



Goodrich Church of England Primary School

Supporting Pupils with Medical Conditions Policy
Date: September 2017

Head teacher: Mrs. Karen Miles
Governor: Mr. Neil Crofts
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INTRODUCTION

To be read in conjunction with Administering Medicines Policy

Section 100 of the Children and Families Act (2014) places a duty on governing bodies of maintained schools to make arrangements for supporting pupils at school with medical conditions.

Key points:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported

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. This means no child with a medical condition should be denied admission or prevented from taking up a place in school because arrangements for their medical conditions have not been made.

The governing body must ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. Schools, local authorities, health professionals and other support services should work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, e.g., programmes of study that rely on part time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence.

The governing body should ensure that arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school. The arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. They should ensure that staff is properly trained to provide the support that pupils need. The governing body must also ensure that adequate adaptations are made to the school environment so that pupils with disabilities can fully access the school.

Policy Implementation

- It will be the responsibility of the SENCo, alongside the Head Teacher to make suitable arrangements for staff training.
- A central record of staff training will be held by the Head Teacher.
- The SENCo and Head Teacher will be responsible for sharing any necessary information about medical conditions with whole school staff (teachers, HLTAs, TAs, lunchtime supervisors).
- A "Pupils with Medical Conditions" register and provision map will be compiled and a copy kept in each classroom. If cover/supply staff are in a classroom, this document must be made available to them.

- The writing of risk assessments will be the responsibility of the staff in charge of an off-site visit in conjunction with the pupils' class teacher (including residentials, sporting fixtures and school day trips). The trip organiser will check that these have been completed and submitted with Evolve once authorised by a senior member of staff (where necessary).
- The SENCo will be responsible for monitoring the Individual Healthcare Plans.

Procedures to be followed

- All parents will be asked to complete a "Notification of Medical Conditions" proforma and will be required to update the school of any changes
- All information will be gathered and a "Pupils with Medical Conditions" register and provision map will be compiled, as well as Individual Healthcare Plans if required
- All necessary staff will be informed of the pupils that they need to be aware of and the IHPs that are in place
- Any medical information held by Goodrich CE Primary School will be passed onto other schools during transitions
- The SENCo will be responsible for ensuring that staffing arrangements and training are in place either a) before a child starts at the school with a known medical condition, b) notification is received that there is a potential medical condition or c) a diagnosis has been made for a pupil currently in school. A record of training will be kept centrally and staff/SENCo will be informed when training is about to expire
- The SENCo will be the key point of contact with parents, teachers, pupils and healthcare professionals
- A record will be kept of all medicines

Individual Healthcare Plans (IHCPs)

Individual Healthcare Plans (IHCP) can help to ensure that the school effectively supports its pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases, especially where medical conditions are long term and complex. However, not all children will need one and the school, healthcare professionals and parents should agree based on evidence when an IHP will be appropriate. If consensus cannot be reached, the Head Teacher will make the final decision. (See Appendix A for flow chart and IHP proforma).

The governing body should ensure that the plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed.

When deciding what information should be recorded on an IHP, the governing body should consider the following:

- The medical condition, its triggers, signs, symptoms and treatments
- The pupil'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 a pupil's educational, social and emotional needs, e.g. how absences are managed
- The level of support needed, including in emergencies

- 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 from a healthcare professional and cover arrangements when they are unavailable
- Who in school needs to be aware of the child's condition and the support required
- Arrangements for written permission from parents and the Head Teacher for medication to be administered by a member of staff or self-administered by the pupil 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 child can participate, e.g. risk assessments
- Where confidentiality issues are raised by parent/child, the SENCo, Head Teacher and other external professionals working with the pupil will be entrusted with the information about a child's condition
- What to do in an emergency, including who to contact and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform the development of their IHP.

Roles and Responsibilities

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. A school's ability to provide effective support will depend on working co-operatively with a range of key people and agencies and this will be critical.

Governing body	Must make arrangements to support pupils with medical conditions in school. Should ensure that a pupil with a medical condition is supported to enable the fullest participation as possible in all aspects of school life. Should also ensure that sufficient staff have received suitable training.
Headteacher	Should ensure that the policy is developed and effectively implemented. This includes all staff being aware of the policy and their role in implementation. Should also ensure that staff who need to know are informed of medical conditions and IHCPs. Should ensure that sufficient staff are trained and are competent and there is appropriate insurance. Should ensure that IHPs are updated regularly.
School staff	Although they are not required to administer medicines as part of professional duties, they do need to consider the needs and be aware of the medical conditions and IHCPs of a pupil they teach. Should be provided with sufficient training (where necessary).
School nurses	Responsible for informing schools when a medical condition has been diagnosed which requires support in schools. May support staff on implementing an IHCP and provide advice and information to support the school.
Other healthcare professionals, including GPs, paediatricians	Should notify the school nurse of any diagnosis. May provide support/advice on developing an IHP.
Pupils	May be able to provide information about how their condition affects them. If possible, they should be involved in developing their IHCP.
Parents	Should provide the school with up to date information. They are key partners and should be involved in all the decision making. Should carry out any actions they have agreed to.
Local Authority	Has a duty to promote co-operation between relevant partners and should provide support, advice and guidance.
Providers of health services	Should co-operate with schools to provide support, information, advice and guidance.
Clinical Commissioning Groups	Commission other healthcare professionals in response to children's needs.
Ofsted	The inspection framework places a clear emphasis on meeting the needs of SEND pupils.

Model process for developing individual healthcare plans

Parent or healthcare professional informs school that child has been newly diagnosed, or is due to attend a new school, or is due to return to school after a long term absence, or that needs have changed



Head teacher or senior member of school staff to whom this has been delegated, co ordinates meeting to discuss child's medical support needs and identifies a member of staff to support the pupil.



Meeting to discuss and agree on need of IHCP to include key school staff, child, parent, relevant healthcare professional and other medical/health clinician as appropriate (or to consider written evidence provided to them)



Develop IHCP in partnership – agree who leads on writing it. Input from healthcare professional must be provided.



School staff training needs identified.



Healthcare professional commissions/delivers training and staff signed off as completed. Review date agreed.



IHCP implemented and circulated to all relevant staff.



IHCP reviewed annually or when condition changes. Parent or healthcare professional to initiate.