A Framework for a School Nursing Service for Wales
This document is relevant to all those involved in the provision of services to improve the health and well-being of school-aged children and young people and also to parents, carers, children and young people.

The document represents a framework for a revised school nursing service for secondary school-aged children and young people in Wales. The framework builds upon the current school nursing service to meet the One Wales commitment, ‘We will provide a minimum of one family nurse per secondary school by the end of the Assembly term’.

A number of actions are set out throughout the document and will be coordinated by the Welsh Assembly Government.

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This document can be accessed from the Welsh Assembly Government website at http://www.wales.gov.uk/topics/health/publications/health/reports/?lang=en

An inclusive policy making assessment was completed prior to consultation. A full equality impact assessment was undertaken prior to publication.
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This document sets out the Welsh Assembly Government’s framework for developing a school nursing service for Wales that is safe, accessible and of a high standard. It is produced in response to the One Wales\textsuperscript{1} commitment:

“\textit{We will provide a minimum of one family nurse per secondary school by the end of the Assembly term.}”

The aim of the Welsh Assembly Government is to ensure that services provided to improve the health and well-being of school-aged children and young people are responsive, effective, sustainable yet adaptable to change to ensure continued development and improvement.

The One Wales’ commitment will need to complement the current range of approaches available in schools and the wider community which help address the health, emotional and social needs of children and young people and promote their healthy behaviour and well-being, e.g. Thinking Positively: Emotional Health and Well-being in Schools and Early Years Settings (2009) and School Based Counselling Services in Wales a National Strategy (2008) as well as others.

This framework is concerned with further developing the school nursing service:

\textbf{Section 1: Introduction}
Explains why the Assembly Government wishes to develop the school nursing service.

\textbf{Section 2: Context}
Sets the school nursing service in the context of the Assembly Government’s approach to services for children and young people and wider policy developments; describes the role of school nursing and current provision.

\textbf{Section 3: Development of a revised school nursing service}
Sets out the aim, minimum standards, qualifications, skills and training required and service models for a revised school nursing service.

\textbf{Section 4: Implementation}
Describes how the service will be implemented.

Annex 1 provides further information on the roles and responsibilities of a lead school nurse.

Annex 2 is a template for data collection.

This framework has been developed as a result of the responses received during the formal consultation process which took place September 2008 to January 2009. A summary of all the responses and comments made as part of the consultation process can be found on the Welsh Assembly Government’s website http://www.wales.gov.uk/health

Introduction

This document sets out the Welsh Assembly Government’s framework for a school nursing service for children and young people that is safe, accessible and of a high standard. It describes how this service will be delivered throughout Wales.

The framework aims to build on the current school nursing service and extend good practice. It was developed with the guidance of a steering group composed of key interests and included Assembly officials from education and health services. The framework has been informed by responses to the consultation held September 2008 - January 2009.

Developing a family focussed school nursing service for Wales was a commitment made within One Wales.

The term “family nurse” was used in the One Wales document to signify the Assembly Government’s intention to view the role of a school nursing service in a wider context. The name set the intent to provide a service that would extend beyond the school term-time, reach out to children and young people who are not attending school for whatever reason and to place the needs of children and young people within the wider family and social settings which greatly influence their health and well-being.

Consultation with children and young people indicated that the term “family nurse” implied that the children’s family could be involved thus threatening confidentiality. Furthermore 98% (n=94) of respondents to the broader stakeholder consultation indicated that the term could cause confusion. A number of alternatives were proposed by both stakeholder organisations and children and young people, the most popular being to retain the current title of ‘school nurse’. Hence, whilst retaining the intentions signified in One Wales, it has been agreed to change the original terminology and therefore this document refers to ‘the school nursing service’ and ‘school nurse’.

It is the Welsh Assembly Government’s intention to provide a framework for safe, effective practice within which a number of ways of working or service models can operate and adapt to local needs as identified within the Children and Young People Plans, rather than adopt a ‘one size fits all’ model.

