



HIGHLAND COUNCIL  
EDUCATION, CULTURE  
& SPORT SERVICE

## **Information Sharing**

# **Guidance on Good Practice in Schools**

# **July 2008**

This document is available to download from the  
Highland Council  
Support for Learners website:

<http://www.highland.gov.uk/learninghere/supportforlearners/policiesprotocolsguidelines.htm>

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## 1. Introduction

This document provides guidance for school staff on good practice in sharing information within individual schools about the additional support needs of individual pupils.

There is both anecdotal and survey evidence that problems have sometimes arisen in schools because not all staff members were fully informed about the additional support needs of individual pupils.

In addition some additional support needs staff in schools have suggested that it would be helpful to compile a summary of good practice and of ideas which have been found to be helpful to ensure appropriate sharing of information to teaching and support staff.

**It is important to remember, however, that information about additional support needs is personal to the pupil concerned and should only be shared between staff on a need-to-know basis. It should not be discussed in settings such as corridors or staff rooms where it can be potentially overheard.**

The Highland Children's Forum was commissioned by the Highland Council and NHS Highland to consult with children and young people with additional support needs about their experiences and about issues affecting successful inclusion experiences. Two reports: "Inclusion - What Difference Would There Be If Children's Experience Framed Policy?" and "Are We There Yet?" were prepared. One issue, raised many times, was that of difficulties arising from teachers appearing to have little or no knowledge about the additional support needs of individual pupils they encountered, leading to inappropriate expectations being placed on the pupils. (See appendix A for examples).

In the Highland Children's Forum Inclusion report a Depute Head made the comment "...it was difficult when teachers were off sick, especially if this was a specialist teacher".

There is a need to ensure that schools have clear contingency plans for pupils with additional support needs in order to support them through stressful situations such as teacher absence and to ensure that supply staff and cover staff have the knowledge they require in order to interact and teach pupils with individual additional support needs appropriately.

## **2. Information sharing – the legal, policy and training frameworks**

The Standards in Scotland's Schools etc Act 2000 introduced into Scottish Educational law a "Presumption of Inclusion" which requires that other than in exceptional circumstances pupils with additional support needs should be educated in a mainstream school. This requirement underpins the overarching Highland Council Education, Culture and Sport Service policy document: The Support for Learners Policy Framework.

The Disability Discrimination Act 2004 includes the requirement that pupils with disabilities have the right to fair and equal treatment. This requires schools to make reasonable adjustments in order that individual needs are supported. One such reasonable adjustment is to ensure that staff have information and training on the additional support needs of their pupils.

The Highland Council's Accessibility Strategy addresses, for disabled pupils, access to buildings, access to an appropriate curriculum and access to information.

Major strands of development to support educational inclusion in the Highlands include:

- Training for school managers in developing a positive, inclusive school ethos
- Increasing emphasis on the responsibility of all teachers to differentiate the curriculum and educational experience appropriately for all children who live within the area serviced by any school.

School staff can benefit from whole school awareness training covering both Inclusion and Disability Discrimination legislation.

Head teachers may wish to ensure that a staff training needs analysis is carried out and that it takes account of the additional support needs being met by the school. It would be of great advantage to ensure that supply staff who are used regularly are included in this analysis and in any school-based training.

The involvement of pupils and parents in the planning and delivery of training and information sharing procedures will enhance the partnership and the school experience for the pupil and family, confirming consistency of approaches and support strategies.

### **3. Methods of Information Sharing for all Staff in Primary Schools**

The following methods are currently used in Highland Primary schools to share information with supply teachers, additional support needs assistants, and visiting teachers:

- Head teacher gives information in written form or verbally.
- Class teacher gives information in written form or verbally
- Notes available in school office
- Notes available in teachers desk
- Information book in staff room
- Notes in pupils files
- Personal passports
- Home School Diaries
- SPELL booklets

In addition to using the methods summarised above primary schools should also consider the following suggestions to improve practice:

