

# **The Grange School**

## **Supporting Pupils with Medical Conditions Policy**

**February 2016**

**Next review: February 2019 or sooner if required**

## **Supporting Pupils with Long-Term Medical Conditions**

We believe this policy relates to the following legislation:

- Medicines Act 1968
- Misuse of Drugs Act 1971
- Health and Safety Act 1974
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Children Act 2004
- The NHS Act 2006
- Equality Act 2010
- School Premises (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- The Special Needs and Disability (SEND) Code of Practice
- Supporting Pupils at School with Medical Conditions

We have a legal duty under the Children and Families Act 2014 to support pupils with long-term medical conditions such as diabetes, asthma and epilepsy, and we will ensure that these children have full access to the curriculum, all sporting activities and educational visits so that they can play a full and active role in school.

We work closely with parents/carers, health and social care professionals, the local authority, commissioners and other support services to ensure effective individual health care plans, monitoring, reviewing and updating procedures are in place and to ensure children with medical conditions receive a full education.

We want parents to feel confident and reassured that we are providing effective support for their child's medical condition that involves:

- having in place risk assessments for all school activities on and off-site
- having in place individual healthcare plans
- having good links with local health and social care services
- allowing children easy access to their inhalers and medication
- administering medication when and where necessary
- not ignoring the views of children, parents and medical professionals
- allowing children to participate in all curriculum, sporting and school activities
- providing assistance when a child becomes ill

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- allowing children with medical conditions to take drinking, eating or toilet breaks when and where necessary
- not penalising a child for poor attendance due to their medical condition
- dealing with children's social and emotional problems linked to their medical condition
- building confidence and promoting self-care
- having in place sufficient school personnel that are suitably trained
- having in place adequate absence cover arrangements for school personnel ensuring someone is always available
- ensuring all relevant school personnel including supply teachers are aware of individual children's medical condition
- having in place effective transitional arrangements between schools
- having in place effective home-to-school transport arrangements

Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures.

We will not deny admission to any child with a medical condition or prevent them from taking up a place if arrangements for their medical condition have not been made.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To support pupils with long-term medical conditions.
- To ensure pupils with long-term medical conditions have full access to education, all sporting activities and educational visits so that they can play a full and active role in school.
- To ensure effective individual health care plans are in place.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

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- appointed a member of staff to be responsible for coordinating supporting pupils with long-term medical conditions;
- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that children with long-term medical conditions have the same rights to admission as other children;
- responsibility for ensuring individual health care plans, procedures and systems are properly and effectively implemented;
- responsibility for ensuring training is in place for relevant school personnel who support children with long-term medical conditions;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Principal and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Principal and Senior Leadership Team**

The Principal and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide the necessary support for pupils with long-term medical conditions;
- ensure all pupils with long-term medical conditions have full access to the curriculum, all sporting activities and school activities;
- ensure individual healthcare plans are in place;
- ensure relevant school personnel are made aware of children with long-term medical conditions;
- ensure relevant school personnel are made aware of all individual healthcare plans;
- ensure insurance cover supports all pupils with long-term medical conditions;
- ensure school personnel are appropriately insured;
- ensure appropriate school personnel are trained in the use of the defibrillator in order to deal with sudden cardiac arrest;
- ensure that sufficiently trained school personnel are in place to deliver individual healthcare plans;
- ensure more than adequate school personnel absence cover arrangements are in place;
- contact the school nursing service when a child with a medical condition needs support;
- ensure school personnel do not prevent children with medical conditions:
  - taking a full part in all school activities
  - having full access to the curriculum
  - accessing their medication
  - administering their medication when and where necessary

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- ensure school personnel do not:
  - assume that every child with the same medical condition requires the same treatment
  - ignore the views of children or parents
  - send pupils who feel ill to the school office/medical room unattended or by someone unqualified
  - penalise the attendance record of pupils
  - prevent pupils managing their medical condition effectively
  - expect parents to administer their child's medication
  - expect parents to provide medical support for their child
  - expect parents to accompany their child on educational visits, except in exceptional circumstances
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report regularly to the Governing Body on the success and development of this policy.

### **Role of the Designated Safeguarding Lead**

The DSL will:

- lead the development of this policy throughout the school;
- work closely with the Principal and the governing body;
- ensure all individual healthcare plans are in place and up to date;
- monitor and annually review all individual healthcare plans;
- ensure relevant school personnel are made aware of children with long-term medical conditions;
- ensure relevant school personnel are made aware of all individual healthcare plans;
- ensure cover in the absence of relevant staff
- provide information for supply teachers;
- provide guidance and support to all relevant staff;
- provide awareness training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments for extra-curricular activities, educational visits and other off-site visits;
- ensure emergency procedures are in place;
- liaise with parents and will ensure arrangements are in place when a pupil is diagnosed with a medical condition;
- liaise with parents and will ensure arrangements are in place when a child starts mid-term;
- liaise with feeder schools and transitional schools;
- ensure all medications are kept in a secure place and accessible only to the designated persons;
- ensure all medications are kept cool in a small secure fridge;
- ensure records are kept of all medications administered to children;
- review and monitor this policy;
- annually report to the Governing Body on the success and development of this policy.

