

## Sample care plan

It is advised that a care plan is completed for all learners who have continence difficulties that affect their school day.

As the care plan is a working document designed to assist school in their care for a learner, this should include all the information they require.

It should be completed by school with the parents/carers and involve the child as far as their age and development allows.

If school have any concerns, if the child's condition or treatment is complex, or if there are any disagreements, schools may consult the school nurse, or the relevant healthcare professional.

### CARE PLAN

**Name of School:** Oak Tree Primary

#### Child's/young person's details

<b>Child's name</b>	Sam Green
<b>Date of Birth</b>	04.06.2017
<b>Year group</b>	2
<b>Home address</b>	12 Little Road, Bristol, BS5 XXX
<b>School name</b>	Oak Tree Primary
<b>School address</b>	Oak Tree Lane Bristol BS5 XXX

**Date of plan:** 03/10/23

**Planned review date:** 03/02/23

(The plan should be reviewed at least annually or more frequently if the child's situation changes)

**Name of person(s) completing plan and their role:**

Joanne & Peter Green (Parents)

**Family contact information**

<b>Name</b>		Joanne Green
<b>Relationship to child</b>		Mother
<b>Telephone number</b>	Home:	0117 XXXXXX
	Mobile:	07XXXXXXXX
<b>Email</b>		JoanneXXX@gmail.com
<b>Address if different to child</b>		
<b>Name</b>		Peter Green
<b>Relationship to child</b>		Father
<b>Telephone number</b>	Home:	0117 XXXXXX
	Mobile:	07XXXXXXXX
<b>Email</b>		PeterXXX@gmail.com
<b>Address if different to child</b>		
<b>Siblings' names</b>		Hayley

**Health contacts**

<b>Specialist nurse</b>	
<b>Consultant</b>	

<b>General Practitioner</b>	Dr Brown, Little Oak Surgery Bristol
<b>Health Visitor/School nurse</b>	Lydia Bloggs

### **Education contacts**

<b>Class teacher</b>	Mrs Smith
<b>Special Needs coordinator (if relevant)</b>	
<b>Other support staff in school</b>	Miss James - TA

### **Description of child**

Give brief details of child's interests, behaviour and relevant conditions, e.g. speech and language, mobility.

Sam is an active little boy who loves playing outside. He is interested in nature; especially wild cats and his favourite TV programme is 'Deadly 60' with Steve Backshall.

He is chatty at times but also loves reading and having some quiet time alone. He likes school, but sometimes gets upset if he is tired. His best friend is Jack and they like playing with Lego.

### **Description of continence difficulty**

Sam suffers from constipation and is on regular treatment for this. It is thought that there is no abnormality in his bowel. He has some soiling accidents in the day and occasionally wets in the day. Sam does not appear to know when he needs to go to the toilet.

He does go and try if he is reminded. He has learned to sit on the toilet. Constipation makes him irritable. Sam was teased at school last term about being smelly and became very upset and reluctant to go to school.

### **Goals for continence management**

Describe how the child's bladder and bowel health is going to be promoted and maintained and how potential and independence are going to be appropriately promoted. You may include goals for parents, child and /or school staff depending on individual needs.

**A pro- active toilet routine will help avoid accidents, so it is very important for this to be implemented during the school day.**

#### **Goals for school:**

- To establish a regular toileting programme to enable Sam to go to the toilet at set times each day with a designated TA.
- To establish a discreet system for Sam to communicate his needs to go to the toilet at other times.
- To record events and progress in the home school communication book or online system.
- To reduce the frequency and amount of soiling and wetting (measurable by reviewing the home school communication book / online system).
- To ensure Sam drinks the contents of his drinks bottle by home time each day. He is allowed very diluted apple squash to encourage him to drink it. It is very important he is well hydrated throughout the day due to the medication he is on and for his ongoing bladder/bowel health.
- To promote Sam's independence with hygiene, assisting as required.

**Goals for Sam:**

- Remember to go straight to the toilet at the end of morning break and the end of lunchtime break and meet your TA.
- Listen to the signals from your body and go to the toilet in between set toilet times as required, using the agreed communication system.
- If you do a poo when your TA is not with you, make a note in your special toilet book.
- To drink your whole drink bottle by the time you go home each day and to finish other drinks that you are given.
- To learn to use toilet paper and wipes to make sure you are completely clean if you have an accident.