The commitment within One Wales is primarily focussed on children and young people in secondary school education. However, through their local Children and Young Peoples’ Partnerships the school nursing team will be expected to work with other providers to develop approaches which take into account the contribution of key partners in the care of primary and secondary school aged children, including the voluntary sector and will engage with learners not in school. This includes consideration of the extent to which services can be provided outside school hours and during school holidays.

The Assembly Government has adopted the UN Convention on the Rights of the Child as a basis for all its dealings with children and young people. In implementing Article 12, the framework will also take into account the need to enable all children and young people to participate in the decisions that affect them, including provision of the necessary information and advice to enable informed decisions to be made. For the same reasons, service planning and review will involve children and young

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people through school councils and youth forums for example.

1.1 The need for a school nursing service

School nursing is central to a range of services that promote and support the physical, emotional and social health of children and young people and contribute to a healthy school culture. It is widely accepted that schools which promote health and well being of children and young people are more likely to create an effective learning environment.

In 2004 a Mapping of School Nursing across Wales\(^3\) showed that demands on the school nursing service were increasing. Demographic influences, changes in patterns of health and illness and social and lifestyle problems made greater demands on school nurses and the complexity of their role. Since 2000 the school population of secondary school age and those attending special schools increased. Consequently, there are implications for school nurses in meeting the needs of children and young people with complex health problems and chronic illnesses and in addressing the needs of pupils who have increased risks related to eating disorders and obesity, smoking, substance misuse, mental health, sexual health and teenage pregnancy. Many of these issues, such as obesity, begin with primary school aged children and extend into the older age groups.

School nurses contribute either directly or indirectly to a range of educational and health outcomes, for example:

- the safe and effective administration of medicines to children and young people in school
- keeping children with complex health needs in the school system
- the successful delivery of mass immunisation.
- improved health literacy.
- positive mental health and well-being
- prevention of teenage pregnancy and Sexually Transmitted Infections (STIs)
- improved oral and dental health
- prevention of smoking, substance misuse, obesity and other adverse lifestyles.

The Welsh Assembly Government undertook two consultations on the development of a Family Nurse Service, the first with key stakeholder organisations and practitioners and the second with children and young people.

The child-friendly version asked a small number of specific questions and generated 1,119 responses, with approximately 90\% (= 1008) indicating that they would like a family nurse based in the school. The reason for wanting a nurse present was to have ‘someone to talk to’ and ‘to get advice about health issues and other problems’. Children and young people liked the idea of having someone they could talk to in the school environment in a confidential manner about issues that affect children and young people; from eating healthily to sexual health and advice about where to go if they need further help. The main theme from approximately 10\% (n=112) of respondents that did not want a family nurse service was that they did not want their family involved in their personal life and they interpreted ‘family nurse service’ as the need to involve their family in any contacts they may have within the school.

Suggestions were also made regarding the gender balance with comments referring to the need for the availability of access to a male nurse as required.

There were 96 responses to the stakeholder consultation from primary, secondary and social care, local authorities, education, voluntary, professional and trade union groups, as well as a number of individual responses from health visitors, school nurses, teachers and child protection agencies. In preparation the consultation document was informed by a wide stakeholder audience involving all Wales workshops and focussed work with children and young people.

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Whilst respondents agreed with the key principles they indicated that more detail was required especially the need for clarity of a generalist versus a specialist role. Relevant responses are highlighted in the remainder of this document, a full summary of the results can be accessed via http://www.wales.gov.uk/health
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Context

2.1 Links to key Welsh Assembly Government initiatives

The strategic direction for developing services for Wales’ population is set out in the Assembly Government’s policy document *Making the Connections: Delivering Beyond Boundaries*. The key themes are:

- Putting citizens first
- Collaborative working
- Development of the workforce
- Efficiency
- Performance and governance.

Developing the school nursing service is a *One Wales* commitment and contributes to the Welsh Assembly Government’s seven core aims for children and young people based upon the UN Convention on the Rights of the Child which form the basis of strategic planning through local Children and Young Peoples Plans (CYPP).

