

# I.M.P.S.



Build your own course  
I.M.P.S. Special Needs visit



Please return this form as soon as possible prior to your visit in order for us to plan appropriately.

## Special needs I.M.P.S. visits

### Student information

In order for us to be able to adapt our I.M.P.S. session for your students please will you fill in and return the following forms giving us information about their abilities and needs? During the visits there is a lot of moving from one area to another, therefore, wheelchairs are advised if any student finds walking difficult. Lifts are available where required. Do not hesitate to contact the I.M.P.S. office for further discussion if you have any questions or are unsure if an element of the visit will be suitable for your students.

Name of school:

Date of visit:

Name of Teacher:

Number of students:

Age group of students:

Working to the equivalent of key stage \_\_\_\_\_

Method of transport: coach/cars/school mini bus.

Please give a brief description of the individual special needs of your group, medical needs, mobility and include any particular sensitivity to hospitals.

What is the previous experience of the group?

What are your objectives for the group?

Please return the following custom order form as soon as possible.

In order for us to adapt the I.M.P.S. hospital visit to the needs of your students please will you pick your custom made visit by ticking the boxes of the elements required? Some elements will have to be removed from the visit to allow for extra time if needed for mobility, toilet and refreshment purposes. Please add any individual information at the end of this document. Use the explanatory notes with the tick list to customise your I.M.P.S. visit. Please contact the I.M.P.S. office for further discussion at any time if you are unsure of how relevant an element will be to your students' abilities. An email will be sent to you prior to the visit to confirm the elements that will be included.



to include in visit

### Explanatory notes

#### Questions and answers

Students usually put up their hand

Call out answers

Signing or other communication aids?

Does this refer to a minority or the entire group?

#### Literal interpretation of role play?

Yes, likely

No, unlikely

Other information

#### Class room layout

Students able to sit on floor

Chairs required

Other information

#### Toilet breaks (one is timetabled in mid morning)

More toilet breaks required?

Yes

No

When needed?

Please confirm if your students are used to putting up their hand and waiting to be asked the answer. You may tick more than one box if necessary if you have a mixed group. Also confirm if communication aids are used by any student. It may be a good idea to prepare a grid of likely symbols in advance.

Will any of your students interpret it literally if someone pretends to be unwell during a role play scenario, or if a needle and syringe is shown?

Some of the activities require the students to sit on the floor. Chairs may be provided if requested. Please ensure the students are suitably and comfortably dressed i.e. No skirts.

There is a break for toilets half way through the morning at approximately 11.15. Please state if any student will need disabled facilities. Hoists are **not** available.

## Refreshment breaks

Will students require dedicated time for snacks and drinks?

Yes

No

Time for a snack and a drink is allowed during the first aid DVD/video session. These are usually eaten while watching the film. Please state if your group will need separate dedicated refreshment time.

**Basic Life Support Session.** We recommend the CPR element only for higher functioning groups.

We usually teach this session **before** attending the emergency department in case students become distressed while in the 'working' part of the hospital.

Students will be taught what to do if someone is unconscious and NOT breathing using the 3 stage approach

Stage 1: demonstration only

Stage 2: demonstration and explaining the rationale

Stage 3: the students will have an interactive opportunity to practise on a manikin with questions and answers.

## Basic life support session

Please tick the elements you feel will be appropriate for your students. **Please note the CPR element is not appropriate for all groups and DRS 999 only is recommended.**

D. Dangers

R. Response

S. Shout

A. Airway

B. Breathing

999 call

C. CPR

(Compressions & rescue breaths using a manikin)

AED

observe only

use simulator

Practise on a manikin

Other information i.e. will some students need to work at table height?

### D Dangers

Students will be taught about personal safety when approaching a casualty

### R Response

Students will be taught how to check for a response from a casualty to ascertain if they are unconscious

### S Shout for help

The students will be encouraged to shout for help

### A. Checking airway

We will explain what an airway is using a diagram and a visual aid. The students will be taught how to open the casualty's airway by tilting the head and lifting the chin.

### B. Checking for breathing

The students will be encouraged to count to 10 with the trainer and will be taught how to recognise signs of breathing

### Calling 999

The students will be taught how to make a 999 call

**C. CPR. Cardio-pulmonary resuscitation** which is made up of:

### Compressions & Rescue Breaths

The students will be taught how to administer cardiac compressions and rescue breaths using an individual resuscitation manikin

### Automated External Defibrillator (AED)

Students can be shown how an AED works and can have the opportunity to use an AED simulator during their practise on a manikin. (this requires a degree of co-ordinated physical dexterity to operate)

### Practise on a manikin

The students will have the opportunity to practise on individual resuscitation manikins. All students have the opportunity to practise DRS, ABC using an individual manikin. This may not be suitable for all groups depending on their ability.

