



**Trinity & St Michael's CE
& Methodist Primary
School**

Supporting Pupils with
Medical Conditions Policy

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Statement of intent

The governing body of Trinity & St Michael's has a duty to ensure arrangements are in place to support pupils with medical conditions. The aim of this policy is to ensure that all pupils with medical 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.

Trinity & St Michael's believes it is important that parents/carers of pupils with medical conditions feel confident that the school provides effective support for their child's medical condition, and that pupils feel safe in the school environment.

There are also social and emotional implications associated with medical conditions. Pupils with medical conditions can develop emotional disorders, such as self-consciousness, anxiety and depression, and be subject to bullying. This policy aims to minimise the risks of pupils experiencing these difficulties.

Long-term absences as a result of medical 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 medical 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 medical 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 medical conditions are fully understood and effectively supported, we consult with health and social care professionals, pupils and their parents/carers.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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 medical 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 should be read in conjunction with the school's **Administering Medication Policy** and **SEND Policy**

2. The role of the governing body

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 medical conditions.
- Ensures that pupils with medical 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 medical conditions receive a full education.
- Ensures that, following long-term or frequent absence, pupils with medical 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 medical 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.

2.2. The school's **SEND Co-ordinator** ensures this policy is regularly reviewed in conjunction with the **Headteacher** and approval of the **Full Governing Body**

3. The role of the headteacher

3.1. The headteacher makes sure that the SEND Co-ordinator:

- 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 medical conditions are properly supported.
- Implements and develops of IHPs.
- Ensures that staff are appropriately insured and aware of the insurance arrangements.
- Contacts the school nursing service where a pupil with a medical 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 medical condition.
- Provide the school with sufficient and up-to-date information about their child's medical 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 medical support needs.
- Contribute to the development of their IHP.
- Are sensitive to the needs of pupils with medical conditions.

6. The role of school staff

6.1. School staff:

- May be asked to provide support to pupils with medical conditions, including the administering of medicines, but are not required to do so.
- Take into account the needs of pupils with medical 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 medical conditions.
- Know what to do and respond accordingly when they become aware that a pupil with a medical 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 medical 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 medical 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 medical 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 medical 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:

- Commissions 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 medical 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 medical conditions.

- 12.2. Key judgements are informed by the progress and achievement of pupils with medical 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 medical 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 medical condition that requires support in school, the school nurse informs the headteacher. 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 medical condition is unclear, or where there is a difference of opinion concerning what support is required, a judgement is made by the headteacher based

on all available evidence (including medical evidence and consultation with parents/carers).

- 14.3. For a pupil starting at the school in a September uptake, every effort is made to ensure that arrangements are in place prior to their introduction and are informed by their previous institution.
- 14.4. Where a pupil joins the school mid-term or a new diagnosis is received, every effort is made to ensure that necessary arrangements are put in place within two weeks. Where this is not possible, eg due to the need to recruit specialised staff, or to train existing staff then arrangements will be put in place as soon as possible.

15. Staff training and support

- 15.1. Any staff member providing support to a pupil with medical 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** in conjunction with the SEND co-ordinator through the development and regular review of IHPs. Timescales for review will be child specific and identified on the plan. Eg some plans may require termly review of training needs, some annual etc.
- 15.4. Through training, staff have the requisite competency and confidence to support pupils with medical conditions and fulfil the requirements set out in IHPs. Staff understand the medical 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 medical procedures or providing medication.
- 15.6. A first-aid certificate does not constitute appropriate training for supporting pupils with medical conditions.
- 15.7. Whole-school awareness training is regularly carried out for all staff, at least annually and more frequently if child-specific updates are required. Whole-school awareness training is included in the induction of new staff members.
- 15.8. The **school nurse** in conjunction with the SEND Lead identifies suitable training opportunities that ensure all medical 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 school business manager under the instruction of the SEND Lead & Headteacher and is provided by the following bodies:
 - Commercial training provider
 - The school nurse
 - GP or consultant

- Parents/carers of pupils with medical conditions

15.10. Parents/carers of pupils with medical conditions are consulted for specific advice and their views are sought where necessary, but they will not usually be used as a sole trainer unless the school nurse/relevant medical professionals advise otherwise.

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. Where possible, pupils are allowed to carry their own medicines and relevant devices.

16.3. Where it is not possible for pupils to carry their own medicines or devices, they are held in suitable locations that can be accessed quickly and easily.

16.4. 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.

16.5. If a child with a controlled drug passes it to another child for use, appropriate disciplinary action is taken.

17. Supply teachers

17.1. Supply teachers are:

- Provided with access to this policy.
- Informed of all relevant medical conditions of pupils in the class they are providing cover for.
- Covered under the school's insurance arrangements (LA).