- Ensuring that parents and pupils are involved in compiling information so that it is agreed.
- Involving parents and pupils in compiling a list of those with whom information can be shared.
- Including visiting staff in all information sharing on pupils' individual needs.
- Ensuring that planning for Personal passports/SPELL booklets is a collaborative process, and that information is shared with all those likely to be involved with the pupil.
- Class lists compiled annually and reviewed regularly to include up-to-date information on additional support needs, learning strategies and the teaching approaches required.
- Creating an Additional Support Needs file for each pupil with complex needs, containing moving and handling protocols, medical protocols, behaviour strategies, intimate care protocol, and risk assessments, and drawing this file to the attention of supply staff and visiting teachers.
- Code/mark in class register indicating that there is information held on file that staff should read.
- Supply staff should be given a short time to familiarise themselves with the needs of the group they are about to work with.
- If regular supply staff are used by school they should be involved in any awareness training run at the school.

## **4. Methods of Information Sharing for all Staff in Secondary Schools**

The following methods are currently used in Highland Secondary and Special Schools to share information:

- Database of Information on intranet, protected by password
- Daily electronic alerts as part of the daily bulletin to all teaching staff
- Paper file taken from SfL files
- SMT make announcements at Staff meetings
- SMT add to original information and e-mail staff
- SMT red flag extra information
- Support for Learning/Guidance staff alert staff members personally
- Meetings at start of school year or during CPD sessions to raise awareness of certain conditions
- List of pupils who have ASN
- Whiteboard in staffroom to flag up new information (but there are confidentiality concerns wrt this method.)
- Paper copies of information/alerts to staff pigeonholes
- Weekly paper memo to all staff on issues and needs
- Levels of paperwork/information within a school
  - ▲ Booklet with photos of pupils with medical difficulties and or Learning Support needs of major nature
  - ▲ PISYS – pastoral information
  - ▲ Booklet with all Learning support needs identified
  - ▲ Spreadsheet booklet with all needs, contact teachers etc available for all staff

Some schools just give information on specific conditions, other schools supplement this with learning styles and strategies.

### **Abbreviations**

CPD – Continuing Professional Development

SfL – Support for Learning/Learners

SMT – Senior Management Team

## **Methods of Information sharing with Supply Staff , Visiting Teachers or Student Teachers in Secondary Schools.**

The following methods are currently used in Highland Secondary and Special Schools to share information with supply teachers and student teachers:

- Depute head provides information
- PT in charge of department provides information
- Supply staff should read paper copy of database
- Support department may sometimes remove pupil from lessons taught by supply staff.
- Pupil has a card to say they will leave lesson for base if supply teacher is in charge of lesson
- Teachers who know they will be absent should leave daybook on desk
- Pupils carry personal passports
- Pupils carry laminated card with essential details to show to staff.

In addition to using the methods summarised above secondary schools may also wish to consider the following suggestions to improve practice:

- Clear guidance on who in the school is designated to give information to supply staff
- Regular supply teachers given passwords to access database.
- Supply teachers not working period one in order to prepare for pupils they will teach.
- Booklets of photos kept in office for supply staff to access.
- Reminders from SMT to be aware of support needs
- Folder in every teacher's desk in school
- Card system for pupils to alert their needs to new teachers
- Training for supply staff
- Training opportunities should be offered to supply staff
- 'Professional buddy' for supply teachers
- Colour coding types of difficulties in class lists to make it visually very clear that there are a range of needs in the class.
- Supply file (like an induction file) that gives basic information on the range of difficulties in the school and sets out the school's chosen approaches for supporting learning.
- Supply teachers under McCrone agreement should also be undergoing CPD hours – this could be used to deliver support issues training.
- Training event on CPD calendar specifically for supply staff

## Appendix 1

### **Example of poor information sharing – Primary School**

A primary school child with an autism spectrum disorder was being taught in a largely mainstream setting where the school were making very good progress with him and he was well integrated into his class. His parents had very good liaison with the Head and the class teacher.

A student teacher was used to cover the class when the usual teacher was sick. The Head was also absent on the day. The student introduced herself to the class as their new teacher for the day and explained how they were going to do things differently. The other pupils actually attempted to alert the student to fact that their usual teacher did things a certain way because of their classmate's needs. The student persisted and "changed" the way things were organised. The child reacted very badly to the situation and severe behavioural problems were manifest. The student teacher did not know how to deal with what occurred and the situation rapidly deteriorated for the child and classmates. The child's parents believe that since that time their child's condition and general behaviour has declined.

