## Ethos and environment

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| There is at least one member of staff appointed as an asthma champion. | * Appoint a member of staff as your asthma champion. * See guidance on [the role of asthma champion (page 8)](https://www.hnyhealthiertogether.nhs.uk/application/files/3116/8423/8845/HNY_Asthma_Friendly_Schools.pdf) linked to the Asthma friendly schools accreditation. |  |  |  |  |
| The school / setting have achieved the Asthma friendly school accreditation. | * To find out more about becoming an Asthma friendly school please read this [Asthma Friendly Schools Guide](https://www.hnyhealthiertogether.nhs.uk/application/files/3116/8423/8845/HNY_Asthma_Friendly_Schools.pdf) for more information and a helpful checklist. |  |  |  |  |
| Opportunities to celebrate special events such as #askaboutasthma week, world asthma day, clean air day, etc are maximised and sit within a culture which promotes safety, belonging and inclusion for all. | Find out more about these events below:   * [#AskAboutAsthma week 2023](https://www.transformationpartners.nhs.uk/programmes/children-young-people/asthma/ask-about-asthma-2023/) * [World Asthma Day 2023](https://ginasthma.org/world-asthma-day-2023/) * [Clean Air Day](https://www.actionforcleanair.org.uk/campaigns/clean-air-day/school-resources) * [Posters re air quality](https://tapasnetwork.co.uk/teachers-resources) |  |  |  |  |
| There is no stigmatisation of CYP based on their health circumstances and needs. | * Make sure CYP are taught appropriately about health conditions and disabilities through your curriculum and the messages promoted through your ethos and environment. * Consider completing [a whole school audit around CYP mental health and wellbeing](https://mentallyhealthyschools.org.uk/whole-school-approach/england/auditing-your-school-and-implementing-change/). |  |  |  |  |

## Leadership and governors

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Governors and senior leadership team (SLT) are aware of the challenges that can be faced by CYP who have asthma and are committed to meeting their needs. | * Ensure governors and SLT are familiar with the information outlined within the WSA guide and the accompanying [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-asthma-712t81o2ah131j8n). |  |  |  |  |
| Governors and senior leadership team (SLT) are up to date with relevant guidance and legislation. | Ensure governors and SLT are familiar with the following guidance:   * [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) * [Emergency asthma inhalers for use in schools](https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools) |  |  |  |  |

## Policy development

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Relevant policies including safeguarding, behaviour and anti-bullying policies recognise the needs of children and young people with asthma, are clear, up to date and aligned to national guidance and legislation. | * Follow [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) guidance. * Ensure policies are updated regularly in line with national guidance and legislation. |  |  |  |  |
| Policies are accessible for all CYP and families. | * Consider CYP and family needs and adapt policy as needed. * Take account of CYP's cultural, special educational or physical needs. (for example, by providing material in alternative formats such as visuals, large print, Braille, audio and video.) * Policies are available to the whole school community and are publicly available on the school website. |  |  |  |  |
| There is an asthma policy that ensures CYP are identified effectively and offered appropriate support. | * Refer to the guidance within the WSA guide in the section titled ‘Policy considerations’ * See example asthma policy linked to within the [‘Policy considerations’](https://www.schools.norfolk.gov.uk/pupil-needs/thematic-toolkit/asthma/whole-school-approach/policy-considerations) section of the whole school approach guide. |  |  |  |  |
| Staff are confident in the contents of relevant policies and fully understand how it empowers them to support CYP with asthma. | * Provide staff with access to the asthma policy as part of their induction. * Provide staff with opportunities to ask questions about the policy. |  |  |  |  |

## CYP voice

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| There is an annual CYP consultation activity (e.g., questionnaires, interviews or consultation sessions) to ensure that support remains needs-led and is regularly evaluated for effectiveness. | * Follow guidance outlined within the WSA guide in the section titled ‘How do we collect CYP voice and empower them to lead activities?’ * Ensure CYP voice is representative of your CYP cohort. * Make adaptations to ensure all CYP can share their views. * Share CYP views with staff, families, and school governors as appropriate. |  |  |  |  |

