

Stanford Infant School



Supporting Pupils with Health Conditions

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Statement of Intent

The Governing Body of Stanford Infant School has a duty to ensure arrangements are in place to support pupils with health conditions. The aim of this policy is to ensure that all pupils with health conditions, in terms of both physical and mental health, receive appropriate support allowing them to play a full and active role in school life, remain healthy, have full access to education (including school trips and physical education) and achieve their academic potential.

Stanford Infant School believes it is important that parents/carers of pupils with health conditions feel confident that the school provides effective support for their child's health condition, and that pupils feel safe in the school environment.

There are also often social and emotional consequences of health problems. Pupils with health problems can develop emotional difficulties, such as heightened self-consciousness, anxiety and depression, and be more susceptible to bullying. This policy aims to minimise the risks of pupils experiencing these difficulties.

Long-term absences as a result of health conditions can affect educational attainment, impact integration with peers, and affect wellbeing and emotional health. This policy contains procedures to minimise the impact of long-term absence and effectively manage short-term absence.

Some pupils with health conditions may be considered to be disabled under the definition set out in the Equality Act 2010. The school has a duty to comply with the Act in all such cases.

In addition, some pupils with health conditions may also have SEND and have an education, health and care (EHC) plan collating their health, social and SEND provision. For these pupils, compliance with the DfE's 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' and the school's SEND Policy will ensure compliance with legal duties.

To ensure that the needs of our pupils with health conditions are fully understood and effectively supported, we consult with health and social care professionals, pupils and their parents/carers.

Author: Head Teacher

Date of issue: January 2020

Date for Review: January 2021

Ratified by Governing Body at the meeting on: 28.01.20

1. Legal Framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014
- The Education Act 2002
- The Education Act 1996 (as amended)
- The Children Act 1989
- The National Health Service Act 2006 (as amended)
- The Equality Act 2010
- The Health and Safety at Work etc. Act 1974
- The Misuse of Drugs Act 1971
- The Medicines Act 1968
- The School Premises (England) Regulations 2012 (as amended)
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The Human Medicines (Amendment) Regulations 2017

1.2. This policy has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2015) 'Supporting pupils at school with health conditions'
- DfE (2000) 'Guidance on first aid for schools'
- Ofsted (2015) 'The common inspection framework: education, skills and early years'
- Department of Health (2017) 'Guidance on the use of adrenaline auto-injectors in schools'

1.3. This policy has due regard to the following school policies:

- Administration of Medication Policy
- SEND Policy
- Complaints Procedure Policy

2. The Role of the Governing Board

2.1. The Governing Body:

- Is legally responsible for fulfilling its statutory duties under legislation.
- Ensures that arrangements are in place to support pupils with health conditions.
- Ensures that pupils with health conditions can access and enjoy the same opportunities as any other pupil at the school.

- Works with the LA, health professionals, commissioners and support services to ensure that pupils with health conditions receive a full education.
- Ensures that, following long-term or frequent absence, pupils with health conditions are reintegrated effectively.
- Ensures that the focus is on the needs of each pupil and what support is required to support their individual needs.
- Instils confidence in parents/carers and pupils in the school's ability to provide effective support.
- Ensures that all members of staff are properly trained to provide the necessary support and are able to access information and other teaching support materials as needed.
- Ensures that no prospective pupil is denied admission to the school because arrangements for their health condition have not been made.
- Ensures that pupils' health is not put at unnecessary risk. As a result, the board holds the right to not accept a pupil into school at times where it would be detrimental to the health of that pupil or others to do so, such as where the child has an infectious disease.
- Ensures that policies, plans, procedures and systems are properly and effectively implemented.

3. The Role of the Head Teacher

3.1. The Head Teacher:

- Ensures that this policy is effectively implemented with stakeholders.
- Ensures that all staff are aware of this policy and understand their role in its implementation.
- Ensures that a sufficient number of staff are trained and available to implement this policy and deliver against all individual healthcare plans (IHPs), including in emergency situations.
- Considers recruitment needs for the specific purpose of ensuring pupils with health conditions are properly supported.
- Has overall responsibility for the development of IHPs.
- Ensures that staff are appropriately insured and aware of the insurance arrangements.
- Contacts the School Nursing Team where a pupil with a health condition requires support that has not yet been identified.

