



Supporting Students with Medical Needs Policy

The Axholme Academy

February 2020

Review date: February 2021

Principal: Mr D Keogh
Designated Governor: Mrs N. Harrison
Teacher (designated): Miss J. Harrison
SENCO: Miss J. Harrison

Legislative background

At The Axholme Academy we recognise and will meet our duties and responsibilities in relation to supporting pupils at school with medical conditions. These duties and responsibilities are contained in the legislation and statutory guidance listed below:

- Department for Education's statutory guidance - 'Supporting pupils at school with medical conditions' April 2014 (updated December 2015) – governing bodies, proprietors and management committees must have regard to this guidance in order to meet the duty / responsibilities of the Children and Families Act 2014.
- Children and Families Act 2014 (Section 100) – places a duty upon governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.
- Equality Act 2010 – some children with medical conditions may be disabled. Where this is the case governing bodies must comply with their duties under the Equality Act 2010.
- Special Educational Needs and Disability (SEND) Code of Practice July 2014 – some children with medical conditions may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care Plan (EHCP). For children with SEN this policy / procedure statement should be read in conjunction with school SEN policies and the SEND Code of Practice.
- Human Medicines (Amendment No. 2) Regulations 2014 – allows schools to hold stocks of asthma inhalers containing salbutamol for use in an emergency. These regulations came into effect on 1 October 2014.
- DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019 sets out guidelines for the expectation of Health curriculum for schools nationally.

Introduction

At The Axholme Academy, children with medical conditions, in terms of both physical and mental health, will be appropriately supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Children with medical conditions will be encouraged and supported to access and enjoy the same opportunities at school as any other child.

We recognise that pupils with long-term and complex medical conditions may require on-going support, medicines or care whilst at school to help them to manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. The Axholme Academy recognises that each child's needs are individual.

We also recognise that needs may change over time and that this may result in extended absence from school. The school will make every effort to minimise the impact upon a child's educational attainment and support his or her emotional and general well-being, including

any necessary re-integration programmes. The school will strive to give pupils and their parents' confidence in the school's approach.

The school recognises that some children who require support with their medical conditions may also have special educational needs and may have a Statement or Education, Health and Care Plan (EHCP) – also introduced by the Children and Families Act 2014. We will work together with other schools, health professionals, other support services, and the Local Authority. Sometimes it will be necessary for the school to work flexibly, for example, by means of a combination of attendance at school and alternative provision / personalised learning.

Policy arrangements

- The Principal, Mr D Keogh, will ensure that sufficient staff are suitably trained.
- All relevant staff including supply and other temporary staff will be made aware of the child's condition.
- Cover arrangements will be put into place to cover for staff absence to ensure appropriate provision is always available.
- Risk assessments will be put into place for educational visits and other school activities outside the normal timetable.
- Individual Healthcare Plans (IHCPs) will be monitored and involve appropriate health care professionals.

Procedure to be followed when notification is received that a pupil has a medical condition

The school, in consultation with all relevant stakeholders including parents, will:

- Ensure that arrangements are put into place to cover transition from another setting, upon being notified that a child is coming into school with a medical condition. These may vary from child to child, according to the existing IHP.
- Ensure that arrangements are implemented following reintegration into the school or when the needs of a child change.
- Put arrangements into place in time for the start of the new school term.
- In other cases, such as a new diagnosis or children moving to a new school mid-term, make every effort to ensure that appropriate arrangements are in place within two weeks.
- Provide support to pupils where it is judged by professionals that there is likely to be a medical condition.
- Ensure that any staff training needs are identified and met.

Individual Healthcare Plans (IHCP)

The SENDco will normally be responsible for developing IHCPs – in liaison with, and with appropriate oversight of, a relevant healthcare professional (e.g. school nurse / nurse specialist – diabetes / epilepsy / paediatrician, etc). The purpose of an IHCP is to ensure that there is clarity about what needs to be done, when and by whom. An IHCP 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 they are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex and require

specific management. However, not all children will require an IHCP. The school, healthcare professionals and parents will agree, based upon evidence, when an IHCP would be inappropriate or disproportionate. If consensus cannot be reached, the Principal will take a final view. A flow chart for agreeing the support required is provided in [Annex A](#) and a template IHCP is provided in [Annex B](#). Input from a healthcare professional must be provided.

The IHCP is confidential to parents/carers, the young person and to those school staff who need to know. The level of detail within an IHCP will depend upon the complexity of the child's condition and the degree of support needed. Where a child has a special educational need, but does not have a Statement or EHC Plan, their special educational needs will be referred to in their IHCP.

