

# Self-review checklist

Effective documentation and actions for planning include:

- ✓ scoping visit to activity or area to identify potential hazards, such as long grass and pollen, which are asthma triggers
- ✓ identifying individuals with asthma
- ✓ up-to-date asthma information from parents and whānau
- ✓ identifying first-aid helpers
- ✓ checking the asthma emergency kit is up-to-date
- ✓ ensuring children and young people have their medication and the expiry dates are checked
- ✓ copies of asthma action plans that are accessible to staff and helpers at all times
- ✓ a copy of the completed RAMS form, which is available to all staff and helpers
- ✓ key cell-phone numbers and contacts
- ✓ communicating trip intentions ahead of time to provide opportunities for specific asthma “risk” input from parents and students.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.

---