A number of Welsh Assembly Government strategies and policies incorporate the need for a school nursing service to contribute to the achievement of targets and intentions including:

- The Children and Young People’s Plan is the single strategic statement of planning intent for all children and young people in the area, to which all other plans must relate. Planning guidance requires shared action across partners, including health services, in a single process of needs assessment, mapping of current provision, and joint agreement to priorities, actions, resource allocation and target setting. First Plans for 2008-11 were published in the autumn of 2008 and an interim review is due in October 2009. The second Plans are due for publication in March 2011.

- A National strategy for school-based counselling services for children and young people in Wales, launched April 2008, sets out a plan for the provision of an independent, safe and accessible counselling service.

- Working together to reduce harm, the substance misuse strategy for Wales 2008-2018 recognises the importance of school-based prevention and support.

- *The Review of Cancer Services for the People of Wales* (2007) recommends expanding and strengthening the school nursing service to enable school nurses to play a greater role in promoting healthy lifestyles.

- The National Service Framework for Children, Young People and Maternity Services (2005) contains key actions relating to the safe and effective administration of medicines, and school nursing provision for disabled children and those with complex needs.

- Everybody’s Business (2001), the Assembly Government’s strategy document on developing child and adolescent mental health service (CAMHS), sets out the key roles that

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8 Health and Social Services Committee (2007) Review of Cancer Services for the People of Wales. National Assembly for Wales
professionals in schools have in promoting children and young people’s emotional/mental health and providing them with appropriate help when they are experiencing problems.

- Local children and young people’s workforce plans form part of CYPPs and each will increasingly be underpinned by a Wales development strategy and training based on a common core of skills, learning and understanding.\(^\text{11}\)

School nursing also contributes to the *Child Poverty Implementation Plan*\(^\text{12}\)*, the *Delivery of Sex and Relationships Education in Schools*\(^\text{13}\), the *Suicide Prevention Action Plan*\(^\text{14}\), *Thinking Positively: Emotional health and well-being in schools and early year’s settings* (2009)\(^\text{15}\), *The Learning Country: Vision into Action*\(^\text{16}\), *the Food and Fitness Implementation Plan*\(^\text{17}\) and the *Measurement of Heights and Weights in Primary School Children*\(^\text{18}\).

It is intended that the current reforms of NHS Wales and the Unified Public Health Service will need to be reflected in future service delivery plans. The service would also comply with Welsh Language and Equality and Diversity legislation. This section outlines what the school nursing service is and what it encompasses.

### 2.2 The role of school nursing

With registration on the Specialist Community Public Health Nursing part of the Nursing and Midwifery Council (NMC) register, school nurses are recognised as public health nurses. They are key to promoting, improving and protecting the health and well-being of school-aged children and young people to ensure they achieve the best possible health.


#### 2.2.1 The school nursing service:

- Is a confidential service within the constraints of safeguarding.
- Works closely with children and young people to develop a trusting and therapeutic relationship.
- Works with parents/carers providing extended child and family support.

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\(^{17}\) Welsh Assembly Government (2006) Food and Fitness - promoting Healthy Eating and Physical Activity for Children and Young People in Wales. 5 Year Implementation Plan


\(^{22}\) Welsh Assembly Government (2008) The development of a family nurse service for Wales - A Consultation by the Welsh Assembly Government to deliver the One Wales commitment “to provide one family nurse per secondary school by 2011”. Welsh Assembly Government, Cardiff

• Works with a range of professionals and agencies including school staff, GPs, paediatric and specialist nurses, other health and social care professionals and voluntary and third sector providers.

2.2.2 The service encompasses:

• Assessment and health surveillance:
  - Assessing the needs of the school-aged population.
  - Identifying children with additional needs
  - Discussing and informing families and young people of available health support services.
  - Making referrals as necessary and facilitating citizen-led referral.

