



# Rye Community Primary School Policy

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Policy Title:	Supporting Students with Medical Conditions
LT Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	May 2020
Review:	May 2021

## Statement of intent

Rye Community Primary School has a duty to ensure arrangements are in place to support pupils with medical conditions. The aim of this policy is to ensure all pupils with medical conditions, in terms of both physical and mental health, receive appropriate support allowing them to play a full and active role in school life, remain healthy, have full access to education (including enrichment opportunities and physical education) and achieve their academic potential.

Rye Community Primary School believes it is important families of pupils with medical conditions feel confident the school provides effective support for their child's medical condition, and pupils feel safe in the school environment.

There are also social and emotional implications associated with medical conditions. Pupils with medical conditions can develop emotional disorders, such as self-consciousness, anxiety and depression, and be subject to bullying. This policy aims to minimise the risks of pupils experiencing these difficulties.

Long-term absences as a result of medical conditions can affect educational attainment, impact integration with peers, and affect wellbeing and emotional health. This policy contains procedures to minimise the impact of long-term absence and effectively manage short-term absence.

Some pupils with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. The school has a duty to comply with the Act in all such cases.

In addition, some pupils with medical conditions may also have SEND and have an education, health and care (EHC) plan collating their health, social and SEND provision. For these pupils, compliance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' and the school's SEND Policy will ensure compliance with legal duties.

To ensure the needs of our pupils with medical conditions are fully understood and effectively supported, we consult with health and social care professionals, pupils and their family.

## Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014;
- The Education Act 2002;
- The Education Act 1996 (as amended);



- The Children Act 1989;
- The National Health Service Act 2006 (as amended);
- The Equality Act 2010;
- The Health and Safety at Work etc. Act 1974;
- The Misuse of Drugs Act 1971;
- The Medicines Act 1968;
- The School Premises (England) Regulations 2012 (as amended);
- The Special Educational Needs and Disability Regulations 2014 (as amended);
- The Human Medicines (Amendment) Regulations 2017.

This policy has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years';
- DfE (2015) 'Supporting pupils at school with medical conditions';
- DfE (2000) 'Guidance on first aid for schools';
- Ofsted (2015) 'The common inspection framework: education, skills and early years';
- Department of Health (2017) 'Guidance on the use of adrenaline auto-injectors in schools'.

This policy has due regard to the following school policies:

- Administering Medication Policy;
- First aid Policy;
- SEND Policy;
- Complaints Procedure Policy.

## Roles and responsibilities

### Trust Board

- Is legally responsible for fulfilling its statutory duties under legislation;
- Ensures arrangements are in place to support pupils with medical conditions;
- Ensures pupils with medical conditions can access and enjoy the same opportunities as any other pupil at the school;
- Works with the LA, health professionals, commissioners and support services to ensure pupils with medical conditions receive a full education;
- Ensures, following long-term or frequent absence, pupils with medical conditions are reintegrated effectively;
- Ensures the focus is on the needs of each pupil and what support is required to support their individual needs;
- Instils confidence in families and pupils in the school's ability to provide effective support;
- Ensures all colleagues are properly trained to provide the necessary support and are able to access information and other teaching support materials as needed;
- Ensures no prospective pupil is denied admission to the school because arrangements for their medical condition have not been made.
- Ensures pupils' health is not put at unnecessary risk. As a result, the trust holds the right to not accept a pupil into school at times where it would be detrimental to the health of that pupil or others to do so, such as where the child has an infectious disease;



- Ensures policies, plans, procedures and systems are properly and effectively implemented.

### Head of School

The Head of School holds overall responsibility for implementation of this policy.

- Ensures this policy is effectively implemented with stakeholders;
- Ensures all colleagues are aware of this policy and understand their role in its implementation;
- Ensures a sufficient number of colleagues are trained and available to implement this policy and deliver against all individual healthcare plans (IHPs), including in emergency situations;
- Considers recruitment needs for the specific purpose of ensuring pupils with medical conditions are properly supported;
- Has overall responsibility for the development of IHPs;
- Ensures colleagues are appropriately insured and aware of the insurance arrangements;
- Contacts the school nursing service where a pupil with a medical condition requires support has not yet been identified.

