Health Care Support Worker/ School Nurse Assistant
[School Nursing]
Induction and Competency Workbook
Your Line Manager

Name: _____________________________________________________

Contact details:
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Your Mentor/Preceptor

Name: _____________________________________________________

Contact details.
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Your Locality Clinical Manager

Name: _____________________________________________________

Contact details:
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# Introduction to Working Practices and to Base

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<td>Safety – fire escapes/alarms</td>
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<td>Facilities/toilets/car parking</td>
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<td>Contact details/mobile phone</td>
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<td>Reception/introductions</td>
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<td>Policy/guidelines and how to find on intranet</td>
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<td>Base and Staff meetings</td>
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<td>Introduction/Contact details - buddy/mentor/assessor</td>
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<td>Training</td>
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<td>Diary – How and what to record</td>
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Health Care Support Worker/ School Nurse Assistant [School Nursing] Induction and Competency Workbook
## Introduction to Team

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<thead>
<tr>
<th>Locality Clinical Manager</th>
<th>Introduction to Role</th>
<th>Contact details</th>
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<tr>
<td>Line Manager</td>
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<td>School Nurse</td>
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<td>Community Staff Nurse</td>
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<td>Nursery Nurse</td>
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<td>Support worker/ School Nurse Assistant</td>
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<td>Admin Staff</td>
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<td>Special School Nurse</td>
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## Other professionals who you will/may come into contact with when carrying out your role

<table>
<thead>
<tr>
<th>Safeguarding Team</th>
<th>Awareness of role/ Contact details</th>
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<tbody>
<tr>
<td>Interim Operational Lead</td>
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<td>Interim Clinical Lead</td>
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<td>Professional Lead for School Nursing</td>
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<td>Health Visiting Teams</td>
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<td>Social Care Team</td>
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<td>Specialist Nurse for Children in Care</td>
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<td>Locality Team</td>
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<td>Paediatric Specialist Nurses – diabetes, asthma, epilepsy</td>
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<td>Awareness of role/ Contact details</td>
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<td>Audiology</td>
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<td>Orthoptist</td>
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<td>Community Paediatricians</td>
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<td>Infection Control Link</td>
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<td>Schools</td>
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<tr>
<td>• Child Protection Liaison Officer [CPLO]</td>
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<td>• Special Educational Needs Coordinator [SENCo]</td>
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<td>• Head Teacher</td>
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<td>• Head of Year</td>
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<td>• Pastoral Care</td>
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<td>• School Matron/First Aider</td>
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<td>• Parent Support Advisor [PSA]</td>
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<td>• Home School Link</td>
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Introduction

The induction framework is designed to give a structured approach to achieving the necessary knowledge, skills and competencies required to carry out your role. It is acknowledged that individuals will bring different skills and experience.

The induction period is considered to be the first 6 months of employment and includes:

- A clinical induction programme which is designed to give an overview of the core role and practice areas.
- Identification of competencies and further training needs to enable completion of the workbook.

You will be allocated an assessor who will be responsible for assessing your competencies in all the required skills laid out in the workbook. It will be the assessor’s responsibility in conjunction with the Locality Clinical Manager, School Nurses and Community Staff Nurses on the team to ensure that you are competent to undertake work in the work setting. During the induction programme you will be expected to participate in team activities and delegated tasks as appropriate.
ABBREVIATIONS

You may see the following abbreviations used in your course of work. When record keeping please only use approved abbreviations in the Trust record keeping policy.

