# Supporting children after a stroke

Part 4: Plans for learning and care

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## Childhood stroke individual healthcare plan

To be completed by medical staff alongside parents/carers and educational professionals

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| **Name:** |
| **Address:** |
| **DOB:** |
| **Name(s) of parent(s)/carer(s) and relationship to child:** |
| **Parent/carer phone number(s) and email address(es):** |

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| **Name of school, address and email address:** |

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| **Medical conditions:** |
| **Medications:** |
| **Name of GP/relevant medical professionals:** |

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| **Will the school be required to give any medication? Yes/No** |
| **If yes, who will be informed, how will training be delivered and how will this be documented?** |
| **Does the school need to be aware of any side effects of current medication?** |

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| **Will the school be required to manage any risk of seizures or epilepsy? Yes/No** |
| **If yes, how will training be delivered and how will this be documented?** |

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| **Are there any activities the child/young person has been advised to avoid as a result of their medication or health condition? Who will review this and when?** |

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| **Has any advice been provided to avoid any further complications as a result of their medication or health condition? For example more frequent hydration, rest breaks, toilet breaks.** |

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| **Is the school aware of the signs of stroke and transient ischaemic attack (TIA) and what to do in the event of any symptoms?**  **Yes/No** |
| **If no, what additional training and information is required?** |

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| **Are there any social or safeguarding issues, or pre-existing mental health or health needs in the child or family that need to be considered in the context of this healthcare plan?** |

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| **Are there any activities the child/young person has been advised to avoid as a result of their medication or health condition? Who will review this and when?** |

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| **Who needs to be informed of the content of this plan?**   * Teachers * TA/LSA * SENCO * Office staff * First aiders * School nurse * Lunchtime supervisors * Senior management team * Temporary staff   **How will they be informed and how will this be documented?** |

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| **Are any additional assessments required for:**   * Learning support * Access and transport * Events or trips |

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| **Date of plan: Date of review:** |

## Learning support plan

This learning support plan can be completed in consultation with parents/carers and professionals who know the child/young person, and updated and amended by teaching staff as they observe the child/young person in the school setting. Schools may have their own SEN Support Plan or Individual Education Plan format that they prefer to use. The child or young person should also be actively consulted in completing and reviewing the support plan.

When planning for starting or returning to school it can be helpful for parents/carers, therapists and psychologists who have assessed the child/young person to make teachers and teaching assistants aware of any specific learning support strategies or therapy recommendations.

### Key professionals to consult might include:

* neuropsychologists, educational or clinical psychologists
* occupational, speech and language and physiotherapists
* hospital teaching staff
* vision and hearing specialists.

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| Learning support plan for thinking and learning support needs |
| Does the child/young person have any difficulty paying attention and concentrating? Do any specific strategies help them, for example gaining eye contact, keeping information short, checking in with them after each task, allowing fidget or rest breaks?  Does the child/young person have any difficulty retaining and recalling information? Do any specific strategies help them, for example keeping information short, going over information with them again, giving them a written summary/hand-out of the lesson in advance, encouraging them to audio/video record the information and listen back later?  Does the child/young person have any difficulty with organisation and planning? For example difficulty breaking down complex tasks/prioritising information. Do any specific strategies help them?  Does the child/young person have any difficulty in their speed of information processing? Do they need more time to complete tasks or a reduced amount of work to complete?  Does the child/young person tire or fatigue during lessons/in longer lessons or towards the end of the day? Do any specific strategies help them, for example rest or movement breaks, reviewing their timetable to allow for shorter classes, identifying times of the day when they are particularly tired?  **Support plan:** |

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| Learning support plan for sensory support needs |
| Does the child/young person have any visual difficulties (including loss of visual fields and acuity) or hearing difficulties that require any special learning resources/ equipment?  Does the child/young person have any visual or hearing difficulties that benefit from them being seated in a particular place in class?  Does the child/young person have any visual or hearing difficulties that mean they need information presented in a particular way? Support plan: |

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| Learning support plan for communication support needs |
| Does the child/young person have any difficulty understanding information? Do any specific strategies help them, for example slowing down, repeating key points, writing down key points, using pictures or visual information?  Does the child/young person have any difficulty expressing themselves verbally? Do any specific strategies help them, for example giving them time, encouraging them to repeat, using a communication aid, asking them to write or use pictures?  Does the child/young person have any difficulty initiating conversations, or getting involved in discussions and asking questions? Do any specific strategies help them?  Does the child/young person have any specific difficulty with whole class discussion or group work? Would they find it easier to work on tasks with a TA/LSA, or a buddy or smaller group? Support plan: |

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| Learning support plan for emotional or behavioural support needs |
| Does the child/young person have any difficulty in managing their mood and emotions? Is this more evident when tired or during certain activities? Do any specific strategies help them?  Does the child/young person have any difficulty in managing friendships or relationships? Is this more evident 1:1 or in groups? Do any specific strategies help them?  Does the child/young person need an identified buddy or pastoral support lead from within the school, to talk to and gain support from at set times?  Does the child/young person want to talk about what has happened to them, or want their peers to understand how to support them? Are specific resources/staff needed to support this? Support plan: |

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| Learning support plan for physical support needs |
| Does the child/young person need any support when accessing different areas? For example playground, dining area, toilet, moving within or between classrooms.  Does the child/young person need any specialist seating or equipment to be comfortable in class?  Does the child/young person need any equipment to support their comfort in writing/recording, such as a writing slope?  Does the child/young person need any equipment or support to help with their speed of writing/ recording, such as recording equipment, a scribe, having copies of class notes or use of peer notes?  Does the child/young person need any support to assist them when changing for PE or accessing toileting facilities?  Does the child/young person have any therapy or rehabilitation goals or activities that need to be incorporated in the timetable or class based activities? Support plan: |

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| Points to consider: |
| Which staff need to know about these support strategies?  How can this plan be recorded, shared and be accessible for staff?  Will there be a period of observation, trial and feedback?  How will the staff and the child/young person identify what is working and what needs changing and updating?  When will this be reviewed and updated?  If the child/young person is able to reflect on what helps them, and when they have had time to try out some different strategies and approaches, consider creating a ‘My support plan’ with the child. |

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| **Date plan agreed:**  **Review date agreed:** |

## My support plan

### All about me

### What I want people to know about me:

* What I like to be called
* Who is in my family
* Where I go to school
* Things I like to do
* What happened to me

### What I want people to know about my stroke:

* When I was in hospital
* The tests I had
* The therapy I had
* Things I find harder now
* The things that have got better for me

### What helps me

### Practical things I want people to know:

* What I would like help with
* What I like to do myself
* What I like to do when I am tired/need a break
* What helps me in class
* What helps me in breaks and lunchtimes
* What helps me in PE
* What equipment you need to know about
* How I want to ask for help/you can check if I am ok

### Who helps me

### People who help me. These could be:

* Friends
* Family
* Teachers
* Therapists
* Doctors
* Someone else

### Important things you need to know about me

### Things I am aiming to do next, or want to do in the future:

* At school
* At home
* In my own time
* What I want to do when I finish school and leave home

### Who I want you to talk to if you need more information

**Date**

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**Name of young person**

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**Signature of young person**

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Version 3.1. Published April 2018

To be reviewed: April 2020

Item code: A01F13

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