4. The Role of Parents/Carers

4.1. Parents/Carers:

- Notify the school if their child has a health condition.
- Provide the school with sufficient and up-to-date information about their child's health needs.
- Are involved in the development and review of their child's IHP.
- Carry out any agreed actions contained in the IHP.
- Ensure that they, or another nominated adult, are contactable at all times.

5. The Role of Pupils

5.1. Pupils:

- Are fully involved in discussions about their health support needs.
- Contribute to the development of their IHP.
- Are sensitive to the needs of pupils with health conditions.

6. The Role of School Staff

6.1. School Staff:

- May be asked to provide support to pupils with health conditions, including the administering of medicines, but are not required to do so.
- Take into account the needs of pupils with health conditions in their lessons when deciding whether or not to volunteer to administer medication.
- Receive sufficient training and achieve the required level of competency before taking responsibility for supporting pupils with health conditions.
- Know what to do and respond accordingly when they become aware that a pupil with a health condition needs help.

7. The Role of the School Nurse

7.1. The School Nurse

- At the earliest opportunity, notifies the school when a pupil has been identified as having a health condition which requires support in school.
- Supports staff to implement IHPs and provides advice and training.
- Liaises with lead clinicians locally on appropriate support for pupils with health conditions.

8. The Role of Clinical Commissioning Groups (CCGs)

8.1. CCGs:

- Ensure that commissioning is responsive to pupils' needs, and that health services are able to cooperate with schools supporting pupils with health conditions.
- Make joint commissioning arrangements for education, health and care provision for pupils with SEND.
- Are responsive to LAs and schools looking to improve links between health services and schools.
- Provide clinical support for pupils who have long-term conditions and disabilities.
- Ensure that commissioning arrangements provide the necessary ongoing support essential to ensuring the safety of vulnerable pupils.

9. The Role of Other Healthcare Professionals

9.1. Other healthcare professionals, including GPs and paediatricians:

- Notify the school nurse when a child has been identified as having a health condition that will require support at school.
- Provide advice on developing IHPs.
- May provide support in the school for children with particular conditions, e.g. asthma, diabetes and epilepsy.

10. The Role of Providers of Health Services

10.1. Providers of health services co-operate with the school, including ensuring communication, liaising with the school nurse and other healthcare professionals, and participating in local outreach training.

11. The Role of the LA

11.1. The LA:

- Commission's school nurses for local schools.
- Promotes co-operation between relevant partners.
- Makes joint commissioning arrangements for education, health and care provision for pupils with SEND.
- Provides support, advice and guidance, and suitable training for school staff, ensuring that IHPs can be effectively delivered.

- Works with the school to ensure that pupils with health conditions can attend school full-time.
- 11.2. Where a pupil is away from school for 15 days or more (whether consecutively or across a school year), the LA has a duty to make alternative arrangements, as the pupil is unlikely to receive a suitable education in a mainstream school.

12. The Role of Ofsted

- 12.1. Ofsted Inspectors will consider how well the school meets the needs of the full range of pupils, including those with health conditions.
- 12.2. Key judgements are informed by the progress and achievement of pupils with health conditions, alongside pupils with SEND, and also by pupils' spiritual, moral, social and cultural development.

13. Admissions

- 13.1. No child is denied admission to the school or prevented from taking up a school place because arrangements for their health condition have not been made.
- 13.2. A child may only be refused admission if it would be detrimental to the health of the child to admit them into the school setting.

14. Notification Procedure

- 14.1. When the school is notified that a pupil has a health condition that requires support in school, the School Nurse informs the Head Teacher. Following this, the school begins to arrange a meeting with parents/carers, healthcare professionals and the pupil, with a view to discussing the necessity of an IHP (outlined in detail in [section 18](#)).
- 14.2. The school does not wait for a formal diagnosis before providing support to pupils. Where a pupil's health condition is unclear, or where there is a difference of opinion concerning what support is required, a judgement is made by the Head Teacher based on all available evidence (including health evidence and consultation with parents/carers).
- 14.3. For a pupil starting at the school in a September uptake, arrangements are in place prior to their introduction and informed by their previous institution.

