



MEDICAL NEEDS POLICY
ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



DOCUMENT PURPOSE

This policy reflects the values, philosophy and Vision Statement of St. Luke and St. Philip's Primary School in relation to the teaching of children with medical needs. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the School's approach towards the teaching of pupils with medical needs to all staff, governors and parents. Copies of this document are provided for all teaching staff and support staff and members of the Local Governing Committee. The Multi Academy trust in cooperation with the Local Governing Committee and Head Teacher determines and monitors the Academy's policy and approach to the provision for children with medical needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.

A copy of this document is available for the use of parents.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils - excellence is expected for all. Appropriate formative and summative assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers acknowledge, celebrate and nurture the range of talents of all our children, and ensure every child feels a sense of pride and achievement.

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers so every pupil achieves at their appropriate stage. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Class trips and visits are carefully planned to open the minds of our children through exciting experiences, ensuring they are inclusive for all.

We believe all our children are entitled to benefit from equal access to lessons and equipment regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account these characteristics and ensure Special Educational Needs materials are free from bias and will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- eliminate discrimination, harassment and victimisation through promoting and expecting respect for each other;
- promote equality of access and opportunity within our school and within our wider community;
- promote positive attitudes to the diversity of our school and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

INTRODUCTION

The Children and Families Act 2014 and the 'Supporting pupils at school with medical conditions' document, from September 2014, places a duty on the school governing committee to make arrangements for children with medical conditions. 'Pupils with special medical needs have the same right of admission to school as other children and should have full access to education, including school trips and physical education.' In the Supporting pupils at school with medical conditions' document it stipulates that a child must have an individual health care plan in place within two weeks of diagnosis or a child starting at school. This means that it is the parents' duty to inform school immediately if a diagnosis is made for their child that would require an individual health care plan or the long term administration of medication in school.

At St Luke and St Philip's Primary Academy, we believe that parents and guardians have prime responsibility for their child's health and should provide the school with information about their child's medical condition. We acknowledge that many pupils at some time will have a medical condition that may affect their participation in school activities and that some children will have long-term medical conditions that, if not managed properly, could limit their access to education. We will endeavour to support these children with the management of such medical conditions during school hours.

Some children with medical conditions may be disabled and where this is the case the governing committee and Cidari Multi Academy Trust must comply with the Equality Act 2010. Some pupils may have SEND and have an Education, Health and Care Plan (EHCP).

AIMS AND OBJECTIVES

The school aims to:

- assist parents in providing medical care for their children,
- educate staff and children in respect of special medical needs,
- arrange training for staff to support individual pupils,
- liaise as necessary with medical services in support of the individual pupil,

- ensure access to full education if possible considering each child's needs individually,
- effectively support pupils after absences due to frequent appointments or long-term absences,
- monitor and keep appropriate records.

EXPECTATIONS

It is expected that:

- parents will be encouraged to cooperate in training children to self-administer medication if this is practicable and that members of staff will only be asked to be involved if there is no alternative,
- parents will have confidence in the support provided by school,
- there is a commitment that all relevant staff will be made aware of the child's condition,
- procedures to be followed to support a pupil's medical condition should be clearly set out in the child's health care plan,
- cover arrangements are in place in case of staff absence or staff turnover to ensure someone is always available to support the child,
- school will arrange training for staff to support individual pupils,
- school seeks advice from healthcare professionals as well as listening to parents and the child,
- individual healthcare plans will be reviewed annually or earlier if the child's needs change - this is primarily the responsibility of the school nurse after discussion with the parents,
- no child should be put at risk.

RESPONSIBILITIES

It is the responsibility of:

- the Governing Committee for ensuring this policy is implemented,
- the Headteacher for the overall management of medication in school,
- the Headteacher for ensuring that sufficient staff are suitably trained,
- the Headteacher for ensuring all staff are insured to support children with medical conditions,
- the Inclusion Manager and School Nurse for developing individual health care plans,

- the Inclusion Manager for ensuring adequate transition arrangements are in place and relevant information is exchanged,
- class teachers supported by the school nurse to monitor individual healthcare plans,
- the School Nurse for notifying the school when a child has been identified as having a medical condition which will require support in school,
- specialist local health teams to provide support in schools for children with particular conditions (e.g. asthma, diabetes),
- parents to provide the school with sufficient and up-to-date information about their child's medical needs,
- the local authority to provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within individual health care plans can be delivered effectively,
- the Health Service to provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

Where staff administer medicines this is done so voluntarily (e.g. insulin) There is no legal requirement that staff should administer or supervise the administration of medicines. However, where they have agreed to do so, they must ensure this responsibility is upheld or notify the Head teacher.

