

# AN OVERVIEW OF THE HEALTH AND SAFETY OF STUDENTS IN A SPECIAL SCHOOL SETTING

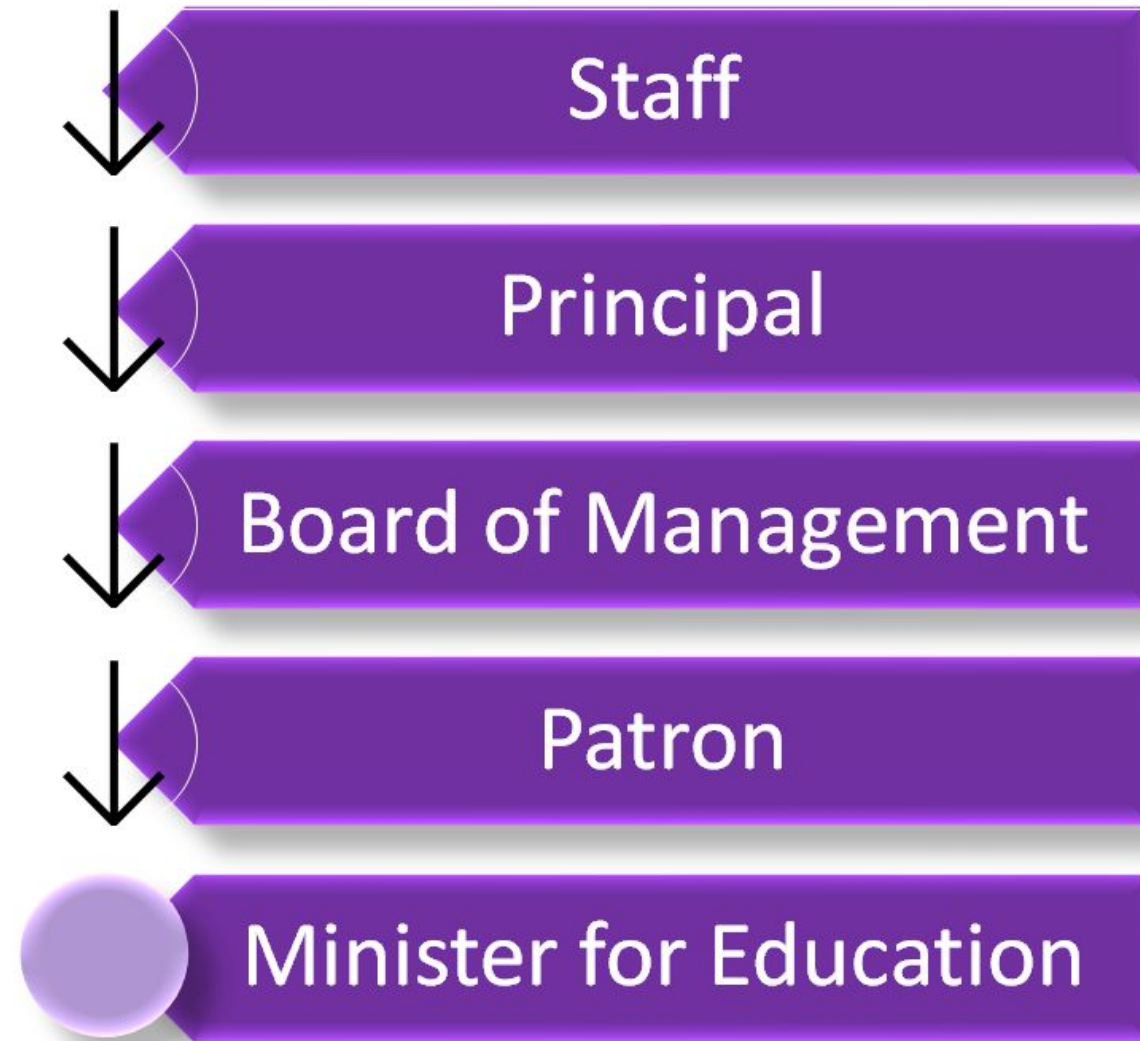
Anne Hartnett  
Principal  
St. Paul's School  
Cork

