



Individual healthcare plan: example	
Name:	Picture:
Date of birth:	
Class:	
Emergency contact: <i>name and relationship</i>	
People who need to know: <i>Names and roles</i> <i>Who needs to be aware</i>	
Information sharing: <i>Permission is granted for this information to be shared with anyone who needs this information to keep my child safe.</i>	
Parental consent:	
Date issued: <i>date</i>	Last discussed with parents: <i>date</i>
Next review: <i>date</i>	
Medical condition: Allergy to milk, grass pollen and animal dander Asthma	
My medical condition means that: T may have allergic reactions to milk, whether cooked or uncooked. T will have hives when playing on the grass as well as have itching, watering eyes and sneezing. When exposed to animal dander, T may become wheezy and begin sneezing. T has previously had anaphylaxis when exposed to milk. T is unable to eat any product that contains milk. T have previously had milder reactions when touching products that used to contain milk or had milk in them. Each reaction that T has had, has varied in severity and it is not possible to predict the severity of any future ones should they occur. T's grass pollen allergy is seasonal. During the grass cutting season this varies greatly and is impacted by long grasses in the fields and grass cutting. T's reactions to animal dander depend on the circumstances of exposure. Some animals, such as horses tend to also trigger an asthma attack, whilst dogs and cats do not seem to impact T's asthma as much. T's asthma is relatively stable but will worsen if she has a cold. She takes daily medication for her asthma and carries a reliever inhaler. Exposure to grass pollen makes breaktime a time that T needs to have access to the inhaler and consideration needs to be given to how the school dog is managed around T.	
Are there any physical restrictions caused by the medical condition(s)? T needs to have the inhaler in an accessible location during PE, breaktime and on trips. T may become wheezy during PE.	
How my condition is managed:	





T has antihistamine for mild to moderate reactions and adrenaline devices for anaphylaxis. T needs to have this medication with her at all times including at lunchtime and breaktime. T needs to bring the medication to and from school each day.

T takes a preventor inhaler twice a day at home and carries the reliever inhaler so that it is always available.

T is generally quite sensible about carrying the medication but does need support to ensure that it is always remembered especially after lunch.

How my condition affects my education:

Impact on health

T only becomes unwell with the allergies when T is exposed to the allergens. During the winter the grass pollen allergy doesn't have as much impact and during the spring and summer. T can become quite unwell with the grass pollen allergy during the spring and summer months with it making her cranky as T doesn't always sleep well.

The times that T has experienced anaphylaxis, she has needed several days to recover and has become anxious about a further anaphylaxis happening. T can become unwilling to be independent.

During the winter months T can suffer from repeated colds that negatively impact the asthma and meaning that more use of the reliever inhaler is needed.

Impact on learning

T's asthma has the biggest impact on learning as the colds triggering the asthma cause more days absent than would usually be expected. The colds and asthma impact sleeping meaning that when T is in school, T finds it harder to concentrate. T's grass pollen allergy impacts on events that happen in the summer such as sports day. It is important that the grass is cut a few days before sports day to enable T to be able to participate fully.

Impact on wellbeing

T becomes anxious following anaphylaxis and can be withdrawn and self-isolating. It is important to ensure that T is given support and reassurance with patience on return to school. T would benefit from ELSA/counselling to support the anxiety.

T doesn't like to feel different from friends and doesn't like being singled out. T needs to be included and where something different is given, for example a different chocolate treat, that this is done quietly and sensitively.

When supporting T with medication carrying, this also needs to be done quietly and sensitively as otherwise it impacts on wellbeing with T feeling like T stands out. T feels bad when T is absent due to colds and asthma and it is important that T's absence doesn't impact on the class attendance award.

T may need encouragement to join in with activities and reassurance provided that the activity or event is safe for T.

How my conditions affects my life:

T often misses out on the treats that other children enjoy; a spontaneous day out, an ice cream from the ice cream or chocolate from the shop. T can sometimes





become sad when other students are talking about their weekends as T is aware of how T is unable to do the same things.

Are there any considerations needed at meal or snack times?

T must only eat the food at school that has been specially prepared for T and that has been checked by an adult before being given to T.

T needs to wash T's hands before eating as do those who are sitting with T. T knows that T is unable to eat food that is not T's and other students need to be taught that they must not food share or touch T's food.

T's medication bag must be in the lunch hall in case of reaction.

School's arrangements to support me:

Medication:

T's prescribed medication will be in the orange bag that sits on the teacher's desk. This includes antihistamine, adrenaline devices, asthma inhaler.

The school's spare adrenaline devices are located in the dining hall in red grab bag and are wall mounted and labelled 'Emergency adrenaline devices'.

Awareness:

In additional to whole school allergy awareness assemblies, T's class are taught about allergy, anaphylaxis and what to do if someone is having a reaction.

Curriculum:

T's teacher reviews the curriculum making adaptations to lessons that would have used milk in any of the activities. Trips are communicated to parents as soon as they are being planned with meetings happening to ascertain the concerns about the trip so that these can be factored into the planning.

Cooking recipes will be adapted so that they don't use any milk for any of the students. Cooking will be separately risk assessed with some of the control measures being that T's group will cook first. Surfaces appropriately cleaned all equipment to go through the dishwasher before use.

Training:

In addition to the online training the staff will be able to use the trainer adrenaline devices. Before supply staff work in T's class, they will be made aware of the way they call for help if T has an reaction and how to use the internal telephone system to get support.

School environment:

The school dog needs to be limited to areas that T doesn't access to avoid triggering T's animal dander allergy. T is unable to access working with the dog to ensure that T doesn't have an allergic reaction. Students who have worked with the school dog, need to wash their hands before returning to the classroom.

T needs to avoid being on the grass just after it has been cut as this is likely to cause an exacerbation of T's asthma due to the grass pollen allergy. If it isn't possible to have the grass cut outside of school hours, then T needs to avoid the field on the day that it has been cut and needs to be given the opportunity to play elsewhere on the school site with friends of her choosing.





<p>Visits and trips: School needs to let T's parents know as soon as the trip is planned so that it can be discussed and the risks identified. The trip leader will ensure that all questions are discussed with the venue and a further meeting with T's parents to go through the control measures. T will be in the teacher's group on the trip. The teacher will hold T's medication. The trip risk assessment will identify the risks for T and the control measures that need to be put in place. The risk assessment will be shared with everyone on the trip and a briefing held to remind all adults of action to be taken in an emergency where T is having a reaction.</p>	
<p>Emergency response: Refer to the Allergy Action Plan. Do not move T and administer adrenaline as soon as possible.</p>	
<p>Is the student aware of their health worsening? Are they able to alert an adult? T is generally aware that T is experiencing symptoms and will let an adult know. T often describes the mouth as 'hurting and feeling weird' rather than itching or tingling</p>	
<p>Student's comments:</p>	
<p>Signed: <i>School: name and role</i> Date:</p>	<p>Signed: <i>parent or carer</i> Date:</p>