DH  Department of Health
CNN  Community Nursery Nurse
PCT  Primary Care Trust
PDR  Personal Development Review
PDP  Personal Development Plan
CSN  Community Staff Nurse
SN   School Nurse
HV   Health Visitor
LCM  Locality Clinical Manager
HCP  Healthy Child Programme
LSCB Local Safeguarding Childrens Board
WHO  World Health Organisation
NICE National Institute for Health and Clinical Excellence
CASH Contraception and Sexual Health
CPD  Continuing Professional Development
NMC Nursing and Midwifery Council
PCHR Personal Child Health Record
CQC  Care Quality Commission
CAMHS Child and Adolescent Mental Health Service
NSF  National Service Framework
SENCo Special Educational Needs Coordinator
CPLO Child Protection Liaison Officer
PSA  Parent Support Advisor
SRE  Sex and Relationships Education
PSHE Personal Social and Health Education
EWO  Education Welfare Officer
EP   Educational Psychologist
PGD  Patient Group Direction
EOTAS Education Other Than at School
NCMP National Childhood Measurement Programme
HPV  Human Papilloma Virus
CYPs Police - Child/ young person risk report
DTP  Diphtheria Tetanus Polio
ERIC Education and Resources for Improving Childhood Continence
Health Care Support Worker/ School Nurse Assistant Training Programme

Health Care Support Workers/ School Nurse Assistants will undertake a comprehensive training programme which includes the following:

- Clinical Induction Programme.
- Southern Health Foundation Trust Corporate Induction.
- Southern Health Foundation Trust mandatory/statutory training.
- Safeguarding Children Training.
- Clinical Supervision
Learning and Teaching Methods

Through working in partnership with your mentor and negotiating your learning needs you will have the opportunity to develop and demonstrate skills to carry out your role. You will be encouraged to be self directing in seeking out learning experiences, specific to your area of practice.

It is the responsibility of staff to ensure that the knowledge and skills they need in order to practice competently are kept up to date. Courses for continuous professional development are available on the LEaD website and will need to be discussed with your line manager. All learning will form part of your appraisal.

The assessment process within the induction period provides the opportunity for you to demonstrate the achievement of your learning outcomes and competence to practice within the School Nursing team.

All the learning outcomes/ competencies and professional values have to be satisfactorily demonstrated. To begin with you will observe an activity, you will then be supervised whilst you are carrying out the activity and once you have gained the necessary skills you will be signed off as competent.

Assessment of competence will be demonstrated through the use of this pack which is designed to present evidence of knowledge, skills and competence.
Practitioner Baseline

Previous Experience

Transferable Skills – How can these be used in the current role?

Key Priorities
The Healthy Child Programme

The Healthy Child Programme [DH 2009] sets out the good practice framework for prevention and early intervention services for children and young people aged 0–19 and recommends how health, education and other partners should work together in a range of settings to significantly enhance a child’s or young person’s life chances. It contains the recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing.

It is designed to help local children’s service planners use their resources as effectively as possible, and is informed by the best available evidence. In particular it aims to help them:

- base services on robust needs assessment
- prioritise programmes which are evidence based
- make best use of their workforce

Southern Health has developed a local Hampshire Healthy Child Programme for pre-school children [0-4] and school–age children [5-19] to ensure that there is a consistent approach for Health Visiting and School Nurse teams to follow. Some parts of service delivery are universal and some are targeted at children, young people and families who have the greatest need.

References/ Further reading

Department of Health [2009] Healthy Child Programme- Pregnancy and the first five years of life  

Self directed learning

- Find out about the universal and targeted contacts in the Hampshire Healthy Child programme 5-19. How does this differ from the DH Healthy Child Programme [2009]?
- Find out how your role fits in with the team’s delivery of the Healthy Child Programme
Immunisation in School Settings

Immunisation is an important part of Public Health. It protects individuals and the community from serious diseases [DH 2011]. The World Health Organisation [2011] report that immunisation is “one of the most cost-effective health investments, with proven strategies that make it accessible to even the most hard-to-reach and vulnerable populations. It has clearly defined target groups; it can be delivered effectively through outreach activities; and vaccination does not require any major lifestyle change”.

Currently School Nurse teams in Hampshire offer the Human Papilloma Virus [HPV] immunisation to all year 8 girls in both state and private schools in Hampshire. The immunisation is given over at least a 6 month period in 3 separate doses.

The Diptheria Tetanus and Polio School Leaver boosters are given to pupils in North Hampshire by School Nursing teams.