### Families:

- Notify the school if their child has a medical condition;
- Notify the school if their child has an infectious disease, suspects their child may have an infectious disease or have been in contact with a person(s) with an infectious disease;
- Provide the school with sufficient and up-to-date information about their child's medical needs;
- Are involved in the development and review of their child's IHP;
- Carry out any agreed actions contained in the IHP;
- Ensure they, or another nominated adult, are contactable at all times.

### Pupils:

- Are fully involved in discussions about their medical support needs;
- Contribute to the development of their IHP;
- Are sensitive to the needs of pupils with medical conditions.

### Colleagues:

- May be asked to provide support to pupils with medical conditions, including the administering of medicines, but are not required to do so.
- Take into account the needs of pupils with medical conditions in their lessons when deciding whether or not to volunteer to administer medication.
- Receive sufficient training and achieve the required level of competency before taking responsibility for supporting pupils with medical conditions.
- Know what to do and respond accordingly when they become aware a pupil with a medical condition needs help.

### School nursing team:

- At the earliest opportunity, notifies the school when a pupil has been identified as having a medical condition which requires support in school;



- Supports colleagues to implement IHPs as requested by the school and provides advice and training;
- Liaises with lead clinicians locally on appropriate support for pupils with medical conditions.

### **Clinical Commissioning Groups (CCGs):**

- Ensure commissioning is responsive to pupils' needs, and health services are able to cooperate with schools supporting pupils with medical conditions;
- Make joint commissioning arrangements for education, health and care provision for pupils with SEND;
- Are responsive to LAs and schools looking to improve links between health services and schools;
- Provide clinical support for pupils who have long-term conditions and disabilities;
- Ensure commissioning arrangements provide the necessary ongoing support essential to ensuring the safety of vulnerable pupils.

### **Healthcare professionals:**

Other healthcare professionals, including GPs, Specialist Nurses and paediatricians:

- Notify the school nurse when a child has been identified as having a medical condition will require support at school.
- Provide advice on developing IHPs.
- May provide support in the school for children with particular conditions, e.g. asthma, diabetes and epilepsy.

### **Providers of health services**

Providers of health services co-operate with the school, including ensuring communication, liaising with the school nurse and other healthcare professionals, and participating in local outreach training.

### **Local Authority**

- Commissions school nursing service for local schools.
- Promotes co-operation between relevant partners.
- Makes joint commissioning arrangements for education, health and care provision for pupils with SEND.
- Provides support, advice and guidance, and suitable training for colleagues, ensuring IHPs can be effectively delivered.
- Works with the school to ensure pupils with medical conditions can attend school full-time.

Where a pupil is away from school for 15 days or more (whether consecutively or across a school year), the LA has a duty to make alternative arrangements, as the pupil is unlikely to receive a suitable education in a mainstream school.

### **Ofsted**

Ofsted inspectors will consider how well the school meets the needs of the full range of pupils, including those with medical conditions.



Key judgements are informed by the progress and achievement of pupils with medical conditions, alongside pupils with SEND, and also by pupils' spiritual, moral, social and cultural development.

### Supply teachers

Supply teachers are:

- Provided with access to this policy;
- Informed of all relevant medical conditions of pupils in the class they are providing cover for;
- Covered under the school's insurance arrangements.

### Admissions

No child is denied admission to the school or prevented from taking up a school place because arrangements for their medical condition have not been made.

A child may only be refused admission if it would be detrimental to the health of the child to admit them into the school setting.

### Notification procedure

It is important the school is notified when a pupil has a medical condition requires. This notification may be triggered by the school nursing team, Local Authority or through the family. The Head of School and the Assistant Headteacher should be notified in the first instance. Following this, the school begins to arrange a meeting with families, healthcare professionals and the pupil, with a view to discussing the necessity of an IHP.

The school does not wait for a formal diagnosis before providing support to pupils. Where a pupil's medical condition is unclear, or where there is a difference of opinion concerning what support is required, a judgement is made by the Head of School in discussion with the Assistant Headteacher based on all available evidence (including medical evidence and consultation with families).

For a pupil starting at the school in a September uptake, arrangements are in place prior to their introduction and informed by their previous institution.