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs.

ADMINISTERING MEDICATION

- Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- No child under 16 should be given prescription or non-prescription medicines without their parent's written consent.
- A child under 16 should never be given medicine containing aspirin unless prescribed by a doctor. Medication, e.g. for pain relief, should never be administered without first checking maximum dosages and when the previous dose was taken. Parents should be informed.
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
- Parents should give antibiotics at home. If it is necessary (e.g. if required four times a day) for a child to complete a course of antibiotics at school, then parents should come

into school and arrange for staff to administer medicine in agreement with the Headteacher. Only in extraordinary circumstances might the Headteacher decide that school would administer such medicine. In this case, the school's 'Administration of Medication' form must be completed, kept in the office and destroyed when the need for medication is over.

- The Academy should only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container.
- The Academy should keep controlled drugs that have been prescribed for a pupil securely stored in the allocated cupboard in the main office (the key will also be kept by the school administrator) and only named staff should have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in school. These records will be kept with the controlled medicine in the cupboard.
- School staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicines should do so in accordance with the prescriber's instructions. The Academy should keep a record of all medicines administered to individual children (Administration of Medicines form), stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted. These records will be kept in the class medical file unless it is a controlled medicine which is kept in the cupboard in the main office.
- When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.

STORAGE OF MEDICINES

- All medicines should be stored safely. Children should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility (The key will be kept in the main office by the school administrator). Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available to children and not locked away. This is particularly important to consider when outside of school premises e.g. on school trips.
- Dates of medication should be checked. Parents are responsible for replacing out of date medication. Reminders may be required.
- All asthma preparations, equipment and a copy of the Administration of Medicines form are to be kept in the classroom readily available to the asthma sufferer and staff

concerned at all times. All asthma equipment is to be placed in the cupboard above the central first aid post during lunchtimes, for easy access.

- Medicines which need to be kept in a refrigerator are kept in the staffroom kitchen fridge. They should be in a sealed container clearly labelled and stored in the bottom drawer.
- Medication for the emergency treatment of e.g. anaphylactic shock, is kept in the child's classroom, as well as the medicine cupboard in the office.. They should be in a sealed container clearly labelled.
- For regular medication, there is to be a dated sheet, split into days to be signed each time / day medication has been administered, to avoid duplication.
- For specific conditions, basic emergency details and a photograph of the child to be available in the classroom inclusion file, staffroom and dining area.

RECORDS

- Records will be kept of all children receiving medication. Parents will complete the school's 'Administration of Medication' form which gives written instructions on administration and also gives school permission to administer the medication. Long term medication will be administered as instructed by either the parents or school nurse/G.P/ Consultant. Individual Health Care Plans are held centrally by the Inclusion Manager and a copy is kept in the class inclusion file.
- Records will also be kept of any child being given medication which is additional to their usual medication (this must be prescribed medication by a doctor) along with the consent form, including the parental permission form for administering paracetamol suspension (Calpol).
- 'Administration of Medication' forms are to be kept in the main office.

INDIVIDUAL HEALTH CARE PLANS

Individual health care plans can help to ensure that staff effectively support 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, and 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 require one. The school, healthcare professional and parent should agree, based on evidence, when a health care plan would be inappropriate or disproportionate. If consensus cannot be reached, the Headteacher is best placed to take a final view.

The format of individual health care plans may vary to enable staff to choose whichever is the most effective for the specific needs of each pupil. They should be easily accessible to all who need to refer to them, while preserving confidentiality. (Classroom inclusion file and Inclusion Manager's filing cabinet) Plans should not be a burden on a school, but should capture the key

information and actions that are required to support the child effectively. The level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support. Where a child has SEND but does not have a statement or EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Individual health care plans, (and their review), may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant health care professional, e.g. school, specialist or children's community nurse, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

STAFF TRAINING AND SUPPORT

Any member of school staff providing support to a pupil with medical needs should have received suitable training. This should have been identified during the development or review of individual health care plans. Some staff may already have some knowledge of the specific support needed by a child with a medical condition and so extensive training may not be required. Staff who provide support to pupils with medical conditions should be included in meetings where this is discussed.