IHCPs, 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 for the child. IHCPs will be drawn-up in partnership between the school, parents, and a relevant healthcare professional, e.g. Specialist or Community / School Nurse / other health professional. Wherever possible, the child should also be involved in the process. The aim is to capture what needs to be done to help staff and the child manage their condition and overcome any potential barriers to getting the most from their education. Responsibility for ensuring the plan is finalised rests with the school.

IHCPs will be reviewed at least annually or more frequently if evidence is presented that the child's needs have changed. IHCPs are devised with the child's best interests in mind, ensuring that an assessment of risk to the child's education, health and social well-being is managed minimising disruption. Reviews will be linked to any EHC Plan / Statement, as appropriate.

Information to be recorded

When deciding upon the information to be recorded on IHCPs, the following will be considered:

- The medical condition, its triggers, signs, symptoms and treatments.
- The student'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 pupil's educational, social and emotional needs. E.g. 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 child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring.
- Who will provide the support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable.
- Who in the school needs to be aware of the child's condition and the support required.

- Arrangements for written permission from parents and the Principal for medication to be administered by a member of staff, or self-administered by the student during school hours.
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. appropriate Risk Assessments.
- Where confidentiality issues are raised by the parent or child, the designated individuals to be entrusted with information about the child's condition.
- 'What to do in an emergency', including whom to contact and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform the development of their school IHCP.
- Informing / sharing appropriate IHCP information with other relevant bodies (e.g. Home to School Transport) – through appropriate agreement / consent.

Roles and responsibilities

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. The school will work collaboratively; both with staff within the organisation and with outside agencies, as the circumstances of each child dictate.

Governing Board

The Governing Board will ensure that:

- Students in school with medical conditions are supported.
- This policy is reviewed at least annually, developed, implemented and monitored.
- Staff receive suitable training and that they are competent before they take on the responsibility to support children with medical conditions.
- There are quality assurance systems in place to ensure that students in school with medical conditions are supported (e.g. case monitoring / assurance audits).

Principal

The Principal has overall responsibility for the development of IHCPs. The Principal will ensure that:

- The *Supporting Pupils at School with Medical Conditions Policy / Procedure* is developed and effectively implemented with partners, including ensuring that all staff are aware of the policy and that they understand their role in implementing the policy.
- The Principal will ensure that all staff who need to know are aware of a child's medical condition.
- Sufficiently trained staff are available to implement the policy and deliver against all the IHPs, including in contingency and emergency situations.
- Ensure that all staff are appropriately insured to support pupils in this way.
- Liaise with the school nurse in respect of a child who has a medical condition, including in cases where the situation has not yet been brought to the attention of the school nursing service.

School Staff

Any member of the school staff may be asked to provide support to students with medical conditions, including the administration of medicines. Any member of school staff should know what to do and respond accordingly when they become aware that a student with a medical condition needs help.

Students

Students with medical conditions may be best placed to provide information about how their condition affects them. They will be involved in discussions about their medical support needs and contribute as much as possible to the development of, and review of, their IHCP. Other children will often be sensitive to the needs of those with medical conditions and this will be considered as part of wider planning.

Parents/Carers

Parents/carers should provide the school with sufficient and up-to-date information about their child's medical needs. At The Axholme Academy, parents/carers are key partners and they will be involved in the development and the review of their child's IHCP, including its drafting. Parents/carers should carry out the action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

Local Authority

The Axholme Academy will communicate/liaise with the Local Authority as appropriate and as required by a child's medical needs / condition.

The Local Authority has a duty to commission a school nursing service to this school.

The Local Authority will provide support, advice and guidance, as appropriate.

Providers of Health Services

The Axholme Academy will communicate/liaise with providers of health services as appropriate and as required by a child's medical needs. Health services can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

Clinical Commissioning Groups (CCGs)

The Axholme Academy will communicate/liaise with CCG colleagues as appropriate and as required by a child's medical needs. CCGs commission other healthcare professionals such as specialist nurses. They ensure that commissioning is responsive to children's needs, and that health services are able to cooperate with schools supporting children with medical conditions.

Staff training and support

Training needs for staff will be assessed by looking at the current and anticipated needs of students already on roll. It may be possible to determine training needs by early information relating to a child about to be admitted to the school. All members of staff providing support

to a child with medical needs will have been trained beforehand. Staff who provide specific support to students with medical conditions will be included in meetings where this is discussed. All staff training in relation to medical conditions will be recorded / signed off in terms of competency.

