

St Mary's College

Student Health Support Plan & Guidelines



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



St Mary's College
Seymour

This plan outlines how the College will support the student's health care needs, based on the documented Medical Management Plan or a condition specific form, completed and endorsed by the student's treating medical/health practitioner.

The SHSP plan will coexist and be available along with the MMP and the MAF as applicable. Refer to Medical Management Policy for more information.

This plan enacts the authorised medical advice and is to be completed by the Program Support Group: inclusive of the Principal or delegate, College Nurse, Learning Diversity Leader, Home room Teacher, relevant Teaching staff, relevant Health professionals as required, Parent/Carer, and where appropriate, the student.

STUDENT NAME:			DOB:	STUDENT PHOTO
YEAR LEVEL:	CLASS:	COLLEGE E NUMBER:	URL:	
ALLERGIES:		LANGUAGE/CULTURAL CONSIDERED: <input type="checkbox"/>		
MEDICAL/HEALTH PRACTITIONER NAME:		MEDICAL/HEALTH PRACTITIONER CONTACT:		DATE OF PLAN:
				REVIEW DATE:
IDENTIFIED HEALTH NEEDS:		MEDICAL MANAGEMENT PLANS/ADVICE IN PLACE: (Generic/Condition Specific)		
OTHER HEALTH PROFESSIONALS / ORGANISATION / SUPPORTS INVOLVED IN STUDENT'S CARE:				
CONSENT TO SHARE COMPLETED <input type="checkbox"/> FOR:			AND UPLOADED TO SIMON <input type="checkbox"/>	
Consent to complete electronically or refer to Medical Management Policy for template. COPIES OF SHSP WILL BE PROVIDED TO:				

PARENT/GUARDIAN/CARER	PARENT/GUARDIAN/CARER	EMERGENCY CONTACT
Name:	Name:	Name:
Relationship:	Relationship:	Relationship:
Contact Phone:	Contact Phone:	Contact Phone:
Email:	Email:	Email:
Address:	Address:	Address:

AGREEMENT: The following STUDENT HEALTH SUPPORT PLAN has been developed with my knowledge and input			
Name/Signature Parent/Carer/*mature Student:	Name/Signature Principal/College Nurse:	Name/Signature Learning Diversity Coordinator:	Name/Signature Homeroom Teacher:
Name/Signature Other:	Name/Signature Other:	Name/Signature Other:	Name/Signature Other:
<p><i>*Please note: Mature minor is a student who is capable of making their own decisions on a range of issues, before they reach eighteen years of age. Refer to 73 of NATIONAL CATHOLIC EDUCATION COMMISSION AND INDEPENDENT SCHOOLS COUNCIL OF AUSTRALIA, PRIVACY COMPLIANCE MANUAL, February 2020</i></p>			
Detail any actions and timelines to enable attendance and any interim provisions:		Planned COMMENCEMENT DATE:	

Privacy Statement: The College collects personal information so as the College can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant College staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the College directly.

How the College will support the Student's Health Needs

STUDENT HEALTH CARE NEEDS	DESCRIBE FUNCTIONAL IMPACT FOR THE STUDENT
<p>Does the student have needs that could impact on the management of their health at school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Communication <input type="checkbox"/> Sensory <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Learning or Behavioural <input type="checkbox"/> Mobility <input type="checkbox"/> Independence 	
<p>Is there a need for additional support related to the Wellbeing of the student?</p> <p>(e.g. psychological wellbeing, interrupted attendance, learning in other settings such as hospital and CAMHS programs, deteriorating health, supervision for eating disorder, grief and loss issues, palliative care)</p>	
<p>Is there a need for additional support with daily living tasks?</p> <p>(e.g. assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, nose-blowing, handwashing, menstruation management)</p>	
<p>Does the student require flexible or diverse learning spaces, tools and resources assistance?</p> <p>(e.g. selecting subjects, flexible attendance, hospital education, virtual school, dual placement in special school)</p>	

Below are guidance considerations when detailing the support that will be provided:

SUPPORT	CONSIDERATIONS	STRATEGY: HOW THE COLLEGE WILL SUPPORT THE STUDENT	PERSON RESPONSIBLE FOR ENSURING THE SUPPORT
Overall Support	<i>Is it necessary to provide support during the school day?</i>	<i>For example, some medication can be taken at home and not need to be brought to the school.</i>	
	<i>How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program?</i>	<i>For example, students using nebulisers can often learn to use puffers and spacers at school.</i>	
	<i>Who should provide the support?</i> <i>Are additional or specialised training arrangements required e.g. Diabetes Victoria, Epilepsy Foundation, RCH Complex Care.</i> <i>Are additional or different staffing or staff training arrangements required?</i>	<i>For example, Attend a First Aid Risk assessment.</i> <i>Does the support fit with assigned staff duties, the scope of their position, and basic first aid training.</i> <i>Ensure staff directly involved and available to provide the care and support, undertake the agreed additional training.</i> <i>Ensure there are contingency provisions in place if staff are on leave.</i>	

SUPPORT	CONSIDERATIONS	STRATEGY: HOW THE COLLEGE WILL SUPPORT THE STUDENT	PERSON RESPONSIBLE FOR ENSURING THE SUPPORT
	<p><i>How can the support be provided in a way that respects dignity, privacy, comfort, and safety and enhances learning?</i></p>		
<p>First Aid</p>	<p><i>Does the medical/health information highlight any individual first aid requirements for the student, other than basic first aid?</i></p> <p><i>Are there additional training modules that staff could undertake to further support the student?</i></p>	<p><i>Discuss and agree on the individual first aid plan with the parent/carer.</i></p> <p><i>Ensure there are sufficient staff trained in basic first aid.</i></p> <p><i>Ensure all relevant College staff are informed about the first aid response for the student.</i></p> <p><i>Ensure relevant staff, including staff involved with excursions and specific educational programs or activities, undertake the agreed additional training.</i></p> <p><i>Ensure there are contingency provisions in place (whilst awaiting the staff receive training), to facilitate the student's attendance at school.</i></p>	

SUPPORT	CONSIDERATIONS	STRATEGY: HOW THE COLLEGE WILL SUPPORT THE STUDENT	PERSON RESPONSIBLE FOR ENSURING THE SUPPORT
Complex Medical Needs	<i>Does the student have a complex medical care need?</i>	<p><i>Is specific training required by relevant school staff to meet the student’s complex medical care need?</i></p> <p><i>The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school. This program is available to students who would be unable to attend school without the procedure being performed by appropriately trained staff. Following the referral process, RCH nurses will attend your school and provide specialist training to nominated school staff.</i></p> <p><i>Further information about the Schoolcare Program may be found in the Schoolcare Referral form at: Schoolcare Referral Form</i></p>	
Personal Care	<i>Does the medical/health information highlight a predictable need for additional support with daily living tasks?</i>	<p><i>Detail how the school will support the student’s personal care needs, for example in relation to nose blowing, washing hands, continence plan, toileting care (including menstrual health management and other aspects of personal hygiene)</i></p> <p><i>Document specific plans as appropriate.</i></p>	

SUPPORT	CONSIDERATIONS	STRATEGY: HOW THE COLLEGE WILL SUPPORT THE STUDENT	PERSON RESPONSIBLE FOR ENSURING THE SUPPORT
Routine Supervision for health-related safety	<i>Does the student require medication to be administered and/or stored at the College?</i>	<p><i>Ensure the parent/carer is aware of the College's policy on Administration of medication and provides Generic/Specific condition MMP and corresponding MAF's as required.</i></p> <p><i>Ensure that the legal documentation of the medication administration is completed by the staff administering.</i></p>	
	<i>Are there any facility issues that need to be addressed?</i>	<p><i>Ensure the College Health Centre provides the minimum requirements and discuss whether other requirements can be facilitated in this area to meet the student's health care needs.</i></p> <p><i>Ensure the College provides necessary reasonable adjustments to assist a student who requires a wheelchair or other technical support. Discuss requirements and possible modifications with the parent/carer/student and relevant Allied Health professionals.</i></p>	
	<i>Does the student require assistance by a visiting Nurse, Physiotherapist, or Allied Health professionals?</i>	<p><i>Detail individual professionals required and how, when and where they will provide support.</i></p> <p><i>Ensure the College provides a space to provide the required health services.</i></p>	
	<i>Where relevant, what steps have been put in place to support continuity and relevance of curriculum for the student?</i>	<p><i>For example, accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital, and school; for a student's attendance (full-time, part-time, or episodically).</i></p>	

