



SEATON ACADEMY

ASTHMA MANAGEMENT PROCEDURES

Approved by	
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Signed:	
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Review Sheet

Each entry in this table summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	December 2013
2	Reviewed - Link updated	October 2019
3	Significant updates incorporating management of the school emergency inhaler and training of staff. New appendices (letter, care plan, how to recognise and asthma attack and what to do)	November 2021

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1 Introduction

According to the charity [Asthma UK](#) there are around 5.4 million people nationally who are currently receiving treatment for asthma. This is around one in every 12 adults and one in every 11 children so, on average, 2 or 3 children in every classroom have asthma. Research has shown that two thirds of asthma deaths in the UK are preventable.

Asthma is a long-term condition that affects the airways (the tubes that carry air into and out of the lungs) and usually causes symptoms such as coughing, wheezing, and breathlessness.

If someone with asthma comes into contact with one of their asthma triggers, it can make their symptoms worse and even bring on an asthma attack.

Someone with asthma has 'sensitive' airways that are inflamed and ready to react when they come into contact with something they do not like. Coming into contact with one of their asthma triggers causes a person's airways to react in three ways:

- The muscles around the walls of the airways tighten so that the airways become narrower.
- The lining of the airways becomes inflamed and starts to swell.
- Sticky mucus or phlegm sometimes builds up, which can narrow the airways even more.

These reactions in the airways make it difficult to breathe and lead to asthma symptoms, such as chest tightness, wheezing, or coughing. It can also lead to an asthma attack.

Having frequent asthma attacks can also make asthma worse over time because they can cause scarring in the airways (sometimes called 'airway remodelling') which makes them narrower. Someone with scarred and narrow airways is more likely to have worse symptoms more often.

Most people with asthma who get the right treatment (and take it correctly) and who understand how to manage their symptoms and control their exposure or reaction to triggers are able to get on with what they want to do in life.

2 Rationale

Seaton Academy recognises the important part that nurseries, schools, and colleges play in helping children and young people with asthma manage their condition well to achieve good health, active learning, and personal independence.

We recognise that some pupils may need time off school or suffer disturbed sleep due to their asthma symptoms which can leave them feeling ill, tired, and irritable, and struggling to concentrate or catch up at school.

These procedures centre on the safeguarding of pupils diagnosed with asthma.

This school welcomes all pupils, including those who have asthma, and encourages them to achieve their full potential in all aspects of school life by providing a positive educational environment, procedures to control the risks to people with asthma and prevent and manage attacks, and well-trained staff to implement them.

So that pupils diagnosed with asthma can be fully integrated into school life, we will:

- ensure that those with asthma can and do participate fully in all aspects of school life, including PE, design technology, science, educational visits, and other extended school activities by understanding a pupil's severity of asthma and their triggers, assessing the risks and implementing control measures to try to reduce them, and having sound emergency management procedures;
- have arrangements in place to ensure that those with asthma can get immediate access to their reliever inhaler at all times;
- keep a record of all pupils diagnosed with asthma and the medicines they take (asthma register) and have an Asthma Care Plan (ACP)/Individual Health Care Plan (IHCP) in place for pupils who need one;
- ensure that the whole school environment, including the physical, social, sporting, and educational environment, is favourable to those with asthma;

- ensure there is an area of school that allows for adequate privacy and supervision where necessary for pupils who are uncomfortable using an inhaler in front of others;
- ensure that all staff and other adults working in the school and who come into contact with pupils with asthma know what asthma is, what asthma symptom triggers are relevant to their work, how to best control the triggers and reactions, how to recognise an asthma attack, and what to do in the event that a pupil has one;
- take steps to ensure that pupils with asthma are not being bullied by others and apply our anti-bullying procedures to prevent this;
- work in partnership with all interested parties including the governing body, all school staff and other adults, the school or community asthma nurse, parents and carers, other employers of adults working in the school (e.g. cleaning and catering staff), the local health protection team, and pupils to ensure these procedures are, implemented and maintained successfully.

