**Welcome Pack**

**Central 0-19 Health Visitor and School Nurse Team**

**St James House,**

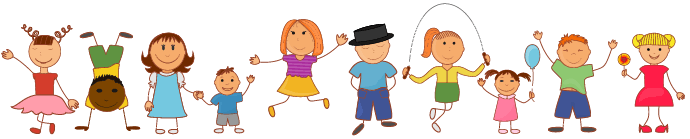
**7th Floor,**

**Pendleton Way,**

**Salford,**

**M6 5FW**

**0161 206 6081**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&docid=ieIinMmzxdemGM&tbnid=YWq9QVwD_oB_qM:&ved=0CAUQjRw&url=http://www.safeguardingni.org/cyp/welcome&ei=rwZ9U8z1Hsmr7Aatw4D4Bw&psig=AFQjCNGxKhqFRfcVmY2NFBcq1kuOGqR_yw&ust=1400788915952302)

**An Introduction to Salford**

**Salford is a city constantly changing and moving into an exciting future as a thriving cultural, economic, and residential location.** From urban buzz to greenbelt tranquility, Salford is building on the mixture of its waterfront, urban and countryside environments to create places where people want to live, work, invest and visit.

Salford is about 200 miles Northwest of London. With excellent road and public transport links to all parts of the UK, the city is well placed as a visitor and commercial center. Manchester International Airport, gateway to over 200 international destinations, is just a few miles away too. The city of Salford covers 37 square miles and the five districts of Salford, Eccles, Worsley, Irlam and Cadishead, and Swinton and Pendlebury. Some 220,000 people are proud to call Salford their home!

Salford's closeness to Manchester city centre makes it an important part of the economy and culture that is driving England's Northwest forward. Salford and Manchester enjoy a unique situation: their connection creates a wealth of opportunities ranging from the potential for business relocation and development to establishing Salford's waterways and watersides as key regional and national visitor attractions and turning the city into a residential area of choice within Greater Manchester.

**Our Philosophy**

**Children’s Services: Empowered to Enable**

**Mission Statement**

**By placing children, young people, and families first, we will safely deliver high quality services that will empower and enable them to achieve their full potential.**

**The 0-19 Service aims to respect and recognise each infant, child, and young person as unique individuals whose best interests must be paramount, whilst considering their physical, psychological, social, cultural, and spiritual needs, as well as those of the family.**

**The aim of this orientation pack is to provide relevant information so that each learner can make full use of the appropriate learning opportunities available within the Central 0-19 Health Visiting and School Nursing Team locality and the surrounding areas and enjoy a positive learning experience.**

**‘As a team we believe we offer learners a safe and welcoming environment. We encourage individual and collaborative working, and the team endeavor to enhance the learners learning experience by sharing their extensive skills, knowledge, and expertise.**

**We believe each learner is an individual and will treat them as such. We will negotiate action plans and strive to ensure they meet the learners’ learning outcomes, enabling them to be in control of their own learning.**

**We aim to motivate learners and give them a feeling of belonging.**

**As a team, we recognise that learners will come with different life experiences and different levels of knowledge, and during your placement we will endeavor to facilitate relevant learning opportunities as identified by your action plans.**

**Learning is a two-way process; however, and you are ultimately responsible for your own educational and professional development.**

**You have been allocated a named Assessor/Supervisor for your time with us and will remain supernumerary during your placement. If you have any specific learning needs, they should be discussed at the earliest opportunity.**

**Achieving excellence in learning and care...**

**Placement Charter**

This Charter demonstrates the Placement’s commitment to provide a safe and high quality learning environment for all learners to prepare them for their future roles working collaboratively in multi-professional teams. The ‘Placement Pledges’ and the ‘Rights, Roles and Responsibilities of learners’ instill the values embedded within the NHS Constitution (DH 2013) and Health Education England’s NHS Education Outcomes Framework (DH 2012) and NMC Education Standards (2018).