# St. Paul's School





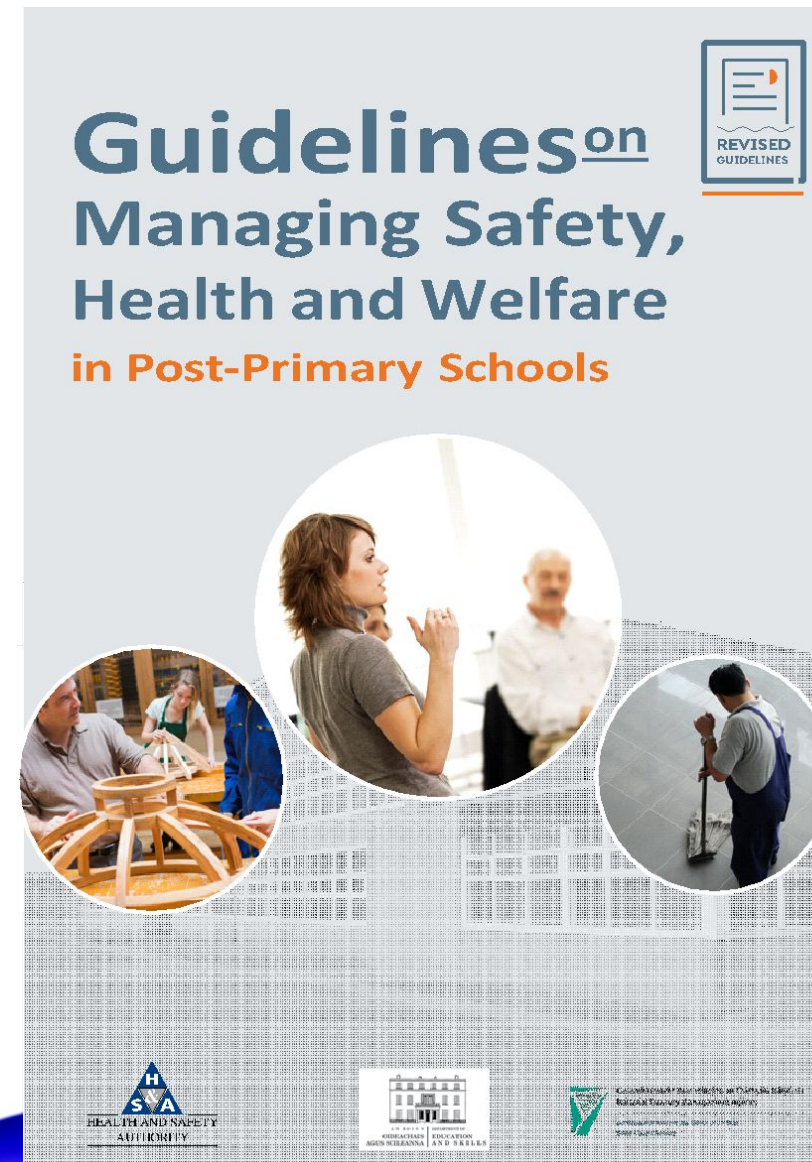
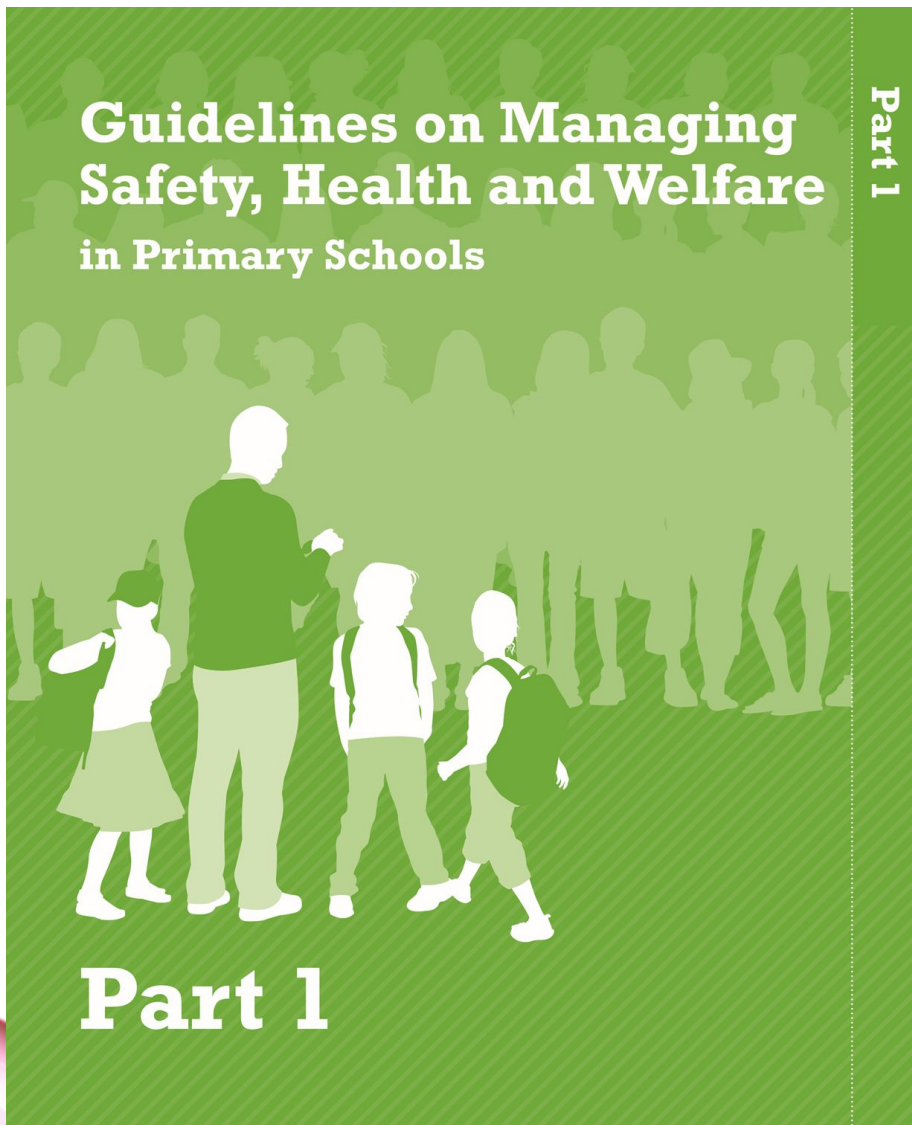




