



**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust Academy**

## Supporting Learners with Medical Conditions

**This policy is applicable to Khalsa Academy Wolverhampton**

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## Introduction

The Khalsa Academy Wolverhampton is a Sikh Ethos Academy in Wolverhampton. The Khalsa Academy Wolverhampton seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff, learners to succeed, both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual's abilities and encourage them to develop to their full potential. Everyone is valued highly and the Sikh Values are followed throughout academy.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits. All learners need to feel safe, accepted and valued in order to learn.

## Aims of the policy

This policy aims to ensure that:

- Learners, staff and parents/ carers understand how our academy will support learners with medical conditions
- Learners with medical conditions are properly supported to allow them to access the same education as other learners including academy trips and sporting activities

The Khalsa Academy will implement this policy by:

- Making sure sufficient staff are suitably trained
- Making staff aware of learners' conditions, where appropriate
- Making sure there are cover arrangements to ensure someone is always available to support learners with medical conditions
- Providing supply teachers with appropriate information about the policy and relevant learners
- Developing and monitoring individual healthcare plans (IHPs)

The named person with responsibility for implementing this policy is Miss Amy Evans the Assistant Principal for Inclusion, alongside the academy's medical officer.

## Legislation and statutory responsibilities

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children and Families Act 2014
- Education Act 2002
- Education Act 1996 (as amended)
- Children Act 1989
- National Health Service Act 2006 (as amended)
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Misuse of Drugs Act 1971
- 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
- The Food Information (Amendment) (England) Regulations 2019 (Natasha's Law)
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2021) 'School Admissions Code'
- DfE (2015) 'Supporting learners at school with medical conditions'
- DfE (2022) 'First aid in schools, early years and further education'
- Department of Health (2017) 'Guidance on the use of adrenaline auto-injectors in schools'

## Links to other policies

This policy links to the following policies:

- First Aid
- Administering Medication Policy
- Accessibility plan
- Complaints Procedures Policy
- Health and safety
- Safeguarding Policy
- Special educational needs information report and policy

## Roles and responsibilities

### The LAB

The LAB will:

- Fulfilling its statutory duties under legislation.
- Ensuring that arrangements are in place to support learners with medical conditions.
- Ensuring that learners with medical conditions can access and enjoy the same opportunities as any other learner at the academy.
- Working with the LA, health professionals, commissioners and support services to ensure that learners with medical conditions receive a full education.
- Ensuring that, following long-term or frequent absence, learners with medical conditions are reintegrated effectively.
- Ensuring that the focus is on the needs of each learner and what support is required to support their individual needs.
- Instilling confidence in parents/ carers and learners in the school's ability to provide effective support.
- Ensuring that all members of staff are properly trained to provide the necessary support and are able to access information and other teaching support materials as needed.
- Ensuring that no prospective learners are denied admission to the school because arrangements for their medical conditions have not been made.
- Ensuring that learners' health is not put at unnecessary risk. As a result, the board holds the right to not accept a learner into school at times where it would be detrimental to the health of that learner or others to do so, such as where the child has an infectious disease.
- Ensuring that policies, plans, procedures and systems are properly and effectively implemented.

### The Head of school

The Head of School will:

- Make sure all staff are aware of this policy and understand their role in its implementation
- Make sure that academy staff are appropriately insured and aware that they are insured to support learners in this way

## The Medical Officer

The medical officer will:

- Ensure that all staff who need to know are aware of a learner's condition
- Take overall responsibility for the development of IHPs
- Contact the academy nursing service in the case of any learner who has a medical condition that may require support at academy, but who has not yet been brought to the attention of the academy nurse
- Ensure that systems are in place for obtaining information about a learner or medical needs and that this information is kept up to date
- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual healthcare plans (IHPs), including in contingency and emergency situations

## Parents/ carers

Parents/ carers will:

- Provide the academy with sufficient and up-to-date information about their child's medical needs
- Be involved in the development and review of their child's IHP and may be involved in its drafting
- Carry out any action they have agreed to as part of the implementation of the IHP, e.g. provide medicines and equipment, and ensure they or another nominated adult are contactable at all times

## Learners

Learner will be responsible for:

- Being fully involved in discussions about their medical support needs, where applicable.
- Contributing to the development of their IHP, if they have one, where applicable.

## The school Nurse

The school nurse will be responsible for:

- Notifying the academy at the earliest opportunity when a learner has been identified as having a medical condition which requires support in the academy. Supporting staff to implement IHPs and providing advice and training.
- Liaising with lead clinicians locally on appropriate support for learners with medical conditions.

## Equal opportunities

Our academy is clear about the need to actively support learners with medical conditions to participate in academy trips and visits, or in sporting activities, and not prevent them from doing so.

The academy will consider what reasonable adjustments need to be made to enable these learners to participate fully and safely on academy trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that learners with medical conditions are included. In doing so, learners and their parents/ carers and any relevant healthcare professionals will be consulted.

## Being notified that a learner has a medical condition

When the academy is notified that a learner has a medical condition, the process outlined below will be followed to decide whether the learner requires an IHP.

The academy will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for learners who are new to our academy.

## Individual healthcare plans

The Assistant Principal for Inclusion has overall responsibility for the development of IHPs for learners with medical conditions. This has been delegated to the Medical Officer.