#### Good Practice suggestions

- Personal/SPELL booklet including the needs of the pupil, his/her likes and dislikes, and the approaches to be taken.
- A behaviour protocol including agreed ways of handling the pupil.
- Class list alerting any teacher that a pupil in his/her class has additional needs.
- Head teacher or SMT to speak to supply teachers in advance of taking over class.
- A risk assessment of the student's capabilities at this point in their training to manage a class with pupils with additional support needs without support.
- Pupil taken out of class and spoken to by a familiar member of staff who could then (a) prepare the pupil for the fact that there may be changes during the day and (b) give the pupil a way of alerting the teacher to any concerns they might have.

## **Example of poor information sharing –Secondary School**

A child returned home to ask their parent why their temporary teacher treated them differently from their usual subject teacher. The child had additional needs and their regular subject teacher used various strategies and tactics to assist the child. When an enquiry was made at the school, it became clear that a supply teacher was taking the class and that they had not been briefed on the additional needs requirements of the students in the classes that they were covering. Supply staff were not given access codes to the intranet and could not access the school intranet where SEN records were held.

### Good practice suggestions

- Supply teacher is given information about each of the classes they will be taking including information on any additional needs –this information to be returned to the school office at the end of the school day.
- Head of department alerts supply staff to the needs of pupils in the classes they are taking.
- Pupils have personal passports/learning styles sheets/SPELL booklets which can be shared with supply teachers.
- Supply staff given a few minutes to look at information before taking responsibility for the class.
- If there are learning support staff working in the classes the supply teacher takes the opportunity to ask if there is any information they should know.
- If a pupil's additional support needs assistant is absent, ensure anyone taking over those duties is aware of the way the pupil should be supported or handled.
- Try to ensure that all additional support assistants in the school know needs and strategies for all pupils so they have some awareness of needs when moved to work with a pupil with whom they are not usually placed

## **Appendix 2 Examples of information sharing paperwork**

- a. Learning Styles sheet
- b. Personal passport
- c. Information about SPELL
- d. Individual profile for toileting

## **a. Peter Smith – April 2004 Learning Support Strategies and Learning Style**

Peter has Dyspraxia and High Functioning Autism and these affect all aspects of his organisational, planning, and motor skills. Peter's difficulties mean that he has cognitive impairments, which affect prediction, interpretation and imagination but not IQ. In order to optimise the learning environment for Peter the following strategies must be in place.

### **Vision and Hearing**

- Although Peter can read small size print, he has age appropriate reading skills but makes tracking errors and easily loses his place in text.
- Print on white paper maybe the best for visual processing rather than coloured paper, also font size should be investigated.
- Own copies of text, which can be highlighted.
- Peter is a visual learner and learns best through visual structure.
- Peter has a very weak auditory memory.
- When Peter is stressed, his reading skills deteriorate.

### **Posture and Seating**

- If not using supportive seating i.e. stools Peter can be expected to need to move about and stretch more frequently and his concentration will be reduced.

### **Breaks and Water Intake**

- Peter requires frequent breaks in order to stretch his body and to relax, maintaining a good posture is tiring for him; Peter is able to monitor this and take responsibility for this.
- Peter requires to drink water frequently again, he monitors his need for fluids and takes responsibility for this.
- Peter expends a great deal of effort on concentration and becomes physically tired.

### **Exercise**

- Peter requires to take exercise in order to alleviate stress; however, he does not monitor his physical state and can push himself too far. It can be very difficult for Peter to participate in a period/lesson of concentrated work after exercise, so he should not do exercise before a test or exam.
- Peter requires prompt to monitor his physical state.

### **Stress**

- Peter does become very stressed, he works hard to be perceived as "coping" in school and project a 'normal' image. This is very tiring for him.
- Peter's study style is very disorganised.
- Peter avoids situations rather than tackle spontaneous or disorganised events.

