

How Schools Can Use This Resource

This leaflet is designed to help teachers:

- Understand Thalassaemia in simple terms.
- Support students before and after appointments.
- Make simple adjustments that help students engage fully.
- Communicate confidently with families and health teams.

Support will make a big difference to a child's wellbeing and learning.

Contact TASCA

Thalassaemia and Sickle Cell Australia (TASCA)

Room 44 Barry Neve Wing Moorleigh Community Village, 92-94 Bignell Rd, Bentleigh East VIC 3165

Ph: (03) 7015 5637

E: info@tasca.org.au

Web: www.tasca.org.au



For more information, please scan the QR code below

Important information



Child's name

Class/year

Address

Parent/Guardian
emergency
contact name &
phone number

Hospital contact
details

Haematology
Consultant
name/number

Haematologist
Nurse Unit Manager
name/number

Any other important
contact details



If you teach a child who has **α & β Thalassaemia Major** you need to read this leaflet.

Thalassaemia is a genetically inherited anaemia

Thalassaemia is a lifelong genetic condition.

Patients inherit the condition from both parents and require regular treatment.

A child with Thalassaemia may require **regular blood transfusions** to manage anaemia and maintain their energy, growth and development.

Students with Thalassaemia Major should be supported to participate fully in school life and included in everyday activities. With appropriate understanding and flexibility, they can engage just like their peers.

Contact TASCA for support:

(03) 7015 5637 | info@tasca.org.au | www.tasca.org.au

What you need to know about Thalassaemia Major

Impact at school

Students with Thalassaemia Major may:

- Experience **fatigue**, especially close to their transfusion date.
- Require blood transfusions **every 2-4 weeks**.
- Tire more quickly during physical activity.
- Require medical appointments and transfusion that affect attendance at school.
- Be more susceptible to illness due to chronic anaemia.
- Experience headaches, dizziness or difficulty concentrating when tired.
- Need short breaks or adjustments during class or physical activities.

Encourage students to participate at their own pace and to stop if they feel unwell. With simple, flexible adjustments, most students can join in safely and confidently.

Absence Management

Thalassaemia may result in short-term or occasional longer absences due to medical appointments, transfusions or treatment-related fatigue.

Short Term Absences (1-3 days)

Often due to transfusions or treatment-related fatigue.

Schools can help by:

- Providing classwork or homework in advance.
- Allowing flexible deadlines for assignments.
- Sharing lesson notes or summaries.

Long-Term Absences (+5 days)

Sometimes students require extended time away for treatment or recovery. Schools can support by:

- Creating an Individual Learning Plan (ILP).
- Offering remote learning options where possible.
- Providing extra time for assessments.
- Staying connected through a class buddy or regular updates.
- Providing learning goals rather than strict timelines.
- Collaborating with parents and healthcare teams as needed.

Attendance Considerations

- Health-related absences should not be penalised.
- Focus on learning goals rather than strict attendance percentages.
- Plan ahead by communicating with families about upcoming appointments.

Community education

Anyone can be a carrier of Thalassaemia although it is more common in people from the following backgrounds: Mediterranean, Indian Subcontinent, Middle Eastern, South East Asian, African and Eastern Europe. It is therefore very important to raise awareness of the condition among these communities.

Carriers are symptom-free and usually unaware that they carry the condition. A simple blood test can determine whether or not a person is a carrier.

If you would like our community educator to visit your school to give your students information on Thalassaemia please contact the Health Promotions Officer at Thalassaemia and Sickle Cell Australia for more information:

(03) 7015 5637 |

healthpromotionsofficer@tasca.org.au

Social and Emotional Considerations

Children may occasionally feel different from their peers due to appointments, fatigue or missing school.

Teachers can support students wellbeing by:

- Keeping communication open and private.
- Ensuring the student does not feel singled out.
- Encouraging inclusion during group/school activities.
- Checking in gently if the student appears tired or overwhelmed.

With understanding and support, these students thrive academically and socially.