18. Individual healthcare plans (IHPs/IHCPs)

18.1. The school SEND Lead, 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 headteacher makes the final decision.

18.2. The SEND Lead, relevant school staff, 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 medical 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 headteacher 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 medical 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 medical 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. Medicines are administered according to the school's **Administering Medication Policy**

19.2. Prescribed medicines are only administered at school when it would be detrimental to a pupil's health or school attendance not to do so.

- 19.3. 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 confidentially.
- 19.4. Non-prescription medicines may be administered when instructed by a medical professional.
- 19.5. No pupil under 16 years of age is given medicine containing aspirin unless prescribed by a doctor.
- 19.6. Pain relief medicines are never administered without first checking when the previous dose was taken and the maximum dosage allowed.
- 19.7. Parents/carers are informed any time medication is administered that is not agreed in an IHP.
- 19.8. 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.
- 19.9. All medicines are stored safely. Pupils know where their medicines are at all times 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.
- 19.10. 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.
- 19.11. Medicines are stored in the secure cabinet in the school office and are accessed by staff; A record is kept of any doses administered.
- 19.12. The school holds asthma inhalers for emergency use. **The inhalers are stored in the school office and their use is recorded.** Inhalers are always used in line with the school's agreed procedures (procedures displayed on Staffroom Board and are reviewed and revised with all staff annually, early Autumn Term)
- 19.13. 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.
- 19.14. 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 **Anaphylaxis Procedures** displayed on Staff Medical Board (in Staffroom).

- 20.2. A **Register of AAI**s 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. AAI devices are stored in the Staffroom (on top of staff pigeon holes)
- 20.5. Staff members are trained in how to administer an AAI, and the sequence of events to follow when doing so. AAI's will only be administered by these staff members. (Training takes place annually, early Autumn Term with all staff to ensure that all staff members are aware of procedures)
- 20.6. In the unlikely event that there is a delay in engaging a trained staff member, or where delay could cause a fatality, the nearest adult (preferably staff member) will administer the AAI.
- 20.7. If necessary, other staff members may assist with administering AAI's, such as where the pupil needs restraining.
- 20.8. The school keeps two spare AAI's for use in the event of an emergency, which are checked regularly to ensure that they remain in date. These are replaced when the expiry date approaches.
- 20.9. One AAI is for use for children under 7 years. The other is for children 7+ years. One identified staff member also has an AAI for emergency use as indicated on medical board in the staffroom.
- 20.10. The two Spare AAI's are stored in the **staffroom along with (on top of the staff pigeon holes)**, ensuring that they protected from direct sunlight and extreme temperatures.
- 20.11. The spare AAI's will only be administered to pupils at risk of anaphylaxis and where written parental consent has been gained. **Children diagnosed as at risk are clearly identified on the staffroom medical board.**
- 20.12. Where a pupil's prescribed AAI cannot be administered correctly and without delay, the spare will be used.
- 20.13. **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.
- 20.14. In the unlikely event of delay in obtaining advice from the emergency services and where the reaction is considered to be increasingly severe, staff are advised to administer the AAI.
- 20.15. 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.

- 20.16. 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.
- 20.17. Where any AAIs are used, the following information will be recorded:
- Where and when the reaction took place
 - How much medication was given and by whom
- 20.18. For **children under the age of six**, a dose of 150 micrograms of adrenaline will be used.
- 20.19. For **children aged 6-11 years**, a dose of 300 micrograms of adrenaline will be used.
- 20.20. For **children aged 12 and older**, a dose of 300 or 500 micrograms of adrenaline will be used.
- 20.21. AAIs will not be reused and will be disposed of according to manufacturer's guidelines following use.
- 20.22. 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. Medical 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 medical conditions to medical facilities, staff members are informed of the correct postcode and address for use in navigation systems.

23. Day trips, residential visits and sporting activities

- 23.1. Pupils with medical conditions are supported to participate in school trips, sporting activities and residential visits.
- 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 medical conditions to participate. In addition to a risk assessment, advice is sought from pupils, parents/carers and relevant medical 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 medical evidence or opinion.
- Send pupils home frequently for reasons associated with their medical 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 school office alone or with an unsuitable escort.
- Penalise pupils with medical conditions for their attendance record, where the absences relate to their condition.
- Make parents/carers feel obliged or forced to attend school to administer prescribed medication or provide medical 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 identified 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 diagnosed 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 medical conditions.
- 25.2. The school holds an insurance policy with Zurich Municipal covering the administration of medicines and healthcare procedures. The cover applies as long as Health & Safety procedures are followed, appropriate Risk Assessments are in place and actions are documented.
- 25.3. Staff providing such support are able to access insurance policies via the school office on request.

