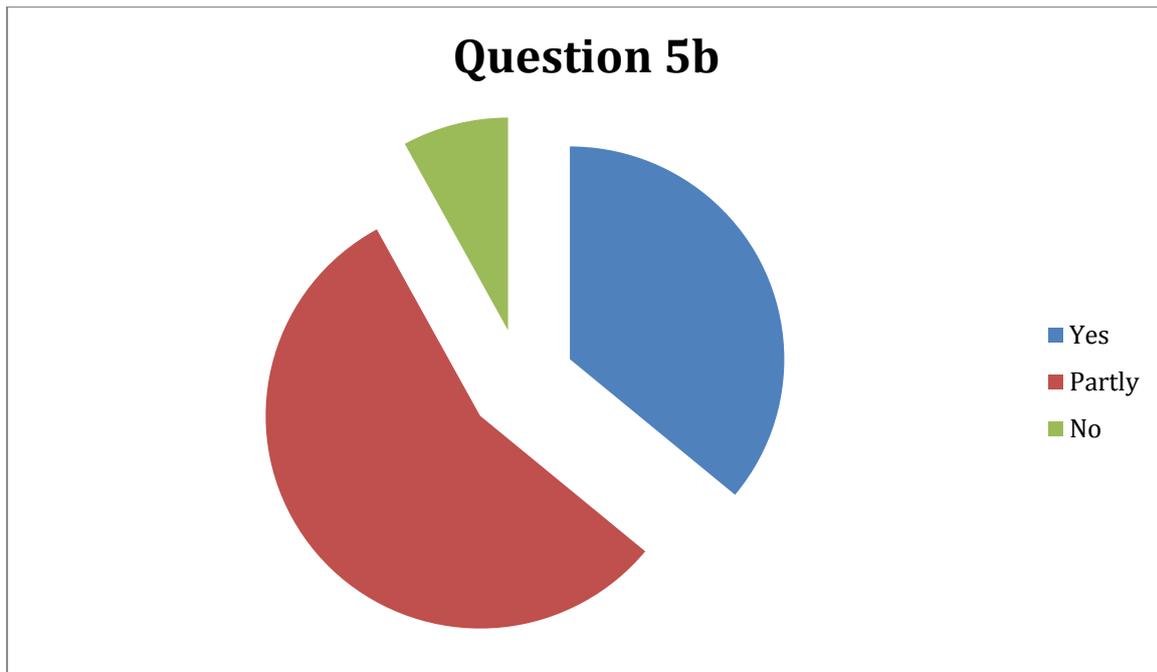
- The document should clearly demonstrate and recommend the best model for children and their families;
- Multi agency professional teams need to be strengthened;
- Has consideration been given to the main co-ordinator of the special school nurses as a Special Community Public Health Nurse (School Nurse) qualification
- ISO standards are needed;
- The document makes no reference to transition to adult services;
- The standards need to be redrafted.

Question 5b

The framework talks about the concept of a team around the child do you think it sufficiently explains what this is and how it works?

Of the respondents;

- 9 answered Yes;
- 14 answered Partly;
- 2 answered No; and
- 8 chose not to respond.



12 respondents chose to comment, and the following give a flavour of the points raised:

- The description of the team around the child could be strengthened;
- Standards to describe ratio of nurses to students would be helpful;
- More information around the concept of the 'team around the child' should have been included (including Peter Limbrick's work);
- More information is needed on how the 'team' will operate;
- Care coordinator should be consistent;
- Multidisciplinary teams are needed;
- ISO standards are needed.

Question 6

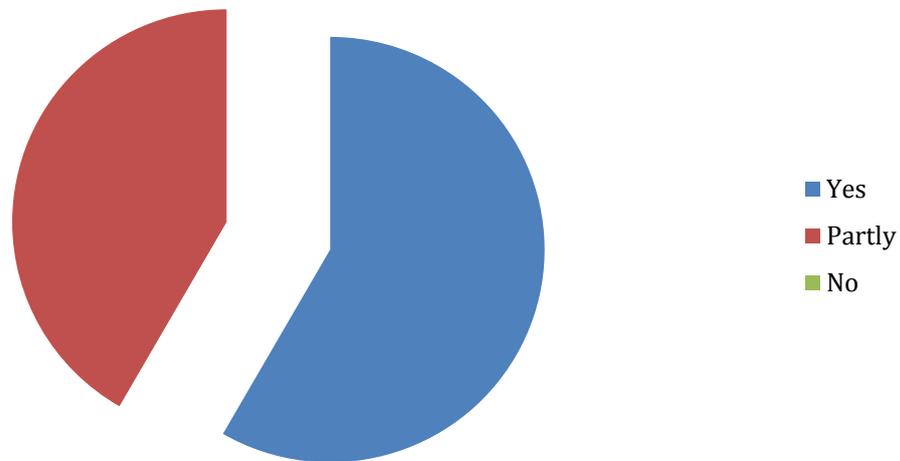
Do you think that this framework will have a positive impact on people based on the following protected characteristics:

- Disability;
- Race;
- Gender and gender reassignment;
- Age;
- Religion;
- Sexual orientation;
- Human rights; and
- Children and young people?

Of the respondents:

- 14 answered Yes;
- 10 answered Partly;
- 0 answered No; and
- 9 chose not to respond.

Question 6



Of the 11 respondents who chose to make additional comments the following remarks were made:

- The framework will have a positive impact on the above areas;
- There is nothing specifically about young people living with worries about their gender or sexuality;
- There will only be a positive impact if health and other professionals working with children and young people understand equality;
- There must be understanding of how involving the family may have a negative impact in some circumstances;
- Research thesis is needed to answer this question.
- Additional up-to-date and ongoing training is required by all nurses to ensure best practice in all these protected characteristics;
- ISO standards are needed;
- Not all protected characteristics would be explicitly addressed;

Additional questions on Welsh Language

1. We would like to know your views on the effects that the guidance would have on the Welsh language, specifically on:
 - opportunities for people to use Welsh; and
 - treating the Welsh language no less favourably than English.
2. Please also explain how you believe the guidance could be formulated or changed so as to have:
 - positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language; and
 - no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Of all of the respondents, only one chose to answer. Points made in their answer included:

- There aren't many Welsh speakers working in school nursing. However it would be inappropriate to increase those numbers by employing a Welsh speaker if they did not interview as the best candidate for a post.
- It is thought that this document will not have an effect on the Welsh language.
- It is thought there aren't any changes to this document that would both maintain its integrity in its purpose and achieve the aims of improving positive opportunities regarding the Welsh language and opportunities.

Respondents details

| Response number | Respondee's name | Organisation (if applicable) |
|-----------------|---|---|
| 001 | Rhona O'Neill | Ysgol Tir Morfa |
| 002 | Lynne Hannington | Cwm Taf University Health Board |
| 003 | Rose Jones | Cwm Taf University Health Board |
| 004 | Anonymous | |
| 005 | Sue Dunlop | University of South Wales |
| 006 | Jack Drysdale | Social Care Wales |
| 007 | Ele Hicks | Diverse Cymru |
| 008 | Sue Parfitt | Abertawe Bro Morgannwg University Health Board |
| 009 | Cheryl Perry | Abertawe Bro Morgannwg University Health Board |
| 010 | Meleesha Morgan-Jones | Abertawe Bro Morgannwg University Health Board |
| 011 | Angela Phillips | Aneurin Bevan University Health Board |
| 012 | Anonymous | |
| 013 | - | Estyn |
| 014 | Anonymous | |
| 015 | Mr R W Ebley | |
| 016 | Anonymous | |
| 017 | Anonymous | |
| 018 | Royal College of Nursing Wales | |
| 019 | Rachel Morgan on behalf of | Learning Disability nurse lecturers based at the University of South Wales |
| 020 | Anonymous | |
| 021 | Anonymous – questionnaire only partially complete | |
| 022 | Anonymous – questionnaire only partially complete | |
| 023 | Anonymous – questionnaire only partially complete | |
| 024 | Anonymous – questionnaire only partially complete | |
| 025 | Anonymous – questionnaire only partially complete | |
| 026 | Anonymous – questionnaire only partially complete | |
| 027 | Anonymous – questionnaire only partially complete | |
| 028 | Anonymous – questionnaire only partially complete | |
| 029 | Helen James | Powys University Health Board |
| 030 | - | Betsi Cadwaladr University Health Board |
| 031 | Kevin Jones on behalf of | Cardiff and Vale University Health Board dietetic services |
| 032 | Sally Holland | Children's Commissioner for Wales |
| 033 | Llewellyn Morgan | Swansea University |