The type of training, and frequency of refresher training, will be determined by the actual medical condition that a child may have and this will be supported by the Governing Board. Some training may be arranged by the school, and other types may make use of the skills and knowledge provided by the school nursing service, or specialist nursing services, among others. In some cases, a specific health care professional will be required to provide appropriate training. Training may involve on-site or off-site provision. Parents / carers and appropriate healthcare professionals will be asked to supply specific advice in relation to possible training requirements.

Staff will be made aware of the specific needs of each child with a medical condition and will be competent and confident to deliver the support. It must be noted that a First Aid certificate alone will not suffice for training to support children with medical conditions. The *Supporting Pupils at School with Medical Conditions Policy* will be subject to whole staff consultation as part of the draft, and subsequent reviews. All members of staff will be informed of it and it will be included in the induction arrangements for new staff to the school.

The child's role in managing their own medical needs

At The Axholme Academy, the children who require medication or other procedures will be supervised in administering them or receiving them from a relevant member of staff. If a child refuses to take medicine or carry out a medical procedure, staff will follow the procedure agreed in the IHP. Parents / carers and relevant health professionals will be informed so that alternative options can be considered.

Managing medicines on school premises

Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours. Where this is not possible, the following will apply:

- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- No child will be given prescription or non-prescription medicines without their parent's written consent – (except in exceptional circumstances where the medicine has been prescribed to a young person without the knowledge of the parents, or in the case of paracetamol, for which telephone consent will **always** be sought).
- Non-prescription medicines will be administered/managed by parents, as far as is reasonably practicable, should they be needed during the school day. For the administering of non-prescription medicines during an educational visit, parents should provide written consent.
- No child will be given a medicine containing aspirin unless it has been prescribed by a doctor. Parents will be required to give their written consent.
- The school 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 exception to this is insulin which must be in-date, but will generally be available to schools inside an insulin pen or pump, rather than its original container.

- Medicines will be stored safely. This will be in the Front Office/Front Office Fridge. Children who need to access their medicines immediately, such as those requiring asthma inhalers, will be shown where they are. On educational visits, medicines will also be available and they will be looked after by a relevant member of staff.
- If a controlled drug has been prescribed, it will be kept securely and stored in a non-portable container. Named staff only will have access to such medication so that it can be administered to the specific child. The school will keep a record of doses administered, stating what, how and how much was administered, when and by whom. Any side effects of the medication will be noted.
- When no longer required, medicines will be returned to the parent to arrange for safe disposal.
- Written records will be kept of all medicines administered to children and parents/carers will be informed if their child has been unwell at school.

Emergency procedures

A child's IHCP will clearly define what constitutes an 'emergency' and the action to be taken, including ensuring that all relevant staff are aware of emergency symptoms and procedures. It may be necessary to inform other students in general terms so that they can inform a member of staff immediately if they think help is needed.

If a child is taken to hospital, staff will stay with the child until the parents/carers arrive, or accompany a child taken to hospital by ambulance. Accurate information about the child will be provided to the emergency services at the call out stage, during any first response stage, or subsequent moving on to hospital.

Educational visits and sporting activities

The school will consider how a child's medical condition will impact upon their participation. We will encourage all children to participate according to their ability and make any necessary reasonable adjustments, unless evidence from a clinician, such as a GP, states that this is not possible.

The school will consider what reasonable adjustments and risk assessments are required so that planning arrangements take into account all steps needed to ensure that children with medical conditions are included. This will require consultation with parents / carers, students and advice from relevant healthcare professionals to ensure that students can participate safely. Party Leaders will consult with the SENDco during the planning of an educational visit to ensure that such reasonable adjustments can be put in place.

Unacceptable practice

Although school staff will use their discretion and judge each case on its merits with reference to the child's IHCP, 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; or ignore medical evidence or opinion, (although this may be challenged).

- Send children with medical conditions home or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHCP.
- If the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable.
- Penalise children for their attendance record if their absences are related to their medical condition e.g., hospital appointments.
- Prevent students from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively (as identified in their IHCP).
- Require parents/carers, 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 participating, or create unnecessary barriers to children participating in any aspect of school life, including educational visits, e.g., by requiring parents to accompany the child.

Liability and indemnity

The Governing Board at The Axholme Academy ensures that appropriate insurance is in place and that it reflects the level of risk. The insurance covers staff providing support to pupils with medical conditions. From time to time, the school will need to review the level of cover for healthcare procedures and any associated related training requirements (such as may be the case with specific children with complex needs).