3 Managing pupils' asthma medicines

Pupils with asthma need immediate access to their reliever medicine and are encouraged to carry their reliever inhaler as soon as their parent or carer, GP or asthma nurse, and class teacher agree they are mature enough. The reliever inhalers of children who are not capable of carrying it safely themselves are kept in their own classrooms.

It is explained to all staff as part of their induction that any child who appears to need or has asked for their reliever inhaler should be given it immediately and what procedure they must follow.

We ask all parents and carers to ensure that they provide school with a spare reliever inhaler (and spacer device if required) which they have clearly labelled with their child's name. An appropriate member of staff will hold this device separately in case the pupil's own inhaler runs out, or is damaged, lost, or forgotten.

It is the responsibility of parents and carers to ensure that medicines provided by them for their child to use at school have a reasonable length of time left before their expiry date considering how long we will need to keep it. For example, a preventer inhaler to be used once a day after breakfast and due to expire in 2 weeks will be acceptable when school only needs to hold it for a 2-night residential starting that day. A reliever inhaler which may be required infrequently but could be needed at any time should have no less than 2 months left before it expires on the day it is received so that the expiry will be flagged in good time to request a replacement by the regular medicines check we carry out.

If it comes to the attention of staff through their normal duties or regular checks that a medicine has expired or will expire soon, we will inform a parent or carer and ask for a replacement.

If a pupil appears to be using their reliever inhaler more often than expected according to the needs outlined in their ACP/IHCP, we will inform their parents/carers. We might need to review the child's plan with them, or the child might need to see their GP or a community asthma nurse for an asthma review after which we might also need to review their child's plan with them.

It will be agreed between school and home and recorded on the ACP/IHCP how parents or carers would like to be informed about their child's use of their asthma medicines. Notifications can be in person face-to-face at the end of the school day or by paper slip (see Appendix E), telephone call, SMS, email, app.

School staff are not required to administer asthma medicines to pupils (except in an emergency), however many staff at this school are trained and willing to either do this, or to supervise or provide other support to a pupil whilst they self-administer.

School staff who agree to administer medicines are insured by the local authority/governing body to do so when they are acting in accordance with our policies and their training given the circumstances they faced at the time.

4 Procedure for inhaler administration

The procedure for obtaining and using a pupil's asthma reliever inhaler and the school owned emergency salbutamol inhaler are similar with slight variations to both affecting certain staff e.g. where the easily

accessible but secure place pupils' own inhalers are kept if they cannot carry them, the nearest spare to their work area etc.

The school-owned emergency salbutamol inhaler can only be used by children, for whom written parental consent to use it has been given **and** who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as reliever medication. A pupil who has been prescribed an inhaler for their asthma which contains an alternative reliever medicine to salbutamol (such as terbutaline), should still use the salbutamol inhaler if their own inhaler is not accessible and consent is held – it will still help to relieve their asthma symptoms and could save their life.

Staff will supervise or otherwise support a pupil who is able to self-administer their own or the school emergency inhaler, or they will administer it for pupils who are unable to self-administer it in accordance with their training and Appendix C 'How to recognise an asthma attack'; and Appendix D 'What to do in the event of an asthma attack'.

Staff will be aware of and prepared to manage the well-known, normally mild, and temporary side effects of inhaling salbutamol which are not likely to cause serious harm e.g. the child feeling a bit shaky or trembling and their heart beating faster.

Salbutamol inhalers are intended for use where a child has asthma. The symptoms of other serious conditions and illnesses, including allergic reaction, hyperventilation and choking from an inhaled foreign body can be mistaken for those of asthma, and the use of the emergency inhaler in such cases could lead to a delay in the child getting the treatment they need.

