



400 YEARS OF EXCELLENCE

Supporting Pupils at School with Medical Conditions

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Policy review date	May 2025
Policy Lead	Matthew Greenwood
Governor or SLT approval	Governor
Governor Committee responsible for policy	Pastoral

Summary

Section 100 of the Children and Families Act 2014 places a duty on Governing Bodies and school staff to make arrangements for supporting students at school with medical conditions.

Key Points

- Students at Richard Hale School with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
- Arrangements are in place at Richard Hale School to support students at school with medical conditions.
- Appropriate professionals, students and parents are consulted to ensure that the needs of children with medical conditions are effectively supported.

Introduction

The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their full academic potential.

It is important that parents feel confident that Richard Hale School will provide effective support for their child's medical condition and students feel safe and will receive a full education. In making decisions about the support they provide, Richard Hale School establishes relationships with relevant local health services to help them. It is crucial that we receive and fully consider advice from healthcare professionals and listen to and value the views of parents and students.

Some children with medical conditions may be disabled. Richard Hale School and its Governing Body comply with their duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or Education, Health and Care plan, which brings together health and social care needs, as well as their special education provision. For children with SEN, this guidance is read in conjunction with the SEN code of practice.

The Role of the Governing Body

The Governing Body ensures that the school's policy clearly identifies the roles and responsibilities of all those involved.

In making their arrangements, the Governing Body takes into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. The Governing Body ensures that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children.

The Governing Body ensures that the arrangements they put in place are sufficient to meet their statutory responsibilities and ensure that policies, plans, procedures and systems are properly and effectively implemented.

Policy implementation

The Governing Body ensures that the school's policy is implemented effectively, including the named person, (Matthew Greenwood) who has overall responsibility for policy implementation.

This person ensures:-

- That sufficient staff are suitably trained, including the induction of new staff and briefing for supply teachers.
- That all relevant staff will be made aware of the child's condition.
- That cover arrangements in case of staff absence exist to ensure someone is always available.
- Risk assessments are undertaken for school visits and other school activities outside of the normal timetable.
- Monitoring of individual healthcare plans.

Procedures to be followed when notification is received that a student has a medical condition

Procedures are in place to cover any transitional arrangements between schools, the process to be followed upon reintegration or when student's needs change, and arrangements for any staff training or support. For children starting at a new school, arrangements are in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to a new school mid-term, every effort is made to ensure that arrangements are put in place promptly.

Richard Hale School does not wait for a formal diagnosis before providing support to students. In cases where a student's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure the right support can be put in place.

Individual Healthcare Plans

The Governing Body ensures that Richard Hale School's policy covers the role of individual healthcare plans. Individual healthcare plans help to ensure that the school effectively supports students with medical conditions. They provide clarity about what needs to be done, when and by whom. Supporting such children is not the responsibility of one person.

The format of individual healthcare plans varies to enable the school to choose whichever is the most effective for the specific needs of each student. They are easily accessible to all who need to refer to them. The plans capture the key information and actions that are required to support the child effectively. The level of detail within plans depends on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support.

Plans are drawn up in partnership between the school, parents and a relevant healthcare professional, who can best advise on the particular needs of the child. The aim is to capture the steps to take to help the child manage their condition and overcome any potential barriers to getting the best from their education. Plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. They are developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social well-being and minimises disruption.

Where a student is returning to school following a period of hospital education or alternative provision (including home tuition), the individual healthcare plan identifies the support the student will need to reintegrate effectively.

Information to be recorded on the Individual Healthcare Plans

- The medical condition, its triggers, signs, symptoms and treatments.
- The student's resulting needs, including medication and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons.
- Specific support for the student's educational, social and emotional needs e.g. how absences will be managed, requirements for extra time, rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed, including in emergencies. If the student is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring. If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so. Parents/carers should be informed so that alternative options can be considered.
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition.
- Who in school needs to be aware of the child's condition and the support required.
- Arrangements for written permission from parents/carers for medication to be administered by a member of staff, or self-administered by the student during school hours.
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure that the student can participate.
- Where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition.
- What constitutes an emergency, including whom to contact, and contingency arrangements.

Roles and Responsibilities

The Governing Body makes arrangements to support students with medical conditions in school, including that a policy is developed and implemented.

The Headteacher ensures that the school's policy is developed and effectively implemented. This ensures that all staff are aware of the policy for supporting students with medical conditions.

Any member of school staff may be asked to provide support to students with medical conditions.

School nurses are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible, this will happen before the child starts at school.

Other healthcare professionals should notify the school when a child has been identified as having a medical condition.

Students with medical conditions are fully involved in discussions about their medical needs. Some students are competent to manage their own health needs and medicines and when this is the case, it will be stated on the individual Healthcare Plan.

Parents should provide the school with sufficient and up-to-date information about their child's medical needs. They should carry out any action they have agreed to as part of its implementation e.g. provide medicines, equipment and ensure that they or another nominated adult are contactable at all times.

Staff Training and Support

The Governing Body supports, assesses and reviews the training provided to the relevant staff to support students with medical conditions.

The person responsible for medical provision ensures that key members of the school staff providing support to a student with medical needs, have received suitable training in order for them to feel confident and competent. Staff are given an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures. Without appropriate training staff cannot give prescription medicines or undertake healthcare procedures. Staff recognise and act quickly when a problem occurs.

Managing Medicines on School Premises

No child under 16 will be given prescription or non-prescription medicines without their parent's written consent.

Richard Hale School can only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available inside an insulin pen or a pump, rather than in its original container.

All medicines will be stored safely. Children will know where their medicines are at all times and they are able to access them immediately. They will know who holds the key to the storage facility. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens are always readily available to students.

Controlled drugs prescribed for a student are securely stored and only named staff have access. A record is kept of any doses used. Any side effects of the medication are noted and parents informed.

Emergency Procedures

The individual healthcare plan should clearly define what constitutes an emergency and explain what to do. Other students know to inform a teacher immediately if they think help is needed.

If a student needs to be taken to hospital, staff stay with the student until the parent arrives, or accompany a student to hospital by ambulance.

Day Trips, Residential Visits and Sporting Activities

The Governing Body ensures that arrangements are clear and unambiguous about the need to support actively students with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. Teachers will be aware of how a student's medical condition will impact on their participation. Arrangements will be made for the inclusion of students in such activities, unless medical evidence states this is not possible. Risk assessments will be undertaken to ensure that relevant steps are taken, to ensure that students can participate safely.