



Futuraskolan
International

Student Health Plan

Futuraskolan AB



Introduction

The purpose of Futuraskolan's Student Health Plan is to describe the foundation of our work with student health ie. the team's mission, framework and actions. The plan includes a description of the organizational structure of Student Health Teams at Futuraskolan, professional roles in our teams and the routines for working with students in need of additional adjustments or special support. There are also examples of preventive and promoted efforts from the student health described in the plan. The Student Health Plan should guide the planning and organizing of student health at each school unit.

The student health work should aim towards fulfilling Futuraskolan's promise:
"Every child is visible, challenged, and successful. Everyone has the opportunity to develop knowledge and skills according to their own prerequisites".

The Student Health Team's Mission and Efforts

In the Education Act from 2010 (Skollagen 2010:800) Student Health is described as closely intertwined with the school's overarching mission. It is stated that Student Health's primary focus is working preventively and promoting good health and to support the students' development towards the educational goals.

For the students in the preschool class, compulsory school, compulsory school for children with learning disabilities, sami school, special school, upper secondary school and upper secondary school for learning disabilities there must be Student Health. The Student Health have to encompass medical, psychological, psychosocial and special educational efforts. The student health shall principally be preventive and health promoting. The students'

development towards the educational goals must be supported. For medical, psychological and psychosocial efforts, school physician, school nurse, school psychologist and counsellor must be available. Furthermore there must be personnel with competence to satisfy the students' need of special educational interventions available. (Skollagen, 2010, p. 25)

In legislation and preparatory work the Student Health's mission to promote health is stressed and so is the importance of collaboration between student health personnel and pedagogical personnel. Something that is also highlighted in the guidelines for Student Health from the National Board of Health and Welfare (Socialstyrelsen) and the National Agency for Education (Skolverket) ("Vägledning för elevhälsan", Skolverket & Socialstyrelsen, 2016).

Work with student health requires a high level of interaction between student health personnel and other personnel, and that there is competence for this work. Student health work is carried out in all the environments of the school, not least in the classroom where the teacher plays a central role. Student health needs to interact with the pedagogical personnel to develop the working and learning environments of schools. (Skolverket & Socialstyrelsen, 2016, p. 28)

The student health work is conducted at three different levels. Efforts can be promoting, preventive or remedial.

Promotion

Promotional efforts means efforts leading to improved/enhanced health. Health promotion work focus at health factors. For example serving a healthy school lunch is considered health promoting and so is working with developing good relations between teachers and students at school.

Preventive

Preventive efforts are directed at specific, defined problems. It can, like the promoting work, be directed towards all students. One example is to have organized break activities with adults present, which could be a preventive effort targeted at decreasing peer conflicts and harassment.

Remedial

Remedial efforts focus on solving existing problems. It could be efforts on group or individual level depending on the issue. Examples of remedial efforts are individual counselling, psychological assessment or for a teacher to consult a special education teacher.

Regulatory Documents and Legislation

The Student Health's mission and work is primarily regulated in the Education Act. Student Health, like the entire school, is also affected by the Social Service Act (Socialtjänstlagen). The medical part of Student Health falls under the Health and Medical Services Act (Hälsa- och sjukvårdslagen) and are also affected by legal acts concerning information about patients and patient safety (Patientdatalagen and Patientsäkerhetslagen).

There are guidelines from the National Agency for Education regarding work with additional adjustments, special support and action programs. The National Board of Health and Welfare and the National Agency for Education publish guidelines for the Student Health.

Confidentiality and Notifications to Social Services

Since Futuraskolan is an independent school, provisions regarding confidentiality are found in the Education Act. The Student Health's medical component is a separate branch of activity and therefore has privacy vis-à-vis other staff at the school. For special education teachers, psychologists and counsellors in student health, confidentiality applies. Confidentiality is the main rule and information can only be passed on if it is clear that this can happen without harming the individual. Specialist education teachers, psychologists and counsellors have no privacy vis-à-vis the Principal or teachers concerned by the matter. However, the person who receives information must be aware that the information keeps the same level of confidentiality. At present, independent schools are not covered by the Public Access to Information and Secrecy Act (Offentlighets- och sekretesslagen) and therefore no documents at our schools are public.