Where a pupil joins the school mid-term or a new diagnosis is received, arrangements are put in place within two weeks.

### Colleague training and support

Any colleagues providing support to a pupil with medical conditions receives suitable training.

Colleagues do not undertake healthcare procedures or administer medication without appropriate training.

Training needs are assessed by the Assistant Head teacher through the development and review of IHPs, on a termly basis for all colleagues, and when a new colleague arrives.

Through training, colleagues have the requisite competency and confidence to support pupils with medical conditions and fulfil the requirements set out in IHPs. Colleagues understand the medical condition(s) they are asked to support, their implications, and any preventative measures must be taken.



The medical professional providing the training confirms the proficiency of colleagues in performing medical procedures or providing medication.

A first-aid certificate does not constitute appropriate training for supporting pupils with medical conditions.

Whole-school awareness training is forms part of a continual cycle as part of the IHP process. Enhanced training is completed by colleagues who provide direct support to pupils with an Individual Health Care plan. First aid awareness training is given to all colleagues, and included in the induction of new colleagues.

The Head of School and Assistant Head teacher in consultation with the School Nursing Service identifies suitable training opportunities ensure all medical conditions affecting pupils in the school are fully understood, and colleagues can recognise difficulties and act quickly in emergency situations.

Training is commissioned by a delegated colleague and provided by the following bodies:

- Commercial training provider;
- School Nursing Service;
- Specialist nurses (with a specific focus on the management of diabetes, epilepsy etc.);
- Medical professionals linked to a child;
- Families of pupils with medical conditions.

Families of pupils with medical conditions are consulted for specific advice and their views are sought where necessary, but they will not be used as a sole trainer.

### **Self-management**

Following discussion with families, pupils who are competent to manage their own health needs and medicines are encouraged to take responsibility for self-managing their medicines and procedures. This is reflected in their IHP.

Where possible, pupils are allowed to carry their own medicines and relevant devices.

Where it is not possible for pupils to carry their own medicines or devices, they are held in suitable locations can be accessed quickly and easily.

If a pupil refuses to take medicine or carry out a necessary procedure, colleagues will not force them to do so. Instead, the procedure agreed in the pupil's IHP is followed. Following such an event, families are informed so alternative options can be considered?

If a child with a controlled drug passes it to another child for use, this is an offence and appropriate disciplinary action is taken in accordance with our behaviour management policy.

### **Individual Healthcare Plans (IHPs)**

The school, healthcare professionals and family agree, based on evidence, whether an IHP is required for a pupil, or whether it would be inappropriate or disproportionate to their level of need. If no consensus can be reached, the Head of School makes the final decision.



The school, parent/carer(s) and a relevant healthcare professional work in partnership to create and review IHPs. Where appropriate, the pupil is also involved in the process.

IHPs include the following information:

- The medical condition, along with its triggers, symptoms, signs and treatments;
- The pupil's needs, including medication (dosages, side effects and storage), other treatments, facilities, equipment, access to food and drink (where this is used to manage a condition), dietary requirements and environmental issues;
- The support needed for the pupil's educational, social and emotional needs;
- The level of support needed, including in emergencies;
- Whether a child can self-manage their medication;
- Who will provide the necessary support, including details of the expectations of the role and the training needs required, as well as who will confirm the supporting colleague's proficiency to carry out the role effectively;
- Cover arrangements for when the named supporting colleague is unavailable;
- Who needs to be made aware of the pupil's condition and the support required;
- Arrangements for obtaining written permission from families and the Head of School for medicine to be administered by school colleagues or self-administered by the pupil;
- Separate arrangements or procedures required during school trips and activities;
- Where confidentiality issues are raised by the parent/carer(s) or pupil, the designated individual to be entrusted with information about the pupil's medical condition;
- What to do in an emergency, including contact details and contingency arrangements.

Where a pupil has an emergency healthcare plan prepared by their lead clinician, this is used to inform the IHP.

IHPs are easily accessible to those who need to refer to them, but confidentiality is preserved.

IHPs are reviewed on at least an annual basis, or when a child's medical circumstances change, whichever is sooner.

Where a pupil has an EHC plan, the IHP is linked to it or becomes part of it.

