



Cranham Church of England (VA) Primary School

Supporting Pupils with Long Term Medical Conditions

September 2014

Handwritten signature of Anne Nolan in black ink.

Anne Nolan (Headteacher)

September 2014

Handwritten signature of Nick Ryan in blue ink.

Nick Ryan (Chair of Governors)

September 2014

Version	Notes	Date
1	Policy re-write	September 2014

Supporting Pupils with Long-Term Medical Conditions

Date	Review Date	Coordinator	Nominated Governor
29.09.14	May 2017	Sharon King	Dr Georgie Cox

We believe this policy relates 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 2004
- The NHS Act 2006
- Equality Act 2010
- School Premises (England) Regulations 2012 (as amended)
- Children and Families Act 2014

The following document is also related to this policy:

- The Special Needs Code of Practice

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 will work closely with parents/carers, health and social care professionals to ensure effective individual health care plans, monitoring, reviewing and updating procedures are in place to support children with long-term medical conditions.

We want parents to feel confident and reassured that we are providing effective support that involves:

- 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

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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.

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 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.

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 share good practice within the school.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for coordinating supporting pupils with long-term medical conditions;
- 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;

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- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- 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;
- 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;
- ensure insurance cover supports all pupils with long-term medical conditions;
- ensure school personnel are appropriately insured;
- 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;
- 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 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;
- undertake risk assessments for extra-curricular activities, educational visits and other off-site visits;
- 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 records are kept of all medications administered to children;
- review and monitor 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
- the medical condition
- medication and dosage
- self-management of medication
- medication administered by school personnel
- storage and accessibility of medication
- dietary requirements
- access to food and drink
- specialist equipment
- level of support required
- 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
- risk assessments
- dealing with emergency situations
- school evacuation procedures
- home to school transport arrangements
- roles and responsibilities of relevant school personnel

Role of the Nominated Governor

The Nominated Governor will:

- 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;

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.

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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;
- 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 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;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- 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;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of Healthcare Professionals

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

- advice on developing individual healthcare plans;
- information about medical conditions;
- support for children with particular conditions;
- training for school personnel

Raising Awareness of this Policy

We will raise awareness of this policy via:

- 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

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy which specifically covers:
 - awareness of the medical condition(s) in question
 - administering medication
 - confidentiality
- receive periodic training so that they are kept up to date with new information
- receive 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. (See Initial Equality Impact Assessment)

Linked Policies

▪ Administering Medicines	▪ Medical and First Aid
▪ School Trips	▪ Intimate Care
▪ Physical Education	▪ Curriculum
▪ Health and Safety	▪ Manual Handling

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				