



Peafield Lane Academy Policies

Supporting Pupils with Long-Term Medical Conditions

Date	Review Date	Coordinator	Nominated Governor
February 2021	February 2023	Corey Nightingale	Tom Daniel

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

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

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- The Special Needs and Disability (SEND) Code of Practice
- Supporting Pupils at School with Medical Conditions (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are an inclusive community that supports and welcomes pupils with long and short term medical conditions. We will not deny admission to any child with a medical condition or prevent them from taking up a place if arrangements for their medical condition have not been made.

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

We believe schools can help children and young people living with medical and mental health conditions by listening to what they have to say and by so doing schools then become more positive places for all pupils, not just those with medical and mental health needs.

We understand that a medical or mental health condition may cause frequent short absences or times when part-time attendance is the most that pupils can manage. We have to be



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sympathetic to the nature of the disruption and to give pupils the best possible chance of continuing their education.

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

We understand individual healthcare plans will be drawn up in partnership between the school, parents, pupil and a relevant healthcare professional.

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

- having in place risk assessments for all school activities on and off-site
- having in place individual healthcare plans
- having good links with local health and social care services
- allowing children easy access to their inhalers and medication
- administering medication when and where necessary
- not ignoring the views of children, parents and medical professionals
- allowing children to participate in all curriculum, sporting and school activities
- providing assistance when a child becomes ill
- allowing children with medical conditions to take drinking, eating or toilet breaks when and where necessary
- not penalising a child for poor attendance due to their medical condition
- dealing with children's social and emotional problems linked to their medical condition
- building confidence and promoting self-care
- having in place sufficient school personnel that are suitably trained
- having in place adequate absence cover arrangements for school personnel ensuring someone is always available
- ensuring all relevant school personnel including supply teachers are aware of individual children's medical condition
- having in place effective transitional arrangements between schools
- having in place effective home-to-school transport arrangements

We are aware that we have a common law duty to act in loco parentis and we will take the necessary action in an emergency whether it is on or off-site.

Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures. Under no circumstances will a member of the school personnel administer prescription medicines or undertake healthcare procedures without appropriate training.

We ensure the physical school environment is accessible, inclusive and favourable to pupils with short and long term medical conditions when undertaking all school activities in or out of school time.



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We work hard to have in place and to maintain a system that ensures all medical care plans are kept up to date and are available at all times to school personnel who may need them in an emergency. It is vital that all medical care plans clearly indicate whether a pupil needs emergency medication such as asthma inhalers or epipens.

Those members of the school personnel who have volunteered to administer or supervise the taking of medication attend regular refresher training and are up to date with the medical care plans for those pupils with specific medical needs or emergency medication.

We understand that inspectors will consider how well we meet the needs of the full range of pupils including those with medical needs. We are aware that 'key judgements will be informed by the progress and achievement of these children alongside those of pupils with special educational needs and disabilities, and also by pupils' spiritual, moral, social and cultural development.'

Therefore, we aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

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

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

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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



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Aims

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

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility for ensuring 'that arrangements are in place in schools to support pupils at school with medical conditions';
- appointed a member of staff to be responsible for coordinating supporting pupils with long-term medical conditions;
- responsibility for ensuring that the Headteacher 'consults health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported';
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that children with long-term medical conditions have the same rights to admission as other children;
- responsibility for ensuring individual health care plans, procedures and systems are properly and effectively implemented;
- responsibility for ensuring training is in place for relevant school personnel who support children with long-term medical conditions;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body



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- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - in place and cover all aspects of this policy especially for school visits, holidays and other school activities;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- ensure all necessary arrangements are in place all new entrants;
- provide the necessary support for pupils with long-term medical conditions;
- ensure all pupils with long-term medical conditions have full access to the curriculum, all sporting activities and school activities;
- ensure individual healthcare plans are in place to ensure that pupils with medical conditions are effectively supported;
- ensure relevant school personnel (full-time and supply teachers) are made aware of children with long-term medical conditions;
- ensure relevant school personnel are made aware of all individual healthcare plans;
- monitor all individual healthcare plans;
- ensure insurance cover supports all pupils with long-term medical conditions;
- ensure school personnel are appropriately insured;
- ensure appropriate school personnel are trained in the use of the defibrillator in order to deal with sudden cardiac arrest;
- ensure that sufficiently trained school personnel are in place to deliver individual healthcare plans;
- ensure more than adequate school personnel absence cover arrangements are in place;
- contact the school nursing service when a child with a medical condition needs support;
- bring to the attention of the school nurse any child who has a medical condition that may require support at school;