Pursuant to Chapter 14, Section 1, in the Social Service Act, all staff working with children and young people are obliged to notify the social services if there is reason to suspect a child is at risk of being harmed. The obligation to report is compelling. Even uncertain and unconfirmed information must be reported if they indicate that a child might be coming to harm.

Systematic Quality Work

Student Health is subject to the legal requirement for systematic quality work at school. The systematic quality work is to be conducted continuously and focusing on long-term development towards the goals of the business. For Student Health, this means structured follow-up of how its actions create conditions for students to achieve both knowledge and value goals. In "Vägledning för elevhälsan" (Skolverket & Socialstyrelsen, 2016) there are examples of what that systematic quality work can include:

For example, it may be to analyze action programs, evaluations, health calls and to make summaries and surveys of the work of the Student Health Team and the problems they have encountered among students. The systematic quality work can also entail defining the responsibilities of each profession, reviewing cooperation procedures and the need for skill development. (p. 56)

According to the Education Act the systematic quality work shall be documented both at the highest level of organization and at each school unit. For the medical components of Student Health there are special provisions for systematic quality work. Laws and guidelines for this work are contained in the Health and Medical Services Act, legislation for patient safety, and guidelines and regulations from the National Board of Health and Welfare.

As a part of the systematic quality work, each school within the organization will establish a local student health plan based on analysis of the current need for student health interventions. A template for the local student health plans is found in Appendix 1.

Organization

The Head of School is responsible for resource allocation, as well as the meeting schedule for the Principals.

Principal

The Principals is responsible for leading and developing Student Health work at their schools. In this work, the Principal can delegate tasks in the field of student health to other staff members.

Teachers and work teams

Teachers are responsible for the learning, well-being and development of their students - individually, as well as with colleagues, as well as to pay attention to and support students experiencing difficulties. Thus, they have the primary responsibility for the students' health in the class.

Student Health Team

The Swedish School Law (Skollagen) says that Student Health should contain psychological, medical, psychosocial and special educational efforts. There should be access to a psychologist, counsellor, school physician, school nurse and staff with the skills to meet the students' needs for special educational efforts. Student Health is conducted at organizational, group and individual level.

Routines for Work with Additional Adjustments and Special Support

Clear and well-known routines is required for working efficiently with additional adjustments and special support. For documentation of this work, all schools will use the templates that are designed centrally.

The Education Act stipulates that staff at school are obliged to report to the Principal if they are concerned that a student is at risk for not meeting the knowledge requirements. The Principal is then responsible for initiating an investigation of the student's need of support, as well as for deciding on the establishment of action programs. The Principal may delegate these tasks to other staff members.

Additional adjustments

It is the responsible teacher who carries out the necessary additional adjustments in the classroom, if necessary in consultation with Student Health. There is no legal requirement to document additional adjustments. However, at Futuraskolan, the form "Additional Adjustments" (available in ProRenata) should be used to facilitate communication and follow-up. Examples of what are defined as additional adjustments are given in the "Guidelines for Work with Additional Adjustments and Special Support" from the National Agency for Education ("Allmänna råd för arbete med extra anpassningar och särskilt stöd", Skolverket, 2014). Examples of additional adjustments:

Support for planning/structuring, clarified individual instructions, start-up support, help with understanding texts, giving other explanations of lesson content, additional skills training (counting, reading, writing), specific teaching materials, digital teaching materials, individual special education efforts.

Investigation of a students need for special support

If a student is at risk of not reaching the goals, an investigation into the need for special support should be conducted promptly. It is the Principal's responsibility for investigations to begin and to see that there are routines for this at the school. The extent of the investigation depends on what information is needed to determine what support the student needs. In the guidelines for work on additional adjustments, special support and action programs from the National Board of Education (2014) it is described that those who investigate a student's need of special support have to map the student's school situation at individual, group and organizational level. Then, based on the survey, make a pedagogical assessment of whether the student is in need of special support, and if so, specify what need of support the student

requires. According to the Education Act, this should be done in consultation with Student Health, if it is not obviously unnecessary.

Decision on action program/ No action program

If the investigation shows that the student is in need of special support, i.e. efforts beyond the additional adjustments that are part of the regular teaching, it is decided to establish an action program. Decision not to establish an action program is made if the investigation did not show any need of special support.