The relevant health care professional should normally lead on identifying and agreeing with the school, the type and level of training required, and how this can be obtained. Schools may choose to arrange training themselves and should ensure this remains up-to-date.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements as set out in individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any individual healthcare plans). A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.

Whole school staff training should be arranged for some conditions such as anaphylaxis, diabetes, asthma and should be included in induction for new staff. This will usually be provided by the school nurse, specialist nurse or complex needs nurse.

CHILDREN ADMINISTERING THEIR OWN MEDICINE

After discussion with parents/school nurse, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures (for example asthma inhalers). However this is under the supervision of an adult.

SCHOOL VISITS

The Academy will consider what reasonable adjustments might be required to enable children with medical needs to participate fully and safely on visits. There will be a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included.

- Adequate supplies of medication (and instructions) for children with long term conditions should be taken. This includes inhalers. All staff on the visit should be aware of children requiring medication.
- A list of emergency contact numbers should be taken, or contact details are available in the office.
- If there is a particular concern, an additional adult should accompany the visit in order to look after the child. (This could be the parent if the child does not have an EHCP).

EMERGENCY PROCEDURES

Health care plans should give guidance for an emergency. Where an ambulance is needed, 999 should be called and parents informed immediately. Staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance.

UNACCEPTABLE PRACTICE

Although school staff should use their discretion and judge each case on its merits with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary,
- Assume that every child with the same condition requires the same treatment,
- Ignore the views of the child or their parents; ignore medical evidence or opinion, (although this may be challenged),
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual health care plans,
- Send a child to the school office unaccompanied or with someone unsuitable if they become ill,
- Penalise children for their attendance record if their absences are related to their medical condition e.g. hospital appointments,

- Prevent pupils from drinking, eating or taking toilet or other breaks in order to manage their medical condition effectively,
- Require parents, or otherwise make them feel obliged to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs,
- Prevent children from, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

STAFF WITH MEDICAL NEEDS

- Employees are not obliged to disclose medical conditions or disabilities to their employer, however, it may be in the employee's best interest to disclose a medical condition where support may be required, for example if the employee has seizures.
- If the condition is unlikely to have any impact on other staff or children, the employee may decide against declaring it.
- Common sense would suggest that any condition that may put others in danger, such as HIV, should be declared, but that the Equality Act 2010 does not explicitly dictate this.
- Once a condition has been voluntarily disclosed, the Equality Act and Disability Act comes into effect and schools must make reasonable adjustments accordingly.
- Staff with medical needs should ensure the school is aware of their needs and what to do in an emergency and that any necessary medication is kept in school as needed.
- Medication (Prescribed and over the counter) for personal use by members of staff must be kept in a locker. E.g.; handbags, etc., containing such items must be locked away and not be left in the classroom or any place where pupils could gain access to them.

INSURANCE

The Governing Committee must ensure adequate insurance is taken to cover all staff supporting pupils with medical conditions.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics covered across school may prompt discussion or work in books relating to children's personal experiences and relationships. Staff are aware that some children with medical needs may be more vulnerable and therefore require careful monitoring regarding safeguarding concerns.

If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

COMPLAINTS

Should parents or pupils be dissatisfied with the support provided they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). The policy is also written in accordance with the Department for Education's Legislation for safeguarding - [Working Together to Safeguard Children](#) and [Keeping Children Safe In Education](#).

Related Policies

This policy should be read alongside:

- Supporting Pupils at school with Medical Conditions' (DFE April 2014)
- SEND Policy
- Asthma Policy
- PSHEC Policy
- First Aid, Health and Safety
- Equal Opportunities
- Inclusion
- Behaviour
- Accessibility Plan
- Intimate Care
- SMSC and British Values
- Safeguarding

Policy written by Ann Webster
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Agreed by Governors _____

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