# Legal Obligations







# Mandatory Policies

1. Child  
Protection.

2.  
Enrolment.

3. Code of  
Behaviour

4. Anti  
bullying

5. Safety  
Statement

# **St. Paul's School**

## **Safety, Health and Welfare Policy**



In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect students, visitors, contractors and other persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active co-operation of all staff, students, contractors and visitors to the school.

It is recognised that hazard identification, risk assessment and control measures are legislative requirements which must be carried out by the employer to ensure the safety, health and welfare of all staff.

The Board of Management, as employer, undertakes in so far as is reasonably practicable to:

- a. promote standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation standards and codes of practice;
- b. provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;
- c. maintain a constant and continuing interest in safety, health and welfare matters pertinent to the activities of the school;
- d. continually improve the system in place for the management of occupational safety, health and welfare and review it periodically to ensure it remains relevant, appropriate and effective;
- e. consult with staff on matters related to safety, health and welfare at work; f. provide the necessary resources to ensure the safety, health and welfare of all those to whom it owes a duty of care, including staff, students, contractors and visitors.

The Board of Management is committed to playing an active role in the implementation of this occupational safety, health and welfare policy and undertakes to review and revise it in light of changes in legislation, experience and other relevant developments.





## **St. Paul's School Safety Statement**

The Board of Management brings to the attention of its staff the following arrangements for safeguarding the safety, health and welfare of those employed and working in the school.

This policy requires the cooperation of all employees. It shall be reviewed annually or more frequently if necessary, in the light of experience, changes in legal requirements and operational changes. A safety audit shall be carried out annually by the Board of Management Safety Officer and a report made to staff. All records of accidents and ill-health will be monitored in order to ensure that any safety measures required can be put in place to minimize the recurrence of such accidents and ill-health.