Where a child has SEND but does not have an EHC plan, their SEND should be mentioned in their IHP.

Where a child is returning from a period of hospital education, alternative provision or home tuition, we work with the LA and education provider to ensure their IHP identifies the support the child needs to reintegrate.

## Managing medicines

In accordance with the school's Administering Medication Policy, medicines are only administered at school when it would be detrimental to a pupil's health or school attendance not to do so.

Pupils under 16 years of age are not given prescription or non-prescription medicines without their parent/carer's written consent – except where the medicine has been prescribed to the pupil



without the parent/carer's knowledge. In such cases, the school encourages the pupil to involve their family, while respecting their right to confidentiality.

Non-prescription medicines may be administered in the following situations:

- When it would be detrimental to the pupil's health not to do so;
- When instructed by a medical professional.

No pupil under 16 years of age is given medicine containing aspirin unless prescribed by a doctor.

Pain relief medicines are never administered without first checking when the previous dose was taken and the maximum dosage allowed.

Families are informed any time medication is administered is not agreed in an IHP.

The school only accepts medicines are in-date, labelled, in their original container, and contain instructions for administration, dosage and storage. The only exception to this is insulin, which must still be in-date, but is available in an insulin pen or pump, rather than its original container.

All medicines are stored safely. Pupils know where their medicines are at all times and are able to access them immediately, whether in school or attending a school trip/residential visit. Where relevant, pupils are informed of who holds the key to the relevant storage facility.

When medicines are no longer required, they are returned to families for safe disposal. Sharps boxes are always used for the disposal of needles and other sharps.

Controlled drugs are stored in a non-portable container and only named colleagues have access; however, these drugs are easily accessed in an emergency. A record is kept of the amount of controlled drugs held and any doses administered.

The school holds asthma inhalers for emergency use. The inhalers are stored in within each class base and their use is recorded. Inhalers are always used in line with school's procedures.

Colleagues may administer a controlled drug to a pupil for whom it has been prescribed. They must do so in accordance with the prescriber's instructions.

Records are kept of all medicines administered to individual pupils – stating what, how and how much was administered, when and by whom. A record of side effects presented is also held.

### **Adrenaline auto-injectors (AAIs)**

The administration of AAIs and the treatment of anaphylaxis will be carried out in accordance with the school's procedures.

A register of AAIs will be kept of all the pupils who have been prescribed an AAI to use in the event of anaphylaxis. A copy of this will be held in each classroom for easy access in the event of an allergic reaction and will be checked as part of initiating the emergency response.

Where a pupil has been prescribed an AAI, this will be written into their IHP.



Pupils who have prescribed AAI devices, and are over the age of seven, are able to keep their device in their possession if the school feel this is safe course of action.

For pupils under the age of seven who have prescribed AAI devices, these are stored in a suitably safe and central location: the school office.

Designated colleagues will be trained in how to administer an AAI, and the sequence of events to follow when doing so. AAIs will only be administered by these colleagues.

In the event of anaphylaxis, a designated first aider will be immediately contacted by the school office via a phone call (first instance) or in person directly as a fast response strategy. The colleague best placed to provide emergency treatment will take the lead when administering AAIs (the nearest available first-aider who has had the appropriate AAI training).

Where there is any delay in contacting designated colleagues, or where delay could cause a fatality, the nearest colleague will administer the AAI.

If necessary, other colleagues may assist the designated colleagues with administering AAIs, such as where the pupil needs restraining.

The school will keep a spare AAI for use in the event of an emergency, which will be checked on a monthly basis to ensure it remains in date and will be replaced when the expiry date approaches.

The spare AAI will be stored in the medical room, ensuring it is protected from direct sunlight and extreme temperatures.

The spare AAI will only be administered to pupils at risk of anaphylaxis and where written parental consent has been gained.

Where a pupil's prescribed AAI cannot be administered correctly and without delay, the spare will be used.

Where a pupil who does not have a prescribed AAI appears to be having a severe allergic reaction, the emergency services will be contacted and advice sought as to whether administration of the spare AAI is appropriate.

Where a pupil appears to be having a severe allergic reaction, the emergency services will be contacted even if an AAI device has already been administered.

