**Whole School Audit Tool – Asthma**

The aim of this audit tool is to consider your school or setting’s current practice in relation to how you support CYP impacted by asthma and how you work to reduce these challenges through a whole school / setting approach. It will highlight areas of strength whilst identifying areas which could be further developed.

How to use:

- Read the statements.

- Assign a RAG (Red / Amber / Green) rating to each of them.

- Identify areas for development.

- Use the action plan to plan next steps

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| **School / setting name** |  |
| **Phase** |  |
| **Asthma champion** |  |
| **Asthma champion (optional 2nd)** |  |
| **Areas of note regarding demographics and/or emerging or existing issues around asthma** |  |

**Ethos and Environment**

| **Best practice example** | **Red** | **Amber** | **Green** |
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| 1. There is at least one member of staff appointed as an asthma champion. |  |  |  |
| 1. The school / setting have achieved the asthma friendly school accreditation. |  |  |  |
| 1. Opportunities to celebrate special events such as #askaboutasthma week, world asthma day, clean air day are maximised and sit within a culture which promotes safety, belonging and inclusion for all. |  |  |  |
| 1. There is no stigmatisation of CYP based on their health circumstances and needs. |  |  |  |

**Leadership and governance**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Governors and senior leadership team (SLT) are aware of the challenges that can be faced by CYP who have asthma and are committed to meeting their needs. |  |  |  |
| 1. Governors and senior leadership team (SLT) are up to date with relevant guidance and legislation. |  |  |  |

**Policy development**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Relevant policies including safeguarding, behaviour and anti-bullying policies recognise the needs of children and young people with asthma, are clear, up to date and aligned to national guidance and legislation. |  |  |  |
| 1. Policies are accessible for all CYP and families. |  |  |  |
| 1. There is an asthma policy that ensures children and young people are identified effectively and offered appropriate support. |  |  |  |
| 1. Staff are confident in the contents of relevant policies and fully understand how it empowers them to support children and young people with asthma. |  |  |  |

**CYP voice**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. There is an annual CYP consultation activity (e.g., questionnaires, interviews or consultation sessions) to ensure that support remains needs-led and is regularly evaluated for effectiveness. |  |  |  |

**Support and signposting for CYP**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. CYP know who the asthma champion is and how to contact them. |  |  |  |
| 1. Responses to CYP who have asthma are appropriate. |  |  |  |

**Partnership with families**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Families are aware of their responsibilities around asthma. |  |  |  |
| 1. Families are kept informed of any changes to asthma in school- asthma exacerbation/asthma attacks/higher use of reliever inhaler than normal. |  |  |  |

**Curriculum, teaching and learning**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Teaching is fully inclusive and relevant to the age and stage of the CYP. |  |  |  |

**Staff CPD**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. All staff have accessed the tier 1 training for asthma. |  |  |  |

**Assessment, recording and reporting**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Asthma registers and policies are used effectively. |  |  |  |
| 1. Use of inhalers are recorded accurately. |  |  |  |
| 1. Personalised asthma action plans (PAAP) are available for children on the asthma register |  |  |  |
| 1. The enrolment process aids identification of CYP who have asthma. |  |  |  |