- 25.4. 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 medical 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 Procedure 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 medical 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. Defibrillators

- 28.1. The school has a Philips Heartstart automated external defibrillator (AED).
- 28.2. The AED is on the wall to the left of the staffroom door in the main reception area.
- 28.3. All staff members and pupils are aware of the AED's location and what to do in an emergency.
- 28.4. No training is needed to use the AED, as voice and/or visual prompts guide the rescuer through the entire process from when the device is first switched on or opened; however, first-aid trained staff members are trained in cardiopulmonary resuscitation (CPR), as this is an essential part of AED use.
- 28.5. The emergency services will always be called where an AED is used, or requires using.
- 28.6. Where possible, AEDs will be used in paediatric mode or with paediatric pads for pupils under the age of eight.
- 28.7. Maintenance checks will be undertaken on AEDs on a **termly** basis by the First Aid Lead, and a record made of all checks and maintenance work carried out

29. Policy review

29.1. This policy is reviewed by the **SEND Co-ordinator & Headteacher**.

29.2. The scheduled review date for this policy is **December 2025**.

TRINITY AND ST MICHAEL'S PRIMARY SCHOOL

PARENTAL AGREEMENT FOR SCHOOL TO ADMINISTER MEDICINE

Date _____

Child's name _____

Class _____

Name and strength of medicine _____

Expiry date _____

How much to give (ie dose to be given) _____

When to be given _____

Any other instructions _____

Number of tablets / quantity to be given to school _____ days

Note: Medicines must be in the original container as dispensed by the pharmacy

Daytime phone number of parent or adult contact _____

Name and phone number of GP _____

Agreed review date to be initiated by (name of member of staff) _____

I understand that I must deliver the medicine personally to the school office

Parent's signature _____

Print name _____

Date _____

RECORD OF MEDICATION ADMINISTERED

DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			
STAFF NAME(S)			
STAFF INITIALS			

DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			
STAFF NAME(S)			
STAFF INITIALS			

DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			
STAFF NAME(S)			
STAFF INITIALS			

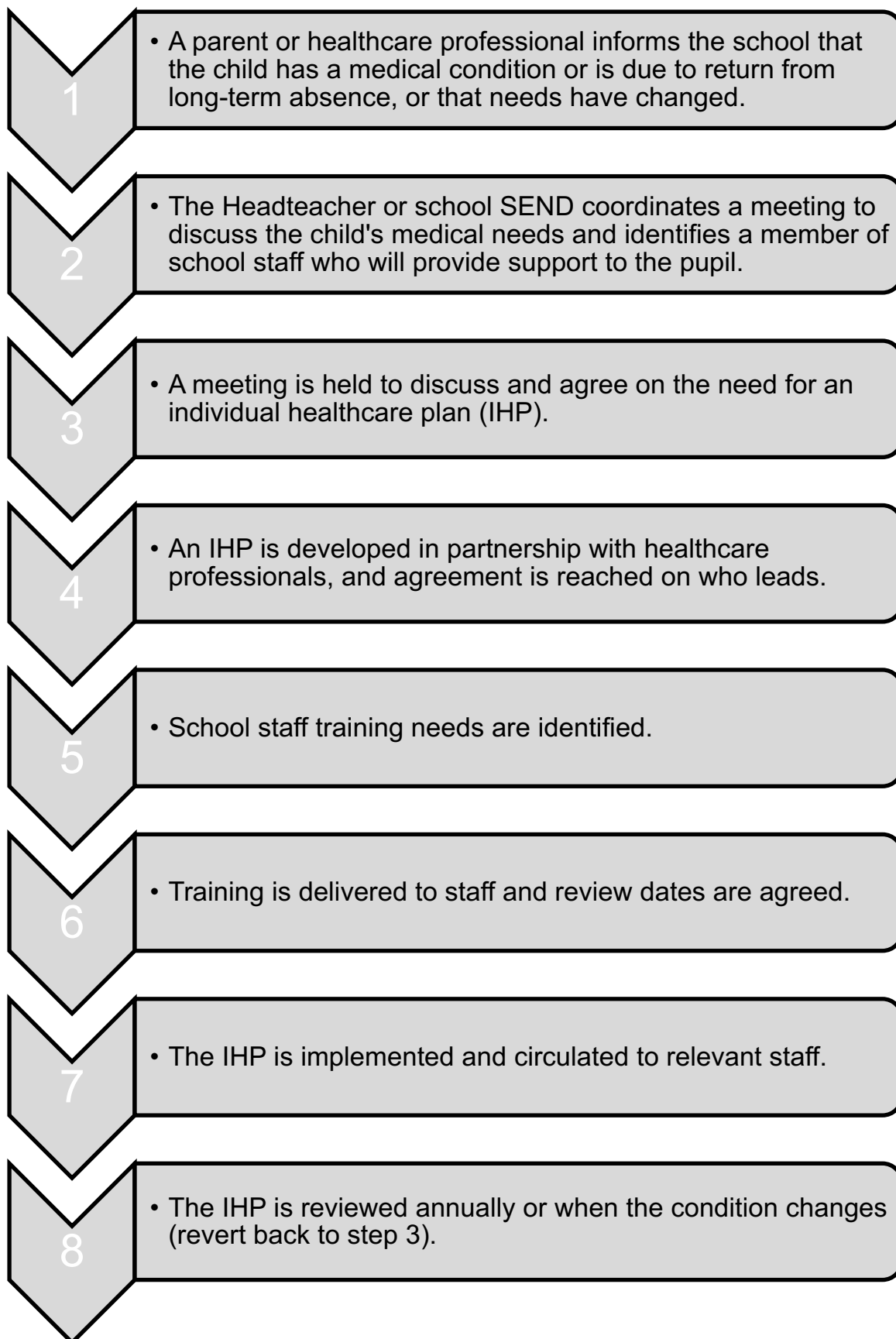
DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			
STAFF NAME(S)			
STAFF INITIALS			

DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			

STAFF NAME(S)			
STAFF INITIALS			

DATE	/ /	/ /	/ /
TIME GIVEN			
DOSE GIVEN			
STAFF NAME(S)			
STAFF INITIALS			

HEALTHCARE PLAN PROCEDURE (revised Dec 2018)



HEALTHCARE PLAN (Revised Dec 2018)

Child's name:

Group/class/form:

Date of birth:

Child's address:

Medical diagnosis or condition:

Date:

Review date:

Family contact information

Name:

Phone number (work):

(home):

(mobile):

Name:

Relationship to child:

Phone number (work):

(home):

(mobile):

Clinic/hospital contact

Name:

Phone number:

Child's GP

Name:

Phone number:

Who is responsible for providing support in school?

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues, etc.

Name of medication, dose, method of administration, when it should be taken, side effects, contra-indications, administered by/self-administered with/without supervision:

Daily care requirements:

Specific support for the pupil's educational, social and emotional needs:

Arrangements for school visits/trips:

Other information:

Describe what constitutes an emergency, and the action to take if this occurs:

Responsible person in an emergency (state if different for off-site activities):

Plan developed with:

Staff training needed/undertaken – who, what, when:

Form copied to:

Medical condition or illness:

--

Medicine

Name/type of medicine

(as described on the container):

--

Expiry date:

--

Dosage and method:

--

Timing:

--

Special precautions/other instructions:

--

Any side effects that the school needs to know about:

--

Self-administration – Y/N:

--

Procedures to take in an emergency:

--

NB: Medicines must be in the original container as dispensed by the pharmacy

Contact details

Name:

--

Daytime telephone number:

--

Relationship to child:

--

Address:

--

I understand that I must deliver the medicine personally to:

<u>Name of staff member</u>

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will

inform the school immediately, in writing, if there is any change in dosage or frequency of the medication, or if the medicine is stopped.

Signature(s) _____

Date _____

Staff Training Record – Administration of Medication (Revised Dec 2018)

Trinity & St Michael's:

Name of staff member:

Type of training received:

Date of training completed:

Training provided by:

Profession and title:

I confirm that name of staff member has received the training detailed above and is competent to carry out any necessary treatment pertaining to name of treatment type. I recommend that the training is updated by name of staff member.

Trainer's signature: _____

Print name: _____

Date: _____

I confirm that I have received the training detailed above.

Staff signature: _____

Print name: _____

Date: _____

Suggested review date: _____

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: **01772 600379**.
- Your name.
- Your location as follows: **Trinity & St Michael's Primary School, Out Lane, Croston.**
- The satnav postcode: **PR26 9HJ**.
- 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.

Letter Inviting Parents to Contribute to Individual Healthcare Plan Development (reviewed Dec 2018)

Dear Parent/Carer,

RE: Developing an individual healthcare plan for your child

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership with the school, parents/carers, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom.

Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for [date](#). I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend or whether rescheduling is required. The meeting will include me (the headteacher), a relevant healthcare professional and the school nurse. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist, and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it to the school office, together with any relevant evidence, for consideration at the meeting. I would be happy for you contact me by email on [email address](#) or to speak by phone on [phone number](#) if this would be helpful.

Yours sincerely,

[Headteacher/SENDCo](#)