14.4. Where a pupil joins the school mid-term or a new diagnosis is received, arrangements are put in place within two weeks.

15. Staff Training and Support

- 15.1. Any staff member providing support to a pupil with health conditions receives suitable training.
- 15.2. Staff do not undertake healthcare procedures or administer medication without appropriate training.
- 15.3. Training needs are assessed by the School Nurse Team through the development and review of IHPs, on a termly basis for all school staff, and when a new staff member arrives.
- 15.4. Through training, staff have the requisite competency and confidence to support pupils with health conditions and fulfil the requirements set out in IHPs. Staff understand the health condition(s) they are asked to support, their implications, and any preventative measures that must be taken.
- 15.5. The School Nurse confirms the proficiency of staff in performing health procedures or providing medication.
- 15.6. A first-aid certificate does not constitute appropriate training for supporting pupils with health conditions.
- 15.7. Whole-school awareness training is carried out on a termly basis for all staff, and included in the induction of new staff members.
- 15.8. The School Nurse identifies suitable training opportunities that ensure all health conditions affecting pupils in the school are fully understood, and that staff can recognise difficulties and act quickly in emergency situations.
- 15.9. Training is commissioned by the Office Manager and provided by the following bodies:
 - The School Nurse
 - Name of GP Consultant
 - Parents/Carers of pupils with Health Conditions
- 15.10. Parents/carers of pupils with health conditions are consulted for specific advice and their views are sought where necessary, but they will not be used as a sole trainer.
- 15.11. The Governing Body will provide details of further CPD opportunities for staff regarding supporting pupils with health conditions.

16. Self-Management

- 16.1. Following discussion with parents/carers, pupils who are competent to manage their own health needs and medicines are encouraged to take responsibility for self-managing their medicines and procedures. This is reflected in their IHP.
- 16.2. Pupils own medicines or devices are held in suitable locations that can be accessed quickly and easily.
- 16.3. If a pupil refuses to take medicine or carry out a necessary procedure, staff will not force them to do so. Instead, the procedure agreed in the pupil's IHP is followed. Following such an event, parents/carers are informed so that alternative options can be considered.

17. Supply Teachers

- 17.1. Supply Teachers are:
 - Provided with access to this policy.
 - Informed of all relevant health conditions of pupils in the class they are providing cover for.
 - Covered under the school's insurance arrangements.

18. Individual Healthcare Plans (IHPs)

- 18.1. The school, healthcare professionals and parent/carer(s) agree, based on evidence, whether an IHP is required for a pupil, or whether it would be inappropriate or disproportionate to their level of need. If no consensus can be reached, the Head Teacher makes the final decision.
- 18.2. The school, parent/carer(s) and a relevant healthcare professional work in partnership to create and review IHPs. Where appropriate, the pupil is also involved in the process.
- 18.3. IHPs include the following information:
 - The health condition, along with its triggers, symptoms, signs and treatments.
 - The pupil's needs, including medication (dosages, side effects and storage), other treatments, facilities, equipment, access to food and drink (where this is used to manage a condition), dietary requirements and environmental issues.
 - The support needed for the pupil's educational, social and emotional needs.

- The level of support needed, including in emergencies.
- Whether a child can self-manage their medication.
- Who will provide the necessary support, including details of the expectations of the role and the training needs required, as well as who will confirm the supporting staff member's proficiency to carry out the role effectively.
- Cover arrangements for when the named supporting staff member is unavailable.
- Who needs to be made aware of the pupil's condition and the support required.
- Arrangements for obtaining written permission from parents/carers and the Head Teacher for medicine to be administered by school staff or self-administered by the pupil.
- Separate arrangements or procedures required during school trips and activities.
- Where confidentiality issues are raised by the parent/carer(s) or pupil, the designated individual to be entrusted with information about the pupil's health condition.
- What to do in an emergency, including contact details and contingency arrangements.