|  |  |  |
| --- | --- | --- |
| **Placement Pledges** | **Rights, Roles and Responsibilities of learners** | |
| Ensure all learners are welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience. | Prepare adequately for the placement, including contact with the placement in advance. Disclose any health or learning needs that may impact on the placement, or the achievement of learning outcomes. | |
| Promote a healthy and ‘just’ workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or ‘risk’, including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity. Respond appropriately when concerns are raised. | Raise any serious concerns about poor practice or ‘risk’, including unacceptable behaviours and attitudes observed at the earliest opportunity. Be clear who to report any concerns to in order to ensure that high quality, safe care to patients /service users and careers is delivered by all staff. | |
| Provide all learners with a named and appropriately qualified / suitably prepared assessor/supervisor / placement educator to supervise support and assess all learners during their placement experience. | Actively engage as an independent learner, discuss learning outcomes with an identified named assessor/supervisor / placement educator, and maximize all available learning opportunities. | |
| Provide role modelling and leadership in learning and working, including the demonstration of core NHS ‘values and behaviours’ of care and compassion, equality, respect and dignity, promoting and fostering those values in others. | Observe effective leadership behavior of healthcare workers and learn the required NHS ‘values and behaviours’ of care and compassion, equality, respect and dignity, promoting and fostering those values in others. | |
| Facilitate a learner’s development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team. | Be proactive and willing to learn with, from and about other professions, other learners and with service users and carers in the placement. Demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team. | |
| Facilitate breadth of experience and inter-professional learning in placements, structured with the patient, service user and carer at the centre of care delivery, e.g. patient care pathways and commissioning frameworks. | Maximise the opportunity to experience the delivery of care in a variety of practice settings, and seek opportunities to learn with and from patients, service users and carers. | |
| Adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment across the placement circuit in order to support the achievement of placement learning outcomes for all learners. | Ensure effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level. |
| Offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation | Comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations. |
| Respond to feedback from all learners on the quality of the placement experience to make improvements for all learners. | Evaluate the placement to inform realistic improvements, ensuring that informal and formal feedback is provided in an open and constructive manner. |
| * Learner’ refers to all health, education and social care students, trainees, hosted learners. * Placement’ relates to all learning environments / work based learning experiences. * Practice Assessor/ Practice Supervisor/ ‘Mentor’/ placement educator’ relates to all trainers /supervisors / coordinators appropriately qualified / suitably prepared to support learners. * Professional and regulatory body and organisation’ relates to standards required to ensure patient and public safety, and professional behaviours. | |

|  |  |  |
| --- | --- | --- |
|  | Developed in the Northwest by healthcare learners, service users,carers, and health and social care staff from all professions in the Northwest region. | [Description: Health Education North West](http://nw.hee.nhs.uk/) |
|  | **Health Education North West** | |

**The Role of the 0-19 Universal Health Visitor and School Nursing Team including Universal Partnership Plus and immunisations**

**Within the community, the 0-19 Service has universal access to all children from 0-19 years (0-25 SEND) and therefore has an important role in fulfilling the health needs of these children and their families.**

**Salford’s 0-19 Children’s Service offers universal provision following the Healthy Child Programme (HCP) to these families using Standard Operating Procedures (SOP’s). This ensures that information is given to families in a timely manner in accordance with the latest evidenced based research in core contacts and public health issues.**

[Health visiting and school nursing service delivery model - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/health-visiting-and-school-nursing-service-delivery-model) (May 2021)

**All Health Visitors (HV) and School Nurses (SN) are qualified nurses from a variety of backgrounds holding Adult, Mental Health, Child or Midwifery registration. The HV’s and SN’s have undertaken additional training at degree level or above in child health, health promotion and specialist public health nursing. They have a wealth of knowledge and experience.**

**Some of the HV’s and SN’s have also undertaken the non-medical prescribing qualification and are able to diagnose and prescribe relevant treatments for identified health needs.**

**Some of the SN’s have undertaken the CRASH course and are able to provide advice and support around sexual health.**

**HV’s in the Universal teams support families with their child’s health and development, health promotion and lead on the delivery of the core contacts in the HCP.**

**SN’s in the Universal teams support school age children and their families with health and emotional wellbeing, health promotion and lead on the delivery of the HCP in schools.**

**HV’s in UPP team focus on safeguarding babies, children and their families who are open to Children’s social care. They complete all the HCP core contacts.**

**Targeted Nurses (TN) are registered nurses who work within the Universal Partnership Plus Team and support school aged children, young people and their families who are open to Children’s social care.**

**Community Staff Nurses (CSN) support the 0-19 Service with the delivery of the HCP by providing home visits for the health, weight and development monitoring of children and young people, national child measurement programme, and health assessments within schools. They are also able to provide additional support to families with complex/medical needs and have experience with the 0-19 age range. The Staff Nurses also support the delivery the school aged immunisation programme, drop ins, healthier lifestyles and Emotional health and well-being.**

