

# School Health

*presented by*

*Dr. Anjan Bhattacharya*

**MBBS (Cal); DCH (Lond)**

**MRCP (Lond); MRCPCH (UK)**

*Consultant – Paediatrician*

(Child, New Born Specialist & Developmental Paediatrics)

**APOLLO GLENEAGLES HOSPITAL, KOLKATA**

## HEALTH

### ■ What is Health ?

Maintenance & Sustenance of

- Physical
- Mental and
- Emotional Being

### ■ What is School Health ?

Educational Implications of Health

## Physical & Medical

### Physical

- ❖ Growth - BMI/Velocity/Glycaemic Index/Growth & Puberty
  - ❖ Nutrition
    - Obesity
    - Malnutrition
  - ❖ Eating Habits & Behavior

What is Junk Food

- ❖ Caffeine/Fizzy Drinks/Sugary Staff

What is "Balanced Nutrition"

- ❖ Anemia and its Impact

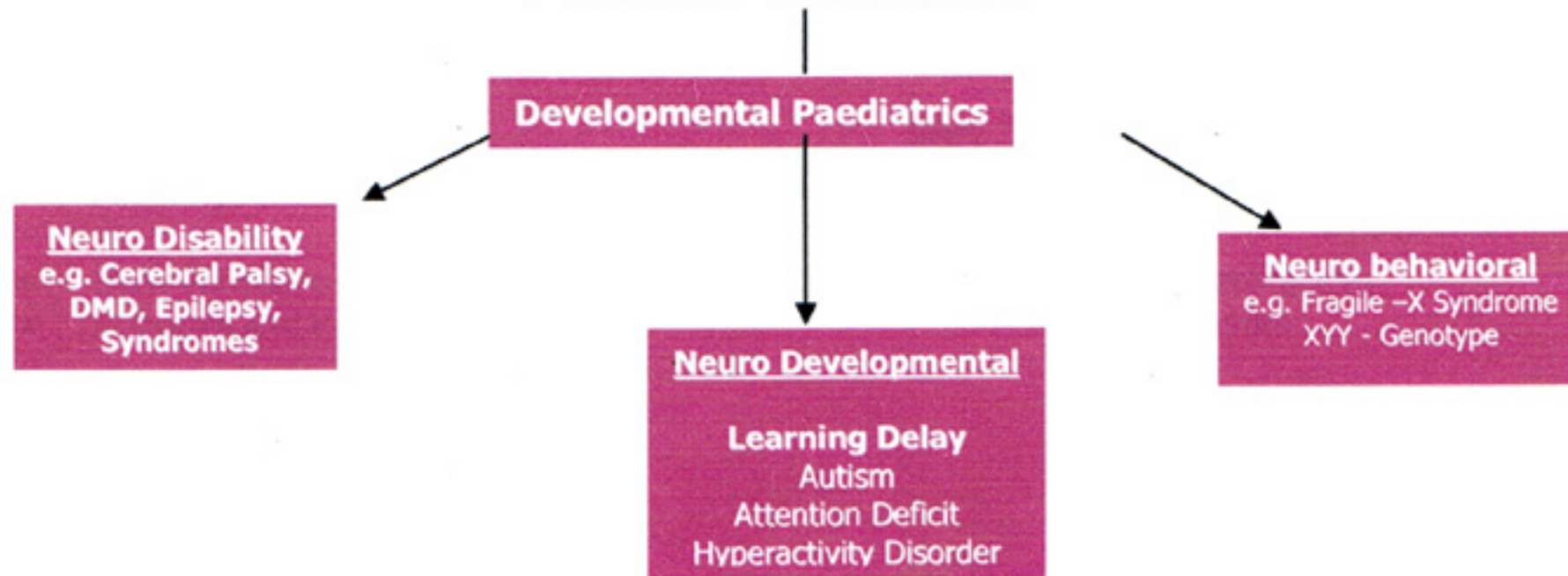
### Medical

Conventional Illness

Acute  
e.g. Malaria,  
Fever, Vomiting

Chronic  
e.g. Asthma, Epilepsy  
Constipation, Diabetes

# Newer Entities



## DEVELOPMENTAL DELAY AND DISABILITY

### □ Disorder

A disorder is medically definable condition or disease entity.  
e.g. spina bifida, cleft lip, epilepsy etc.

### □ Impairment

An impairment is any loss or abnormality of psychological, physiological or anatomical structure or function.  
e.g. paralysis of the legs, stuttering (dysfluency) speech.

### □ Disability

A disability is any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a human being  
(e.g. inability to work).

### □ Handicap

A handicap is the impact of the impairment or disability on the person's pursuit or achievement of the goals which are desired by him/her or expected of him/her by society.  
e.g. unable to work in a job that requires mobility.