4.1 Summary of action staff should take in response to a suspected asthma attack

1. Establish that the pupil in difficulty is experiencing an asthma attack as far as possible and try to keep them calm.
2. Establish the pupil's identity and the correct action to take i.e. whether appendices C and D should be followed or the pupil's individual S/MART Plan i.e. their Maintenance and Reliever Therapy plan (using only one combination preventer/reliever inhaler
3. Obtain the child's inhaler, the child's spare inhaler, and/or the school emergency inhaler and spacer if required.
4. Check the medicine to be administered is correct, not expired, and will be given at the right dose in the right way i.e. whether a spacer is used or there is a S/MART Plan.
5. Administer or support self-administration of the reliever inhaler in accordance with appendices C and D or the pupil's S/MART Plan and/or the pupil's ACP/IHCP and call for an ambulance if necessary.
6. Record the administration (see appendix F).
7. Inform parents or carers as agreed or as soon as possible if an ambulance has been called.

5 Managing school supplies of salbutamol

The Human Medicines (Amendment) (No.2) Regulations 2014 allows (but does not require) schools to keep a salbutamol asthma reliever inhaler for use in an emergency.

Trustees have agreed to purchase and have school manage at least 2 reliever inhalers and spacers in case of an asthma emergency occurring both on and off at the same time where a child's own inhaler or spare is not available or safe to use. It could prevent an unnecessary and traumatic trip to hospital for a child, and potentially save their life. **This decision does not in any way release parents or carers from their absolute duty to ensure that their child attends school with a fully functional inhaler containing sufficient medicine for their needs.**

5.1 Obtaining salbutamol

This school will buy salbutamol, inhalers, and suitable spacer equipment (as advised by a person no less qualified than a pharmacist) from a pharmaceutical supplier in writing confirming the following:

- the name of the school;

- the purpose for which the product is required; and
- the total quantity required.

5.2 The emergency asthma kit

Each emergency asthma kit will contain:

- a salbutamol metered dose inhaler;
- at least two single-use plastic spacers compatible with the inhaler;
- instructions on using the inhaler and spacer/ plastic chamber;
- instructions on cleaning and storing the inhaler;
- manufacturer's information;
- a checklist of inhalers, identified by their batch number and expiry date, with monthly checks recorded;
- a note of the arrangements for replacing the inhaler and spacers;
- a list of children permitted to use the emergency inhaler as detailed in their IHCP (asthma register);
- a record of administration (i.e. when the inhaler has been used – See Appendix E2).

5.3 Storage and care of inhalers

It is the responsibility of Amy Wilkinson and Ruby Hamilton to maintain the school emergency asthma kit ensuring that:

- on a monthly basis the inhaler and spacers are present and in working order, and the inhaler has sufficient number of doses available;
- replacement inhalers are obtained when expiry dates approach;
- replacement spacers are available following use;
- the plastic inhaler housing (which holds the canister) has been cleaned, dried, and returned to storage following use, or that replacements are available if necessary.

Inhalers and spacers are kept in the staffroom first aid cupboard which is a safe and suitably central location in school, known to all staff, and to which all staff have access at all times, but in which the inhaler is out of the reach and sight of children. They will not be locked away. School inhalers and spacers will be kept separate from any child's own prescribed inhaler which is stored in a nearby location and the emergency inhaler will be clearly labelled to avoid confusion with a child's own device.

Storage will always be in line with manufacturer's guidelines, usually below 30°C and protected from direct sunlight and extremes of temperature. Spacers will not be stored in plastic bags to avoid them developing a static charge that causes the asthma medicine stick to the spacer rather than being delivered into the lungs.

An inhaler should be tested before use e.g. held away from the face while spraying one or more puffs as necessary. As it can become blocked again when not used over a period of time, testing will be carried out before each use and monthly as part of the working order checks.

To avoid possible risk of cross-infection and because it goes directly in the mouth and can only be cleaned with gentle detergents, the plastic spacer cannot be reused by a different person and could be given to the child who used it to take home/keep labelled with their name in school for future personal use. The inhaler itself however can usually be reused, provided it is cleaned after use. The canister of salbutamol should be removed, and the plastic inhaler housing and cap should be washed in warm running water, and left to dry in air in a clean, safe place. The canister should be returned to the housing when it is dry, the cap replaced, and the inhaler returned to the designated storage place. If there is any risk of contamination with blood i.e. if the inhaler has been used without a spacer, it should not be re-used but disposed of.