### **Organisational strategies**

- Peter will require a copy of the syllabus to be studied. He needs to know which part of the syllabus he is working on.
- He would greatly benefit from a flowchart/termly plan with the timescales for and the order of delivery.
- Peter requires written course notes and written homework/assignment instructions.
- Peter needs to know timescales for work and expectations in written format.
- Peter requires practice questions linked to topics for review and if possible model answers to see the format required.
- Peter may benefit from the introduction of mind mapping to aid organisation.
- Peter needs direction to file and sort his work.
- Peter needs to be able to highlight text (he requires his own copies of texts) and help to understand where the key points are. He cannot do this for himself currently.
- Peter benefits from a review at the beginning/end of the day to process and organize the day's work.
- Peter finds extraction from text very difficult.
- Peter has significant problems with location or orienteering. He cannot develop a map in his head even for frequently used routes.
- Stressful or unfamiliar situations cause further deterioration of organisation skills.
- Peter uses the strategy of watching peers in order to make sense of what is going on.
- Currently it is unlikely that Peter would be able to generate and maintain the use of checklists although they are incredibly valuable to him.

### **Time**

- Peter has difficulty with monitoring time e.g. passage of time, explicit dates, time scales.

### **Communication**

- When asked for choices/judgements/opinions Peter needs to time to formulate his response or he will parrot response or give the answer he thinks you want to hear.
- Peter finds social interaction stressful and shows a great reluctance to speak on the phone or speak in a shop.
- Peter "parrots" opinions rather than generates them and can appear very informed and opinionated.
- Peter can be very 'black and white' in his views.

- Peter's social life is very limited.

### **Technology Support**

- Peter uses an Alpha smart computer.
- Peter requires to use a calculator.
- Consideration should be given to introducing mind-mapping software to Peter.

### **Fine motor tasks**

- Peter can write clearly and legibly but it is a very tiring process. It is difficult for him to dual task e.g. watch a video and take notes.
- If using graph paper he must use the type with clear dark lines, bigger squares are better for Peter.
- Peter can have difficulty organising work on a page.
- When manipulating art/chemical etc. materials Peter needs to be taught how to do these tasks and written guidance given. He can then carry out subsequent operations without support.

### **Qualifications**

#### **Standard Grade**

#### **National Units**

#### **Core Skills Profile**

#### **College**

#### **Duke of Edinburgh Award**

#### **Work and Community Experience**

#### **Interests**

- Music
- Computers/game consoles
- Swimming
- Judo
- Horse Riding
- Trampolining

#### **Education History**

Acorn Primary – 2001

Stream Primary – 2001-2

Big Academy – 2002

#### **Strengths**

- Peter is hard working and determined.
- Peter is friendly and polite.
- Peter is very reliable.
- Peter is computer literate.
- Peter can show initiative and be adaptable.
- Peter is keen to develop his skills further.
- Peter is honest and trustworthy.
- Peter is fit and healthy.
- Peter has a happy disposition and a good sense of fun.

#### **Special Exam Arrangements**

For his SQA exams, the following special arrangements should be considered.

- Scribe
- Prompter
- Extra reading time
- Calculator
- Enlarged font
- Exam printed on white paper, one question per page
- Dark lined graph paper
- Water breaks
- Formula provided on a separate sheet
- Practical exams carried out in two sessions rather than one long session.
- Separate room for exams
- Laptop

## b. Personal Passport

### **Introducing myself**

My name is Jo Bloggs and I am 4 ½ years old. I live with my mum and dad in a house overlooking the sea.

Vital information

I am on a gluten free and aspartame free diet. I am also trying to cut out MSG also.

### **Overview (Here's my problem)**

I have autism and this means I have trouble interacting with other children and some adults. My communication skills are poor.

### **My strengths (things I am good at)**

Numbers and letters, visual puzzles and games, remembering information presented visually, places, things, and events.

### **Things I like to do/don't like to do**

I like to sing, dance, play educational computer games, books, videos, tickling, physical games, trampolines and bouncy castles and some games like pop-up pirate and snakes and ladders

### **How I work best, and ways you can help me**

Working one to one or in a small group with few distractions.

### **Ways of managing me that I like and work well**

Engage with me face-to-face, use small sentences with clear meanings, point and use gentle physical prompts to places and things. Be consistent.