WHO has proposed a new international classification system of Disability, which is under discussion (yet to reach consensus) to unify professional dialogue. It has two parts with two components each, as follows:

**Part 1.**

**Functioning and disability**

- Body Functions and Structures
- Activities and Participation

**Part 2.**

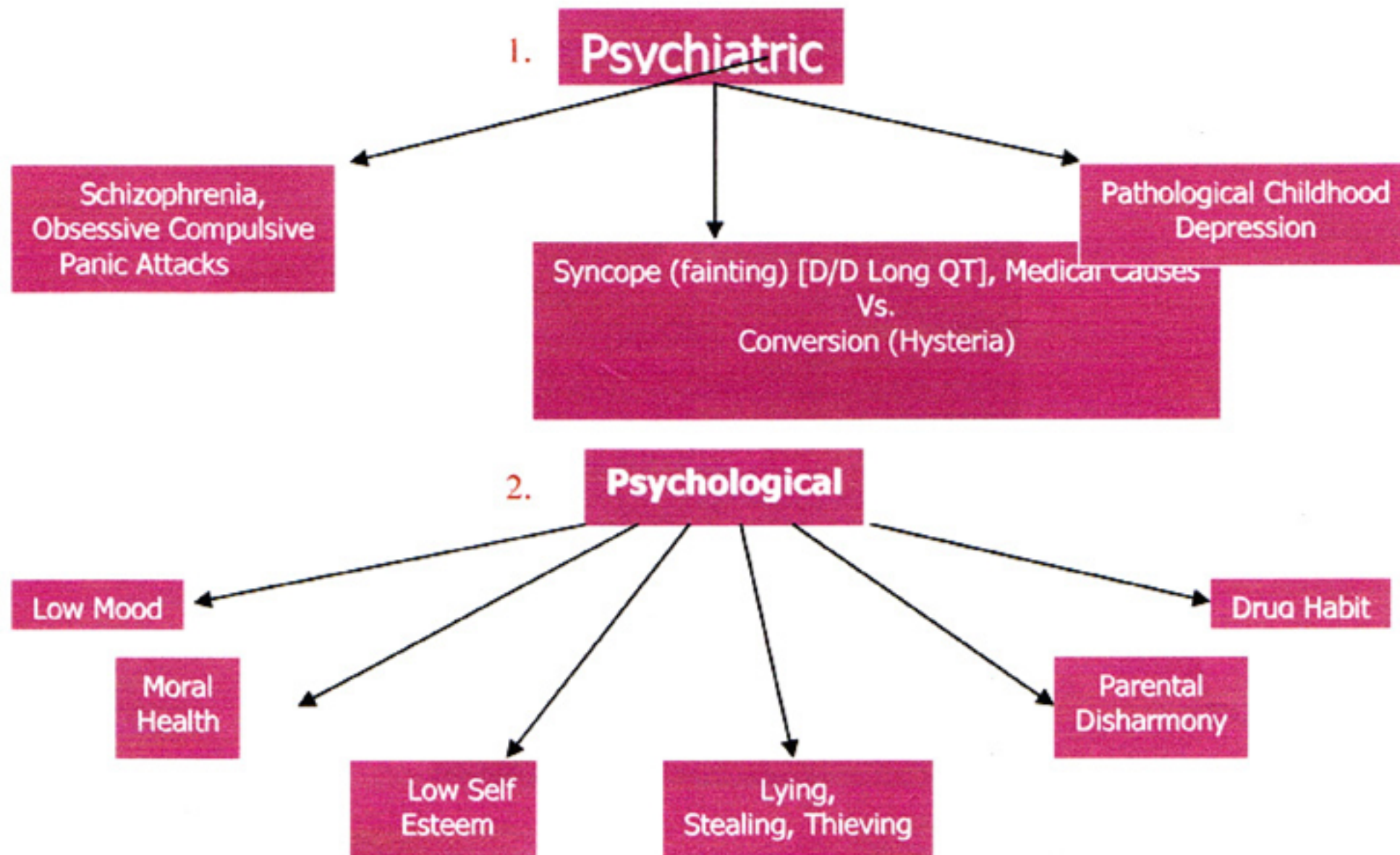
**Contextual Factors Part**

- Environmental factors
- Personal Factors

■ **Their Impact on**

- Physical,
- Mental and
- Emotional Well Being

**Mental**



"A Compliant Child May Be Compliant,  
Depressed or Hypothyroid"

## Developmental Parameters

### Educational

Dyslexia  
Dyscalculia  
Dyspraxia

### Developmental

#### Verbal

Hearing and Speech

Language, Communication

#### Non-verbal

Locomotion

Eye-hand co-ordination

Social- Play

- Personal-Social

- Self-care-Social



# SCHOOL HEALTH MODULES

## ■ Surveillance Programme

- Growth
- Hearing
- Vision
- Physical screen *e.g.* blood pressure
- Immunisation (optional)
- **Developmental assessments**

## ■ Referrals

- Specific Complaints – Funny turn; Recurrent ill-health; School failure
- Follow-up of known conditions – Epilepsy, Asthma, Diabetes, Post-operative

## INCLUSIVE EDUCATION

### ■ “Normal”s benefit more than “included”

### ■ Learns about

- Inclusivity vs. Discrimination
- Sharing and Caring
- Bullying and abuse issues
- Broadens horizon of personality development

## I.E.P

### ■ Individualised Educational Plan

- Curriculum adjustment
- Small Group activities
- Medical advice

PREVENTION IS ALWAYS BETTER THAN CURE

HEALTHY CHILDREN ARE MORE EQUIPPED TO MAXIMISE THEIR  
**POTENTIAL**

CHILDREN ARE OUR FUTURE &  
THEIR HEALTH CAN BE OUR WEALTH