5.4 Disposal

We will dispose of spent, expired, or faulty inhalers and salbutamol canisters at our local pharmacy.

6 Staff training on and use of inhalers

All staff are trained to recognise symptoms of an asthma attack, how to distinguish symptoms from choking or other conditions with similar symptoms, and how to respond to an attack appropriately.

All staff are also made aware of:

- the school policy for supporting pupils at school with their medical conditions, and their role;
- our asthma procedures, and their role in them;
- how to check if a child is on the asthma register or has an ACP/IHCP;
- how to access and use the school's emergency inhaler;
- who the designated members of staff are and how to summon their help.

Pupils are involved in age and developmentally appropriate ways in our emergency asthma procedures e.g. fetching help or equipment, to increase community asthma awareness, build peer-to-peer resilience, promote leadership skills, and reduce stigma or bullying.

Designated staff are trained in everything that all staff are trained in listed above and:

- responding appropriately to a request for help from another member of staff;
- recognising when emergency action is necessary;
- administering salbutamol inhalers through a spacer;
- making appropriate records of asthma attacks; and
- ensuring parents are informed (see appendix E or the ACP/IHCP).

We ask children with inhalers to demonstrate to their teachers how they use it, with parental support if necessary, to understand their technique, to compare it with their asthma care plan and training staff have received.

7 Record keeping

At the beginning of each school year or when a child joins our school, parents/carers are asked if their child has any medical conditions, including asthma, on their enrolment form.

All parent/carers of pupils with asthma are asked to complete an Asthma UK School Asthma Card sometimes known as an Asthma Care Plan or an Individual Health Care Plan with advice from their GP or asthma nurse where needed to help us manage their child's asthma symptoms during school activities.

The information will be used to update the school asthma register, which is made available to all school staff and other adults working in the school to ensure reliever medicines are administered appropriately.

We review all asthma plans at least annually, asking parents and carers to update their existing plan or exchange it for a new one and we remind them to tell us as soon as possible if their child's condition or medical needs changes.

Use of a pupil's own reliever inhaler is recorded and notified if necessary and as agreed with parents/carers.

8 Exercise and activity - PE and games

Taking part in sports, games and physical activities is an essential part of school life for all pupils but can be a trigger for pupils with asthma.

To maximise participation by and minimise the risks to pupils with asthma we:

- Take reasonable steps to make the activities we offer accessible so that they can participate alongside their peers
- Ensure all staff and other activity leaders are aware which of the pupils they work with have asthma, how to recognise an asthma attack, and what to do, and have access to the asthma register and inhalers
- Require all activity leaders to remember to include emotions and pollen in their dynamic risk assessments and take steps to control asthma triggers where possible including regularly reminding pupils at risk how to reduce their exercise-related triggers or reduce their response to triggers e.g. using their reliever inhaler just before warming up for exercise.

- Require all activity leaders to encourage pupils experiencing worsening asthma symptoms to stop, take their reliever inhaler and to sit out quietly until their symptoms have gone before starting the activity again. Anyone experiencing asthma symptoms must not be left alone until they feel better and are continuing with normal activities.
- Have a simple procedure for ensuring pupils' own inhalers are easily available to them during activities when they are not competent to or cannot physically carry them which is clearly communicated with signage if necessary. Procedures vary slightly depending on the pupils and locations, but they all involve the principle of staff gathering clearly labelled personal inhalers, storing them in a hygienic manner which is immediately accessible to pupils throughout activities, carrying or having access to a pupil's own spare inhaler if they have one, and returning them to their original storage area.
- Have clear learning objectives for and plans for the inclusion of pupils with asthma who are too unwell to participate in physical activities e.g. referee, coaching, or other lower risk role.
- Take steps to reassure parents, carers, and pupils that we understand their asthma and can help them manage it and be active.

9 Out of Hours

Extra-curricular activities and out-of-school clubs operated by this school are open to all pupils equally and those with asthma are encouraged to participate in everything we offer alongside their peers.