# Structure of Responsibilities





# PDS



# Risk Assessment

Primary Risk Category: Service User/Staff Safety

Pupil \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_ Name of Risk Owner: \_\_\_\_\_ Status: Low, Medium or High

Risk Description	Impact/Vulnerabilities	Existing Control Measures	Additional Controls required	Person Responsible for Action	Due Date

INITIAL RISK			STATUS
Likelihood	Impact	Initial Risk Rating	



	Practices to Consider	Yes	No	Name of pupil(s) this applies to	Comment	6	Do main entrances and or internal doors require a code or other system to gain access or egress from the area/building				See Restrictive Intervention Policy "Coded entry to school building to prevent unwanted visitors and reduce risk of absconson" is allowed.
1	Are there any doors locked or closed in order to prevent free access or egress from the room for any reason?				Not allowed Policy amended with approval by RIC to allow high handles for Health and Safety	7	Are playpens/stair gates or similar used to ensure the pupil does not wander off for any other safety reasons?				Not allowed
2.	Are there any presses, cupboards etc. locked?				Allowed for the following only: Medicines, Cleaning Agents, Staff press, Sharp utensils. See Restrictive Intervention Policy If presses/cupboards locked for any other reason, it must be documented. See Appendix 1 Locks not in use must be removed	8	Are splints used for behavioural purposes? (For example; to prevent pupil from placing their hands in their mouth?)				Not allowed
3	Is there any door where the handle is placed in such a way as to prevent the free access of any pupil? (e.g. Too high/mechanism too difficult for pupil to open)				See Restrictive Intervention Policy Policy amended with approval by RIC to allow high handles for Health and Safety	9	Are lap belts, harnesses or straps used for behavioural purposes? (For example; to prevent a pupil from getting up and walking around during mealtimes or class time etc.)				Not allowed
4.	Is there any furniture arranged in such a way that free movement is purposefully impeded?				Not allowed	10	Does any pupil wear a protective helmet for any reason?				See Restrictive Intervention Policy "The use of a helmet to prevent self-injury is non-restrictive."
5	Is any room (door or window) fitted with an alarm that is activated when a client attempts to leave or enter?				See Restrictive Intervention Policy and Appendix 2 "3 (sound only)alarms fitted on Hillcrest Fire Doors to alert staff to possible absconson of pupil. This	11	Are trays used on chairs when they are not required solely for eating and table top activities?				Not allowed unless prescribed by Occupational Therapist for specific reasons stated See Restrictive Intervention Policy "Trays are not to be used for the primary purpose of restraint. However, trays fixed with Velcro can give a useful surface for pupils to eat from or to engage in other educational activities. Trays may feel restrictive for pupils and should not be used for extended periods of time."
						12	Are "cot sides" used when a pupil is on a firm mattress?				See Restrictive Intervention Policy "Side rails on plinths are non-restrictive

1 3	Do any pupils wear mittens or gloves for behavioural or other safety reasons?			Not allowed unless prescribed by Occupational Therapist for specific reasons stated
1 4	Are there any chairs in use from which pupils who are able, cannot get out?			Not allowed unless prescribed by Occupational Therapist for specific reasons stated
1 5	Are pupils ever put in a chair/wheelchair in order to limit their movement?			Not allowed unless prescribed by Occupational Therapist for specific reasons stated
1 6	Do you ever have to "hold" someone in order to carry out an activity or procedure? (e.g. holding pupil by hand when out in public, oral hygiene, brushing hair etc.			See Restrictive Intervention Policy •"Holding a pupil's hand (not wrist) when transitioning is non-restrictive as it is for safety and providing manual assistance to a pupil when walking." •"Holding a pupil's hand(s) during intimate care is allowed to prevent the pupil from inappropriately accessing their private areas."
1 7	Are Dynamis techniques used?			Yes once correct training is up to date and appropriately used
1 8	Are physical restraint techniques, other than those taught on Dynamis courses ever used?			Not allowed
1 9	Do staff ever use their physical presence to impede a pupil's free movement? (e.g. stand in front of an exit or between 2 pupils to prevent injury)			See Restrictive Intervention Policy "Staff are allowed to impede a pupil's free movement by standing in front of a danger or between two pupils to prevent an injury."
2 0	Does any pupil wear "all in one" suits or clothes that are worn or designed to be difficult to open? (E.g. Buttons/zips to back, tops sewn to bottoms etc.			Not allowed unless prescribed by Occupational Therapist for specific reasons stated