### **Ways of managing me that I do not like and do not work**

Using long complicated sentences, repeating verbal prompts without eye contact have mixed success depending on how I am engaged in an activity.

### **Important people in my life**

Mam, Dad, Jane and Jennifer (Mam's friend and her daughter) Alison and David (Mam's friend and her son), Mary (neighbour)

### **Eating and drinking**

Gluten and Aspartame free diet. I eat well; I like fruit, raw carrot, and well-mashed vegetables with gluten free gravy. I use a spoon and fork, drinks from a cup. I need to be encouraged and reminded about what I am doing at a meal e.g. eat your lunch.

### **My sight**

I am currently having my sight tested (short-sighted)

### **Listening and hearing**

I have no problems with hearing but I need to focus when listening. Touching my ear lobe and saying 'listen' may help, or taking his chin and saying 'look at me'

### **How I communicate with others**

I use one-word or short sentences. I touch, smile, or point (usually without eye contact or speaking.)

### **Things I like to/can talk about**

I talk about videos, books, computer games I have seen. I will answer questions with yes or no and choose from options I am given.

### **How I like to express myself/influence events**

I like to sing and dance, cuddle into you. If I want something (like a sweetie), point, ask. If I am hurt and you ask me, 'Where are you hurt?' I will point.

### **Things I can do for myself**

With encouragement, I can dress and undress myself and brush my teeth. I can switch on the TV and the computer and put in videos and computer disks.

### **Things I can do with supervision or physical help**

I can swim with armbands and ride a bike with stabilisers.

### **Things I need someone else to do for me**

I need someone's help to do up buttons, laces and wipe my bottom.

### **Things I must be discouraged from doing**

I need to be discouraged from clicking with my tongue; you could say 'stop clicking.'

### **Things I am working on**

I am trying to learn to write my name, to build up spoken sentences and my general communication skills.

### **Other specific information**

I can go to the toilet but I usually will not ask, regularly toileting will help prevent me having accidents. Mam and Dad hope I will eventually tell someone when I need the toilet.

### c. **Information about SPELL**

S – Structure  
 P - Positive (points and expectations)  
 E - Empathy  
 L - Low Arousal  
 L – Links

SPELL describes a framework for understanding and responding to the needs of individual people affected by Autism Spectrum Disorders. It was devised and developed by the National Autistic Society over a number of years.

In Highland we identified a need for recording the planning of the process which will also point the way forward to regular person centred planning, IEP targets and meaningful reviews.

The Autism Outreach Education Service together with representatives from speech and language therapy, Social Work and Children and Family Autism Services worked collaboratively to develop the SPELL Booklet for use in schools and this has now been endorsed by the National Autism Society.

To enable school staff to use this SPELL process with pupils who have an Autism Spectrum Disorder, it is required that one or more members of the school staff attend a (CPD) Continuing Professional Development course on SPELL organised by the Autism Outreach Education Service.

#### **The SPELL structure:-**

- puts the individual at the centre of the planning process.
- fills the gap where there is no Co-ordinated Support Plan.
- is a pivotal part of the Policy and Strategy for the Education of Pupils with ASD in Highland Council (section 8.2 available on: [http://highlandschools-virtualib.org.uk/sfl/proc\\_guidance/autismpolicy.pdf](http://highlandschools-virtualib.org.uk/sfl/proc_guidance/autismpolicy.pdf))
- seeks to provide a context in which other approaches may be applied appropriately and effectively.
- helps all those involved in the planning process towards a greater understanding of the individual's strengths and needs.
- provides an insight into the person affected by Autism and points to the most appropriate methods of helping them.
- builds a partnership and team approach identifying the roles of all the different people involved.
- provides ready, positive and useful information for those who are
- unfamiliar with the focus person.
- points towards IEP targets and personal development.
- fits with vocational profiles and can inform these

#### **Structure**

The importance of structure has long been recognised. It makes the world a more predictable, accessible and safer place. Structure can aid personal autonomy and independence by reducing dependence on prompting from others. The environment and processes are modified to ensure each individual knows what is going to happen and what is expected of them. This can also aid the development of flexibility by reducing dependence on rigid routines or individual support from other people. Structure plays to the strengths of a sense of order and preference for visual organisation commonly associated with autistic spectrum disorder.

