

St Joseph's Catholic Primary School



Policy for Supporting Pupils with Medical Conditions

Date: Feb 2017
Review date: Feb 2019

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This policy is written in accordance with:

- Section 100 of the Children and Families Act 2014 which places a duty on governing bodies to make arrangements for supporting pupils at their school with medical conditions.
- Statutory guidance produced by the DfE in December 2015 'Supporting Pupils at School with Medical Conditions'.

1. Aims of the Policy

To ensure pupils at school with medical conditions, in terms of both physical and mental health, are properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.

To ensure the needs of pupils with medical conditions are effectively supported in consultation with health and social care professionals, parents/carers and pupils.

2. Procedures to be followed when notification is received that a pupil has a medical condition

Schools admissions forms request information on pre-existing medical conditions. This policy sets out the procedures to be followed whenever the school is notified that a pupil has a medical condition.

For pupils starting at St. Joseph's at the start of a new academic year, arrangements for staff training and support should be in place for the start of term. Where a pupil joins mid-term or a new diagnosis is given, every effort is made to ensure that arrangements are put in place normally within two weeks. This will be influenced by the availability of information and appropriate staff to advise the school.

It is the responsibility of parents to provide the school with sufficient and up-to-date information about their pupil's medical needs, including new diagnoses. Health care professionals should notify the school nurse when a pupil has been identified as having a medical condition that will require support at school. Arrangements are normally put in place within two weeks.

In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents/carers.

Documentation used at this school has been provided by Greenwich NHS Teaching Primary Care Trust. We use *Form 3A Parental agreement for school/setting to administer medicine*. We use *Form 5 Record of medicine administered to an individual child*. We are guided in all matters by our School Nurse and the support from her service.

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3. Individual Healthcare Plans (IHCPs)

The aim of an IHCP is to capture the steps the school should take to help the pupil manage their condition and overcome any potential barriers to getting the most from their education and how they might work with other statutory services. 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.

If parents/carers, healthcare professional and school agree that a healthcare plan is inappropriate or disproportionate, a record of the pupil's medical condition and any implications for the pupil will be kept in the school's medical record and the pupil's individual record.

IHCPs will be developed in collaboration with the pupil, parents/carers, Head Teacher, School Nurse, Special Educational Needs and Disabilities Co-ordinator – SENDCO) and medical professionals.

IHCPs will be easily accessible to all relevant staff, including supply staff, whilst preserving confidentiality.

IHCPs will be reviewed at least annually or when a pupil's medical circumstances change, whichever is sooner.

Where a pupil has an Education, Health and Healthcare plan, a Statement of Special Educational Needs or an SEN Support plan, the IHCP may be linked to it or become part of it.

The following information should be considered when writing an individual healthcare plan:

- the medical condition, its triggers, signs, symptoms and treatments
- the pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, dietary requirements and environmental issues
- specific support for the pupil's educational, social and emotional needs
- the level of support needed (some pupils will be able to take responsibility for their own health needs) including in emergencies. If a pupil is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring
- who will provide support, their training needs, expectation of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional
- who in school needs to be aware of the pupil's condition and the support required
- arrangements for written permission from parents/carers and the head teacher for medication to be administered by a member of staff or self-administered (pupils who are competent should be encouraged to take responsibility for managing their own medicines and procedures, with an appropriate level of supervision)

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- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable and reasonable adjustments that will ensure that the pupil can take part in school activities
- where confidentiality issues are raised by the parent/pupil, the designated individuals to be entrusted with information about the pupil's condition
- what to do in an emergency; who to contact and contingency arrangements

4. Roles and responsibilities

Supporting a pupil with a medical condition during school hours is not the sole responsibility of one person. The school will work collaboratively with any relevant person or agency to provide effective support for the pupil.

4.1 The Governing Body

The Governing Body of St. Joseph's Catholic Primary School is responsible for:

- ensuring arrangements are in place to support pupils with medical conditions
- ensuring the policy for supporting pupils with medical conditions is developed and is implemented effectively, reviewed regularly and is readily accessible to parents and school staff
- ensuring that sufficient staff receive suitable training and are competent to support pupils with medical conditions
- ensuring that the appropriate level of insurance is in place and appropriately reflects the level of risk

4.2 The Head Teacher

The Head Teacher is responsible for:

- ensuring all staff are aware of this policy and understand their role in its implementation
- ensuring all staff who need to know are informed of a pupil's condition
- ensuring sufficient numbers of staff are trained to implement the policy and deliver individual healthcare plans (IHCP), including in emergency and contingency situations
- having overall responsibility for the development of IHCPs
- making sure that school staff are appropriately insured and are aware that they are insured to support pupils in this way
- ensuring that the school nursing service is contacted in the case of any pupil with a medical condition that may require support at school, but who has not yet been brought to the attention of the school nurse

4.3 Parents and Carers

Parents and carers are responsible for:

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- providing the school with sufficient and up-to-date information about their pupil's medical needs
- participating in the development and regular reviews of their pupil's IHCP
- completing a parental consent form to administer medicine or treatment before bringing medication into school
- providing the school with the medication their pupil requires and keeping it up to date, including collecting leftover medicine
- carrying out any action they have agreed to as part of the implementation of their pupil's IHCP e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times

4.4 Pupils

Pupils should, wherever possible, be fully involved in discussions about their medical support needs and contribute to the development of, and comply with, their IHCP

Following a discussion with parents, pupils who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This will be reflected within IHCPs. Pupils who can take their medication themselves may require an appropriate level of supervision.