To enable pupils with asthma to participate as safely as possible, we ensure that all teaching, teaching support staff, sports coaches, and other activity leaders who run school activities outside of normal school hours are aware of our asthma procedures and the pupils they need to be applied for.

Adults leading physical activities are provided with information about minimising asthma triggers and how to encourage pupils to use the advice.

10 School Environment

This school does all that we reasonably can to ensure the school environment is favourable to pupils with asthma.

We do not own or keep animals that are known asthma triggers and where it is unavoidable that contact with an animal trigger can become e.g. in the presence of disability service animals or on educational visits off-site, we carefully manage situations that may cause an asthma attack.

This school has a strict 'no smoking' policy in force throughout the site, both indoors and outdoors, and steps are taken to ensure that staff and other adults leading or supervising off-site visits also adhere to this policy.

This school carefully eliminates or manages pupils' potential exposure to known triggers of asthma attacks. Areas of the curriculum we pay particular attention to which may expose pupils to humidity, extremes of temperature, fumes, smoke, dust, and other aerosol pollutants include science, design technology, food technology, art, religious studies, drama, and PE.

This school is kept well ventilated to control humidity and temperature, and to prevent dust accumulation, damp, and mould through open doors and windows in line with our security and our fire risk assessment and through forced ventilation.

We actively look for damp and mould problems through normal premises condition monitoring and take action to prevent and deal with incidents as a high priority.

The Design and Technology areas are wet mopped or vacuumed after dust triggering activities.

When we have pupils or staff with severe asthma triggered by dust, we will ensure classrooms and any other areas necessary are regularly wet dusted to reduce dust and dust mites.

When contractors are on site, regular discussions take place with them to ensure that their work will not increase risks to pupils or staff with asthma in an unmanageable way e.g. create fumes, smoke, dust etc.

Where possible, grassed areas are not mowed during school hours and we avoid keeping pollinating plants the school.

11 Off-site and Residential Visits

All procedures to be followed on-site to manage asthma, including pupils carrying their own reliever inhaler if they can and staff support for the administration of other asthma medicines or treatments like preventer inhalers, oral steroids, or nebulisers not usually administered during normal school hours, have been adapted to be carried out off-site.

Visit leaders are expected to check the medical needs of pupils in good time to ensure equality of access to the curriculum and to be adequately prepared for their educational visit e.g.

- to understand which pupils have asthma;
- the severity of their symptoms;
- relevant triggers to be avoided or reduced;
- their treatment or care plan and the role of staff in it;
- and the pupil's competence in carrying and administering their own medicines.

Parental consent to attend a residential visit may need to include additions to the asthma plan because a preventer medicine or other treatment school does not normally manage is required.

All medicines provided for educational visits must be provided to school clearly labelled with the pupil's name by parents or carers.

12 When a pupil is falling behind in lessons

If a pupil is missing a lot of time at school or is always tired because their asthma is disturbing their sleep at night the class teacher will initially talk to the parents/carers to develop a plan to support better management of their asthma and/or to prevent their child from falling behind. If appropriate, the teacher will then talk to the school nurse and special education needs coordinator about the pupil's needs.

We recognise that it is possible for pupils with asthma to have special education needs due to their asthma.

13 Bullying

Whilst bullying can happen to any pupil, this school recognises that those who feel or seem different to others can be particularly vulnerable. Our Anti-bullying procedures which are part of the Whole School Behaviour Policy will be used and enforced in any situation where a pupil is being bullied or intimidated due to their medical condition.

14 Disclaimer

While every effort will be made to ensure that the appropriate medical attention is sought at the earliest opportunity in the event of a pupil experiencing an asthma emergency, this school cannot accept responsibility for adverse events when parents/carers have failed to provide the working reliever inhaler their child needs to manage their asthma symptoms.

15 Access to and review of procedures

The Asthma Procedures will be accessible to all staff and other adults working in the school and the community on request. A printed copy is available from the school office.

These procedures will be reviewed on a two-yearly cycle.