Parents or Guardians may appeal decisions not to establish/decision to establish action programs, as well as the content of action programs to the Board of Appeal for Education.

Action programs

An action program shall contain:

1. A thorough and specific description of the student's need for support.
2. Specific measures.
3. Who is responsible for the actions and
4. Date of follow-up and evaluation, as well as person responsible for follow-up and evaluation. The measures must aim at ensuring that the student meets the knowledge requirements. Decided measures have to be extensive enough to be considered special support, thus not falling within what is defined as additional adjustments. The measures must be concrete enough that follow-up of whether they have been implemented and if they had the desired effect is possible. The action program concerns the school and the school cannot decide on actions that the guardian or student should implement. Action programs should be monitored and evaluated continuously. If changes to the action program are made in follow-up, this counts as a new action program. If the student is no longer in need of special support, it is decided to terminate the action program.

Documentation

All documentation in individual errands are made in ProRenata. Within ProRenata there are readymade templates for documentation of the work with special support. Guides for how to work in ProRenata are available at Google Drive.

Routines for increasing school attendance

It is of great importance to detect problematic school absence early. In the school's local student health plan, procedures for discovery of absence shall be reported. Fundamental for this work is that attendance is registered correctly. At Futuraskolan, attendance is reported in "Admentum". Futuraskolan has an action plan for absenteeism, stored at the Google Team Drive EHT. When necessary, the local municipality's rules for reporting absence are to be followed.

Professional Roles and Assignments

Psychologist

The psychologist will provide a psychological perspective in assessing and planning efforts for students in need of special support, as well as working consultatively with school staff. Furthermore, the school psychologist can assist the Principal in school development work.

Health Promotion and Prevention:

- Propose actions and efforts at organizational and group level.
- Provide psychological knowledge to parents, staff and Student Health.

- Assist the Principal with a psychological perspective in work with school development.
- Training of staff based on current psychological knowledge.
- Take part of current scientific development relevant to student health work.
- Evaluate and follow up on student health efforts.

Remedial:

- Propose measures and initiatives at organizational, group and individual level.
- Consultation to staff based on a psychological perspective.
- Individual assessments of school-related problems, learning difficulties and executive difficulties.
- Counselling to students, parents and staff in school-related matters.
- Assessment and diagnosis of Intellectual Disability (previously Mental Retardation).
- Assist the Principal with applications for the compulsory school for children with learning difficulties.

* Students with the need for psychological treatment are referred to psychiatric facilities.

Special Education Teachers

Within Futuraskolan there are special pedagogues and special teachers responsible for the special education efforts of Student Health. They contribute with special educational knowledge as support for the educational work and in overall work with teaching environments and pedagogy at the school.

Health Promotion and Prevention:

- Assist school management with advice and information that is important for students' development and learning.
- Take part of scientific development relevant to special education and student health.
- Identify obstacles and opportunities in the school environment.
- Work with development of pedagogy so that the needs of all students can be met.
- Pedagogical advice to teachers.

Remedial:

- Participate in pedagogical mappings and the establishment of action programs.
- Tutorial / consultation to teachers.
- Teaching and skills training with individual students, both in the classroom and individually.

Counsellor

The counsellor works with psychosocial efforts. The counsellor works with social and psychosocial issues at organizational, group and individual level.

Health Promotion and Prevention:

- Working with equal treatment and core values at organizational and group level.
- Provide knowledge of what and how social and psychosocial factors impact development and health.
- Knowledge of social support and welfare system.

Remedial:

- Individual counselling with students.
- Participate in meetings with school and guardians.

- Participate in collaborative meetings with, for example, BUP and Social Services.
- Consultation to teachers.
- Working with school values with specific student groups.
- Assist teachers and Principal in dealing with abusive and offensive treatment.

School Nurse and Physician

Futuraskolan employs Skolhälsan AB for the carrying out of medical student health care efforts. Skolhälsan carry out statutory health checks, vaccinations and conducts health-promoting counselling with students. The School nurse and physician also assist with referrals to external healthcare, if necessary, for example for child and adolescent psychiatry or speech therapist.