4.5 School Staff

Staff members are responsible for:

- taking appropriate steps to support pupils with medical conditions, including taking account of the needs of pupils with medical conditions in lessons and familiarising themselves with procedures which detail how to respond when they become aware that a pupil with a medical condition needs help. Each class teacher has a list of pupils with medical conditions which is updated and reviewed regularly. Supply staff and support staff should similarly have access on a need to know basis.
- undertaking sufficient and suitable training and achieve the necessary level of competency before taking on the responsibility to support pupils with medical conditions. Any staff member may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of pupils with medical conditions that they teach.
- storing inhalers, adrenalin pens and blood glucose testers in accessible locations, following DfE guidance

4.6 School Nurses

School nurses are responsible for:

- notifying the school when a pupil has been identified as having a medical condition which will require support in school

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- supporting staff to implement a pupil's IHCP and provide advice and liaison, for example on training
- liaising locally with lead clinicians on appropriate support.

4.7 Other healthcare professionals

Other healthcare professionals:

- should notify the school nurse when a pupil has been identified as having a medical condition that will require support at school
- may provide advice on developing individual healthcare plans
- may be able to provide support for particular conditions (e.g. Asthma, diabetes, sickle cell anaemia)

5. Staff training and support

Staff who provide support to pupils with medical conditions are included in meetings where the needs of the pupil are discussed.

The relevant healthcare professional normally leads 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 IHCPs. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Healthcare professionals, including the school nurse, can provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training specific to the condition. In some cases the school may decide that written instructions on the medication container dispensed by the pharmacist are sufficient having taken into consideration the training requirements as specified in pupil's IHCP.

7. Managing medicines

Medicines should only be administered at school when it would be detrimental to a pupil's health or school attendance not to do so. Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours

Prior to staff members administering any medication, the parents/carers of the pupil must complete and sign a parental consent to administration of medicine form (Form 3A). No pupil will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.

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Prescribed medicines will only be accepted if these 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.

Pupils should know 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 should be always readily available to pupils and not locked away. This is particularly important to consider when outside of school premises, e.g. on school trips.

Controlled drugs that have been prescribed for a pupil are securely stored in a lockable non-portable container and only named staff have access. Controlled drugs should be easily accessible in an emergency. A record is kept of any doses used and the amount of the controlled drug held.

When no longer required, medicines will be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.

Staff administering medicines will do so in accordance with the prescriber's instructions. A written record is kept of all medicines administered to individual pupils, stating what, how and how much was administered, when and by whom.

8. Emergencies

ICHPs clearly define what constitutes an emergency and explain what to do, ensuring that all relevant staff are aware of emergency symptoms and procedures.

Other pupils in the school should know what to do in an emergency in general terms, such as informing a teacher immediately if they think help is needed.

If a pupil needs to be taken to hospital, school staff will stay with the pupil until the parent arrives.

9. Day trips, residential visits and sporting activities

Pupils with medical needs are actively supported to participate in school trips and visits, or in sporting activities and are not prevented from doing so unless a clinician states it is not possible.

Teachers are aware of how a pupil's medical condition will impact on their participation. Risk assessments are carried out and planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. This requires consultation with parents and pupils and advice from the relevant healthcare professional to ensure that pupils can participate safely.

10. Avoiding unacceptable practice

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Pupils and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other pupils.

School staff use their discretion and judge each case on its merits with reference to the pupil's IHCP, however, it is not generally acceptable practice to:

- Prevent pupils from easily accessing their inhalers and medication and administering their medication when and where necessary - however this will be dependent on the age of the child and the implications for the safety of other children
- Assume that pupils with the same condition require the same treatment
- Ignore the views of the pupil and/or their parents/carers or ignoring medical advice or opinion
- Send pupils home frequently or prevent them from taking part in normal school activities unless this is specified in their IHCP
- If the pupil becomes ill, send them to the school office unaccompanied or with someone unsuitable
- Penalise pupils with medical conditions for their attendance record where the absences relate to their condition.
- Require parents/carers to attend school to administer medication or provide medical support, including toileting issues.
- Prevent pupils from participating, or create unnecessary barriers to pupils participating in any aspect of 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.

11. Complaints

Should parents/carers be dissatisfied with the support provided they should discuss their concerns directly with the school in the first instance.

If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure (details of how to make a formal complaint can be found in the School Complaints Policy).

Making a formal complaint to the Department for Education should only occur if it comes within scope of section 496/497 of the Education Act 1996 and after other attempts at resolution have been exhausted.