• Health promotion and health education, contributing to interventions with the school-aged population to address issues such as:
  - Lifestyle: nutrition and exercise, smoking, substance and alcohol abuse, oral health.
  - Sexual health, the prevention of teenage pregnancy and sexually transmitted diseases, supporting colleagues in delivering sex and relationships education (SRE).
  - Mental and emotional health and well-being.
  - Growing up and transition to adult life.
  - Accident prevention.

• Immunisations and disease prevention:
  - Undertaking immunisation programmes, for example, HPV.
  - Responding to outbreaks of infectious disease.
  - Working with schools to develop best practice for hygiene and infection control, including hand washing, and to ensure that hygiene/infection guidelines are in place.

• Safeguarding the health and welfare of children and young people:
  - Identifying vulnerable children.
  - Child protection.

• Supporting children with medical needs and addressing the needs of children with complex health problems:
  - Providing guidance, advice, support and training on medical conditions and the safe administration of medication to children and young people, parents/carers and school staff.
  - Being involved in developing individual health care plans for children and young people who require them, including dealing with emergency situations and ongoing assessment.
  - Working with schools to ensure the safe handling, storage and disposal of medicines.

2.3 Current school nursing provision

In Wales there is no national consensus or legislation about the provision of a school nursing service. For this reason the role of school nurses has remained open to local interpretation resulting in an inconsistent service with varied levels of training and professional supervision. This framework strives to overcome any present inequality of access to school nursing services for children and young people in Wales.

The development of a school nursing framework, therefore, builds upon the current school nurse service rather than designing a radically new service for children and young people. It is essential that key actions relating to school health in the National Service Framework for Children, Young People and Maternity Services can be embraced fully by a revised scope for the school nursing service. Importantly, the service needs to inform and reflect the priorities and key actions set out in CYPPs to ensure an effectively co-ordinated and resourced response is made relevant to locally and nationally identified priorities.

As a range of professionals work in schools whose roles relate to the health and well-being of children and young people, the unique areas of care that require the expertise of a school nurse need to be specified and opportunities to work together with others - including teachers, classroom assistants, school counsellors, youth workers, parents and school students - maximised.
The provision of a school nurse for every secondary school will enable greater consistency and equity of provision in compliance with minimal standards together with co-ordination of multi-agency support and partnership working across agencies. As such the school nurse will play a key role in the achievement of the ‘From Vision to Action 5 year action plan for the delivery of better services for all children and young people.

In 2002 the Carlile Review\textsuperscript{25} recommended that all school nurses should be employed within the NHS and Mapping of School Nursing across Wales (2004) found that 90\% of school nurses were employed by the NHS. The recent consultation responses (94\%, n= 90) supported employment of school nurses by NHS Wales. It is not the intention to disadvantage those currently working in the education sector and arrangements will need to be put in place to professionally support these nurses. All newly appointed school nurses will be employed by the NHS working in partnership with local education authorities.

2.4 Multi-disciplinary and multi-agency working

In Wales the vision is to support families in getting the basics right for all children and young people, so that they enjoy good physical health and mental well-being and lives that are free from poverty.

School nursing teams will be part of the wider multi-disciplinary and multi-agency approach to promoting and protecting the health and well-being of children and young people.

School nurses will continue to have a key role in supporting and contributing to the public health agenda for school aged children and young people by working with a range of providers including local public health teams and contributing to Children and Young People's Plans and Health, Social Care and Well-being Strategies.

School nursing teams will work in collaboration with other partners such as healthy schools co-ordinators, school counsellors, Integrated Family Support Teams, social service advocacy services, Personal and Social Education (PSE) advisers and co-ordinators, Physical Education and School Sport (PESS) co-ordinators, Appetite for Life co-ordinators and dieticians who also play a major role in working with schools on issues of life skills, accident prevention, health and well-being, nutrition, fitness, sexual health, alcohol and substance misuse, relationships and citizenship. They will also work with other providers as appropriate including teachers, classroom assistants, youth workers, parents and school students to ensure coherent and planned responses are made to identify needs. With the majority of health improvement work for children and young people in the school setting currently directed through the Welsh Network of Healthy School Schemes (WNHSS), school nurses will be actively engaged in supporting schools to take forward actions.