In the event an AAI is used, the pupil's family will be notified an AAI has been administered and they will be informed whether this was using the pupil's or the school's device.

Where any AAIs are used, the following information will be recorded on the AAI Record:

- Where and when the reaction took place;
- How much medication was given and by whom?

For children under the age of six, a dose of 150 micrograms of adrenaline will be used.

For children aged 6-11 years, a dose of 300 micrograms of adrenaline will be used.



AAIs will not be reused and will be disposed of according to manufacturer's guidelines following use.

In the event of a school trip, pupils at risk of anaphylaxis will have their own AAI with them and the school will give consideration to taking the spare AAI in case of an emergency.

## Record keeping

Written records are kept of all medicines administered to pupils.

Proper record keeping protects both colleagues and pupils, and provides evidence agreed procedures have been followed.

Appropriate forms for record keeping can be found in the appendices.

## Emergency procedures

Medical emergencies are dealt with under the school's emergency procedures.

Where an IHP is in place, it should detail:

- What constitutes an emergency;
- What to do in an emergency.

Pupils are informed in general terms of what to do in an emergency, such as telling a teacher.

If a pupil needs to be taken to hospital, a colleague remains with the pupil until their family arrive.

## Day trips, residential visits and sporting activities

Pupils with medical conditions are supported to participate in school trips, sporting activities and residential visits.

Prior to an activity taking place, the school conducts a risk assessment to identify what reasonable adjustments should be taken to enable pupils with medical conditions to participate. In addition to a risk assessment, advice is sought from pupils, families and relevant medical professionals.

The school will arrange for adjustments to be made for all pupils to participate, except where evidence from a clinician, such as a GP, indicates this is not possible.

## Unacceptable practice

The school will never:

- Assume pupils with the same condition require the same treatment;
- Prevent pupils from easily accessing their inhalers and medication;
- Ignore the views of the pupil and/or their family;
- Ignore medical evidence or opinion;
- Send pupils home frequently for reasons associated with their medical condition, or prevent them from taking part in activities at school, including lunch times, unless this is specified in their IHP;
- Send an unwell pupil to the medical room or school office alone or with an unsuitable escort;



- Penalise pupils with medical conditions for their attendance record, where the absences relate to their condition;
- Make parents/carers feel obliged or forced to attend school to administer medication or provide medical support, including for toilet issues. The school will ensure no parent/carer is made to feel they have to give up working because the school is failing to support their child's needs;
- Create barriers to pupils participating in school life, including school trips;
- Refuse to allow pupils to eat, drink or use the toilet when they need to in order to manage their condition.

## Liability and indemnity

The Trust Board ensures appropriate insurance is in place to cover colleagues providing support to pupils with medical conditions.

The school holds an insurance policy with name of policy provider covering liability relating to the administration of medication. The policy requires all relevant colleagues to undertake appropriate training.

All colleagues providing such support are provided access to the insurance policies.

In the event of a claim alleging negligence by a colleague, civil actions are most likely to be brought against the school, not the individual.

## Complaints

Families or pupils wishing to make a complaint concerning the support provided to pupils with medical conditions are required to speak to the phase leader in the first instance.

If they are not satisfied with the school's response, they may make a formal complaint via the school's complaints procedure, as outlined in the Complaints Policy.

If the issue remains unresolved, the complainant has the right to make a formal complaint to the DfE.

Families and pupils are free to take independent legal advice and bring formal proceedings if they consider they have legitimate grounds to do so.

## Home-to-school transport

Arranging home-to-school transport for pupils with medical conditions is the responsibility of the local authority. Where appropriate, the school will share relevant information to allow the local authority to develop appropriate transport plans for pupils with life-threatening conditions.

## Defibrillators

The school does not have a defibrillator. The nearest defibrillator is located in Freedom Leisure.

## Review

This policy is reviewed on an annual basis by the Head of School.