SUPPORT	CONSIDERATIONS	STRATEGY: HOW THE COLLEGE WILL SUPPORT THE STUDENT	PERSON RESPONSIBLE FOR ENSURING THE SUPPORT
	<i>Who is responsible for management of health records at the school?</i>	<i>Ensure that information privacy principles are applied when collecting, using, retaining, or disposing of personal or health information.</i>	
Other considerations	<i>Are there other considerations relevant for this health support plan?</i>	<p><i>For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment.</i></p> <p><i>For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.</i></p> <p><i>For example, in relation to communication, is there a need to formally outline the communication channels between the school, family and health/medical practitioner?</i></p> <p><i>Accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital, and school; for a student's attendance (full-time, part-time, or episodically).</i></p> <p><i>For example, is there a need for planned support for siblings/peers?</i></p>	

GUIDANCE ADVICE FOR STUDENTS WITH HEALTH MANAGEMENT NEEDS

COMPLEX MEDICAL NEEDS

Is specialised medical training required by relevant school staff to administer any complex medical procedures?

What is the relevant medical body or professional required to provide training?

- Does the treating hospital provide training or is there another organisation?
- How often does the training need to occur?
- Does the medical advice form nominate a contact that can assist with training for complex medical care?
- How will the procedure be recorded?

For complex medical needs, where the treating hospital does not supply training, the school can complete a referral to RCH Schoolcare program e.g. (e.g. gastrostomy or other tube feeding, postural drainage, routine oxygen, tracheostomy care, catheter/stoma management).

Is the student required to take medication?

- Is medication required to be taken at school?
- Can the student self-administer the medication? e.g. use a nebuliser
- Is training required to administer medication? e.g. Epilepsy/Diabetes
Emergency Medication
- How will the administration of medication be recorded?

Ensure that written advice is received from the student's medical/health practitioner for appropriate storage and administration of the medication – via the MACS Medication Authority Form.

Administration of Medication to Students Procedures

Ensure that there are contingency provisions in place (whilst awaiting the staff member to receive training), to facilitate the student's attendance at school.

A plan for taking medication on camp or excursions, will be required

Ensure that medication documentation is completed by the person administering the taking of the medication.

<p>Are there Medication and equipment storage requirements?</p> <ul style="list-style-type: none"> • Is temperature a consideration for storage? • Does the medication need to be regularly checked for supply & expiry date'? • In an emergency, is there a plan to access medication? • Are there special requirements for disposal of materials? e.g. injections, strips, blood 	<p><i>Arrangements for storage of medication on excursions and camps needs to be considered e.g. ensuring the storage temperature, secure storage</i></p>
<p>Are there any facilities that need to be audited?</p> <ul style="list-style-type: none"> • Can the student access the facilities required? • Is an environmental audit required? • Are facilities such as two-way locking doors, ramps, rails, lift, tap, and door modifications required? • Do current facilities comply with disability standards e.g. gradient of ramps, lift capacity etc. 	<p><i>Ensure the College's Health Centre and its contents provide the minimum requirements and discuss whether other requirements can be facilitated in this room to meet the student's health care needs.</i></p>
<p>Is planning with/for the Ambulance Service required?</p> <ul style="list-style-type: none"> • Is a First Aid emergency management plan in place? Where is the emergency management plan located? How is the emergency plan enacted? • Is the student registered with the Ambulance Service? (If so, this needs to be reviewed every two years) • Is there a preferred hospital in the case of an emergency? • How will medical emergencies be documented? • Is a Personal Emergency Evacuation Plan required? 	<p><i>For example, ambulance access to the site; identifying who will call and meet the ambulance; whether the child/student will be accompanied and if so, who will do this – and how will they communicate?</i></p> <p><i>For example, other post-incident management including reviewing plans and procedures and possible staff support and counselling.</i></p> <p><i>Ensure that emergency contact details are up to date.</i></p>

PERSONAL CARE NEEDS

Does the student require specialised equipment and / or support for toileting?