Student Health Meeting Platforms

Student Health Team Meetings

All schools have regular Student Health meetings where counsellor, special education teacher, Principal and psychologist participate. The Education Act states that Student Health must be collaborative and interdisciplinary. The purpose of the meetings is to gather the various skills of the team to enable interdisciplinary discussions. To promote effective meetings, an agenda should be prepared for each student health meeting. The protocol function in ProRenata is used to set up an agenda and to document the meeting.

Network meetings for student health personnel

Special education teachers from each school meet regularly. The meetings are aimed at developing competence, development of special education work and collegial supervision. The special education teachers will also devote time to this work in connection with joint study days at the schools.

The counsellors meet regularly. Their meetings are aimed at developing skills, developing work procedures / methods and collegial guidance.

The school psychologist meet with a professional supervisor together with 2-3 other school psychologist in Stockholms Stad approximately once a month. The purpose of these meetings is to ensure quality, develop competence and provide collegial support.

Collaboration with teachers

A large part of the work with Student Health takes place in the classroom. Teachers at the school have primary responsibility for student health in the class and the Student Health Team will serve as a support function for the teachers. It is the teachers who carry out work with additional adjustments and, in part, special support. It is important that teachers have the opportunity to receive support and advice from student health professionals in their daily work. Routines for when and how Student Health interacts with the teaching staff is needed. These procedures should be included in the local student health plan.

Conclusion

The procedures for documentation and handling of individual cases described above aim to ensure that Futuraskolan fulfills the promise stated in the introduction. Shared routines and structures are also prerequisites for systematic quality work. A hope is that the Student Health Plan can act as a guiding principle in all student health work and also underpin further development of student health cooperation between student health personnel and the educational staff.

Evaluation 2021/22

Special education teachers and counsellors from the different schools have participated regularly in the networking meetings. Themes that have been dealt with at the spec-ed. meetings are inclusive approach, differentiated teaching, additional adjustments, how EHT can support and cooperate with teachers to make teaching available for all students, learning environment, strategies for a structural communication with teachers, preventative and promotional work, reciprocal teaching, social narratives and motivating conversation, on how to make changes and get effects in the classroom, peer professional development, visual support, how to use ProReNata, peer coaching etc. At the counsellors' meetings, focus has been on Fair & Equal Treatment and work against discrimination and harassment according to the new legislation in the Law prohibiting Discrimination, preventive and promotional work, violence in close relationship/families, social stories, Low arousal approach, Life Skills education, Sex education, MeToo, Internet smart, how to evaluate and analyse effects etc. Based on evaluation with the participants, it has been decided that the 2021/22 academic year there will be fewer but longer meetings for the special education teachers. From evaluations we also see a need to strengthen the connection between the network meetings and local practice at the schools.

In the first semester 2021/22 information on central and local student health plans was provided at network meetings. The Quality Manager participated in local Student Health Meetings at the beginning of the semester to follow up on their work and the local student health plans. 6 schools have established a local student health plan for 2021/22. Several of the schools have conducted local planning days with their student health teams for follow-up of student health and work planning for the upcoming year.

A new documentation system for student health was introduced during the year, ProRenata. This is to ensure proper and safe documentation. Implementation will continue in 2021/22.

At the local planning days for EHT at schools, and at networking meetings, attention has been drawn to the need for increased collaboration between EHT and educational staff, and the need for developing the work with additional adjustments, and inclusive education and learning environments. This is constantly being addressed at networking meetings and two of the schools have conducted training activities locally using the SPSM module "Delaktighet för lärande". In addition, a joint study day on the subject of inclusion is scheduled for autumn.

Plan 2021-2022

Action	Responsible
Updated version of the Student Health Plan, to be shared with Principals	Tom Callahan - CEO
Create local Student Health plan at each school for the school year 2019-20	Teresia Årbro
Professional development day arranged by Student Health for all teachers. Theme: Looking for Learning	Teresia Årbro

Network meetings for special education teachers, 4 times/school year	Teresia Årbro
Network meetings for counsellors, 4 times/school year	Diana Pucci

References

Skolverket, 2014, "Allmänna råd Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram"

Skolverket and Socialstyrelsen, 2016, "Vägledning för elevhälsan"

Svensk författningssamling, 2010, "Skollagen 2010:800"