18.4. Where a pupil has an emergency healthcare plan prepared by their lead clinician, this is used to inform the IHP.

18.5. IHPs are easily accessible to those who need to refer to them, but confidentiality is preserved.

18.6. IHPs are reviewed on at least an annual basis, or when a child's health circumstances change, whichever is sooner.

18.7. Where a pupil has an EHC plan, the IHP is linked to it or becomes part of it.

18.8. Where a child has SEND but does not have a statement or EHC Plan, their SEND should be mentioned in their IHP.

18.9. Where a child is returning from a period of hospital education, alternative provision or home tuition, we work with the LA and education provider to ensure that their IHP identifies the support the child needs to reintegrate.

19. Managing Medicines

- 19.1. In accordance with the school's Administration of Medicines Policy, medicines are only administered at school when it would be detrimental to a pupil's health or school attendance not to do so.
- 19.2. Pupils under 16 years of age are not given prescription or non-prescription medicines without their parent/carer's written consent – except where the medicine has been prescribed to the pupil without the parent/carer's knowledge. In such cases, the school encourages the pupil to involve their parents/carers, while respecting their right to confidentiality.
- 19.3. Non-prescription medicines may be administered in the following situations:
 - When it would be detrimental to the pupil's health not to do so
 - When instructed by a health professional
- 19.4. No pupil under 16 years of age is given medicine containing aspirin unless prescribed by a doctor.
- 19.5. Pain relief medicines are never administered without first checking when the previous dose was taken and the maximum dosage allowed.
- 19.6. Parents/carers are informed any time medication is administered that is not agreed in an IHP.
- 19.7. The school only accepts medicines that are in-date, labelled, in their original container, and that contain instructions for administration, dosage and storage. The only exception to this is insulin, which must still be in-date, but is available in an insulin pen or pump, rather than its original container.
- 19.8. All medicines are stored safely. Pupils know where their medicines are at all times and are able to access them immediately, whether in school or attending a school trip/residential visit. Where relevant, pupils are informed of who holds the key to the relevant storage facility.
- 19.9. When medicines are no longer required, they are returned to parents/carers for safe disposal. Sharps boxes are always used for the disposal of needles and other sharps.
- 19.10. Controlled drugs are stored in a non-portable container and only named staff members have access; however, these drugs are easily accessed in an emergency. A record is kept of the amount of controlled drugs held and any doses administered.

- 19.11. The school holds asthma inhalers for emergency use. The inhalers are stored in the Health Room and their use is recorded. Inhalers are always used in line with the school's Administration of Medicines Policy.
- 19.12. Staff may administer a controlled drug to a pupil for whom it has been prescribed. They must do so in accordance with the prescriber's instructions.
- 19.13. Records are kept of all medicines administered to individual pupils – stating what, how and how much was administered, when and by whom. A record of side effects presented is also held.

20. Adrenaline Auto-Injectors (AAIs)

- 20.1. The administration of AAIs and the treatment of anaphylaxis will be carried out in accordance with the school's Administration of Medicines Policy.
- 20.2. A Register of AAIs will be kept of all the pupils who have been prescribed an AAI to use in the event of anaphylaxis. A copy of this will be held in each classroom for easy access in the event of an allergic reaction and will be checked as part of initiating the emergency response.
- 20.3. Where a pupil has been prescribed an AAI, this will be written into their IHP.
- 20.4. For pupils who have prescribed AAI devices, these are stored in a suitably safe and central location: their classroom and/or the Health Room.
- 20.5. Designated staff members will be trained in how to administer an AAI, and the sequence of events to follow when doing so. AAIs will only be administered by these staff members.
- 20.6. In the event of anaphylaxis, the nearest staff member will administer the AAI.
- 20.7. If necessary, other staff members may assist the designated staff members with administering AAIs, such as where the pupil needs restraining.
- 20.8. The school will keep a spare AAI for use in the event of an emergency, which will be checked on a monthly basis to ensure that it remains in date and will be replaced when the expiry date approaches.
- 20.9. The spare AAI will be stored in the Health Room, ensuring that it is protected from direct sunlight and extreme temperatures.
- 20.10. The spare AAI will only be administered to pupils at risk of anaphylaxis and where written parental consent has been gained.

