

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

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1. Purpose

The purpose of this policy is to ensure that:

- Pupils, staff and parents understand how our school will support pupils with medical conditions

Pupils with medical conditions are properly supported to allow them to access the same education as other pupils, including school trips and sporting activities

The SLT will implement this policy by:

- Making sure sufficient staff are suitably trained
- Making staff aware of pupils' conditions, where appropriate
- Making sure there are cover arrangements to ensure someone is always available to support pupils with medical conditions
- Providing supply teachers with appropriate information about the policy and relevant pupils
- Developing and monitoring individual educational plans (IEPs)

The named person with responsibility for implementing this policy is Evie Brockway.

2. Legislation and statutory responsibilities

This policy meets the requirements under Section 100 of the Children and Families Act 2014, which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions.

It is also based on the Department for Education's statutory guidance on supporting pupils with medical conditions at school.

This policy also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Headteacher/equivalent

The Headteacher/equivalent will:

- Make sure all staff are aware of this policy and understand their role in its implementation

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- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual educational plans (IEPs), including in contingency and emergency situations
- Ensure that all staff who need to know are aware of a child's condition
- Take overall responsibility for the development of IEPs
- Make sure that school staff are appropriately insured and aware that they are insured to support pupils in this way
- Ensure that systems are in place for obtaining information about a child's medical needs and that this information is kept up to date

3.2 Staff

Supporting students with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions. This includes the administration of medicines.

Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.

Teachers will take into account the needs of pupils with medical conditions that they teach. All staff will know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

3.3 Parents/Carers

Parents/Carers will:

- Provide the school with sufficient and up-to-date information about their child's medical needs
- Be involved in the development and review of their child's IEP and may be involved in its drafting
- Carry out any action they have agreed to as part of the implementation of the IEP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times

3.4 Students

Students with medical conditions will often be best placed to provide information about how their condition affects them. Students should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IEPs. They are also expected to comply with their IEPs.

3.5 School nurses and other healthcare professionals

When the school learns that a student has been identified as having a medical condition (physical/mental) that will require support in school. This will be before the student starts school, wherever possible. They may also support staff to implement a child's IEP.

Healthcare professionals, such as:

- GPs and paediatricians,
- Counsellors

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- Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Dieticians
- Nurses

The School SENCo will notify them of any students identified as having a medical (physical/mental) condition. They may also provide advice on developing IEPs.

4. Equal opportunities

Our school is clear about the need to actively support students with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. The school will consider what reasonable adjustments need to be made to enable these students to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that students with medical conditions are included. In doing so, students, their parents/Carers, and any relevant healthcare professionals, will be consulted.

5. Being notified that a child has a medical condition

When the school is notified that a student has a medical condition, the process outlined below will be followed to decide whether the student requires an IEP.

The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for ss who are new to our school.

See Appendix 1.

6. Individual healthcare plans

The Headteacher/equivalent has overall responsibility for the development of IEPs for students with medical conditions. **This has been delegated to Evie Brockway.**

Plans will be reviewed a minimum of three times per year, or more, if there is evidence that the student's needs have changed.

Plans will be developed with the student's best interests in mind and will set out:

- What needs to be done
- When
- By whom

Not all students with a medical condition will require an IEP. It will be agreed with a healthcare professional and the parents when an IEP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the Headteacher/equivalent will make the final decision.

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Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the student's specific needs. The student will be involved wherever appropriate.

IEPs will be linked to, or become part of, any education, health and care (EHC) plan. If a student has SEN but does not have an EHC plan, the SEN will be mentioned in the IEP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The SENCo has the responsibility for developing IEPs, will consider the following when deciding what information to record on IEPs:

- The medical condition, its triggers, signs, symptoms and treatments
- The student's resulting needs, including medication (dose, side effects and storage) 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. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed, including in emergencies. If a student is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring .
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional, and cover arrangements for when they are unavailable.
- Who in the school needs to be aware of the student's condition and the support required.
- Arrangements for written permission from parents and the Headteacher/equivalent 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 the student can participate, e.g. risk assessments.
- Where confidentiality issues are raised by the parent/student, the designated individuals to be entrusted with information about the student's condition.
- What to do in an emergency, including who to contact, and contingency arrangements.