As part of the SNA/ Support Worker role you may be involved in the organisation and delivery of immunisation sessions. Each team member has an important role in the successful delivery of immunisation sessions in school. This may include:

- Giving administrative support before, during and after the session.
- Ensuring that the session takes place in a suitable and safe environment and that it runs smoothly.
- Supervising and supporting pupils whilst the session is taking place.

Self Directed Learning

- Find out where the vaccine fridge and dry stock is stored and the procedure for ordering new stock.
- Find out about the procedure for maintaining the cold chain from when stock is delivered and stored at base, and the transportation of vaccine to and from sessions. See Southern Health Cold Chain Policy.
- Where are Sharps boxes disposed of and what is the Sharps Hotline number?
- Access the Southern Health Hand washing policy and Immunisation in school settings guideline.

Suggested Reading/ References

**Competency Statement**

**Competency Statement:** The Participant has demonstrated a satisfactory standard of clinical/non clinical competence to support the delivery of immunisations to pupils within a school setting.

The Participant:
- Will currently be Bands 2/3/4 of the School Nursing Team within the Children’s Division of Southern Health NHS Foundation Trust
- The assessed risk if competency not reached is MODERATE
- This is an assessed competency for All staff holding their first post within Southern Health NHS Foundation Trust and will be assessed by a line manager holding this competency.
  
  All other staff will be able to self-assess (to include peer review)

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<tr>
<th>Performance Criteria</th>
<th>Evaluation Method/Evidence</th>
<th>Achieved/not achieved</th>
<th>Date</th>
<th>Assessor</th>
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<td>The Participant will be able to:</td>
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<tr>
<td>Demonstrate the ability to maintain high standards when supporting the delivery of immunisations in a school setting</td>
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<td>Engage &amp; work in partnership with educational colleagues, parents and members of the team.</td>
<td>Questioning/reflection/observation</td>
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<tr>
<td>Sensitively engage &amp; work in partnership with young people</td>
<td>Questioning/reflection/observation</td>
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<tr>
<td>Demonstrate knowledge and awareness regarding vulnerability factors at all contacts with children/young people</td>
<td>Questioning/reflection/observation</td>
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<tr>
<td>Be aware of the importance of informed consent</td>
<td>Questioning/reflection/observation</td>
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<tr>
<td>Demonstrate ability to work as a team player to enhance delivery within an educational setting</td>
<td>Questioning/reflection/observation</td>
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<tr>
<td>Demonstrate knowledge of Infection control and hand washing</td>
<td>Questioning/observation/evidence of training</td>
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<td>Demonstrate understanding in transportation and maintenance of the Cold Chain.</td>
<td>Questioning/observation/attendance at training sessions</td>
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<td>Account for responsibilities in practice to ensure accurate collection and recording of data. Aware of issues regarding confidentiality and security of data</td>
<td>Reflection/questioning/observation and assessment of records</td>
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<td>Performance Criteria</td>
<td>Intended answer/outcome</td>
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</table>
| **Demonstrate the ability to maintain high standards when supporting the delivery of immunisations in a school setting** | **Confirmation=requirement letters sent to schools.**  
**Consents returned as requested.**  
**Communication with all members of the School Nursing team, parents, children and young people**  
**Educational colleagues have supplied equipment as requested.**  
**Liaison with school post session.**  
**Ability to raise risks and challenges with school/School Nurse/Community Staff Nurse when issues impact upon safe delivery of the Service.**  
**School & parents informed if child/young person is unwell post immunisation.** |
| **Engage & work in partnership with educational colleagues, parents and members of the team.** |  
**Sensitively engage & work in partnership with young people**  
**Understands when they may need to offer privacy to young person.**  
**Able to alter communication style in order to engage young person - including children with additional needs.** |
| **Demonstrate knowledge and awareness regarding vulnerability factors at all contacts with children/young people** |  
**Listening to children and young people and recognising where there may be vulnerability factors or potential need.**  
**Knowledge of potential risk factors for harm and neglect of children and young people.**  
**Report any concerns to their line manager.**  
**Knowledge of local safeguarding procedures.** |
| **Be aware of the importance of informed consent** |  
**Checks consent forms to see if the consent has been obtained.**  
**Directs the young person to clinical staff if the young person wants to know more about immunisation or the vaccine.**  
**Deals sensitively with children who refuse immunisation.** |
| **Demonstrate ability to work as a team player to enhance delivery with in an educational setting** |  
**Administration and SNA/SW clear of their role and able to work effectively within the team in the delivery of immunisations in school.** |
| **Demonstrate knowledge of Infection control and hand washing** |  
**Able to show correct hand washing technique and when this would need to be carried out**  
**Knowledge of circumstances when they would need to use protective equipment**  
**Evidence of Infection Control training.** |
| **Demonstrate understanding in the maintenance of the Cold Chain.** |  
**Vaccine fridge at base checked and temperatures recorded twice daily.**  
**Vaccine transported to immunisation session in cool bags with appropriate cool packs and thermometers.** |
| **Account for responsibilities in practice to ensure accurate collection and recording of data. Aware of issues regarding confidentiality and** |  
**Follows Southern Health Record Keeping policy.**  
**Records data from the session accurately.** |
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<th>security of data</th>
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<tr>
<td><strong>Assessor statement</strong></td>
<td><strong>Self - assessment statement</strong></td>
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<td><strong>Sign:</strong></td>
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**Action if competency not demonstrated by participant during assessment:**
- *Date for reassessment*
- *Any training/CPD requirements*
- *Action plan*