- 20.11. Where a pupil's prescribed AAI cannot be administered correctly and without delay, the spare will be used.
- 20.12. Where a pupil who does not have a prescribed AAI appears to be having a severe allergic reaction, the emergency services will be contacted and advice sought as to whether administration of the spare AAI is appropriate.
- 20.13. Where a pupil appears to be having a severe allergic reaction, the emergency services will be contacted even if an AAI device has already been administered.
- 20.14. In the event that an AAI is used, the pupil's parents/carers will be notified that an AAI has been administered and they will be informed whether this was using the pupil's or the school's device.
- 20.15. Where any AAIs are used, the following information will be recorded on the AAI Record:
- Where and when the reaction took place
 - How much medication was given and by whom
- 20.16. For children under the age of six, a dose of 150 micrograms of adrenaline will be used.
- 20.17. For children aged 6-11 years, a dose of 300 micrograms of adrenaline will be used.
- 20.18. AAIs will not be reused and will be disposed of according to manufacturer's guidelines following use.
- 20.19. In the event of a school trip, pupils at risk of anaphylaxis will have their own AAI with them and the school will give consideration to taking the spare AAI in case of an emergency.

21. Record Keeping

- 21.1. In accordance with paragraphs 19.10, 19.11, 19.12 and 19.13, written records are kept of all medicines administered to pupils.
- 21.2. Proper record keeping protects both staff and pupils, and provides evidence that agreed procedures have been followed.
- 21.3. Appropriate forms for record keeping can be found in [appendix d](#) and [appendix e](#) of this policy.

22. Emergency Procedures

- 22.1. Health emergencies are dealt with under the school's emergency procedures.
- 22.2. Where an IHP is in place, it should detail:
 - What constitutes an emergency?
 - What to do in an emergency.
- 22.3. Pupils are informed in general terms of what to do in an emergency, such as telling a teacher.
- 22.4. If a pupil needs to be taken to hospital, a member of staff remains with the pupil until their parents/carers arrive.
- 22.5. When transporting pupils with health conditions to health facilities, staff members are informed of the correct postcode and address for use in navigation systems.

23. Day Trips and Sporting Activities

- 23.1. Pupils with health conditions are supported to participate in school trips and sporting activities.
- 23.2. Prior to an activity taking place, the school conducts a risk assessment to identify what reasonable adjustments should be taken to enable pupils with health conditions to participate. In addition to a risk assessment, advice is sought from pupils, parents/carers and relevant health professionals.
- 23.3. The school will arrange for adjustments to be made for all pupils to participate, except where evidence from a clinician, such as a GP, indicates that this is not possible.

24. Unacceptable Practice

- 24.1. The school will never:
 - Assume that pupils with the same condition require the same treatment.
 - Prevent pupils from easily accessing their inhalers and medication.
 - Ignore the views of the pupil and/or their parents/carers.
 - Ignore health evidence or opinion.
 - Send pupils home frequently for reasons associated with their health condition, or prevent them from taking part in activities

at school, including lunch times, unless this is specified in their IHP.

- Send an unwell pupil to the Health Room or School Office alone or with an unsuitable escort.
- Penalise pupils with health conditions for their attendance record, where the absences relate to their condition.
- Make parents/carers feel obliged or forced to attend school to administer medication or provide health support, including for toilet issues. The school will ensure that no parent/carer is made to feel that they have to give up working because the school is failing to support their child's needs.
- Create barriers to pupils participating in school life, including school trips.
- Refuse to allow pupils to eat, drink or use the toilet when they need to in order to manage their condition.

25. Liability and Indemnity

- 25.1. The Governing Body ensures that appropriate insurance is in place to cover staff providing support to pupils with health conditions.
- 25.2. In the event of a claim alleging negligence by a member of staff, civil actions are most likely to be brought against the school, not the individual.