## **Individual Healthcare Plans**

Individual Healthcare Plans will be devised and written at a meeting involving:

- relevant school personnel
- the child
- parents/carers
- local healthcare and medical professionals

At this meeting the following will be discussed:

- confidentiality of pupil information
- the medical condition
- symptoms and treatments
- signs
- how the condition is triggered
- medication and dosage
- self-management of medication
- medication administered by school personnel (with written permission in place)
- storage and accessibility of medication
- dietary requirements
- access to food and drink
- specialist equipment
- level of support required
- training needs of support personnel
- health and safety issues
- environmental issues and requirements
- attendance at medical appointments
- procedures regarding educational visits
- risk assessments
- dealing with emergency situations
- school evacuation procedures
- home to school transport arrangements
- roles and responsibilities of relevant school personnel

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- inform the school if their child has a medical condition;
- work in partnership with the school;
- provide up to date medical information of their child's condition;
- be involved in discussions regarding medical support and individual healthcare plan for their child;
- provide the appropriate medication for the school to administer;
- ensure medications are in good supply;
- provide any specialist equipment;

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- ensure their contact details are kept up to date;
- ensure that all emergency contacts are current;
- made aware of the Complaints procedures policy if they should need to use it;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Role of School Personnel**

Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures.

School personnel will:

- comply with all aspects of this policy;
- not administer medications without the appropriate training;
- not undertake healthcare procedures without the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be involved in discussions regarding their medical support and individual healthcare plan;
- after discussions with parents/carers be encouraged to manage their own health needs and medications;
- have access to their own medicines and relevant devices;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- liaise with the school council;
- take part in questionnaires and surveys.

### **Role of School Nursing Services**

The school nursing service will:

- notify a school before a child, who has been identified with a medical condition and needs support, starts;
- provide information about medical conditions;
- support school personnel implementing individual healthcare plans;

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- provide advice and training on developing individual healthcare plans;
- provide support for children with medical conditions;
- liaise with lead clinicians.

### **Role of Healthcare Professionals**

Healthcare professionals such as pediatricians' and general practitioners will provide:

- contact the school nursing service when a child has been identified with a medical condition that requires support at school;
- advice on developing individual healthcare plans;
- information about medical conditions;
- support for children with particular conditions;
- training for school personnel.

### **Role of the Local Authority**

The local authority ensures support specified within individual healthcare plans is delivered effectively by providing:

- support, advice and guidance;
- training for school personnel;
- advice on how pupils with medical conditions can maintain full-time attendance
- other arrangements if a child with medical conditions cannot receive a suitable education because of their health needs

### **Role of the Governing Body**

The Governing Body will:

- work closely with the Principal and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body regularly;
- regularly report to the Governing Body on the success and development of this policy

### **Training**

Training will be provided to all school personnel who support pupils with a medical condition and will consist of:

- awareness of the medical condition(s) in question
- first-aid
- administering medication

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- record keeping
- intimate Care
- manual handling
- confidentiality
- periodic training so that they are kept up to date with new information
- equal opportunities training on induction

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Reviewed: February 2016

Next review: February 2019

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## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|
|              |                           |                     | ✓                       |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors |
|----------------------------------------------------------------------------------------------|--------|------------------|----------------|-----------|-------------------|-----------------|
|                                                                                              |        |                  |                |           |                   |                 |

| Question                                                                            | Equality Groups |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    |      |   |    |                    |   |    |                 |   |  |
|-------------------------------------------------------------------------------------|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|-----------------|---|--|
| Does or could this policy have a negative impact on any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sex orientation |   |  |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y               | N |  |
|                                                                                     |                 | ✓ |    |            | ✓ |    |        | ✓ |    |                 | ✓ |    |                        | ✓ |    |      | ✓ |    |                    | ✓ |    |                 | ✓ |  |
| Does or could this policy help promote equality for any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sex orientation |   |  |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y               | N |  |
|                                                                                     | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓               |   |  |
| Does data collected from the equality groups have a positive impact on this policy? | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sex orientation |   |  |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y               | N |  |
|                                                                                     | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓               |   |  |

|            |                                                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------------------|
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment |
|------------|--------------------------------------------------------------------------------------------------------------------|

|                              |      |                             |   |
|------------------------------|------|-----------------------------|---|
| Preliminary EIA completed by | Date | Preliminary EIA approved by | D |
|                              |      |                             |   |