**Some of the CSN work within the UPP team and work with school aged, Cared For Children and those who are at Child in Need level and open to social care.**

**Community Nursery Nurses (CNN) hold recognized Child Care qualifications. They support the Health Visitor in providing ongoing support for identified families. They attend clinic sessions for weight monitoring and advice and facilitate the running of groups such as first foods and baby massage. The CNN’s will arrange and perform developmental reviews of infants aged 24 months and are able to provide advice on issues such as behavior, sleep, eating and toilet training, making any necessary referrals. Each Nursery nurse is a link to an identified nursey to support transition for school readiness.**

**School Health Assistants (SHA) support the School nurses and Community Staff Nurses with the delivery of the HCP. They are Key to delivering the National Child Measurement Programme for reception and year 6 children.**

**The 0-19 immunisation team** deliver vaccinations in two distinct areas, this being 0-5 Home Imms Team and 5-19 School age Imms.

The School age core immunisation sessions are delivered by the 0-19 Universal teams are held in school to eligible children with the support of the 0-19 school aged imms team. The team also work with hard-to-reach communities

**The administration team support the 0-19 service to deliver the HCP. They will alert teams and create electronic records for new infants allocated to the locality and arrange for the transfer of the electronic records to relevant bodies upon request. They have a vast experience of the databases used within the community setting and will undertake the ordering and distribution of requisitions.**

**Safeguarding Children**



All members of the 0-19 team identify vulnerability in infants, children, young people, and families as part of their role and offer appropriate targeted interventions to improve health outcomes.

Universal services remain essential for keeping children safe and for primary prevention. Early intervention, evidence-based programmes should be used to meet needs in a timely way.

Within the 0-19 service we now have a dedicated team who support children and families who have Social Care involvement.

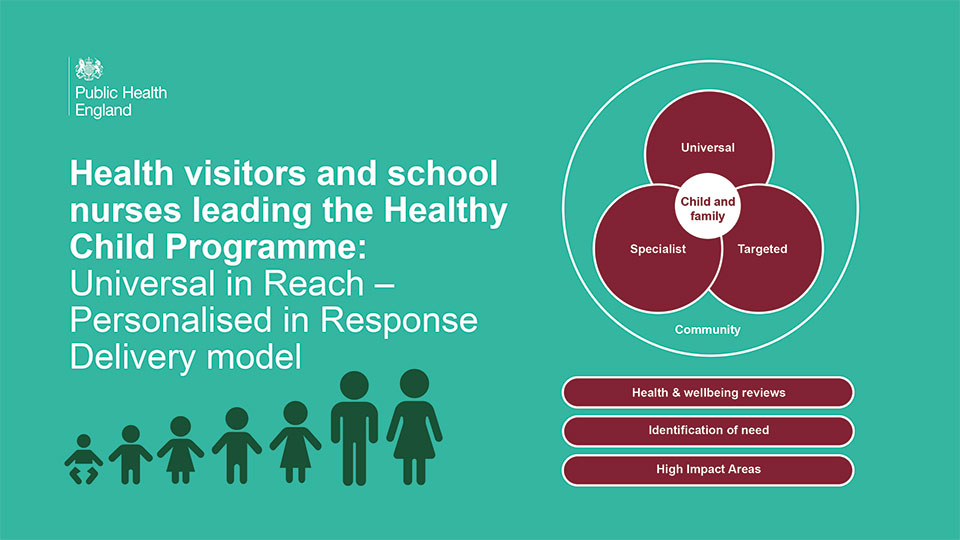
The 0-19 UPP Service is responsible for monitoring the physical and emotional health and well-being of children who are subject to a Child Protection Plan, Child in Need plan and those in the Team around the Family arena, these are reviewed on a regular basis, dependent on level of need.

The 0-19 UPP service attend child protection case conferences and are part of the multi-disciplinary core group; a group of professionals identified at the initial case conference and along with parents and children / young people, who will work together and meet every 4-6 weeks to ensure the recommendations from case conference are abided too.

Children will move up or down the levels when situations change. As the children and family’s needs increase supplemental services will be required and, in some instances, delivered within a legal framework.

Transition from one level to another should happen seamlessly to ensure that information is shared appropriately.