7. Managing medicines

In line with the Stafford Hall School First Aid Risk Assessment – No medication will be stored on the Stafford Hall School site. As Stafford Hall Care Home is on the same site as the school, all medication will remain within the Care Home. If a pupil requires medication on an outdoor activity/educational visit, fully trained staff in administering medication will accompany the pupil on their activity.

The staff administering medication will have completed the following training:

- The Training Hub: Medication Advanced – Childrens Homes
- Educare: Administration of Medication in Schools
- Young Foundations competency training – incorporating 5 sessions of shadowing within the care home and completion of a competency questionnaire with their line manager

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Stafford Hall School can only administer non prescribed medication which is in its original container/packaging and is clearly labelled with a permission letter from the care home. For prescription medication the label must have been printed by the dispensing pharmacy with the medication's name, pupil's name and details, GP's name, date of issue, dosage, instructions, and expiry date. For all medication administered, a 'transfer of medication' document must be completed by both the care home and the education setting.

All medication taken off the education site must:

Be contained in a lockable container

Be labelled appropriately and contain all relevant information i.e., GP name, pupil name, date of issue, dosage, instructions, expiry date

Have a transfer of medication document completed outlining the amount of medication given and the amount returned

A member of staff must sign that medication has been administered, along with another member of staff to countersign that medication has been administered correctly, however, only trained staff must administer medication

7.1 Controlled drugs

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

A student who has been prescribed a controlled drug may have it in their possession if they are competent to do so, but they must not pass it to another pupil to use. All other controlled drugs are kept in a secure cupboard in the school office and only named staff have access.

Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

7.2 Students managing their own needs

Students who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents and it will be reflected in their IEPs.

Students will be allowed to carry their own medicines and relevant devices wherever possible. Staff will not force a student to take a medicine or carry out a necessary procedure if they refuse, but will follow the procedure agreed in the IEP and inform parents so that an alternative option can be considered, if necessary.

7.3 Unacceptable practice

School staff should use their discretion and judge each case individually with reference to the pupil's IEP, but it is generally not acceptable to:

- Prevent students from easily accessing their inhalers and medication, and administering their medication when and where necessary
- Assume that every student with the same condition requires the same treatment
- Ignore the views of the student or their parents
- Ignore medical evidence or opinion (although this may be challenged)

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- Send children with medical conditions home frequently for reasons associated with their medical condition or prevent them from staying for normal school activities, including lunch, unless this is specified in their IEPs
- If the student becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable
- Penalise students for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Prevent students from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents/carers, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their pupil, including with toileting issues. No parent/carer should have to give up working because the school is failing to support their child's medical needs
- Prevent students from participating, or create unnecessary barriers to students participating in any aspect of school life, including school trips, e.g. by requiring parents/carers to accompany their child
- Administer, or ask students to administer, medicine in school toilets

8. Emergency procedures

Staff will follow the school's normal emergency procedures (for example, calling 999). All students' IEPs will clearly set out what constitutes an emergency and will explain what to do.

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

9. Training

Staff who are responsible for supporting students with medical needs will receive suitable and sufficient training to do so.

The training will be identified during the development or review of IEPs. Staff who provide support to students with medical conditions will be included in meetings where this is discussed.

The relevant healthcare professionals will lead on identifying the type and level of training required and will agree this with the SENCo. Training will be kept up to date.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the pupils
- Fulfil the requirements in the IHPs
- Help staff to have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures

Healthcare professionals will provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

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All staff will receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

10. Record keeping

The Head of School will ensure that written records are kept of all medicine administered to students for as long as these students are at the school. Parents/Carers will be informed if their student has been unwell at school.

IEPs are kept in a readily accessible place which all staff are aware of.

11. Liability and indemnity

The Head of School will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

12. Complaints

Parents with a complaint about their child's medical condition should discuss these directly with the Headteacher/equivalent/SENCo in the first instance. If the Headteacher/equivalent/SENCo cannot resolve the matter, they will direct parents/carers to the school's complaints procedure.

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Appendix 1: Being notified a child has a medical condition