Due to the ability of the group or previous experience, it may be advisable for the students to be taught the recovery position only and to **exclude CPR**. There will then be extra time to practise 999 calls, the recovery position and scenarios.

**Recovery position**

(D,R,S, A, B, recovery, 999)

The students will be taught the importance of putting an unconscious breathing casualty in the recovery position.  
If CPR is not included then there will be time for everyone to practise the recovery position.

**Role play scenarios**

Would a student volunteer to be a casualty?

Yes

No

Would you prefer us to use a trainer as the casualty?

Yes

No

Other information that may be helpful.

Some students will interpret the scenarios literally; therefore, time will be taken to reassure that the 'actor' is not unwell. A trainer may lead the student through a scenario if necessary.

**Scenario 1: Dangerous situation**  
The students do a role play when the casualty may be drunk or in a dangerous situation, therefore, it is not safe to proceed.

**Scenario 2: Recovery position**  
The role play uses a student or trainer who needs to be put in the recovery position because they are unconscious.

**Scenario 3: DRS 999**  
This scenario allows the students to practise DRS and to make a 999 call.

**Scenario 4: Resuscitation**  
This scenario allows the students to decide that someone requires CPR because they are unconscious and not breathing.

**Scenario 5 (optional) 999 call**  
An additional scenario to make a 999 call may be incorporated if requested.

**Scenarios.** Please tick the box if you wish your students to take part in a role play scenario.

1. Dangerous situation

2. Recovery position

3. DRS 999

4. Resuscitation (only for some groups)

5. Optional 999 call (including video)

**First aid video/DVD**

Are any students likely to become upset by the scenes on the DVD of someone who is hurt?

Yes, likely

No, unlikely

Other information that may be helpful.

First aid is taught using an interactive DVD/video and covers **basic** first aid for:  
Burns and scalds, cuts and bleeding, electrocution, falls and fractures, choking (including back blows and the abdominal thrust manoeuvre)  
Discussion takes place about how the accident could have been prevented and what basic first aid methods to undertake.

**Video/DVD scenes** Please tick the box if you wish this scenario to be shown

Burns and scalds

Cuts and bleeding

Electrocution

Pedestrian/cycle safety

Choking

### Emergency department

Are any students likely to be distressed by a visit to the department, seeing equipment e.g. syringes and needles, cardiac monitors etc

Yes

No

Other information

Please tick the box if you wish your students to see/take part in the following whilst in the emergency department:

X rays

have their finger plastered

do any students have skin reactions/problems? **Y/N**

be wired to a cardiac monitor

see syringes and needles

discuss wearing protective clothing

Please state any other information about your group that will be helpful for us to know in advance.

The students will be taken to the emergency or minor injuries department and will see a variety of equipment, X rays and have the opportunity to have their fingers plastered. This is a very hands on part of the visit and positively reduces the fear of hospitals for most students. However, some may become distressed if they have had previous experiences of hospital admissions

#### Other things we should know.

Please let us know anything else about your group in order for us to provide the best experience for them.

Please return by post, fax or email at least four weeks prior to visit.  
I.M.P.S. Office, Green Outpatients Level 2,  
John Radcliffe Hospital, Headington, Oxford.  
OX3 9DU.

[imps@ouh.nhs.uk](mailto:imps@ouh.nhs.uk)

## I.M.P.S. Visit Teacher's Checklist

In order for your visit to I.M.P.S. to be as successful as possible, please could you ensure the following points are checked **before** you leave (see accompanying letter)? A risk assessment is available on request.

1. Return student information form and custom visit form to I.M.P.S. Co-ordinator at least  
**one month** in advance
2. Inform I.M.P.S. office: of pupils with special needs  
(educational, physical, behavioural or sensitive issues)
3. Number of pupils expected
4. Mode of arrival, (coach, school or public transport)
5. Appropriate number of adults to accompany group. School is responsible for checking  
the adults in accordance with the area child protection committee guidelines
6. Class list of pupils **including dates of birth and home post code**
7. Each pupil to have a snack - **NO CRISPS, NO INDIVIDUAL SNACKS**  
**Bring a class packet of biscuits or bag of apples**
8. Suitable clothing for each child. Each pupil needs to wear trousers or jogging pants as  
will be required to sit on the floor. Children dressed inappropriately may not be able  
to take part in the training session
9. Children to be divided into four groups. (Therefore one representative from the  
school will be with each group in the emergency department)  
check with I.M.P.S. office if you are bringing a small group of children
10. Each child to have a **first name label in large bold legible print**
11. All adults to be identified with a name label in **large bold print**
12. Do the evaluation quiz at [www.impsquiz.co.uk](http://www.impsquiz.co.uk) Your pre-visit log in is on the  
confirmation letter and the password is **oxfordshire**. You will be asked to repeat this  
quiz after the visit.

[imps@ouh.nhs.uk](mailto:imps@ouh.nhs.uk)

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