**Safeguarding Children Threshold of Need**



**Child and family -** All children accessing mainstream services with no identified additional needs.

**Universal** -Children with additional needs that can be met by targeted support from a single practitioner or agency, or multi agency support. Consider a FAF (Family Assessment Framework).

**Targeted**  Children with significant additional needs that have not been met by multi agency support and TAF, and where significant concern remains. This is met by CIN (Child in Need)

**Specialist -**(Universal Partnership Plus) Children with acute needs requiring a specialist or statutory response. Child Protection Plan (CPP). Cared For Children (CFC) also meet this threshold.

**The Central Health Visiting Team comprises of:**

|  |  |
| --- | --- |
| Locality lead | Phillippa Desveaux |
| 0-19 Clinical Lead/Gasto HV | Kerry Wilson |
| 0-19 Clinical lead (CPT/Assessor) | Amanda Jolley |
|  |  |
| Health Visitor | Lesley Blackman |
| Health Visitor | Sarah Jones |
| Health Visitor | Rachel Vyas |
| Health Visitor | Krisha Wilson |
| Health Visitor | Sarah Phillips |
| Health Visitor | Priscilla Harrison |
| Health Visitor | Oluwatosin Adeola Oladimeji |
| health Visitor | Vanessa Blackburn |
| Health Visitor | Yvonne Anderson Boyd |
| Health Visitor | Vacancy |
| Health Visitor/student | Tamar Khelisupali |
| Health Visitor | Pauline Brown |
| Health Visitor | Julie Gough |
|  |  |
| School Nurse | Gwenno Rhys |
| School Nurse | Nicola Pearson |
| Student SN | Rebecca Cooper Tongue |
|  |  |
| Staff nurse | Jane Harvey |
| Staff nurse | Nur Milenkovic |
| Staff nurse | Roxann Lowe |
| Staff nurse | Victoria Ireland |
| Staff Nurse | Steffi Asher |
| Staff nurse | Sally Richardson |
|  |  |
| CNN | Sharon Hall |
| CNN | Julie Reynard |
| CNN | Sarah Fielding |
| CNN | Carli Reynolds |
| CNN | Lisa Maria Fryer |
| CNN | Stacey Walsh |
| CNN | Elizabeth Pickford |
|  |  |
| SHA | Sinead Bradley TTO |
| SHA | Jacqui Capstick TTO |

**Team members**

**Sarah Phillips**

My name is Sarah Phillips; I am a band 6 Health Visitor working full time (37.5hours) over the five days.I completed level two and three in childcare and education at Pendleton College and worked as a nursery nurse before starting nurse training. I commenced the Diploma of Higher Education in Nursing – child nursing at Salford University in 2010. I then commenced Health Visitor training with the University of Bolton and completed a Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting) at Bolton University. Since qualifying I have been working as a Health Visitor within the Salford Central Team.

**Yvonne Anderson-Boyd**

My nursing journey began in 1984 at Bury General Hospital after qualifying as an Enrolled Nurse I started to work at NMGH

My Health Visiting career started in 1996 when I started my Degree in 1997 I began work in Rochdale as a Health Visitor regularly using Urdu, Punjabi and Gujarati interpreters based in the office. In 1998 after finding 2 hours travelling too much I obtained employment in Trafford. I worked in Urmston for many years as well as Meadway HC in Sale for a number of years.

In June 2009 after wanting a change I began work at Swinton Clinic and soon after became a Team Leader at Langworthy Clinic the Team was small caring and supportive which I enjoyed managing. In April 2013 I moved to this current post at Higher Broughton which is the start of a new chapter in my career.

In April 2018 I started a new role at Lance Burn health centre working as a health visitor, I am also the Equality and diversity lead and the CONI and CONI plus co-ordinator . The team is very welcoming and supportive and very helpful. My aim focusses on achieving high standards of patient care and maintaining good working relationships with colleagues. I work as part of a multi- disciplinary team which includes:- health visitors, school nurses, staff nurses and community nursery nurses, and admin, using a corporate style of health visiting. A corporate style of working enables the team to pool resources and knowledge and discuss clients at regular bi monthly team meetings. I have a case load, and carry out continuing responsibility for a rich and diverse community. I enjoy being part of, a productive team who deliver high standards of patient care.

**Sarah Fielding**

My name is Sarah Fielding and I have been qualified as an NVQ Level 3 Nursery Nurse for 20 years.

