



POLICY FOR SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

**(to be read in conjunction with our Administering Medicines in
School Policy)**

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UNICEF's Rights of the Child (Article 29) states that "children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents." This philosophy underpins every aspect of the curriculum at Rufford. It also states in Article 19 that "Children have the right to be protected from being hurt or mistreated, physically or mentally."

The Legislation this policy is based upon:

1. Section 100 of the Children and Families Act 2014 which places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions
2. the DfE publication 'SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS' published April 2014 which includes statutory guidance for governing bodies of maintained schools and proprietors of academies in England.

Aims:

- Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education.
- The governing body ensures that arrangements are in place in school to support pupils with medical conditions.
- The governing body ensures that school leaders consult health and social care professionals, pupils and parents and carers to ensure that the needs of children, with medical conditions, are met effectively.

The Role of the Governing Body:

To ensure that arrangements are in place to support pupils with medical conditions so they can access and enjoy the same opportunities at school as any other child.

To take into account that many of the medical conditions that require support at school will effect quality of life and may be life-threatening so the focus of action taken is on the needs of each individual child and how their medical condition impacts on their school life.

To make arrangements so that parents, carers and pupils have confidence in the school's ability to provide effective support for medical conditions in school.

To demonstrate an understanding of how medical conditions impact on a child's ability to learn.

To ensure staff are properly trained to provide the support that pupils need.

To monitor arrangements put in place to ensure that policies, plans, procedures and systems are properly and effectively implemented in accordance with statutory requirements - in particular procedures for medicines administration

To ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

To ensure that the school's policy is explicit about what practice is not acceptable when administering medicines in school.

To ensure any complaints concerning the support provided to pupils with medical conditions are addressed sympathetically and in a timely fashion.

To review annually the policy for supporting pupils with medical conditions and ensure it is readily accessible to parents, carers and school staff.

To ensure the policy is implemented effectively by **the Headteacher** who has overall responsibility for policy implementation and is responsible for ensuring that:

- staff are suitably trained to support a child with a specific medical condition
- all relevant staff will be made aware of the child's condition
- cover arrangements are in place in case of staff absence or staff turnover to ensure someone is always available to support a child with a specific medical condition
- supply teachers are briefed
- risk assessments are undertaken for school visits, holidays, and other school activities outside of the normal timetable
- individual health care plans are monitored

The Role of the Head Teacher: The Head Teacher ensures that this policy is developed and effectively implemented with partners. This includes ensuring that all staff are aware of this policy and understand their role in its implementation.

The Head Teacher ensures that all staff who need to know are aware of the child's condition and that sufficient trained numbers of staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations.

The Role of Staff: Any member of school staff may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of pupils with medical conditions that they teach. School staff are to receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

The Role of the School Nurse: The school nursing services 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, they should do this before the child starts at the school. They would not usually have an extensive role in ensuring that schools are taking appropriate steps to support children with medical conditions, but may support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training.

The Role of other agencies: Where appropriate the designated person will contact other agencies involved with the child or agencies that they consider may be able to offer advice to the

school, child or family to contribute to the Health Care Plan or other documentation e.g. the Common Assessment Framework

The role of the child with a medical condition: Children with medical conditions can often tell us how the condition affects them. Where possible children will be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Any such discussion will take account of the child's age and knowledge of his/her medical condition.

The role of the parents and carers of a child with medical needs in school: Parents and carers should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents and carers are key partners and will be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They are also responsible for completing a parental agreement for school to administer medicine form before bringing medication into school, and providing the school with the medication their child requires and keeping it up to date.

The role of the named person and Individual Health Care Plans is:

- to ensure that procedures are in place and followed when the school is notified that a pupil has a medical condition(Appendix 1)
- to be responsible for individual healthcare plans and their development and the use of these plans in supporting pupils with medical conditions in school.
- to review Individual Health Care plans at least annually or earlier if evidence is presented indicating the child's needs have changed. Plans will be developed with the child's best interests in mind and will assess and manage risks to the child's health and social well-being and minimise disruption to the child's education

Individual Health Care Plans

When deciding what information will be recorded on individual healthcare plans, the named person will 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, other dietary requirements and environmental issues e.g. crowded corridors, lunchtime arrangements or play times;
- specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, use of rest periods or additional support in catching up with lessons, counselling sessions;
- the level of support needed, (some children will be able to take responsibility for their own health needs), including in emergencies. If a child is self-managing their medication, this should 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 child'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 child's condition and the support required;
- arrangements for written permission from parents or carers and the head teacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours; (see our Administering Medicines Policy);
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments;
- where confidentiality issues are raised by the parent/carer or child, the designated individuals to be entrusted with information about the child's condition; and
- 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 development of their individual health care plan.

In order that the needs of our children with medical conditions are met we will:

- teach them to ask an adult if they feel they need their inhaler or medication outside of their normal administration time;
- train/brief staff to ensure that they are clear about a child's needs and condition and understand that children with the same condition do not necessarily require the same treatment;
- listen to the views and opinions of the child, the parents/carers and the medical evidence/opinion (although this may be challenged);
- not send children with medical conditions home unnecessarily or prevent them from staying for normal school activities, including lunch and after school clubs, unless specified in their individual health care plan;
- accompany them to the toilet or school office if they feel unwell;
- take into account their condition when reviewing the child's attendance record if their absences are related to their medical needs e.g. hospital appointments;
- ensure that the child has access to the toilet, food and drink or can take other breaks whenever they need to in order to manage their medical condition;
- work with the child's parents/carers so that they don't feel obliged to come into school or to take time off of work to administer medicine or provide medical support to their child, including toileting issues and

- ensure that we do not prevent children from participating or create unnecessary barriers to children participating in any aspect of school life e.g. by requiring parents/carers to accompany their child on a school trip to enable a child to take part.

Appendix 1

Procedures for Developing Individual Health Care Plans

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



The Headteacher or a senior member of school staff to whom this has been delegated, co-ordinates a meeting to discuss the child's medical support needs, and identifies the member of staff who will provide the support to the child



A meeting with parents, key school staff, healthcare professional and as appropriate, any other medical/health clinician will be held to discuss and agree on the IHCP (the child may be invited to this)



The IHCP will be developed in partnership with the people who attend the meeting – at the meeting we will agree who writes the Plan (input form healthcare professional must be provided)



Any School staff training needed will be identified



Healthcare professional commissions/delivers the training and staff are signed off as competent - review date agreed



IHCP implemented and circulated to all relevant staff



IHCP reviewed annually or when condition changes – the parent or healthcare professional to initiate