They will continue to work closely with health visitors providing a continuous service to children and young people from birth to adulthood.


\textsuperscript{25} National Assembly for Wales (2002) The Carlile Review. Too Serious a Thing: The Review of Safeguards for Children and Young People Treated and Cared for by the NHS in Wales. National Assembly for Wales, Cardiff
3. Development of a revised school nursing service

3.1 Aim

To provide a comprehensive service accessible to school-aged children and young people across Wales irrespective of school attendance. There will be a minimum of one school nurse per secondary school by May 2011.

Profiling the health needs of each school community within each NHS Local Health Board location is the starting point for the service. Health plans, forming the basis of the work of the school nursing service, can then be developed in partnership with schools.

The majority of children are likely to require access to universal services which will be a core provision of the school nursing service. A lesser number of children, would be identified as vulnerable in that, as well as having universal needs, the school nursing service would be required to support the child or young person and family in partnership with expert(s). A high level of care is needed for a minority of children with access to specialist school nurses and other health and social care professionals within special needs and mainstream schools.

3.2 Minimum standards for the school nursing service

Consultation with children and young people identified the following desirable outcomes:

- Access to a nurse of the same gender when necessary.
- A means of communication to be negotiated locally in relation to e.g. a texting or emailing service (as this could compromise confidentiality).
- Access to be within the school preferably in the nurse's own office providing both drop-in and appointment systems.
- Availability of the nurse to deal with injuries and sickness and support the administration of medicines.

The consultation document listed core principles as a basis for service standards. The outcomes and principles are incorporated in the following standards for a school nursing service:

**Organisation and management**

The school nursing service:

1. Is a year-round service extending beyond the school day.
2. Ensures that each secondary school with its feeder primary schools has access to a school nursing team.
3. Is provided by a team which is led by a qualified school nurse and contains an appropriate mix of skills and expertise to undertake the different elements of the service. These include public health, health surveillance, health promotion, health protection, safeguarding, supporting children and young people with medical, special and complex health needs.
4. Provides access to a male or female nurse as required.
5. Meets the key actions in the NSF for Children, Young People and Maternity Services regarding children with special needs. Where there is a special needs school the team will incorporate sufficient school nurses to ensure that at least one is on site when children are on the premises.

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26 Welsh Assembly Government (2008) The development of a family nurse service for Wales - A Consultation by the Welsh Assembly Government to deliver the One Wales commitment “to provide one family nurse per secondary school by 2011” Welsh Assembly Government, Cardiff

6. Works as part of the wider multi-disciplinary and multi-agency approach to promoting and protecting the health and well-being of children and young people. It promotes effective cross-professional and inter-agency working.

7. Offers an equitable quality service to all children and young people.


9. Complies with child protection procedures and policies.  

10. Is easily accessed by children and young people in terms of location, timing and means of communication.

11. Ensures the school nursing team has access to suitable accommodation within each secondary school.

12. Ensures the school nursing team has access to information and communication technology.

13. Has clearly defined local policies and arrangements, including Caldicott related policies, to support effective and efficient sharing of information about individuals, management of records, record keeping and administration.

14. Has clearly defined arrangements for professional leadership, support and governance for all staff working in the school nursing service including those employed in the education sector.

15. Has mechanisms in place to ensure that school nursing staff are adequately prepared for their role and receive continuing professional and personal development in response to the evolving needs of the service.

16. Ensures the knowledge, skills and experience of the school nursing team meet the Knowledge and Skills Framework specifications to meet all minimum standards.

17. Ensures evidence based practice; the school nurse being responsible for updating his/her practice in the light of new guidelines.