26. Complaints

- 26.1. Parents/carers or pupils wishing to make a complaint concerning the support provided to pupils with health conditions are required to speak to the school in the first instance.
- 26.2. If they are not satisfied with the school's response, they may make a formal complaint via the school's complaints procedure, as outlined in the Complaints Policy.
- 26.3. If the issue remains unresolved, the complainant has the right to make a formal complaint to the DfE.
- 26.4. Parents/carers and pupils are free to take independent legal advice and bring formal proceedings if they consider they have legitimate grounds to do so.

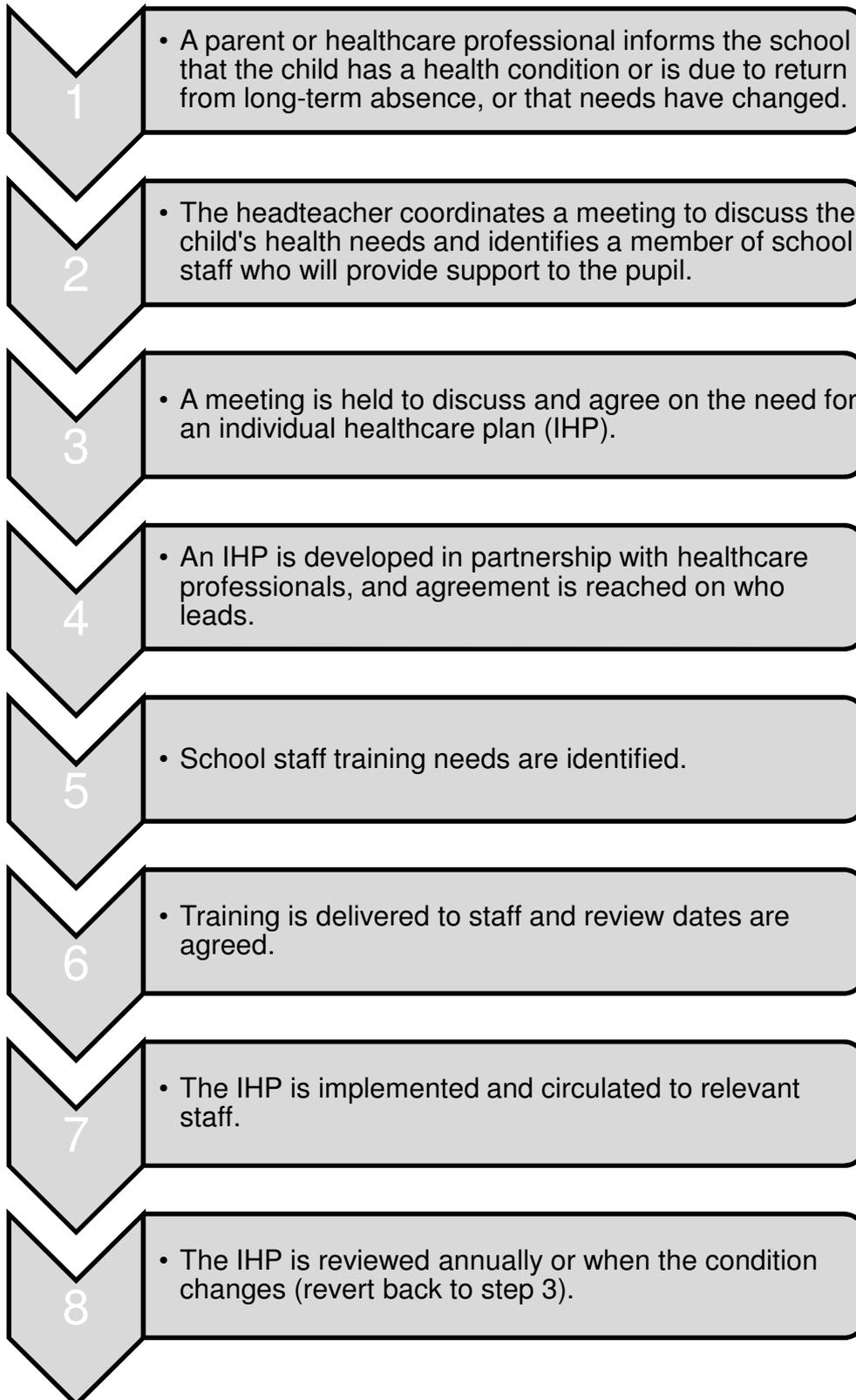
27. Home-to-School Transport

- 27.1. Arranging home-to-school transport for pupils with health conditions is the responsibility of the LA.
- 27.2. Where appropriate, the school will share relevant information to allow the LA to develop appropriate transport plans for pupils with life-threatening conditions.

28. Policy Review

- 28.1. This policy is reviewed on an annual basis.
- 28.2. The scheduled review date for this policy is January 2021.

Individual Healthcare Plan Implementation Procedure



Individual Healthcare Plan



Stanford Infant School

'Exploring and Learning Together, Inspiring Each Other'

Head Teacher – Miss M Denyer

Highcroft Villas
Brighton
BN1 5PS

Tel: 01273 555240

Fax: 01273 551826

Email: office@stanford-inf.brighton-hove.sch.uk

Website: www.stanfordinfants.co.uk

HEALTH CARE PLAN

Name of Child	
Date of Birth	
Date	
Class	
Review Date	

Contact Information

Family Contact 1

Name	
Phone: Work	
Mobile	
Home	
Relationship	

Family Contact 2

Name	
Phone: Work	
Mobile	
Home	
Relationship	

Clinic/Hospital Contact

Name	
Tel. No	

GP

Name	
Tel. No.	01273

Condition (and symptoms to be aware of):

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Medication (and who can administer):

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Daily/Care requirements at school:

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EMERGENCY PROCEDURE:

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Signed: _____ (parent/carer)

Copies of form to: Class Teacher and TA (to put in class 'red medical bag), Lead First Aider (to put in with child's medication and medical room records), Admin assistant (put in child's record file)

Letter Inviting Parents/Carers to Contribute to Individual Healthcare Plan Development



