

## **Beeches Infant School**

### **Vision statement**



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**HAPPINESS is at the heart of Beeches Infant School. We create a relaxed environment in which each individual child is happy.**

**We believe everything follows from happiness. Children are more receptive learners when they're happy; they're more caring and respectful when they're happy; and they're much more likely to fulfil their potential when they're happy.**

**Of course, we'll challenge them through our inspirational teaching. At Beeches Infant School we promote responsibility and independence whilst offering opportunity and support.**

**As a rights respecting school this policy reflects the UN convention for the rights of the child**

### **Policy for Supporting Pupils at School with Medical Conditions**

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools to make arrangements for supporting pupils at their school with chronic long term medical conditions.

#### **The Governing Body**

The governing body of Beeches Infant school ensures that arrangements are in place to support pupils with medical conditions, working with local authorities, health professionals and other support services. In doing so they ensure that

such children can access and enjoy the same opportunities at school as any other child. In making arrangements for a child they take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. The governing body therefore ensures that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

The governing body ensures that arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions and show an understanding of how medical conditions impact on a child's ability to learn, as well as helping the child to increase their confidence and promote self-care. They ensure that staff are properly trained to provide the support that pupils need.

### **Aims of the policy**

- To ensure that all children with medical conditions, in terms of physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.
- To ensure that parents feel confident that school will provide effective support for their child's medical condition and that children feel safe.
- To ensure school fully considers advice received from healthcare professionals and listens to and values the views of parents and pupils.
- To ensure the educational impacts for children with medical conditions are addressed and particularly the social and emotional implications associated with medical conditions. For example children may be self-conscious about their condition and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition.
- To support children who have long-term absences due to health problems which can affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health.
- To ensure successful reintegration back into school for children who have had a long term absence enabling them to be properly supported so

that they fully engage with learning and do not fall behind when they are unable to attend.

- To effectively manage short term and frequent absences, including those for appointments connected with a pupil's medical condition and to ensure appropriate support is put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.
- To ensure that where children with medical conditions are disabled school complies with their duties under the Equality Act 2010.
- To ensure that for children with medical conditions who also special educational need are supported in accordance with the SEND code of practice 2014. They may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.
- To ensure reasonable adjustments are made to enable children with medical needs to participate fully and safely on visits, sporting activities and other school activities. Carrying out risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. This will require consultation with parents and pupils and advice from the relevant healthcare professionals to ensure that pupils can participate safely.

### **Management of support for children with medical conditions**

#### **The Head Teacher**

The overall management responsibility for support for children with medical conditions within the school lies with the Head Teacher. The Head Teacher ensures that all staff are aware of the policy for supporting pupils with medical conditions and understand their role in its implementation. She ensures that all staff who need to know are aware of the child's condition and also ensure that sufficient trained numbers of staff are

available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations.

**The Inclusion Manager** takes responsibility for:

- The day to day coordination of support for a children with medical conditions ensuring liaison with parents and the child, appropriate agencies and working with the head teacher to ensure staff training.
- Ensuring all relevant staff are made aware of a child's condition.
- Ensuring ,with the head teacher ,that arrangements for cover are clear in case of staff absence.
- Ensuring arrangements are in place to inform supply staff of a child's medical condition.
- Ensuring risk assessments are completed for school visits and other activities outside the normal time table.
- Making referrals to the school nurse service when a medical condition is identified.
- Monitoring and reviewing Individual Healthcare Plans in collaboration with other professionals.

### **Collaborative working**

In order to provide effective support for children with medical conditions school will work cooperatively with other agencies. Partnership working between school staff, healthcare professionals (and where appropriate, social care professionals), local authorities, and parents and pupils is essential. This includes meetings to facilitate transition between settings.

### **School Nurses**

Beeches Infant School works with the school nursing service. The School Nurse Service are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible, they do this before the child starts at the school. They may support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training. School may also notify and refer a child to the school nurse service when a parent notifies them of a medical need.

**Other healthcare professionals, including GPs and paediatricians** - should notify the school nurse when a child has been identified as having a medical condition who will require support at school.

## **School Staff**

Any member of school staff may be asked to provide support to children with medical conditions, including the administering of medicines (although they cannot be required to do so). Staff take into account the needs of children with medical conditions that they teach. School staff receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. Any member of school staff should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

## **Parents/Careers**

Parents/ Carers should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and will be involved in the development and review of their child's Individual Healthcare Plan .They are responsible for carrying out any 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.

## **The Child**

We acknowledge that a child with a medical condition will often be best placed to provide information about how their condition affects them. They are fully involved in their Individual Healthcare Plan at an age appropriate level. After discussion with parents, children who are competent are encouraged to take responsibility for managing their own medicines and procedures. This would be reflected within their Individual Healthcare Plans. Children are able to access their medicines for self-medication quickly and easily. For example asthma inhalers are kept in the classrooms and are readily available to children. Children who can take their medicines themselves or manage procedures may require an appropriate level of supervision.

## **Managing medicines on school premises ( See separate policy)**

- Medicines should only be administered in school when it would be detrimental to a child's health not to do so.

- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
- School will 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 .
- All medicines should be stored safely. Children 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 are always readily available to children and not locked away. This is particularly important to consider when outside of school premises eg on school trips
- 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

### **Record keeping**

The governing body ensures that written records are kept of all medicines administered to children. Records offer protection to staff and children and provide evidence that agreed procedures have been followed. Parents will be informed if their child has been unwell at school.