**Goals for parents:**

- To ensure a consistent regular toilet programme at home including a toilet sit before school.
- Use the agreed communication system to notify school of any changes.
- To ensure that regular drinking is promoted at home, and that Sam takes his drinks bottle in every day.
- To work with Sam to help him learn independence with hygiene.
- To supply wipes, clean underwear and spare trousers.

This is to be reviewed termly.

**Medication**

Details of medication. If any medication needs to be taken in school refer to the school's medical policy and follow school procedures.

Sam is on a maintenance dose of Laxido. He is given this at home.

**Management and description of routine**

e.g. details of drinking, toileting and changing routines, aides used and any reward schemes

**Drinking:**

Each day Sam will bring in a filled bottle of dilute apple squash (approx. 500ml). He can access to his bottle throughout the day and is allowed to keep it on his table whilst he is doing class work.

He needs to be prompted by the TA at the beginning of morning break and lunch to have a drink and his bottle needs to be empty by home time.

**Toilet routine:**

The times are as follows: Immediately after break and lunch times.

As children come in from morning break and lunchtime Sam then has toilet time. He meets Miss James next to his coat peg and they walk together to the accessible toilet. Sam attempts to use the toilet with help from Miss James if required. Sam sits for 5-10 mins and has a 'toilet time' bag kept in the accessible toilet with things that will help relax him whilst he is sat down. After Sam has finished toilet time and is back in class Miss James is to update the school book/ online communication system to record if he has been and/or had any soiling, if so the quantity and consistency to be described. Each time he tries, a lion sticker is put in the book and so many stickers lead to a reward at home (as agreed with Sam's parents).

**Aids:**

If Sam needs the toilet outside of toilet time he is allowed to put a small green card on his desk and go to the nearest toilet. This arrangement is to be known by the teacher, TA and any supply teacher in the class for the day.

**Details of help required for personal care, who will provide this, where and how**

During routine toilet visits:

Accessible toilet to be used to ensure privacy. TA to facilitate an effective toilet sit by:

- Talk and reassure Sam
- To ensure toilet seat and step stool used.
- To use distraction for Sam to relax to encourage bladder / bowel emptying e.g. giving Sam his 'toilet time' bag.
- Sam to sit for 5-10 mins

Encourage Sam to do as much as he can himself, but there may be times when he needs more help. TA always needs to check that Sam is completely clean before leaving the toilet.

TA to wear gloves in accordance with school policy (supplied by school). Wipes, clean underwear and change of clothes to be supplied by parents. TA to communicate via communication system if supplies need topping up.

### Arrangements for sporting activities, school visits/trips etc

**PE lessons:**

Ensure Sam visits the toilet a short time before PE lessons to minimise the risk of soiling.

**School trips:**

Provision to be made for routine toilet visits to be maintained when out of school, ensuring all equipment is discreetly carried throughout.

### Details of staff training needed/undertaken

Include who has been trained, the training given, by whom with dates and signatures of trainer and staff member

Ideally three members of staff to be identified to promote Sam's health and wellbeing.

Staff to be provided with:

- The School Toilet Policy
- Basic information on constipation (ERIC resources)
- If possible, information from local health care professional
- Understanding from parents of Sam's individual needs

Termly meeting with staff and parents to ensure that Sam's changing needs are met. School Nurse and/or Children's Continence Nurse to be included if applicable.

List of staff and HCP's here and dates of meetings attended etc.

### **Use and disposal of continence products and aids**

Include arrangement for soiled clothes and underwear, provision or new/spare equipment eg catheters).

Parents to supply wipes, clean underwear and spare trousers.

Parents to supply nappy sacks or similar for soiled pants to be sent home to be washed.

School to supply suitable bin beside toilet for easy disposal of used wipes.

### **Emergency situations**

Describe what would constitute an emergency for the child and what action should be taken. Schools should always act in line with their safeguarding, medical and first aid policies.

N/A



**Name of parent/carer** .....

**Signature of parent/carer** ..... **Date** .....

**Name of school representative** .....

**Role/job title of school representative** .....

**Signature of school representative** ..... **Date** .....

**Name of child/young person** .....

**Signature of child/young person** ..... **Date** .....