| **Action if competency not demonstrated by participant during self-assessment:** |
|-----------------|--|
| **Sign:** | **Sign:** |
| **Date:** | **Date:** |

**Immunisation in School Nurse Teams Competency**

1. What would you need to think about when supporting an immunisation session in school? [Include preparation before and the process following the session].

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2. You notice a young person becoming distressed whilst waiting to have their immunisation, how would you handle the situation?

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3. You notice that a young person looks very pale and sweaty after having the immunisation, what should you do?

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New Entrant School Health Review and National Childhood Measurement Programme

New entrant health review
A new entrant health review is offered to each child when they are in the reception/foundation year at school. This assists the early identification of health needs which may impact on the child’s development and well-being, and on their ability to access their education.

Each parent/carer is sent a health questionnaire to complete for their child and any unmet health issues are identified. Parent/carers are contacted and issues are addressed as appropriate by the School Nurse or Community Staff Nurse.
The health review in school includes a basic screening assessment of the child’s distance vision and hearing and they are also weighed and measured. The children are seen in small groups with their peers and are not normally seen with their parents. Children are only seen for screening with the consent of their parent/carer. Results are sent home to the family in the days following the screening. Where a possible problem is identified this is discussed with the School Nurse a referral may be made to the appropriate specialist [e.g. orthoptist, audiologist, growth clinic] following discussion with the parent/carer.

National Child Measurement Programme- Background Information
The National Child Measurement Programme (NCMP) is an important element of the Government’s work programme on childhood obesity, and is operated jointly by the Department of Health (DH) and the Department for Education (DfE). The NCMP was established in 2007 (DH 2010).

Every year, as part of the NCMP, children in Reception and Year 6 are weighed and measured during the school year to inform local planning and delivery of services for children; and gather population-level surveillance data to allow analysis of trends in growth patterns and obesity (DH 2010).

The NCMP also helps to increase public and professional understanding of weight issues in children and is a useful vehicle for engaging with children and families about healthy lifestyles and weight issues. Through the NCMP, PCTs engage with parents and carers by sending them their child’s results and offering follow-up information, advice and services, assisting families to make lifestyle changes if they choose to (DH 2010).
Even though the rise in childhood obesity is stabilising, the level of childhood obesity is still high (with nearly one in three children overweight or obese by the age of 11 years) (DH 2010).