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- ensure school personnel do not prevent children with medical conditions:
 - taking a full part in all school activities
 - having full access to the curriculum
 - accessing their inhalers and medication
 - administering their medication when and where necessary

- ensure school personnel do not:
 - assume that every child with the same medical condition requires the same treatment
 - ignore the views of children or parents
 - send pupils who feel ill to the school office/medical room unattended or by someone unqualified
 - penalise the attendance record of pupils
 - prevent pupils managing their medical condition effectively
 - expect parents to administer their child's medication
 - expect parents to provide medical support for their child
 - expect parents to accompany their child on educational visits

- ensure transitional arrangements between schools are in place;
- ensure if a child's needs change then all relevant personnel are made aware of these changes;
- ensure parents are aware of the complaints process;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure all individual healthcare plans are in place and up to date;
- monitor and annually review all individual healthcare plans;
- ensure relevant school personnel are made aware of children with long-term medical conditions;
- ensure relevant school personnel are made aware of all individual healthcare plans;
- provide cover in the absence of relevant staff
- provide information for supply teachers;
- provide guidance and support to all relevant staff;
- provide awareness training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;



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- undertake risk assessments for extra-curricular activities, educational visits and other off-site visits;
- ensure emergency procedures are in place;
- liaise with parents and will ensure arrangements are in place when a pupil is diagnosed with a medical condition;
- liaise with parents and will ensure arrangements are in place when a child starts mid-term;
- liaise with feeder schools and transitional schools;
- ensure all medications are kept in a secure place and accessible only to the designated persons;
- ensure all medications are kept cool in a small secure fridge;
- ensure records are kept of all medications administered to children;
- review and monitor this policy;
- annually report to the Governing Body on the success and development of this policy

Individual Healthcare Plans

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

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

At this meeting the following will be discussed:

- confidentiality of pupil information
- list of school personnel who need to know of the child's condition
- the medical condition
- symptoms and treatments
- signs
- how the condition is triggered
- medication and dosage
- self-management of medication
- medication administered by school personnel (with written permission in place)
- storage and accessibility of medication
- dietary requirements
- access to food and drink
- specialist equipment
- level of support required
- school personnel absence cover arrangements
- training needs of support personnel
- health and safety issues
- environmental issues and requirements
- attendance at medical appointments
- procedures regarding educational visits
- school timetable
- time between lessons



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- extra time to complete exams
- use of rest periods
- additional support in catching up with lessons
- counselling sessions
- reintegration back into school after a period of absence
- transitional arrangements
- special educational needs arrangements (if any) or
- links to a special educational needs statement
- risk assessments
- dealing with emergency situations
- school evacuation procedures
- home to school transport arrangements
- roles and responsibilities of relevant school personnel

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- inform the school if their child has a medical condition;
- work in partnership with the school;
- provide up to date medical information of their child's condition;
- be involved in discussions regarding medical support and individual healthcare plan for their child;
- provide the appropriate medication for the school to administer;
- ensure medications are in good supply;
- provide any specialist equipment;
- ensure their contact details are kept up to date;
- ensure that all emergency contacts are current;
- made aware of the Complaints procedures policy if they should need to use it;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of School Personnel

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

School personnel will:

- comply with all aspects of this policy;
- not administer medications without the appropriate training;
- not undertake healthcare procedures without the appropriate training;
- implement the school's equalities policy and schemes;



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- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

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

Role of School Nursing Services

The school nursing service will:

- notify a school before a child, who has been identified with a medical condition and needs support, starts;
- provide information about medical conditions;
- support school personnel implementing individual healthcare plans;
- provide advice and training on developing individual healthcare plans;
- provide support for children with medical conditions;
- liaise with lead clinicians

Role of Healthcare Professionals

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

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

Role of the Local Authority

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

- support, advice and guidance;
- training for school personnel;



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- advice on how pupils with medical conditions can maintain full-time attendance
- other arrangements if a child with medical conditions cannot receive a suitable education because of their health needs

Role of Clinical Commissioning Groups (CCGs)

We understand CCGs:

- commission healthcare professionals such as specialist nurses;
- ensure commissioning is responsive to children's needs;
- ensure health services are able to co-operate with schools supporting children with medical conditions;
- must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities;
- must be responsive to local authorities and schools seeking to strengthen links between health services and schools

Role of Providers of Health Services

We understand providers of health services support children with medical conditions by providing information, advice and guidance to schools.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

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

- awareness of the medical condition(s) in question
- first-aid
- administering medication
- record keeping
- intimate Care



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

Equality Impact Assessment

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

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

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed bi-annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.