May 2020 BBL

## EQUALITIES

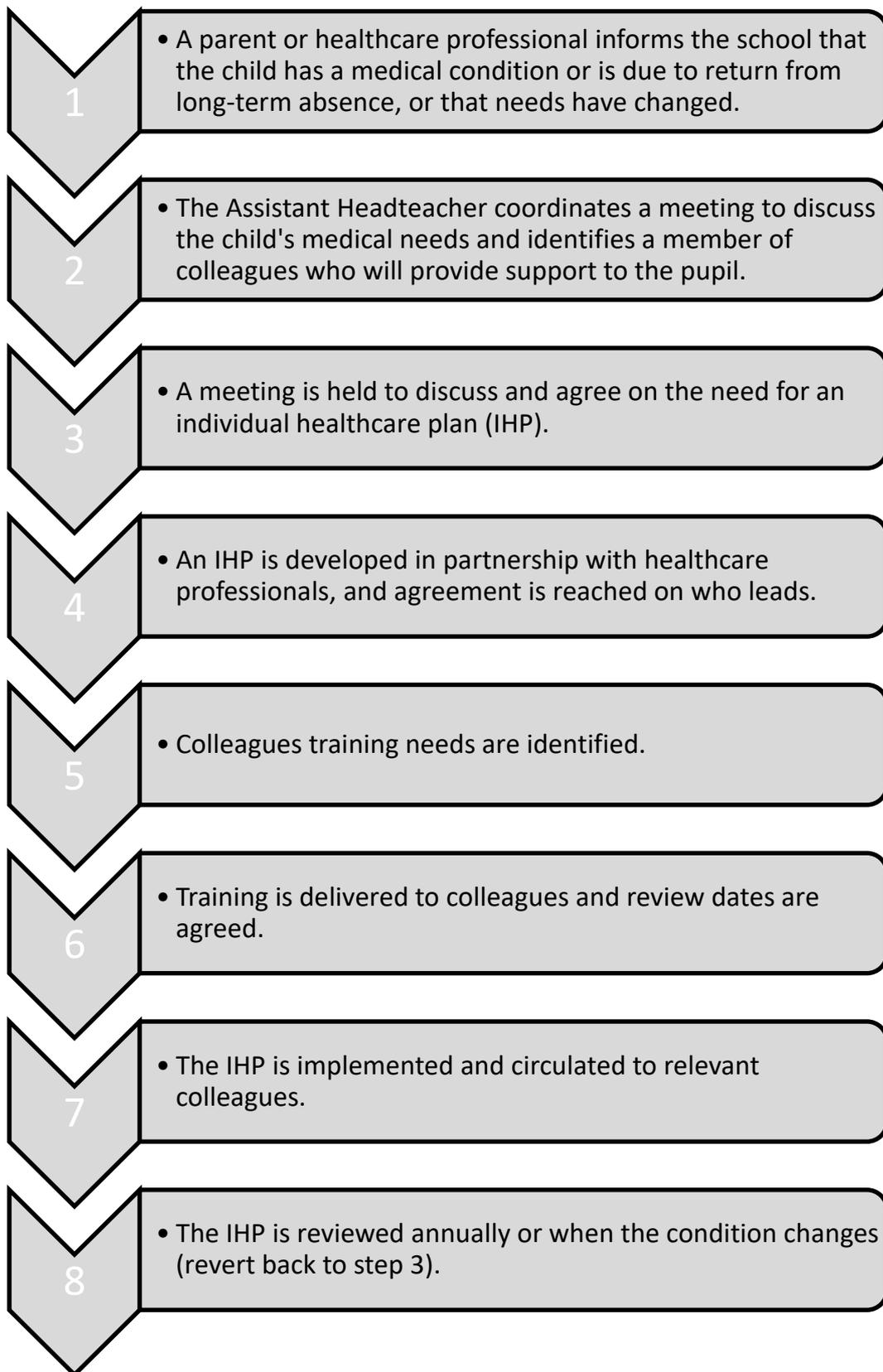
*We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the Academy and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.*

## DATA PROTECTION

*Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.*

*All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*

## Appendix A: Individual Healthcare Plan Implementation Procedure



## Appendix 2: Individual Healthcare Plan

Child's name:

Group/class/form:

Date of birth:

Child's address:

Medical diagnosis or condition:

Date:

Review date:

### Family contact information

Name:

Phone number (work):

(home):

(mobile):

Name:

Relationship to child:

Phone number (work):

(home):

(mobile):

**Clinic/hospital contact**

Name:

Phone number:

**Child's GP**

Name:

Phone number:

Who is responsible for providing support in school?