Useful websites
http://www.noo.org.uk/NCMP
www.dh.gov.uk/healthyliving
http://guidance.nice.org.uk
www.nhs.uk/change4life
www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH 103939


Self-directed learning
- Access the referral criteria for your own locality relating to vision, hearing and growth referrals.
- Find out what vision and hearing screening equipment is used in your locality and how it is maintained.
PROCEDURES AND COMPETENCIES FOR BASIC DISTANCE VISION SCREENING

Staff member is to receive training prior to undertaking vision screening.

PROCEDURE

1 Parental consent obtained and checked prior to screening.

2 Testing carried out in appropriate environment with consideration to light level, minimising interruptions and appropriate distance.

3 Appropriate equipment available, depending on type of vision test used. Test type to be determined locally.

4 Prepare child and explain procedure in age appropriate manner.

5 Results to be documented in accordance with Southern Health Record Keeping Policy and parent/carer to be informed verbally or in writing.

6 Results to be interpreted and acted upon in line with local Orthoptist guidelines.

COMPETENCIES

1 Staff member to observe a minimum of 5 vision screenings.

2 Be observed carrying out a minimum of 5 vision screenings

3 Carry out a minimum of 5 vision screenings unsupervised and feedback to mentor.
PROCEDURES AND COMPETENCIES FOR HEARING SCREENING

Staff member is to receive appropriate training prior to undertaking hearing screening.

PROCEDURE

1 Parental consent obtained and checked prior to screening.

2 Testing carried out in appropriate environment with consideration to sound level and minimising interruptions.

3 Appropriate equipment available for Pure Tone Audiometry, which is checked and calibrated annually. Equipment used in line with Infection Control Policy.

4 Prepare child and explain procedure in age appropriate manner.

5 Results to be documented in accordance with Southern Health Record Keeping Policy and parent/carer to be informed verbally or in writing.

6 Results to be interpreted and acted upon in line with local Audiometry guidelines.

COMPETENCIES

1 Staff member to observe a minimum of 5 hearing screenings.

2 Be observed carrying out a minimum of 5 hearing screenings

3 Carry out a minimum of 5 hearing screenings unsupervised and feedback to mentor.
**Competency Statement – School Entry Health Review**

**Competency Statement:**
The Participant has demonstrated a satisfactory standard of clinical competence in the delivery of a School Entry Health Review.

The Participant:
- Will currently be Bands 3 and 4, of the School Nursing Team within the Children’s Division of Southern Health NHS Foundation Trust
- The assessed risk if competency not reached is MODERATE
- This is an assessed competency for
  a) all newly qualified staff
  b) all staff holding their first post within Southern Health and will be assessed by a line manager holding this competency.

All other staff will be able to self-assess (to include PDR and peer review)

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<tr>
<td>The Participant will be able to:</td>
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<td>The participant will be able to demonstrate the ability to maintain high standards of clinical competence in the delivery of a school entry health review, including assessment of growth, vision and hearing</td>
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<td>Engage with the child/ young person, parent/ carer in a clinical relationship</td>
<td>Observation/ Assessment of records</td>
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<td>Demonstrate expertise in the assessment of growth, vision and hearing in line with procedures in the School Entry Health Review guideline</td>
<td>Observation/ Assessment of records</td>
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<td>Feedback and reflect on issues with team as appropriate. Ability to make referrals as appropriate or if required</td>
<td>Observation/ Assessment of records</td>
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<td>Demonstrate knowledge of child and family vulnerability factors at all contacts.</td>
<td>Observation/ Assessment of records</td>
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<td>Account for responsibilities in practice regarding record keeping. Aware of particular issues regarding security and confidentiality</td>
<td>Assessment of records</td>
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<tr>
<td>Demonstrate knowledge in caring for medical equipment</td>
<td>Observation/ Assessment of records</td>
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### Assessment Tool