Sample letter to parents of pupils diagnosed with asthma

Dear Parent\Carer

School Asthma Care Plan

We take our responsibility for supporting pupils at school who have been diagnosed with asthma very seriously and are committed to providing a high quality and safe educational experience.

This school has clear asthma procedures in place to enable all staff members and other adults who work with your child/ren to help them manage their condition well.

To ensure your child receives the best possible care at all times, please help us by:-

- Completing and signing the School Asthma Card enclosed (if you are not sure about treatment details, please take the form to your doctor, asthma nurse, or dispensing pharmacist for help)
- Telling school immediately of any change in treatment (when appropriate)
- Sending your child/ren who **can** responsibly carry their own reliever (blue) inhaler to school every day with it clearly labelled with their name, in-date and in working condition (with their spacer if this is the usual method of delivery) **and** provide a spare to be kept in school at all times in case theirs fails.
- Providing us with **two** reliever (blue) inhalers during term time for each child who **cannot** responsibly carry their own in school. School will then have a spare in case something is wrong with the first.
- Giving us your consent to administer the school-owned emergency salbutamol inhaler if necessary.

If your child uses a different asthma symptom reliever medicine from salbutamol e.g. terbutaline, they will still benefit from using the school salbutamol inhaler if their own is not available or working and it could save their life.

Things that can worsen your child/ren's asthma symptoms include exposure to lots of people and the common illnesses they have, getting out of good routines or habits using preventers and relievers over holiday periods, cold weather, hay fever, and stress or anxiety.

You can help your child with all of these things by encouraging good personal hygiene, keeping up with medicine routines, being prepared for the day ahead at school, and encouraging your child to share their asthma concerns with you and with us.

Please complete the enclosed card even if your child has no symptoms at present and only has a history of asthma. We still need this information.

If you have any questions or want to see a copy of our asthma procedures, please ask the school office. Thank you for your co-operation in this important matter.

Yours sincerely

Headteacher



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Asthma Care Plan

This card is for your child’s school. Review it at least once a year and remember to update or exchange it for a new one if your child’s treatment changes during the year. Medicines and spacers should be clearly labelled with your child’s name and kept in agreement with the school’s policy and procedures.

Child’s name:		Date of birth:	
Child’s address:			
Parent/carer name:		Home tel. no.:	
Email address:		Mobile tel. no.:	
Doctor/nurse’s name:		Doctor/nurse tel. no.:	
Reliever treatment when needed: For shortness of breath, sudden tightness in the chest, wheezing, or coughing, help or allow my child to take the medicines below. After treatment and as soon as they feel better they can return to normal activities.		Signs that my child is having an asthma attack:	
Medicine	Parent signature	Triggers that can make my child’s asthma worse include: Pollen <input type="checkbox"/> Stress <input type="checkbox"/> Other (please list): Exercise <input type="checkbox"/> Weather <input type="checkbox"/> Colds/flu <input type="checkbox"/> Air pollution <input type="checkbox"/>	
Consent to use the central reliever inhaler and spacer that school holds for use in asthma emergencies: if school holds an emergency inhaler I give permission for my child to use it..		My child may need to take other asthma medicines (listed below) while in the school’s care: YES --- <input type="checkbox"/> NO --- <input type="checkbox"/>	
		Medicine	How much to take and when
Parent signature		Date	
I prefer to be notified about an asthma incident using: Paper slip <input type="checkbox"/> SMS <input type="checkbox"/> Email <input type="checkbox"/> App <input type="checkbox"/> Telephone call <input type="checkbox"/> Other: _____		My child tells me when they need medicine YES <input type="checkbox"/> NO <input type="checkbox"/> My child needs help taking their medicine YES <input type="checkbox"/> NO <input type="checkbox"/> My child should always use a spacer YES <input type="checkbox"/> NO <input type="checkbox"/>	
Expiry dates of medicines			
Medicine	Expiry	Date checked	Parent signature
If my child is about to exercise or will encounter an unavoidable trigger they should (please describe the treatment plan):			
To be completed by the GP practice			
Dates this card has been checked			
Date	Name	Job title	Signature/Stamp
Parent Carer’s signature			Date