## **Positive (points and expectations)**

It is important that a programme of sensitive but persistent intervention is in place to engage the individual child or adult and discover and develop potential. Expectations are high but realistic and based on their current achievements. We must seek to establish and reinforce self-confidence and self esteem by building on natural strengths, interest and abilities.

It is vital that assessments are made from as wide a perspective as possible and that assumptions are made on the basis of painstaking rather than superficial enquiry. For example, many people on the autistic spectrum may have difficulty with oral communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech but this may mask a severe level of disability.

Additionally, many people with autism may avoid new or potentially aversive experiences but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

## **Empathy**

It is essential to see the world from the standpoint of the child or adult with an autistic spectrum disorder. This is a key to the development of the craft of working with children and adults with autism. We must begin from the position or perspective of the individual and gather insights about how they see and experience their world, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. Getting inside and respecting the experience of the person with autism will underpin any successful approach designed to underpin and develop communication and reduce anxiety. In this, the quality of the relationship between the person and supporter is of vital importance. People with autistic spectrum disorders may have considerable difficulties in understanding the thoughts and behaviours of others.

## **Low arousal**

The approaches and environment need to be calm and ordered in such a way as to reduce anxiety and aid concentration. There should be as few distractions as possible. Particular attention is paid to potentially aversive or distracting stimuli, for example noise levels, colour schemes, odours, lighting and clutter. Information is given with clarity in the medium best suited to the individual with care taken not to overload or bombard.

Low arousal should not be confused with 'no arousal'. It is of course desirable that individuals are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled. Additionally, supplementary relaxation and arousal reduction therapies, Snoezelen (a multi-sensory environment), music and massage may be helpful in promoting calm and general well-being and in reducing anxiety.

## **Links**

Strong links between the various components of the person's life or therapeutic programme will promote and sustain essential consistency. Open links and communication between people (e.g. parents and teachers) will provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented, piecemeal approaches.

People with autism, their parents or advocates are very much seen as partners in the therapeutic process. Links with the mainstream, through curriculum and other experiences, enable the individual to participate in a meaningful way in the life of the wider community.

30.6.08

**The SPELL framework can be applied across the whole of the autism spectrum. It draws on and is complementary to other approaches.**

**d. Individual profile for toileting**

**Name of Pupil** Jodie Smith

**Number of Staff required** 2

**Moving and Handling** yes  
See moving and handling protocol

**Type of care required**

**Help to use toilet** yes  
Requires 2 adults to place her on and remove her from the toilet and 1 adult to stay next to her whilst on the toilet

**Toilet training programme support** yes  
Jodie to be shown flash card with toilet symbol before being placed on toilet, Jodie is praised and given time in ball pool if she uses the toilet.  
Nappy changing Jodie to be placed into a nappy following toileting attempts, Jodie uses large size 2 nappies. Nappy to be changed by walking her to the changing table (two adults guiding) and getting her to lower herself onto the table. Nappy changing requires two adults

**Does this pupil require prompt to use toilet? Yes**

If yes, what prompt is used?

Flash card, with verbal comment

**Action to be taken?**

- Shown visual prompt
- Reinforced with verbal prompt
- Taken to the toilet
- Shown visual prompt again

**Hygiene routine**

- Staff to wear gloves and apron
- Changing bed to be covered in hygiene paper
- Wipes to be used
- Size 2 nappy to be used
- Bed to be sprayed and wiped following use, paper cover and soiled nappy gloves and apron to be placed in Rentokil bin
- Staff and Jodie to wash hands

**Does the pupil require calming/reassuring actions? Yes**

If yes, what actions are required?

Jodie need reassurance whilst sitting on the toilet, she may need verbal and visual prompt to stay seated.

**Does the pupil have individual preferences for toileting process? Yes**

If yes, what actions are required?

Jodie prefers staff to verbally interact with her when toileting is taking place

If Jodie is distressed, it can be necessary for staff to sing to her whilst her nappy is being changed. She enjoys the radio being on playing music whilst toileting process is taking place

Process reviewed \_\_\_\_\_ DATE \_\_\_\_\_