### Policy Evaluation

| Points to be considered                    | Yes | No | N/A | Please supply |
|--------------------------------------------|-----|----|-----|---------------|
| • Policy annually reviewed                 |     |    |     |               |
| • Policy in line with current legislation  |     |    |     |               |
| • Coordinator in place                     |     |    |     |               |
| • Nominated governor in place              |     |    |     |               |
| • Coordinator carries out role effectively |     |    |     |               |

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|                                                                |  |  |  |  |
|----------------------------------------------------------------|--|--|--|--|
| • Principal, coordinator and nominated governor work closely   |  |  |  |  |
| • Policy endorsed by governing body                            |  |  |  |  |
| • Policy regularly discussed at meetings of the governing body |  |  |  |  |
| • School personnel aware of this policy                        |  |  |  |  |
| • School personnel comply with this policy                     |  |  |  |  |
| • Pupils aware of this policy                                  |  |  |  |  |
| • Parents aware of this policy                                 |  |  |  |  |
| • Visitors aware of this policy                                |  |  |  |  |
| • Local community aware of this policy                         |  |  |  |  |
| • Funding in place                                             |  |  |  |  |
| • Policy complies with the Equality Act                        |  |  |  |  |
| • Equality Impact Assessment undertaken                        |  |  |  |  |
| • Policy referred to the School Handbook                       |  |  |  |  |
| • Policy available from the school office                      |  |  |  |  |
| • Policy available from the school website                     |  |  |  |  |
| • School Council involved with policy development              |  |  |  |  |
| • All stakeholders take part in questionnaires and surveys     |  |  |  |  |
| • All associated training in place                             |  |  |  |  |
| • All outlined procedures complied with                        |  |  |  |  |
| • Linked policies in place and up to date                      |  |  |  |  |
| • Associated policies in place and up to date                  |  |  |  |  |

#### A statement outlining the overall effectiveness of this policy

### Policy Approval Form

|                                                                 |                          |                               |                                             |                          |                                 |                               |                                   |
|-----------------------------------------------------------------|--------------------------|-------------------------------|---------------------------------------------|--------------------------|---------------------------------|-------------------------------|-----------------------------------|
| <b>Policy Title:</b>                                            |                          |                               |                                             |                          |                                 | <b>Date when written:</b>     |                                   |
| <b>Policy written by:</b>                                       |                          |                               |                                             |                          | <b>New Policy</b><br>(✓ or x)   | <input type="checkbox"/>      | <b>Revised Policy</b><br>(✓ or x) |
| <b>Stakeholders consulted in policy production:</b><br>(✓ or x) | <b>Governors</b>         | <b>Senior Leadership Team</b> | <b>Teaching Personnel</b>                   | <b>Support Personnel</b> | <b>Administrative Personnel</b> | <b>Parents</b>                |                                   |
|                                                                 | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/>        | <input type="checkbox"/>      |                                   |
| <b>Date when approved by Governors:</b>                         |                          |                               | <b>Date when presented to stakeholders:</b> |                          |                                 | <b>Date when implemented:</b> |                                   |
| <b>Published on:</b><br>(✓ or x)                                | <b>School Website</b>    |                               |                                             | <b>School Prospectus</b> |                                 | <b>School Website</b>         |                                   |
|                                                                 | <input type="checkbox"/> |                               |                                             | <input type="checkbox"/> |                                 | <input type="checkbox"/>      |                                   |

**Monitoring Implementation and Policy Effectiveness Action Plan**

| <b>Method/Actions</b>           | <b>Success<br/>Criteria/Intended<br/>Outcomes</b> | <b>Who is<br/>responsible</b> | <b>Who is involved</b> | <b>Start/finish dates</b> | <b>Costs</b> |
|---------------------------------|---------------------------------------------------|-------------------------------|------------------------|---------------------------|--------------|
| Reports from<br>Subject Leaders |                                                   |                               |                        |                           |              |
| Learning walks                  |                                                   |                               |                        |                           |              |
| Scrutiny of<br>planning         |                                                   |                               |                        |                           |              |
| Work trawls                     |                                                   |                               |                        |                           |              |
| Lesson<br>observations          |                                                   |                               |                        |                           |              |
| Discussions with<br>teachers    |                                                   |                               |                        |                           |              |
| Discussions with<br>pupils      |                                                   |                               |                        |                           |              |
| Discussions with<br>governors   |                                                   |                               |                        |                           |              |
| Discussions with<br>parents     |                                                   |                               |                        |                           |              |