## Support and signposting for CYP

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| CYP know who the asthma champion is and how to contact them. | * Display contact details of asthma champion around the school. * Remind CYP of how they can contact the asthma champion. |  |  |  |  |
| Responses to CYP who have asthma are appropriate. | * See further guidance in the accompanying [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-asthma-712t81o2ah131j8n). * Put CYP with asthma onto the asthma register. * Make sure CYP have a PAAP and this is followed. * Ensure CYP have access to their asthma medication. * Complete a thorough assessment of needs to ensure CYP with asthma receive appropriate support based on their individual situation. * Display this [poster](https://shop.asthmaandlung.org.uk/products/children-with-asthma-schools-poster-a4-english) to support staff awareness. * Signpost CYP to guidance such as [Beat Asthma](https://www.beatasthma.co.uk/resources/young-people-with-asthma/). |  |  |  |  |

## Partnerships with families

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Families are aware of their responsibilities around asthma. | * Ensure that responsibilities and expectations are outlined in policy and shared effectively with families. * Follow key points within the WSA guide in the section titled ‘What support can we signpost families to?’ |  |  |  |  |
| Families are kept informed of any changes to asthma in school - asthma exacerbation/asthma attacks/higher use of reliever inhaler than normal | * Agree the most appropriate method of communication with the family. * Ensure that contact is made with parents/carers when an inhaler is used in school (whenever possible). * Ensure any use of emergency inhalers, asthma attacks are communicated to families. Signpost to GP for review after a significant asthma attack or if reliever inhaler is used more frequently than usual. * Review communication methods after each incident to check if still appropriate and amend if needed. * Use any information from families to inform and refine provision and support where appropriate. |  |  |  |  |

## Curriculum, teaching and learning

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Teaching is fully inclusive and relevant to the age and stage of the CYP. | * Review RSHE and science curriculum to ensure appropriate content on asthma is being taught. * Ensure lesson content is adapted to meet needs of CYP. * Awareness raising and discussions focusing on disability, ill-health and caring form part of RSHE teaching or assembly / awareness raising sessions. * Use resources signposted to in the WSA guide within the section titled ‘What quick curriculum activities can we include?’ including those around air pollution. |  |  |  |  |

## Staff CPD

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| All staff have accessed the tier 1 training for asthma. | * Staff to complete this free [Education For Health eLearning training,](https://www.educationforhealth.org/learn-with-us/professional-development-and-training-2/additional-learning-materials/) designed for anyone who supports children and young people with asthma. The course is aligned to the Tier 1 Capabilities set out in the [National Bundle of Care for Children and Young People with Asthma](https://www.england.nhs.uk/wp-content/uploads/2021/09/National-bundle-of-care-for-children-and-young-people-with-asthma-resource-pack-September-2021.pdf) and successful completion of the eLearning certifies you as having achieved the capabilities for Tier 1. |  |  |  |  |

## Assessment, recording and reporting

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Asthma registers and policies are used effectively. | * Review the asthma policy annually. * Asthma registers should be reviewed regularly, as needed. |  |  |  |  |
| Use of inhalers are recorded accurately. | * Keep an accurate record of each occasion a CYP is given or supervised taking their inhaler * Details of the supervising staff member, CYP, dose, date and time are recorded. * Parents will be informed if a CYP uses their inhaler at any time unless there is routine use which is clearly stated in their PAAP such as prior to sports. * If a CYP refuses to use their inhaler, this is also recorded, parents are then to be informed as soon as possible. |  |  |  |  |
| Personalised asthma action plans (PAAP) are available for children on the asthma register. | * Ensure CYP are identified if they have asthma. * Liaise with health care professionals to ensure CYP has a PAAP. * Ensure these are reviewed annually by healthcare professionals. |  |  |  |  |
| The enrolment process aids identification of CYP who have asthma. | * It is the responsibility of parents on admission to school to inform of any health needs including asthma. * Make it clear to parents to inform school of any changes such as a new diagnosis of asthma. * Contact parents/carers routinely before a CYP starts school to ask about asthma. |  |  |  |  |