

**UK CCN Network and SAPHNA SPECIAL INTEREST GROUP**

**Nurses working with SEND children and young people**

Meeting (virtual) held 6th July 2022 2pm-3pm

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| **Attendees:**  | (ED) Elaine Davies(RJ) Rita Jenner (Suffolk NHS)(RD) Rebecca Daniels (EAST LONDON NHS FOUNDATION TRUST) – Chair and minute taker (JR) Jane Ryall (SANDWELL AND WEST BIRMINGHAM HOSPITALS NHS TRUST(SB) Shaik Begum(MC) Melissa Clarke(ND) Nickola Davies (AFu) Angie Fudge (Sussex Community NHS Foundation Trust) (HT) Hazel Thomas(KS) Kaie Samoilov(KE) Kirsty Elliott(SM) Sarah McKean and colleagues(JM) Jane Mullcahy(BP) Bianca Postelmans (ST) Sian Thorne(RH) Rachel Hampshire(DO) Dave Owen(RM) Rebekah Murch |
| **Apologies** | Louise StringerAlice Macdonald-ParryHannahJohn Gowans(ME) Marie Eyre (ROTHERHAM DONCASTER AND SOUTH HUMBER NHS FOUNDATION TRUST) (KB) Katrina Bottle(GC) Gemma Cove-Mullins (SE) Sara Eacopo(TW) Trudy Ward(CC) Claire Connolly(CT) Catherine Tinsley(SL) Suzanne Lee (SA) Sarah Allen(SJ) Sarah Jeyes(CH) Caroline Hancox.(CW) Caroline WelchHeather Gray (HG) and Gill |
| **Agenda:**  | 1) First aid in schools (DO)2) Tasks – who are these allocated to? Nurse Vs LSA (BP) |

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| **Item** | **Discussion** | **Action** | **Deadline** |
| **Welcome and Introductions** | The group introduced themselves and shared their current job role and schools within their remit. Variety of school offers across the UK. Joint meeting with SAPHNA and UK CCN Network |  |  |
| **Minutes from 22nd March 2022** | Reviewed and agreed as accurate – 8 weekly moving forward for 1 hr  |  |  |
| **First Aid in School – Dave Owen** | Leaving current role as lead for SSN on Isle of Wight. Historical expectations from head teachers within special schools. Understanding scope practice, NMC and accountability of nurses working within an education settingIssue around First Aid always being directed to the Nurse on site. Anything “health” coming to nurse – different practices/expectations across different nurses and head teachers. Transfer the signposting principles within special schoolsSchools have stator requirement for Number First aiders within the schoolRed emergency bags to support BLS in schools. Team suggested Guide would be useful to have basic principles that can be utilised within policies. Roles and responsibilities in line with best practice and details scope of practice. 2 guides – one for SSN staff and one for head teachers.Nurses are not first aid trained but trained in basic life support. Flow chart to help guide decision making. Signposting resources local and national – GP notebook which is free to sign up with NHS email. Wessex – heathier together and safety netting – with its own area for CYP resource for SN.Smaller document for head teachers/governors – explaining about scope of practice. Flow chart included which can be inserted into schools First Aid policy. Trialling it within the Isle of Wight.**Questions:** RD – can this be shared and adopted? Differences between first aid and making clinical decisions on the health of complex needs – see embedded documents. BP – Recognises the scenario and schools heavily reliant on school nurses. School stated their staff only trained for First Aid for staff/adults and not trained for children’s first aid. Trying to change practice in schools is difficult. DO – will send guidance through as school staff have statutory duty to undertake first aid training for CYP. RD suggested the two organisations (CCN Network and SAPHNA) adapt and adopt guidance as best practice. AFu – two types first aid training – one for peer (staff) and one for CYP. It is important to empower staff in school so they are confident to manage on site and off site (school trips). RM – sat down with staff and explained roles and responsibilities of first aid and nurses. This identified how nurses could be freed up to complete nursing tasks that are required to be completed. DO – about identifying “hidden” work including training, care planning, DST information of the nurses. Sussex tool helps to identify how much time is needed for each child. JR – asks nurses to question whether they would fulfil this in a mainstream school as a school nurse, and if not then they shouldn’t be doing it within a special school. Poster in each classroom with role and responsibility of the nurses on site. Presentations also carried out every year. DO – identifying nursing needs (trachy care/enteral feeding) rather than discussing as “health needs”. Need to change the language used to help support discussions in schools. RD – SAPHNA – publication “What a school nurse does”. Do we look at this and collectively collate this together for the role of the SSN? Including Jane’s work on presentation/posters. ND – 2 special schools.1 works well and self manages first aid, 2nd school fund part of the nurse and want more – RD responded about the service agreement and what are education paying for within the school nurse role. RJ –Who is the employer and understanding the commissioning arrangements and who does what.  |  |  |
| **AOB** | Introduction into task allocation within schools – BPEnteral feeding – daily activity living but seen by some schools as a nurse role as this is seen as a nursing intervention. Our role is teaching, training to empower them to take this on. RD – difference with airway management and making clinical decisions about daily care to the daily activities of living. DO – maybe need to look at tripartite funding to support CYP with complex needs within the education settings and ensure the complex needs management are within the JD |  |  |
| **Requests for agenda items** | Tasks within schools and discussion around roles |  |  |
| **Next meeting** | Wednesday 21st September 2022 1400-1500hrs (every 8 weeks) |  |  |
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| **Action Log** |
| **Agenda No.** | **Action captured** | **Owner** | **Timescale** | **Completed** |
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