I trained in private day nursery and worked my way up to Nursery Manager over a period of 11 years. After my youngest child was born, I worked for Mothercare as a Team Leader for 18months before joining Salford PCT as a Health Visitor Assistant in 2003.

I started as a Nursery Nurse for the Health Visiting Team in Pendlebury in 2005, moving to Langworthy in 2007. I enjoy the varied aspects of my job including baby clinic, baby massage and development checks. I have also taken a keen role in Breastfeeding, running a Breastfeeding Support Group and being part of the training team responsible for training the health visiting and children’s centre staff.

**Julie Reynard**

My name is Julie Reynard. I am a community nursery nurse within the health visiting team. My role is to support the health visitors and to deliver the core programme.

I qualified as a NNEB in 1982 at Newton-le-Willows College – St Helens. Since qualifying I have worked as a nursery nurse in different settings.

1982-1992 Hope Carr Education nurseries in Leigh

1995-1998 – Worked for Wigan health and education speech and language team within the foundation stage.

1998-2001 – Bolton Health – preschool 0-4 years team with children with special needs and their families

2001- until present date Salford health visiting team.

**Sharon Hall**

My name is Sharon Hall and I am a Community Nursery Nurse working in the Health Visiting team. I qualified as a Nursery Nurse in 1997 with an NVQ level 3 in Childcare and Education, but have worked in nursery settings since leaving school. I have mainly worked in private day nurseries working from nursery assistant to team leader and eventually manager of a Surestart nursery. I have worked as a community nursery since 2006 and thoroughly enjoy this role.I joined Central Team in January 2015 moving from Broughton where I was based for 8 years.

**EXPECTATIONS OF LEARNERS WHILST ON PLACEMENT**

* **To ring placement prior to commencement for information and name of mentor.**
* **Arrive on time. The core hours worked are 8.00 to 18.00 however this can be discussed with your mentor.**
* **You will need to provide a copy of your DBS certificate.**
* **Uniforms should be worn and should be worn in a clean and tidy manner as per university uniform policy.**
* **University ID must be worn at all times.**
* **Learner’s will enable access to PAR for those staff not assigned**
* **Mobile phones should be on silent or turned off (particularly when in a client’s home).**
* **Always act in a professional manner and maintain confidentiality at all times.**
* **No Private calls to be made on the office phones.**
* **Ensure your Assessor/Supervisor is given an up-to-date contact number for yourself and details of an emergency contact.**
* **Utilize the Toolkit to Support Community Learning Environments** to support your learning whilst in placement
* **If sick or otherwise unable to attend your placement, please contact the office on 0161 206 6081 and speak to your assessor/supervisor at the earliest opportunity.**

**You are also responsible for informing the university and an absence notification will be forwarded by your assessor/supervisor to:** HealthstudentAbsence@salford.ac.uk

**If you have any issues about your placement, please speak to your assessor/supervisor, PEL or Locality Lead as soon as possible. If this is not possible then contact the PEF team** [PEFTeam@srft.nhs.uk](mailto:PEFTeam@srft.nhs.uk) **or your personal tutor.**

**Facilities**

* **There is a kitchen with a fridge, microwave and tea making facilities.**
* **You will be entitled to a 30 minute lunch break.**
* There is no on-site student parking at St James’s House. If we have any spare permits, we may be able to provide these to learners, but this will be reviewed on a daily basis and cannot be guaranteed.
* Public car parks are available in the immediate vicinity of St James’s House but please note, the maximum time limit for free parking is 3 hours with no return within 1 hour, however, if you park on the council car parks you can pay for parking if staying longer than 3 hours. Also note, you cannot move between the two council car parks as they are operated by the same operator. However, I believe you can move between the council car parks and Tescos without leaving 1 hour between moving your car. Alternatively, you can park on the side streets behind Tescos for free.
* St James’s House can also be accessed via public transport – numerous buses stop in the immediate vicinity and Salford Crescent Train station is approx. 15 mins walk away.