18. Contributes to a children and young people’s workforce that is effective, confident, competent and multi-skilled.

19. Has mechanisms in place to monitor the effectiveness of the service.

**Delivery**

The school nursing service:

20. Focuses on children and young people of school-age whether attending school or not.

21. Addresses the specific needs of children and young people of all ages, cultures and religions.

22. Promotes effective working with children and young people who are disadvantaged, vulnerable, hard to reach and who may struggle to access mainstream services.

23. Offers a confidential service within safeguarding arrangements.

24. Works effectively with children, young people, parents/carers and the wider family within the bounds of confidentiality.

25. Engages with both individual and groups of children and young people in ways that encourage and enable their participation in decisions affecting them and in planning and reviewing service provision.


27. Promotes, protects and safeguards the health and well-being of children and young people.

28. Compiles profiles of the health needs of each school community and develops health plans with the schools as a basis for the work of the school nursing teams.

29. Has an agreed protocol for universal and targeted surveillance based on national policies and evidence of effectiveness.

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30. Has an agreed strategy for planning, organising and delivering mass immunisation programmes.

31. Works with the school and other key partners in an integrated approach to improving health and well-being. Health promotion includes:
- Nutrition and physical activity.
- Sexual health and relationships.
- Substance misuse including alcohol and smoking.
- Positive mental and emotional health.
- Oral and dental health.

3.3 Qualifications, skills and training

Each school nursing team will be led by a qualified school nurse and contain an appropriate mix of skills and expertise to address the identified needs of the school-aged population.

3.3.1 Specialist Community Public Health Nurse: School Nurse (SCPHN SN):

The consultation document\(^{29}\) considered the appropriate level of qualification required for a ‘family nurse’ (now school nurse). Eighty one per cent (n=78) of respondents indicated that the leadership role of the school nursing service required registration on the Specialist Community Public Health Nursing (SCPHN) part of the Nursing and Midwifery Council register. The post-registration qualification was deemed necessary to reflect the emphasis on the public health role and agenda and to enable practitioners to function as team leaders. This is the recognised qualification for a school nurse and SCPHN SNs are required to meet the standards and competences set down by the Nursing and Midwifery Council.

3.3.2 Children with complex healthcare needs require greater clinical input. The Registered Children’s Nurses’ qualification guarantees specialist understanding of child development, wellness and illness.

3.3.3 Registered Nurses require additional skills and knowledge to work in a school nursing team.

It was concluded that the Knowledge and Skills outline should be developed for the role and individuals appointed who match the person specification, taking into account the Common core of Skills, Knowledge and Understanding for the Children and Young People’s Workforce in Wales.

Following the collection of data from local delivery plans during summer 2009 based upon the desirability for lead school nurses to hold a SCPHN (SN) qualification, there will be a need to consider the educational requirements, including those for practice mentors, as part of a national delivery plan.

3.4 Service models

The Assembly Government’s vision for the future of public services in Wales, set out in Making the Connections\(^{30}\), requiring partnership between providers, in this case health, education, social services and other agencies, to plan together and work in cooperation to improve health and well-being for children and young people is essential.

It is proposed that planning for the delivery of services across partners is undertaken through the local Children and Young People’s Partnerships. Service delivery should be organised around multi-skilled school nursing teams, employed by the NHS, with a commitment to providing a year round service and to filling any workforce gaps bearing in mind the age profile of staff and movements out of the service. To meet the needs of the school aged population in an LHB area consideration will need to be given to providing access to staff of a specific gender, ethnicity and ability to work in a pupil’s preferred language.