Plans will be reviewed at least annually, or earlier if there is evidence that the learner's needs have changed.

Plans will be developed with the learner's best interests in mind and will set out:

- What needs to be done

- When
- By whom

Not all learners with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents/ carers when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the Assistant Principal for Inclusion will make the final decision.

Plans will be drawn up in partnership with the academy, parents/ carers, the Medical Officer, specialist or paediatrician, who can best advise on the learner's specific needs. The learner will be involved wherever appropriate.

IHPs will be linked to, or become part of, any Education, Health and Care (EHC) plan. If a learner has SEND but does not have an EHC plan, the SEN will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the learner's condition and how much support is needed. The governing board, Assistant Principal and Medical Officer will consider the following when deciding what information to record on IHPs:

- The medical condition, its triggers, signs, symptoms and treatments
- The learner's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons
- Specific support for the learner's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions
- The level of support needed, including in emergencies. If a learner is self-managing their medication, this will 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 learner's medical condition from a healthcare professional, and cover arrangements for when they are unavailable



- Who in the academy needs to be aware of the learner's condition and the support required
- Arrangements for written permission from parents/ carers for medication to be administered by a member of staff, or self-administered by the learner or during academy hours
- Separate arrangements or procedures required for academy trips or other academy activities outside of the normal academy timetable that will ensure the learner can participate, e.g. risk assessments
- Where confidentiality issues are raised by the parent, learner, the designated individuals to be entrusted with information about the learner's condition
- What to do in an emergency, including who to contact, and contingency arrangements

## Managing medicines

Prescription and non-prescription medicines will only be administered at the academy:

- When it would be detrimental to the learner's health or academy attendance not to do so **and**
- Where we have parents'/ carers written consent

**The only exception to this is where the medicine has been prescribed to the learner without the knowledge of the parents.**

Learners under 16 will not be given medicine containing aspirin unless prescribed by a doctor.

Anyone giving a learner any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken. Parents will always be informed.

The academy will only accept prescribed medicines that are:

- In-date
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage

The academy will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

All medicines will be stored safely. Learners will be informed about where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to learners and not locked away.

Medicines will be returned to parents to arrange for safe disposal when no longer required.

## Controlled drugs

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

A learner who has been prescribed a controlled drug may have it in their possession if they are competent to do so, but they must not pass it to another learner to use. All other controlled drugs are kept in a secure cupboard in the academy office and only named staff have access.

Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

## Learners managing their own needs

Learners who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents/ carers and it will be reflected in their IHPs.

Learners will be allowed to carry their own medicines and relevant devices wherever possible. Staff will not force a learner to take a medicine or carry out a necessary procedure if they refuse, but will follow the procedure agreed in the IHP and inform parents/ carers so that an alternative option can be considered, if necessary.

## Unacceptable practice

Academy staff should use their discretion and judge each case individually with reference to the learner's IHP, but it is generally not acceptable to:

- Prevent learners from easily accessing their inhalers and medication, and administering their medication when and where necessary

- Assume that every learner with the same condition requires the same treatment
- Ignore the views of the learner or their parents/ carer
- Ignore medical evidence or opinion (although this may be challenged)
- Send learners with medical conditions home frequently for reasons associated with their medical condition or prevent them from staying for normal academy activities, including lunch, unless this is specified in their IHPs
- If the learner becomes ill, send them to the academy office or medical room unaccompanied or with someone unsuitable
- Penalise learners for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Prevent learners from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents or carer, or otherwise make them feel obliged, to attend academy to administer medication or provide medical support to their child, including with toileting issues. No parent or carer should have to give up working because the academy is failing to support their child's medical needs
- Prevent learners from participating, or create unnecessary barriers to learners participating in any aspect of academy life, including academy trips, e.g. by requiring parents/carer to accompany their learner or
- Administer, or ask learners to administer, medicine in academy toilets

## Emergency procedures

Staff will follow the academy's normal emergency procedures (for example, calling 999). All learners' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a learner needs to be taken to hospital, staff will stay with the learner until the parent/ carer arrives, or accompany the learner to hospital by ambulance.

## Training

Staff who are responsible for supporting learners with medical needs will receive suitable and sufficient training to do so.

The training will be identified during the development or review of IHPs. Staff who provide support to learners with medical conditions will be included in meetings where this is discussed.

The Medical Officer will lead on identifying the type and level of training required and will agree this with the Assistant Principal for Inclusion. Training will be kept up to date.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the learners
- Fulfil the requirements in the IHPs
- Help staff have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures

Healthcare professionals will provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

All staff will receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

## Record keeping

Written records will be kept of all medicines administered to learners. Proper record keeping will protect both staff and learners, and provide evidence that agreed procedures have been followed.

IHPs are kept in a readily accessible place which all staff are aware of.

## Liability and indemnity

The LAB will ensure that the appropriate level of insurance is in place and appropriately reflects the academy's level of risk.

## Complaints

Parents with a complaint about their learner's medical condition should discuss these directly with the Assistant Principal for Inclusion in the first instance. If the Assistant Principal for Inclusion cannot resolve the matter, they will direct parents to the academy's complaints procedure.

## Monitoring arrangements

This policy will be reviewed and approved by the LAB every academic year.