2 1	Are any garments ever "taped" or secured in such a way as to prevent them from being removed?			Not allowed
2 2	Is any pupil ever removed or temporarily removed from their class/activity because of their behaviour?			Must be documented - See Appendix 3
2 3	Is any pupil ever placed anywhere due to their behaviour or for any other reason, where they do not have free egress out of or where they lack the ability to leave freely?			Application must be sought from Restrictive Intervention Committee
2 4	Is personal property ever removed as a consequence of behaviour or for any other reason?			Must be documented – See Appendix 4
2 5	Are activities or outings for one pupil ever cancelled as a consequence of behaviour or for any other reason?			Not allowed If for safety reasons, must be documented -See Appendix 4
2 6	Are activities or outings ever cancelled for the class as a consequence of the behaviour of one pupil or for another reason one pupil may have done?			Not allowed
2 7	Are some things that the pupil values or is entitled to ever contingent upon specified behaviours?			Allowed only for Positive Reinforcement and must be documented in Positive Behaviour Plan
2 8	Is a pupil ever exposed to something that he/she does not like as a consequence of behaviour?			Not allowed



# Training



### Yellow S 2020 / 2021 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.20 -9.30	Classroom Assembly	Classroom Assembly	Classroom Assembly	Classroom Assembly	Classroom Assembly
9.30 -9.45	Zoom Communication	Playground / Geography	PE	Playground / Geography	Zoom Assembly
9.30 – 10.00	Zoom Communication	Playground / Geography	PE	Playground / Geography	Zoom Assembly
10.00 – 10.15	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>
<u>10.15 – 10.30</u>	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>	<b>Morning Circle</b>
<u>10.30 – 10.45</u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>
10.45 – 11.00	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>	<u><b>Snack IEP</b></u>
<u>11.00 – 11.15</u>	Individual work / Play	Individual work / Play	Individual work / Play	Individual work / Play	Individual work / Play
11.15 – 11.30	Maths	Maths	Maths	Maths	Maths
11.30 – 11.45	Science	Tac Pac/ Yoga	Body Awareness	<b>Music / Yoga</b>	Tac Pac
11.45- 12.00	<b>SPHE</b> Wash Hands Oral Motor	<b>SPHE</b> Wash Hands Oral Motor	<b>SPHE</b> Wash Hands Oral Motor	<b>SPHE</b> Wash Hands Oral Motor	<b>SPHE</b> Wash Hands Oral Motor
<u>12.00 – 12.15</u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>
12.15 – 12.30	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>	<u><b>Lunch IEP</b></u>
<u>12.30 – 12.45</u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>
<u>12.45 – 1.00</u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>	<u><b>StoryTime / lamh</b></u>
<u>1.00 – 1.15</u>	Free play	Free play	Free play	Free play	Free play

# CARE PLAN INDEX



## My Health

- ☐ Nurses Letter
- ☐ General Medical Information
- ☐ COPE Foundation documents



## Key Information

- ☐ Emergency Contact numbers
- ☐ Who is in my family
- ☐ Likes/Dislikes
- ☐ My Daily Diet
- ☐ Happiness Audit
- ☐ General Information



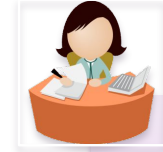
## My Personal Care

- ☐ Mealtime Support Plan
- ☐ Food and fluid consistencies
- ☐ Bowls, Plates and Cutlery
- ☐ Bottles and Cups
- ☐ Toileting
- ☐ Female Toileting
- ☐ Transitioning
- ☐ Hoisting
- ☐ Transport Care Plan
- ☐ Swimming Care Plan
- ☐ Swimming Plan for Therapy Pool
- ☐ Child Specific Equipment



## My Social Skills

- ☐ Social Skills
- ☐ Social Trips
- ☐ Communication and Language
- ☐ Behaviours that Challenge



## The Office Bits

- ☐ Important notes
- ☐ List of information for email
- ☐ Code of Behaviour
- ☐ Permission for Photographs, Videos, Media
- ☐ Permission for School Outings
- ☐ Sacraments
- ☐ Special Olympics
- ☐ Preferred days for Attendance



THIS FOLDER IS  
ALL ABOUT ME 

*Please cover these  
words with a  
beautiful photo of me*

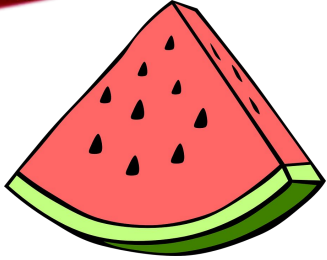
My name is \_\_\_\_\_ and I like to be called  
\_\_\_\_\_

This will travel with me on my journey in St. Paul's and will be added to and amended every year. I can take it with me when I graduate just in case this information is needed for the next stage of my life or I can keep it for posterity!