### **Procedure followed when school receives notification that a child has a medical condition (See Appendix A)**

- When a child with a medical condition starts at Beeches Infant School arrangements are put in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or where a child moves to our school mid-term, every effort is made to ensure that arrangements are put in place within two weeks. NB Schools do not have to wait for a formal diagnosis before providing support to pupils.
- When a child with a medical condition attends Beeches Infant School an Individual Healthcare Plan will be drawn up with parents and health care providers and other services supporting the child. Individual Healthcare Plans ensure that school effectively supports children with medical conditions. They provide clarity about what needs to be done, when and by whom. They are essential 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 an Individual Healthcare Plan would be inappropriate or disproportionate.

- Individual Healthcare Plans are easily accessible to all who need to refer to them, while preserving confidentiality. Plans capture the key information and actions that are required to support the child effectively. The level of detail within plans depends 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 SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their Individual Healthcare Plan.
- Individual Healthcare Plans, (and their review), may be initiated, in consultation with the parent, by the Inclusion manager working with a healthcare professional involved in providing care for the child e.g. school, specialist or children's community nurse, who can best advise on the particular needs of the child. Children are also involved whenever appropriate. The aim is 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 agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.
- Individual Healthcare Plans are developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social well-being and minimises disruption.

### **What information is recorded on an Individual Healthcare Plan**

- The medical condition, its triggers, signs, symptoms and treatments.
- The child'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

- Specific support for the pupil's educational, social and emotional needs - for example, how absences will be managed, requirements for extra, use of rest periods or additional support in catching up with lessons, emotional support.
- The level of support needed, including in emergencies.
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition with a health care professional and cover arrangements.
- Who in school will be made aware of the child's condition and the support required. This will usually be all school staff except where confidentiality issues are raised.
- Written permission for medication to be given by a member of staff
- Arrangements or procedures needed for school trips or other outside activities to ensure the child can participate e.g. risk assessments
- What to do in an emergency using information from health care professionals. The plan should clearly define what constitutes an emergency and explain what to do including ensuring that all relevant staff are aware of emergency symptoms and procedures.
- Where a child has had a long term absence because of a medical condition plans will be put in place to reintegrate the child when they return to school.

## **Staff Training and Support**

Beeches Infant School ensures that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions and that members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Training ensures staff are competent and have confidence when supporting a child with a medical condition and training is updated. Staff cannot give prescription medication or undertake health care procedures without appropriate training. A first aid certificate does not constitute appropriate training. The training needs of staff are identified during the development and review of Individual Healthcare Plans and staff are included in meetings to discuss children they support with medical conditions.

Healthcare professionals, including the school nurse, can provide confirmation of the proficiency of staff in a medical procedure, or in providing medication. Whole school awareness training takes place so that all staff are aware of the school's policy

for supporting pupils with medical conditions and their role in implementing that policy. The relevant healthcare professionals advise on training that will help ensure that all medical conditions affecting pupils in the school are understood fully. This includes preventative and emergency measures so that staff can recognise and act quickly when a problem occurs. e.g. whole staff training for epi pen , asthma and epilepsy.

### **Induction for new Staff**

This policy is shared with staff on induction and Individual Healthcare Plans are shared as required.

### **Emergency procedures**

Where a child has an individual healthcare plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. School knows the local emergency services cover arrangements and ensures that the correct information is provided for navigation systems.

Emergency alert cards are kept in all school offices and classrooms that outline information needs to be given to emergency services.

For information on managing medicines on school premises see separate Medication Policy

### **Unacceptable Practice:**

It is not acceptable 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 frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans.
- If the child becomes ill, send them to the school office or sick bay unaccompanied.
- 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 whenever they need to 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 participating, 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 (although this may be agreed with a parent as part of the Individual Healthcare Plan and risk assessment )

### **Liability and Indemnity**

The Governing Body ensures that the appropriate level of insurance is in place and appropriately reflects the level of risk and covers staff providing support to pupils with medical conditions. Insurance policies are accessible to staff providing such support.

Insurance policies provide liability cover relating to the administration of medication, but individual cover may need to be arranged for any health care procedures.

Any requirements of the insurance such as the need for staff to be trained should be made clear and complied with.

### **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.

### **Admission**

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

This means that no child with a medical condition would be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with their safeguarding duties, the governing body of Perry Beeches Infant School ensures that pupils' health is not put at unnecessary risk from, for example infectious diseases.

They therefore do not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so.

Appendix A taken from DFE Statutory Guidelines 2014

Model process for developing Individual Healthcare Plans

Parent or healthcare professional informs school that child has been newly diagnosed, or is due to attend a new school, or is due to return to school after a long term absence, or that needs have changed.

Head teacher or Inclusion Manager, or other Senior Member of staff coordinates meeting to discuss child's medical support needs: identifies member/members of school staff who will provide support to the child

Meeting to discuss and agree IHCP to include key school staff, child ( at age appropriate level ),parent, relevant healthcare professional and other medical/health clinician as appropriate ( or to consider evidence provided by them )

Develop IHCP in partnership- agree who leads on writing it. Input from the healthcare professional must be provided.

School staff training needs identified

Healthcare professional commissions/delivers training and staff signed- off as competent - review date agreed.

IHCP implemented and circulated to all staff

IHCP reviewed annually or when condition changes - parent or health care professional to initiate

