

## *Information Card for:*

# The Pupil Passport



Image source: [Baigal Byamba](#)

### Context:

Inter-institutional communication is particularly relevant to the education and development of a child with a medical condition because it ensures coherence and continuity throughout their education.

The idea behind this activity is to create a pupil passport with which to share relevant information between different professionals involved in the care and education of a child or adolescent with a medical condition.

This can involve a change of perspective: the child becomes the main pivot of the educational process rather than the needs of a specific professional.

## Understanding inter-institutional communication

Often the work of the different professionals involved in the care and education of a child with a medical condition overlap. The Venn diagram (see Figure 1) shows this clearly, where the different coloured rings represent the professionals involved and the central white intersection area represents the child's life. The diagram in Figure 1 shows (for the sake of simplicity we have shown only 3 professionals) how every single practitioner has a specific and individual working area, but his work also interacts and intersects with the work of others.

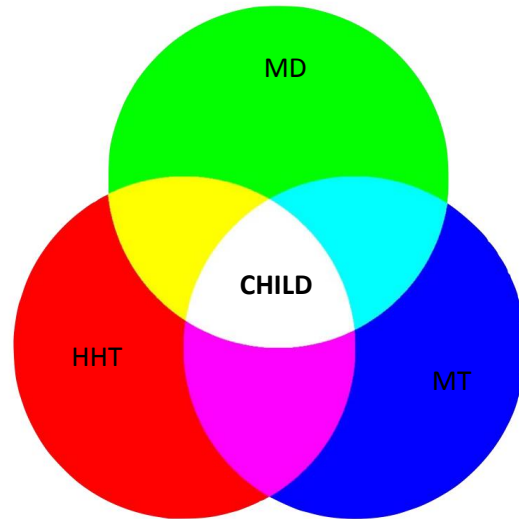


Figure 1, a Venn diagram of the work of a medical doctor (MD), ahHome/hospital teacher (HHT), and a mainstream teacher (MT).

The same type of intersection occurs with all the information produced about the child. Doctors and nurses have pieces of information that intersect with the work of a hospital teacher; hospital teachers have pieces of information that may be relevant for doctor and nurses and they all have information this is very relevant to the child's mainstream teachers etc....

## A tool for information sharing

The aim of this tool is to develop/create a common repository document where each practitioner can read and write information on a child or adolescent's life that is relevant for the work of the others. This tool has been called a **pupil passport**. This type of document should be hosted on a system that is easily accessible by all the different professionals involved in the care of a young person with a medical condition, but that is also secure. Examples of such systems are provided later on in this document.

## Some examples of how a Pupil Passport can be used

For this type of tool to work effectively, each professional should be familiar with their colleagues needs and think of the best way to deliver the relevant information.

### Example 1

Carla is an 8 year old child and at the present stage of her hospitalisation she needs to take a daily dose of a Glucocorticoid which can impact on a child's behaviour and emotional responses.

In this case the pupil passport may have a field entitled "things teachers should know about the pupil's therapy". One of Carla's doctors may add an entry stating that "the child is taking a daily dose of a drug that may affect the child's behaviour and emotional responses".

Note how the doctor does not say the use or the name of the medicine but focuses only on its potential behavioural effects. This is because for the work of a teacher, behaviour and emotional responses of the pupil are the central aspect of the educational relationship.

### Example 2

Mario is a 13 year old middle school student and is currently home-schooled because of an aplastic anaemia recurrence.

The boy informs his home-school teacher that he is very sorry he will be missing a class field trip next month. This is the last trip this class will do together as all the students will move to a different school the following year. The home school teacher then sets up a plan to allow Mario to take part in some virtual museum visits together with his classmates, using a scheduled Skype connection with the museums and the hotel where Mario's classmates will be staying. She enters this activity in the pupil passport in a field entitled "specific education plans and activities" and asks Mario's treating physicians to try and keep the boy free from any medical treatment or diagnostic activity during the scheduled time of the Skype connections.

In this example the home school teacher is able to outline to the medical team some relevant psychological needs of the boy. Mario's physician can then adjust the boy's treatment schedule according to his school appointments to allow Mario to participate in the school activities.

These examples illustrate the potentials and the use of a Pupil Passport.

## What do teachers need to do to implement the Pupil Passport?

1. Identify stakeholders to involve in the development process of the Pupil Passport. Ideally all the different elements of the global care team around the child should be involved. However, to keep this process simple, we suggest starting with three people: one doctor, one nurse, one hospital teacher. Other practitioners may be involved at a later stage to expand the use of the passport.
2. Meet with the practitioners involved to find out their specific requirements
3. During this initial phase, all practitioners should fill in and discuss a form like those presented in Tables 1 & 2. This form will serve as a guide to help you build your own pupil passport.
4. Identify a means of sharing the form among the three practitioners identified. Here are some examples or suggestions:
  - On a board hung in a common, private access area (e.g. the nurses or doctors meeting room);
  - On the child's own medical chart;
  - On a shared document on the Google drive. Instructions on how to share a Google doc are provided here: (<https://support.google.com/docs/answer/2494822?hl=en>)
  - On a shared document on the hospital or school's intranet, if such a service is available.
5. Once the document is up and running, you could select some case studies and start using the pupil passport with these children.

Staff who will be involved in the Pupil Passport project will need to be familiar with the means chosen to share the passport and commit to access it at least twice weekly to check for updates and input information.

Your job in the hospital: \_\_\_\_\_  
 (e.g. doctor, nurse, teacher)

To do my job better, I would like to receive the following information from the following practitioners:

<b>Who should provide the information</b>		<b>Information needed</b> (write in the form of a question)
example	Doctors	How long is this child expected to be in hospital?

**Table 1.** Sample form to be used as a guide for the development of the Pupil Passport. (Source: adapted from Capurso, 2001).

Your job in the hospital: \_\_\_\_\_  
 (e.g. doctor, nurse, teacher)

I believe that other practitioners should know the following related to my role with the patient:

Who should receive the information		Information I think should be shared (describe the type of information)
example	Nurses	Scheduled appointments with the child's class

**Table 2.** Sample form to be used as a guide for the development of the passport. (Source: adapted from Capurso, 2001).

## Additional Notes

The Children's Hospital School in Leicester is currently testing a comprehensive pupil passport. While this is a much more complex and complete document than the one proposed here, we believe that this is noteworthy example to be shared and looked upon. You can see an example of Leicester's Pupil passport here (you will need to create a logon for the [LeHo website](#) to access it, but this is simple and quick): [Pupil Passport PDF](#)

# The Pupil Passport

## *Evaluation of the activity*

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

Questionnaires are available in English, Italian, Spanish, Catalan, German and Arabic as follows:

<https://www.surveymonkey.com/r/LeHoFieldwork>

<https://www.surveymonkey.com/r/LeHoItalian>

<https://www.surveymonkey.com/r/LeHoSpanish>

<https://www.surveymonkey.com/r/LeHoCatalan>

<https://www.surveymonkey.com/r/LeHoGerman>

<https://www.surveymonkey.com/r/LeHoArabic>

Please select your language of choice and leave your feedback. Many thanks.



This document is shared under [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/)

PowToon Information Card (2016) by [Michele Capurso](#), University of Perugia, Italy.