Complaints

Parents/carers who are dissatisfied with the support provided should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they can make a formal complaint via the school's complaints procedure.

Other issues for consideration

The school has a number of trained First Aiders amongst the staff.

A number of staff have been trained in CPR. Where staff have been trained in CPR a defibrillator is part of our first aid equipment and the local NHS ambulance service has been informed of its location.

The purchase and use of emergency Salbutamol inhalers was considered by the Governing Board on 29th June 2015 and the decision was taken to advise parents to request an additional inhaler from their GP for the school to hold.

HEALTH EDUCATION

The Academy is committed to the Health Education of **all** pupils and compliant with the recommendations of the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019

Emphasis is placed upon the steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teaching

covers self-care, the benefits of physical activity and time spent outdoors. This is linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils are made aware of the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They are taught to understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

The Academy is committed to ensuring that by the time pupils leave us they know:

Mental wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
 - how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- Physical health and fitness Pupils should know
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
 - the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
 - about the science relating to blood, organ and stem cell donation.

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

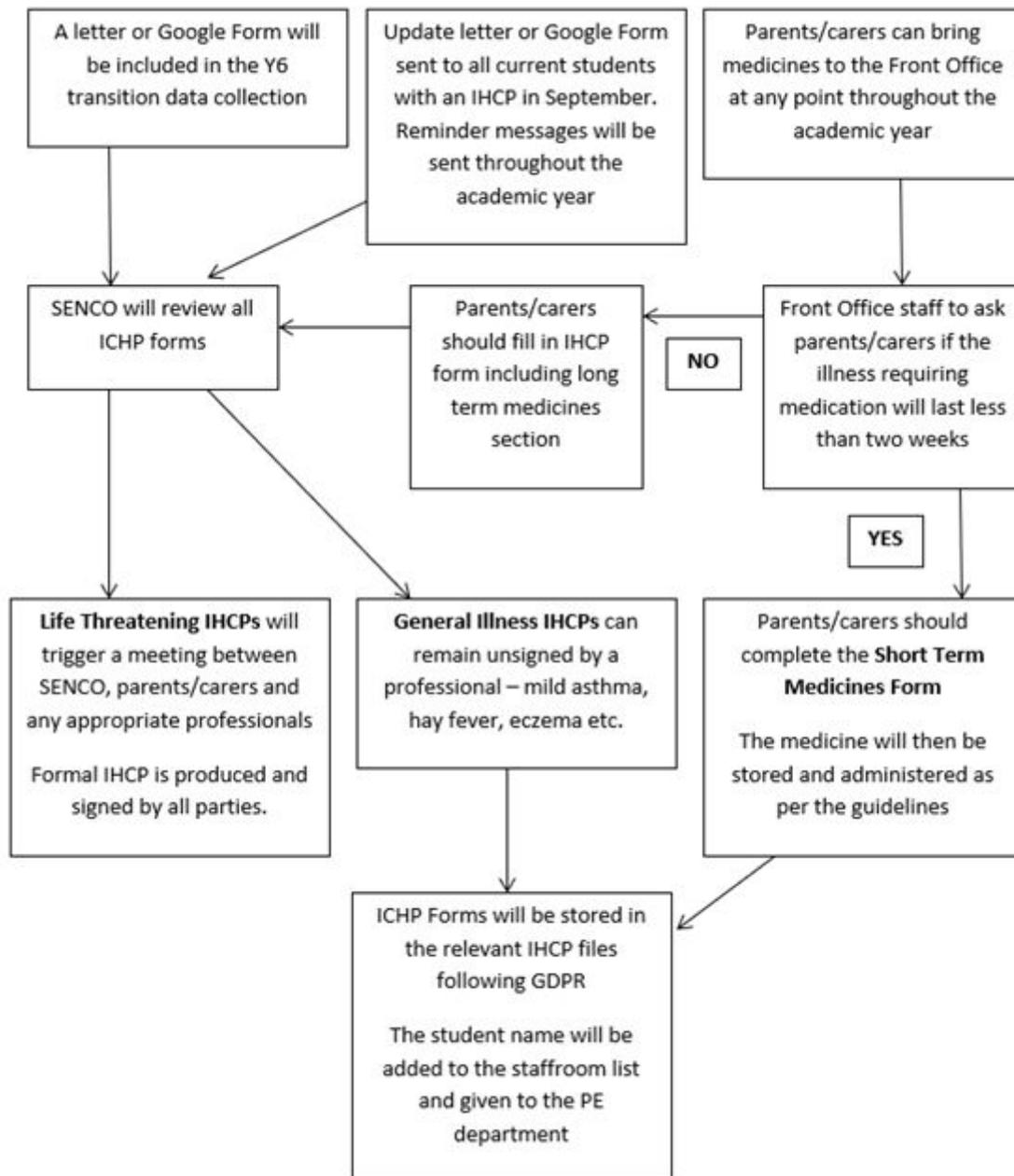
Drugs, alcohol and tobacco

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
- Basic first aid and basic treatment for common injuries.
- life-saving skills, including how to administer CPR.¹⁵
- the purpose of defibrillators and when one might be needed. Changing adolescent body
- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

ANNEX A - Medical Needs FlowChart



ANNEX B - INDIVIDUAL HEALTHCARE PLAN FOR A PUPIL WITH MEDICAL NEEDS

NAME

DATE OF BIRTH

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NHS NUMBER

UNIT NUMBER

--	--

CONDITION/S

ALLERGIES

--

CLASS/FORM

DATE:

--	--

NAME OF SCHOOL:

REVIEW DATE:

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CONTACT INFORMATION

Family Contact 1, Name, Phone Numbers, Relationship

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Family Contact 2, Name, Phone Numbers, Relationship

IC/Hospital Contact, Name, Phone Number

General Practitioner, Name, Phone Number

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Describe condition and give details of pupil's individual symptoms:

e.g Peanut allergy – swollen lips, red blotchy face, shortness of breath

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Daily care requirements: (e.g. what needs to be done at different times of the day, including prior to sport and / or food)

Describe what constitutes an emergency for the student, and the action to take if this occurs (include signs and symptoms, how signs and symptoms may change, when emergency services need to be called, what action needs to take place, what needs to happen after the incident)

Who is responsible in an emergency: (state if different on / off-site activities)

Form copied to

Whilst every effort will be taken to ensure this individual healthcare plan is up to date, it remains the parents / carers responsibility to inform school of any changes.

Signed

Signed

Signed

Health Professional

Parent

Principal / SENDco

ANNEX C - Further Advice and Resources

The Anaphylaxis Campaign

1 Alexandra Road

Farnborough

Hampshire GU14 6BU

Phone 01252 546100 (head office) or 01252 542029 (helpline)

Fax 01252 377140

info@anaphylaxis.org.uk

www.anaphylaxis.org.uk

Asthma UK

18 Mansell Street

London E1 8AA

Phone 020 7786 4900

Fax 020 7256 6075

info@asthma.org.uk

www.asthma.org.uk

Diabetes UK

Macleod House

10 Parkway

London NW1 7AA

Phone 0345 123 2399

Fax 020 7424 1001

info@diabetes.org.uk

www.diabetes.org.uk

Epilepsy Action

New Anstey House

Gate Way Drive

Yeadon

Leeds LS19 7XY

Phone 0113 210 8800 (head office) or 0808 800 5050 (helpline)

Fax 0113 391 0300

epilepsy@epilepsy.org.uk

www.epilepsy.org.uk

Department for Education

Piccadilly Gate

Store Street

Manchester M1 2WD

Phone 0370 000 2288

Typetalk 18001 0370 000 2288

Fax 0161 600 1332

Contact form: www.education.gov.uk/contactus/dfe

www.education.gov.uk

Council for Disabled Children

National Children's Bureau
8 Wakley Street
London EC1V 7QE

Phone 020 7843 1900

Fax 020 7843 6313

cdc@ncb.org.uk

www.councilfordisabledchildren.org.uk

National Children's Bureau

National Children's Bureau
8 Wakley Street
London EC1V 7QE

Phone 020 7843 6000

Fax 020 7278 9512

enquiries@ncb.org.uk

www.ncb.org.uk

Tuition and Medical Needs Education Team (TAMNET)

North Lincolnshire Council
Learning Development Centre
Enderby Road
Scunthorpe DN17 2JL

Phone 01724 297149 or 01724 297945

There is a duty to meet the education needs of children with medical conditions. The Tuition and Medical Needs Education Team (TAMNET) can support this by providing home tuition, tuition in hospitals and small group teaching for children with medical or mental health conditions. TAMNET can also help children with chronic conditions who are frequently absent from school by providing occasional tuition when required. The team is available to give advice and help to schools about children with medical needs. Contact details for discussion about individual cases / referral - as above.