Stanford Infant School

'Exploring and Learning Together, Inspiring Each Other'

Head Teacher – Miss M Denyer

Highcroft Villas
Brighton
BN1 5PS

Tel: 01273 555240

Fax: 01273 551826

Email: office@stanford-inf.brighton-hove.sch.uk

Website: www.stanfordinfants.co.uk

January 2020

Dear XX's family

I am in the process of setting up Health Care Plans for each child in school who has medication that may be required during the school day.

Please find enclosed a DRAFT copy of the Health Care Plan I have drawn up for your child. I have based the plan on the information you gave on the 'Long Term Medication' form when you first brought in your child's medication.

Please could you read through the Health Care Plan and check that we have the correct information, i.e. details of contacts, medication, dosage, procedure for administering their medication, and what to do in an emergency.

If you are happy with the plan and all information is correct please could you sign it and return it to me directly or via the School Office. We will then make a copy for our records and return the original to you for your information.

If, however, there is anything incorrect, missing or no longer required please could you either amend accordingly on the form or return it to me so that I can update it. Alternatively, if you would prefer to come in and discuss the necessary adjustments in person then please call the School Office to arrange a time to do this at your earliest convenience.

My intention then is for the Health Care Plan to be reviewed at the end of every academic year ready for your child's transfer to their next class. At this point we can also check whether their medication is in date and if so check that we are all aware of when it is due to expire.

Many thanks for your co-operation and support in this matter.

Yours sincerely

Emma Remnant

Deputy Head and Inclusion Leader



Contacting Emergency Services

To be stored by the phone in the school office

Request an ambulance – dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

- The telephone number: **01273 555240**
- Your name.
- Your location as follows: **Stanford Infant School, Highcroft Villas, Brighton**
- The satnav postcode: **BN1 5PS**.
- The exact location of the patient within the school.
- The name of the child and a brief description of their symptoms.
- The best entrance to use and where the crew will be met and taken to the patient.