Please fill in as much information about me as you think will be useful to the staff in St. Paul's. If we have left anything out, then please do add it. Thank you.



# My Daily Diet



Food I like 😊

A large, empty purple rounded rectangle for writing.



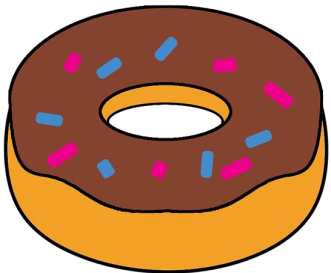
Food I dislike 😞

A large, empty purple rounded rectangle for writing.

If I am peg fed, am I allowed tastes?  
If yes, what type?

---

A large, empty blue rounded rectangle for writing.



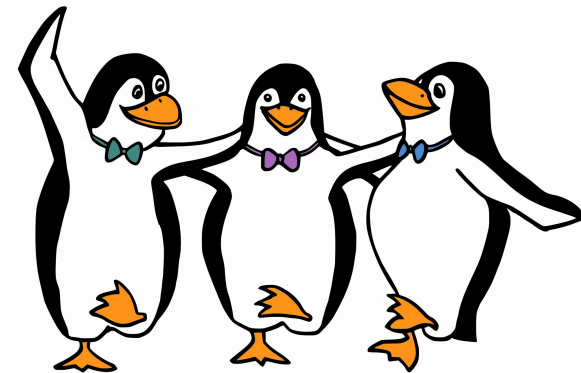
***\*Please remember to supply my class team to supply the same feeding tools I use at home\****



# MY HAPPINESS AUDIT

## MY SENSES

NAME :	DATE :
<b>Vision System</b> I like to look at :	What I like to look at best of all:
<b>Touch System</b> The touch I like from other people	Things I like to touch
<b>Sound</b> The sounds I like to hear	
<b>Smell</b> The smells that make me happy	
<b>Taste</b> The things I love to taste	
<b>Vestibular &amp; Proprioceptive</b> The movements I enjoy	
<b>Multisensory</b> Pleasing multisensory environments	

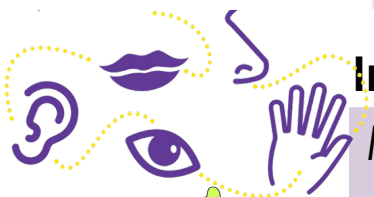




# MY HAPPINESS AUDIT

## Assessing the learners' preferred communication styles

Name :	Date :
My preferred style of communication is:	
My preferred style of interaction is:	
<b>In my immediate environment I like:</b>	
My preferred sensory input is :	
My preferred style of teaching is :	
My preferred friends & adults :	
My preferred grouping is :	
My preferred materials & equipment are :	
My preferred leisure activities are :	



Name: \_\_\_\_\_

D.O.B. \_\_\_\_\_

**Medical information:**

Dysphagia Yes ☐ No ☐

Epilepsy Yes ☐ No ☐

Epistatus  ☐

Buccolum  ☐

Other \_\_\_\_\_

Protocol for use \_\_\_\_\_

**How I transfer into the swimming pool:**

Walk independently  ☐

Partially dependent  ☐

Shower chair  ☐

Trolley bed  ☐

**Swimming aids I need:**

Swimming cap  ☐

Goggles  ☐

Arms bands  ☐

Woggles  ☐

Float  ☐

Neck float  ☐

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Swimming Profile

# Equipment Care plan

## Childs Specific Equipment

Wheelchair

Buggy

Car seat

Activity chair

Table top

Adapted table

Adapted bowl

Adapted spoon

Adapted cup

Stander

Walker

Afo's / Splints

Glasses

Hearing aids

Helmet

Suction machine

Other...





## Preparation

*New Class* .....new children.....**observation**.....COMMUNICATION.....  
interaction..... *protocols*..... update..... training.....  
*policies*.....collaboration.

**Safety! Safety! Safety!**

## Most important point

When a child feels safe and secure, the world is truly their oyster. You will be in awe of what these children reveal and achieve when the world offered to them is safe and secure. Therein lies our responsibility.



**THANK YOU**