**Health and Safety**

* **It is the responsibility of all employees to work with mangers to achieve a healthy and safe environment, and to take reasonable care of themselves and others.**

**Equality and Diversity**

* **It is the responsibility of all employees to support the trust’s vision of promoting a positive approach to diversity and equality of opportunity, to eliminate discrimination and disadvantage in service delivery and employment, and to manage, support or comply through the implementation of Equality and Diversity Strategies and Policies utilized through SRFT.**

**Smoke Fee Policy**

**The trust operates an Smoke-Free Policy. Smoking is not permitted anywhere. In the interests of promoting responsible health care, all staff and Learner s are to refrain from smoking when off site in uniform in any public place**

**Freedom to Act**

**You are accountable for your own actions, recognising your professional boundaries and seeking advice and support as necessary.**

**Assessment arrangements**

In line with the NMC requirements learners will be supervised, directly or indirectly, by their named Assessor/Supervisor. There is provision that learners can undertake up to 50% of placement-based learning. Assessors and Supervisors must be allocated to learners at least one week in advance.  The learner ’s first day on placement **must** be planned to coincide with the named Assessor/Supervisors off duty.

During your placement with the Central 0-19 team

Your Assessor is: …………………………………………………..

Your Supervisor is:……………………………………………….

The responsibility of the Assessor/Supervisor includes:

* Supporting the learner to organising and coordinating learning activities in practice
* Supervising Learners in learning situations
* Setting and monitoring objectives
* Providing constructive feedback.
* Assessing Learners skills, attitudes and behaviours
* Providing evidence of learner achievement
* Liaising with others about Learner performance
* Identifying concerns
* Agreeing actions about concerns

If you have any difficulties in practice, which you feel you cannot discuss with your Assessor/Supervisor you can contact

* Your Practice Education Lead Priscilla Harrison 206 6081
* Your personal tutor
* The University Link Lecturer
* SRFT practice placement facilitator PEFTeam@srft.nhs.uk

**Learner Weekly Diary Sheet**

Team: …………………………………………… Nominated Assessor/supervisor Name:…………………………….

Pre-Registration Learner Nurse: ………………………………… Year:……………………

University:………………………………………..

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Starting** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| am |  |  |  |  |  |  |  |
| Designated Supervisor/Nurse  For this session |  |  |  |  |  |  |  |
| Spoke Visit  (please put the contact name and phone number for spoke) |  |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |  |
| Designated Supervisor/Nurse  For this session |  |  |  |  |  |  |  |
| Spoke Visit  (please put the contact name and phone number for spoke) |  |  |  |  |  |  |  |

**Placement Exposure**

**During your placement with the 0-19 service, you will be given the opportunity to spend time with each of the team’s disciplines in order to gain an understanding of their role.**

**This will enable you to experience:**

* **New birth home visits.**
* **Follow up home visits.**
* **Healthy Child clinics.**
* **Health Promotion**
* **Baby massage group.**
* **First foods information sessions.**
* **Breast feeding support groups and home visits.**
* **School nurse drop in sessions**
* **School Immunisation sessions**
* **National Child Measurement Programme**
* **Safeguarding**
* **Multidisciplinary meetings.**
* **Referral Processes**
* **Administrative support.**

**You will also be assisted in finding spoke placement opportunities outside of the immediate team which will aid you in fulfilling your learning needs. If you have any particular interests, please speak to a member of the team for guidance.**