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<th>Performance Criteria</th>
<th>Intended answer/outcome</th>
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| The participant will be able to demonstrate the ability to maintain high standards of clinical competence in the delivery of a school entry health review, including assessment of growth, vision and hearing | Understanding of the need for informed consent from the parent/carer with parental responsibility in order to carry out health screening  
Able to alter communication style in order to engage with individual children - including children with additional needs.  
Child prepared prior to the screening tests and made aware of the procedures in an age appropriate manner.  
Liaise with SN/CSN following the screening to discuss any issues raised and liaise with parent/ carer if appropriate. |
| Engage with the child/ young person, parent/ carer in a clinical relationship         |                                                                                                                                                                                                                          |
| Demonstrate expertise in the assessment of growth, vision and hearing in line with procedures in the School Entry Health Review guideline | Awareness of the issues that may affect the accuracy of screening results.  
Testing carried out in a suitable environment  
Attends training in screening vision and hearing and monitoring growth as per Southern Health’s Training schedule and is able to reflect on and apply learning.  
Demonstrates ability to accurately record screening results and measurements and discuss any with the School Nurse/CSN that are outside the normal range |
| Feedback and reflect on issues with team as appropriate. Ability to act in partnership with multi- agencies and make referrals as appropriate | Able to reflect on results and discuss with SN/CSN and parents as appropriate  
To refer to specialists as directed by the SN/CSN e.g. Orthoptist, audiologist or Paediatrician in line with Southern Health local procedures  
Discusses any issues or concerns with line manager. |
| Demonstrate knowledge and expertise regarding child and family vulnerability factors at all contacts. | Knowledge of potential risk factors for harm and neglect of children and young people.  
Recognise and report situations where there might be a need for protection.  
Knowledge of local safeguarding procedures and Southern Health Safeguarding Children policies.  
Evidence of accessing safeguarding training |
| Account for responsibilities in practice regarding record keeping as set out by standards of NMC & local & national policies. Aware of particular issues regarding security and confidentiality | Follows Southern Health Records record keeping policy  
Record keeping in the Child’s RiO Health record is factual and contemporaneous. |
| Demonstrate knowledge in caring for medical equipment                               | Awareness of infection, prevention and control policies  
Knowledge of routine decontamination of equipment  
Able to check equipment and recognise when there may be a problem |
### School Nurse Assistant/ Health Care Support Worker [School Nursing] Induction and Competency Workbook

#### Assessor statement

<table>
<thead>
<tr>
<th>Sign:</th>
<th>Self - assessment statement</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
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</table>

#### Action if competency not demonstrated by participant during assessment:
- Date for reassessment
- Any training/CPD requirements
- Action plan

| Sign: | Date: |

#### Action if competency not demonstrated by participant during self-assessment:
- Date for reassessment
- Any training/CPD requirements
- Action plan

| Sign: | Date: |

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### School- entry review Competency

1. A parent has asked for help to manage their child's weight problem. What could you advise?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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2. The teacher has asked that you do a hearing test for a child in their class. What should you do?

   __________________________________________________________
   __________________________________________________________
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3. A parent has indicated that they feel their child has a vision problem however the distance screening test result has not indicated a problem. What would you advise?

Comments and Discussion:

Reflection:
Action:
Policy Sign off Sheet for Individual Members of Staff

<table>
<thead>
<tr>
<th>Name of Staff Member:</th>
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<tr>
<td>Position Held:</td>
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<td>Location:</td>
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<table>
<thead>
<tr>
<th>Name of Policy/Guideline</th>
<th>Staff Signature</th>
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I have read the above mentioned policies and agree to abide by the provisions set out in this document by Southern Health
COMPETENCIES SIGN-OFF PAGE - to be returned to LCM after completion

Competency A - Immunisation in school settings

Signed Assessor: ………………………. Signed HCSW/ SNA: ………………………………

Date: ………………………………. Date: ………………………………

Competency B - New Entrant Health Review

Signed Assessor: ………………………. Signed HCSW/ SNA ………………………………

Date: ………………………………. Date: ………………………………

LCM……………………………………………………………

Date……………………………………………………………