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\(^{29}\) Welsh Assembly Government (2008) The development of a family nurse service for Wales - A Consultation by the Welsh Assembly Government to deliver the One Wales commitment “to provide one family nurse per secondary school by 2011” Welsh Assembly Government

There is no precise specification for an ideal service size or skill mix as the composition will reflect caseload/workload needs, including:

- Total number of pupils.
- Concentration of children and young people in areas of deprivation.
- Number of pupils with special health needs in high risk groups.
- Total number and type of schools.
- The geographical spread of schools.
- The consultation did not result in a clear preferred model for Wales. It was agreed that any model should be one preferred.
- Total number of pupils.
- Concentration of children and young people in areas of deprivation.
- The necessity for close working arrangements between secondary schools and children’s NSF implementation partnerships, and Children and Young People’s level linked to Children and Young People’s geographical spread.
- Flexibility to meet local needs, enhance existing arrangements and contribute to established local relationships at local level linked to Children and Young People’s geographical spread.
Currently there is inequity of provision of school nursing services across Wales. Whilst some areas may be well placed to provide the level of service set out here other areas are not. Services need enhancing to meet the vision for the future. It is also acknowledged that this scale of change cannot be achieved immediately. Increased recruitment, education and training will take time and the availability of practice mentors will influence the pace of change. Implementing this framework may need to be incremental.

### 4.1 Scoping the current school nursing service

The project co-ordinator will scope the current school nursing service including information on those qualified as SCPHN (SN) but not working as such.

### 4.2 Local Delivery Plans (LDPs)

The project co-ordinator will draw up a detailed implementation plan to ensure, in the first instance, that there will be a ‘minimum of one school nurse per secondary school’ by May 2011.

Taking forward the implementation plan will require detailed discussion with lead directors for children and young people’s services in local authorities, working in partnership with the appropriate lead Director in the new Local Health Boards.

The project co-ordinator will support the service to develop Local Delivery Plans to achieve the One Wales commitment, applying the template at Annex 2. The LDPs will be aggregated into a National Plan defining the resources needed and the education, training and development across Wales which will be required to support the service to meet minimum standards over a given time frame.

### 4.3 Monitoring

Local implementation of this framework will be reviewed at a National Level and compliance with minimum standards monitored via existing systems. The degree to which this enhanced service impacts upon the achievement of key outcomes for children and young people will be explored as part of the implementation arrangements.
As a member of the LHB School Nursing service, this role will be the designated lead school nurse for named schools. The nurse will be registered on the Specialist Community Public Health Nursing part of the Nursing and Midwifery Council’s register.

**Role**

To lead a year round nurse-led health service to the school age population of specified schools including secondary and feeder schools, spanning the age group of 5 years to 18 years; promoting physical, emotional, psychological, social and mental well-being.

This will include:

- Identifying and assessing health needs at the levels of individuals, year groups, minority groups and the school age whole population.
- Assessing, planning, implementing and evaluating care offered to students and their families, whilst working within a multi-disciplinary partnership both in educational establishments and in the wider community.
- Working with a high degree of autonomy and professional accountability and having the ability to provide specialist knowledge and advice.
- Taking responsibility for co-ordinating, delegating and supervising work within a skill mix team.

**Responsibilities**

**Communication**

To be the named health professional liaising between the secondary school and feeder schools in relation to the health and well being of the school-aged child/young person.

To communicate effectively with children and young people, parents, carers, education staff and multi-agency professionals, including those where there might be barriers to communication. This will include using verbal and non verbal means of communication.

To ensure all children/young people, parents and carers know their named school nurse health support and how to access the service.

To foster good relationships with children and young people, to listen and respond to their needs and act as advocate where appropriate.

To communicate effectively with and work in collaborative partnership with the management teams of the respective schools, providing expert knowledge and advice in relation to the health and well-being of school aged children/young people.

To support and participate in policy development where it potentially impacts on health.

To communicate effectively with and work in partnership with Children and Young People’s Partnerships, providing aggregated health and well-being needs information to evidence and evaluate Single Children’s and Young People’s Plans and Health, Social Care and Well-being Strategies.

**Professional Practice/Client Care**

**Level 1:** applicable to school-aged population 5 years to 18 years, whether home or school educated

Working in partnership with Health Visitors, enable the transition of children into school settings identifying and working with those families who may have additional needs in this process, within a multi-disciplinary response when appropriate.
Develop health baseline assessment of school entry children, into feeder schools, secondary schools and children/young people who move into an area through the academic year, to identify unmet health need. Formulate appropriate response to unmet need or identified preventative factors.