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues, etc.

Name of medication, dose, method of administration, when it should be taken, side effects, contra-indications, administered by/self-administered with/without supervision:

Daily care requirements:

Specific support for the pupil's educational, social and emotional needs:

Arrangements for school visits/trips:

Other information:

Describe what constitutes an emergency, and the action to take if this occurs:

Responsible person in an emergency (state if different for off-site activities):

Plan developed with:

Colleague training needed/undertaken – who, what, when:

Form copied to:

## Appendix C: Parental Agreement for the School to Administer Medicine

The school will not give your child medicine unless you complete and sign this form.

### Administration of medication form

Date for review to be initiated by:

--

Name of child:

--

Date of birth:

--

Group/class/form:

--

Medical condition or illness:

--

### Medicine

Name/type of medicine

*(as described on the container):*

--

Expiry date:

--

Dosage and method:

--

Timing:

--

Special precautions/other instructions:

--

Any side effects the school needs to know about:

--

Self-administration – Y/N:

--

Procedures to take in an emergency:

--

**NB: Medicines must be in the original container as dispensed by the pharmacy**

### Contact details

Name:

--

Daytime telephone number:

--

Relationship to child:

--

Address:

--

I understand I must deliver the medicine personally to:

<u>Name of colleague</u>
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The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school colleagues administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication, or if the medicine is stopped.

Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

## Appendix D: Record of Medicine Administered to an Individual Child

Name of child:	
Date medicine provided by parent:	
Group/class/form:	
Quantity received:	
Name and strength of medicine:	
Expiry date:	
Quantity returned:	
Dose and frequency of medicine:	

Colleague signature: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date:			
Time given:			
Dose given:			
Name of colleague:			
Colleague initials:			

Date:			
Time given:			
Dose given:			
Name of colleague:			
Colleague initials:			

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Name of colleague:  
Colleague initials:


Date:  
Time given:  
Dose given:  
Name of colleague:  
Colleague initials:




## Appendix F: Colleague Training Record – Administration of Medication

Name of school:	
Name of colleague:	
Type of training received:	
Date of training completed:	
Training provided by:	
Profession and title:	

I confirm name of colleague has received the training detailed above and is competent to carry out any necessary treatment pertaining to name of treatment type. I recommend the training is updated by name of colleague.

Trainer's signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

**I confirm I have received the training detailed above.**

Colleague signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

Suggested review date:

## Appendix G: Contacting Emergency Services

### To be stored by the phone in the school office

Request an ambulance – dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

- The telephone number: **01797 222825**.
- Your name.
- Your location as follows:
  - **Rye Community Primary School | Aquinas Trust**
  - **The Grove**
  - **Rye**
  - **East Sussex**
- The satnav postcode: **TN31 7ND**
- The exact location of the patient within the school.
- The name of the child and a brief description of their symptoms.
- The best entrance to use and where the crew will be met and taken to the patient.

## Appendix H: Letter Inviting Parents to Contribute to Individual Healthcare Plan Development

Dear Parent/Carer,

### **RE: Developing an individual healthcare plan for your child**

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership with the school, family, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom.

Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible not all children will require one. We will need to make judgements about how your child's medical condition impacts their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for [date]. I hope this is convenient for you and would be grateful if you could confirm whether you are able to attend or whether rescheduling is required. The meeting will include me (Assistant Headteacher/ Inclusion Leader) and a relevant healthcare professional. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist, and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it to the school office, together with any relevant evidence, for consideration at the meeting. I would be happy for you contact me by email on [senco@ryeprimary.co.uk](mailto:senco@ryeprimary.co.uk) or to speak by phone on 01797 222825 if this would be helpful.

Yours sincerely,

Mrs L Nice

Assistant Headteacher / Inclusion Leader

### Appendix I: Incident Reporting Form

Date of incident	Time of incident	Place of incident	Name of ill/injured person	Details of the illness/injury	Was first-aid administered? If so, give details	What happened to the person immediately afterwards?	Name of first-aider	Signature of first-aider