**Commonly used abbreviations:**

SCPHN SN Specialist community public health nurse School Nurse

SCPHN HV Specialist community public health nurse Health Visitor

CSN Community Staff Nurse

CNN Community Nursery Nurse

SHA School Health Assistant

HVA Health Visitor Assistant

CPT Community Practice Teacher

AN Antenatal

PBV Primary Birth Visit

6-8 6-8 week development review

9mth 9-12 month development review

MI Movement in visit

LV Listening Visit

GP General Practitioner

SW Social Worker

RIAT Referral and Initial Assessment team

EWO Educational Welfare Officer

CAMHS Child and Adolescent Mental Health Services

YOS Youth Offending Service

DNA Did not attend

CNA Could not attend

Dtp Diphtheria, tetanus and inactivated Poliovirus

HPV Human Papilloma Virus

MMR Measles, mumps and Rubella

Men ACWY Meningitis ACWY

PCSO Police Community Support Officers

FAF Family Assessment Framework

LAC Looked after child

CP Child Protection

TAF Team around the Family

CIN Child in need

CG Core Group

ICS Integrated Children’s Services

MASH Multi-Agency Safeguarding Hub

CSC Children’s Social Care

CSE Child Sexual Exploitation

SEN Special Educational Needs

SW Social Worker

LADO Local Authority Designated Officer

MAPPA Multi Agency Public Protection Arrangements

MARAC Multi Agency Risk Assessment Conferencing

LSCP Local Safeguarding Children’s Partnership

WHO World Health Organisation

EP Educational Psychologist

PGD Patient Group Direction

NMP Non-Medical Prescribing

NCMP National Childhood Measurement Programme

CQC Care Quality Commission

CCG Clinical commissioning Group CIN – Child/Ren in need

DV/A Domestic Violence/abuse

EOTAS Education Other Than At School

EHP Early Help Practitioner

**Spoke Placements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spoke** | **Learning opportunities it provides** | **Specific to which year of the programme** | **Placement contact details** | **Suitable length of time to spend in spoke** |
| Audiology | An insight into the neonatal hearing programme and the effects of loss of hearing on overall development. | All | 0161 206 0239 | One clinic |
| Asthma Specialist Health Visitor | Awareness of physiology and anatomy of lung function. Awareness of the disease management of asthma and the treatments available. Viewing the education and teaching of clients /parents /carers. | Year 2 & year 3 | 0161 206 2366 | One – two clinics |
| Community Dental team – Pendleton Gateway | An insight into the overall oral health and stages of teeth production in relation to first and second teeth | Year 1, 2 & 3 | 0161 211 7386 | One – two clinics |
| Community Drug and alcohol team  (Achieve) | An insight into the effects of drug and alcohol and the consequences on the family life – Socially and medically. Viewing the education and teaching of clients / parents /carers. | Year 2 & 3 | 0161 358 1530 | One Day |
| Bridge/RIAT | An insight into the role of the Social Worker in Child Protection | All | 0161 603 4222 |  |
| Family Hub’s | An awareness and understanding of the process of play and the effects on development. An understanding of multi agency working and the healthy child programme | Year 1, 2 & 3 | As per Locality placement | One – two days |
| Speech and Language Service | An awareness of normal speech development in conjunction with the developmental milestones that children obtain within the pre-school years | Year 1, 2 & 3 | 0161 206 4253 | One Day |
| 0-19 Immunisation team | An awareness of the national immunisation programme and an understanding of the constraints and barriers that prevent children receiving adequate protection against infectious diseases. An awareness of the public health programme. | Year 2 & 3 | 0161 206 8821 | One – two days |
| Starting life well | An awareness of the implications of disease on the child’s development both socially and developmentally | All Years | 0161 778 0384 | One – two days |
| Orthoptist Service | An awareness and understanding of the normal physiology of the eye and detecting abnormalities | All Years | 0161 206 6217 | One clinic Pendleton Gateway |
| Sexual health and family planning clinic | An insight into family planning methods and sexually transmitted diseases | All Years | Goodman Centre  Lance Burn Health Centre | One-two days  Lance burn health centre |
| Community Paediatrician | An insight into the role of the Peadiatrician | All years | 0161 206 0469 | One-two days |
| Looked After Children’s Team /VYPT/Learning disabilities | Youth offending Service/Looked after children/learning disabilities | 2 and above | 0161 206 2215 |  |
| Locality Team/family support worker |  |  | 0161 686 5260 |  |
| Family Liaison Nurse/Bridge |  |  | 0161 206 2198 |  |
| Epilepsy Specialist Nurse |  |  | 0161 206 6040 |  |
| Diabetes Specialist Nurse |  |  | 0161 206 8802 |  |
| Children’s Community Nursing Team |  | 2 and above with specific learning outcomes | 0161 206 2285 |  |
| Health Improvement team |  |  |  |  |
| Teenage Pregnancy Team/young fathers |  |  | 0161 603 6874 |  |
| Enurisis Clinic |  |  | 0161 206 1083 |  |

We hope your placement with us will be an informative and valuable experience. During your placement the team will endeavor to facilitate the relevant learning opportunities identified in your action plan, however, learning is a two-way process, and you are ultimately responsible for your educational and professional development. Learner s can also register at the library at Eccles Gateway during their placement with us, for research purposes.

**Placement Evaluation**

To enable us to ensure that the placement provides learners with the relevant learning opportunities and help us improve the experience learners are offered, once your placement has finished, please could you complete the online survey (link below). The feedback is collated by the PEL in the team and feedback is provided to teams.

Please be honest in your feedback as we cannot change the things we don’t know about or celebrate what we are good at if you don’t provide the feedback.

**Learner Evaluations: Please log on to P@RE**