- How will the dignity and privacy of the student be protected?
- What OHS implications are there for this student?
- What OHS implications are there for staff and/or students?
- Is a care and learning plan for toileting or hygiene required/appropriate?
- Is additional equipment such as a change table, hoist, special toilet seat etc. required?
- Is transfer training required to support toileting?
- What level of staffing is required for the personal care activity to be conducted safely? e.g. instruct, model or monitor
- What bathroom amenities are required? Is item positioning relevant? e.g. well-placed soap dispenser, mirror, disposal systems, facilities for washing and changing clothing if required?
- Is there adequate storage & security of aids and equipment for the student? e.g. shelf, cupboard?
- Can the student independently wash & dry after a soiling incident?
- Are there special requirements for the disposal of items? e.g. nappies, soiled clothes, blood?

Applications for therapy and specialised furniture or equipment items valued over \$300 can be made via the CECV Therapy and Equipment program. CECV Therapy and Equipment Guidelines are published annually on CEVN.

Specialised equipment must be endorsed by a qualified provider and accompanied by a commercial quotation. Refer to the CECV Therapy and Equipment Guidelines or contact the Learning Consultant Chronic Health/ Physical Disability at the region for support.

Where approved, CECV providers will train staff in the manual handling, transfers, use of equipment and OHS requirements (hygiene)

Parent provides all items used by the student e.g. nappies, testing strips, spare clothes, sharps container

*School supplies items for OHS for staff safety e.g. disposable gloves, bins, masks
Consider dignity and Child Safety when assisting with washing & drying a student*

Consider OHS and training requirements for LSOs who are physically assisting with personal care, mobility, transfers etc.

Does the student require support and / or equipment for eating and drinking?

- How will the dignity and privacy of the student be protected?
- What OHS implications are there for the student e.g. choking?
- Are there any OHS implications for staff and/or students?
- Can the student independently access their food and drink, or do they require support? e.g. open lunchbox, feed themselves, require feeding
- Does the student require specialised equipment?
- Is training required for staff? e.g. Enteral feeding, choking plan/procedures?

Eating/Drinking Management Plans are available

Note students with eating disorder may require supervision during and post eating.

Does the student require support for dressing?

- How will the dignity and privacy of the student be protected?
- What OHS implications are there for staff and students?
- Can the student independently remove clothing and dress themselves? e.g. Physical Education program, swimming program on camp etc.
- Can the student remove and put on a brace/prosthetic?

Personal care & Dressing Management Plans are available.

WELLBEING	
<p>Where services are approved and provided by a visiting nurse, physiotherapist, or other health worker, have access arrangements been agreed to? Has due diligence been completed? Refer CECV Guidelines for NDIS and External Providers.</p> <p>Are protocols for the review of access arrangements documented and agreed to?</p>	<p><i>Detail who the worker is, the contact staff member and how, when and where they will provide support.</i></p> <p><i>Ensure that the school provides a facility which enables the provision of the health service.</i></p>
<p>Are there other considerations relevant for this health support plan?</p> <ul style="list-style-type: none"> • Is there a need for planned support for siblings/peers? • Do family circumstances impact on the planning? • Does behaviour or awareness need to be taken into consideration? 	<p><i>For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment, supervision.</i></p>
<p>Are there environmental accommodations required to minimise risks?</p> <ul style="list-style-type: none"> • Is a quiet or rest place required during the school day? • Is a risk assessment required at school, excursion venue, camp, a worksite, or Technical and Further Education? • Are special requirements needed for lockdowns and evacuations? • Can the school minimise risks? e.g. exposure to allergens • Are specific night time routines required e.g. Continuous Positive Airway Pressure) ? 	<p><i>For Camps & Excursions: Document a Risk assessment as per applicable tool.</i></p> <p><i>For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.</i></p>
<p>Are there subject requirements?</p> <ul style="list-style-type: none"> • Are there any equipment items, materials or activities in a particular subject that would impact safety for the student or others? e.g. swimming, fumes, proximity to soil (Cystic Fibrosis), knives, power tools 	<p><i>Are alternatives available e.g. a student with a known allergen to chlorine may not be able to attend the local pool?</i></p>

[Victorian Government Health Care Needs Resources](#)