What to do if a child is having an asthma attack

- 1 Help them sit up straight and keep calm.
- 2 Help them take one puff of their reliever inhaler (usually blue) every 30-60 seconds, up to a maximum of 10 puffs.
- 3 Call 999 for an ambulance if:
 - their symptoms get worse while they’re using their inhaler – this could be a cough, breathlessness, wheeze, tight chest or sometimes a child will say they have a ‘tummy ache’
 - they don’t feel better after 10 puffs
 - you’re worried at any time.
- 4 You can repeat step 2 if the ambulance is taking longer than 15 minutes.



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How to recognise an asthma attack

Signs that someone may be having an asthma attack include:

- Symptoms that are getting worse e.g. coughing, breathlessness, wheezing, or having a tight chest
- The reliever inhaler is not helping relieve symptoms or is needed more than every four hours
- Being too breathless to speak, eat, walk, or sleep
- The person's breathing is getting faster, and they feel like they cannot catch their breath
- Their peak flow score is lower than normal
- They complain of a tummy or chest ache (more commonly a tummy ache in younger children)

Symptoms will not necessarily occur suddenly. They often come on slowly over a few hours or days.

DIAL 999 FOR AN AMBULANCE IMMEDIATELY IF:

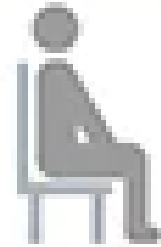
- There is no working reliever inhaler available
- The child feels worse despite using a reliever inhaler
- The child does not improve after taking 10 puffs of their reliever inhaler
- The child:
 - Appears drowsy, confused, exhausted, or dizzy
 - Has blue tinged lips, nails, tongue, gums, skin, or ears
 - Has collapsed

Give paramedics the child's medicines.

What to do in the event of an asthma attack

Do not follow this procedure if the child having the suspected asthma attack is on a MART treatment plan. **Say where MART personal action plans can be found.**

- Keep calm and reassure the child
- Encourage the child to sit up straight
- Use the child's own inhaler – if not available, use the emergency inhaler
- Remain with the child while the inhaler and spacer are brought to them
- Immediately help the child to take **one** puff of salbutamol via the spacer
- If there is no immediate improvement, continue to give **one** puff at a time **every 30-60 seconds**, up to a maximum of 10 puffs
- Stay calm and reassure the child. Stay with the child until they feel better and can return to school activities
- If the child does not feel better or you are worried at **ANYTIME** before you have reached 10 puffs, **CALL 999 FOR AN AMBULANCE**. Give attending paramedics the child's medicines.
- If an ambulance does not arrive within **15 minutes** give another 10 puffs in the same way
- Inform parents or carers as agreed (no matter how minor) or as soon as possible (if serious).



Notification to Parents of Emergency Salbutamol Inhaler Use

Child's Name:

Child's Class: Date:

Dear Parent,

This letter is to formally notify you that your child has had problems with their breathing today.

This happened when:

[Delete the statements below that do not apply to the action taken]

A member of staff helped them to use their asthma inhaler.

They did not have their own asthma inhaler with them, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given ____ puffs.

Their own asthma inhaler was not working, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given ____ puffs.

Although they soon felt better, we would strongly advise that you have your child seen by your own doctor as soon as possible.

Yours sincerely

Notification to Parents of Emergency Salbutamol Inhaler Use

Child's Name:

Child's Class: Date:

Dear Parent,

This letter is to formally notify you that your child has had problems with their breathing today.

This happened when:

[Delete the statements below that do not apply to the action taken]

A member of staff helped them to use their asthma inhaler.

They did not have their own asthma inhaler with them, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given ____ puffs.

Their own asthma inhaler was not working, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given ____ puffs.

Although they soon felt better, we would strongly advise that you have your child seen by your own doctor as soon as possible.

Yours sincerely



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SEATON ACADEMY