Plan, implement and participate in effective health promotion programmes, responsive to the health need identified within the student population, relevant and supportive to national targets and sensitive to age related delivery.

Plan, implement and participate in the effective delivery of public protection programmes, working with the Unified Public Health Service staff providing the partnership liaison with the schools.

Work with schools to support the provision of courses with health related content. Aid the delivery of PSE within the curriculum, providing liaison with outside agencies when appropriate.

Work in a supportive partnership with first aiders within schools, providing expert knowledge and advice in relation to incident responses and policy development.

Participate in and attend staff meetings and other meetings - working parties as required, providing expert knowledge and advice in matters relating to health and well-being of children/young people.

Respect cultural and social differences in society adapting professional practices within the guidelines.

Support and participate in delivering emotional and mental health need programmes and strategies.

Provide sexual health advice and support both within PSE programmes and on an individual basis. Make operational, sexual health strategies and support their evaluation and development.

**Level 2: targeted at identified need**

Identify children/young people with health needs and refer to community paediatric services as appropriate. Work in partnership with those services to enable delivery of assessment and treatment.

Work in partnership with other agencies and social care to provide programmes of care for children/young people from minority groups.

Work in partnership with other agencies to identify young carers and offer assessment and support as to their own health and well being needs, acting as advocate if required.

Liaise with all the primary health care team members plus statutory and voluntary agencies and specialist services when required and appropriate.

Participate within Schools’ process of risk assessment for any pupils with identified health needs.

Receive, assess and appraise all information received from Emergency Care departments in relation to attendances by children/young people, providing follow up care when necessary or further assessment and/or referral.

Receive, assess and appraise all information received from Secondary Healthcare services in relation to attendances/inpatient stays by children/young people, providing follow up care when necessary or further assessment and/or referral.

**Level 3: specialised needs**

Monitor children/young people with special needs in mainstream schools, working in partnership with parents, community paediatric services and social care to provide programmes of care. Liaise with after school and voluntary providers where appropriate.
Formulate and review protocols and care plans with children/young people, parents, schools, community paediatric professionals and other agencies where there are specific medical conditions or ongoing health concerns. Arrange and deliver training sessions to schools’ staff about specific medical conditions. Advise and give training in the administration of emergency medication where necessary.

Monitor health needs of children/young people excluded or not attending their designated schools - providing liaison and health support as appropriate. Work within multi-disciplinary partnership to provide effective health care.

Work in partnership with other agencies to identify, monitor and support vulnerable children/young people with safeguarding issues.

Participate and contribute to a multi-agency response to support children/young people, parents and carers in vulnerable circumstances. Work to identify those children/young people who are homeless or at risk of homelessness.

Comply with Child Protection Procedures\(^3\) and policies. Work with schools’ designated education lead on child protection. Attend and participate within Child Protection Core Groups contributing to the formulation and implementation of the Child Protection Plan.

Provide emotional support to clients, working with CAMHS and mental health services, being aware of and working within the Fraser competency framework.

**Level 4: meeting statutory duties for Looked After Children**

Work in partnership with identified Looked After Children (LAC) Nurses and social services to ensure the health needs and welfare of LAC are identified and that they are supported.

Liaise with foster carers where appropriate.

Provide education, training and expert knowledge and advice to residential respite care establishments which are linked to designated schools, working within the multi-disciplinary and agency partnerships.

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### Template for Data Collection

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Primary Location</th>
<th>Qualification</th>
<th>Pay Band</th>
<th>Full Time</th>
<th>Term Time Only</th>
<th>No of hours/week</th>
<th>LEA (Sec School)</th>
<th>Secondary School Supported (Name of School)</th>
<th>No of Children in Feeder Schools supported (Total)</th>
<th>Comments</th>
</tr>
</thead>
</table>

**Annex 2**