

# **STUDENT MEDICAL CONDITIONS POLICY GUIDANCE**

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## **POLICY STATEMENT**

**The Trust is an inclusive community that welcomes and supports students with medical conditions. The Trust provides all students with any medical condition the same opportunities as others at the academy. This policy guidance applies to the Trust and all BDAT academies.**

We will help to ensure they can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing once they leave the academy.

The academies make sure all staff and volunteers understand their duty of care to children and young people in the event of an emergency.

All staff and volunteers feel confident in knowing what to do in an emergency.

Academies understand that certain medical conditions are debilitating and potentially life threatening, particularly if poorly managed or misunderstood.

Academies understand the importance of medication and care being taken as directed by healthcare professionals and parents.

All staff and volunteers understand the medical conditions that affect students in our academies. Staff and volunteers receive training on the impact medical conditions can have on students.

Each academy has a named member of staff responsible for this medical conditions policy and its implementation.

## **POLICY FRAMEWORK**

The policy framework describes the essential criteria for how the academies can meet the needs of children and young people with long-term medical conditions.

### **1. The Trust is an inclusive community that welcomes and supports students with medical conditions.**

- Academies are welcoming and supportive of students with medical conditions. They provide children with medical conditions with the same opportunities and access to activities (both academy based and out-of-school) as other students. No student will be denied admission or prevented from taking up a place in this academy because arrangements for their medical condition have not been made.
- Academies will listen to the views of students and parents.

- Students and parents feel confident in the care they receive from the academy and the level of that care meets their needs.
  - Staff and volunteers understand the medical conditions of students at the academy and that they may be serious, adversely affect a child's quality of life and impact on their ability to learn.
  - All staff and volunteers understand their duty of care to children and young people and know what to do in the event of an emergency.
  - The whole academy and local health community understand and support the medical conditions policy.
  - The academy understands that all children with the same medical condition will not have the same needs.
  - The academy recognises that duties in the Children and Families Act (England only), the Equality Act (England, Wales and Scotland) and the Disability Discrimination Act (Northern Ireland only) relate to children with disability or medical conditions and are anticipatory.
- 2. The Trust's medical conditions policy is drawn up in consultation with a wide range of local key stakeholders within both the academy and health settings.**
- Stakeholders should include students, parents<sup>1</sup>, school nurse, academy staff, governors, the academy employer, relevant local health services and relevant supporter organisations.
- 3. The medical conditions policy is supported by a clear communication plan for staff, volunteers, parents and other key stakeholders to ensure its full implementation.**
- Students, parents, relevant local healthcare staff, and other external stakeholders are informed of and reminded about the medical conditions policy through clear communication channels.
- 4. All students with a medical condition should have an individual healthcare plan (IHP).**
- An IHP details exactly what care a student needs in the academy, when they need it and who is going to give it.
  - It should also include information on the impact any health condition may have on a child's learning, behaviour or classroom performance.
  - This should be drawn up with input from the student (if appropriate) their parent/carer<sup>2</sup>, relevant academy staff and healthcare professionals, ideally a specialist if the student has one.
  - A template for an IHP is at the end of this document (p8 et seq) and can be downloaded from the Gov.uk website by following this link:

[https://www.gov.uk/.../Supporting\\_pupils\\_with\\_medical\\_conditions\\_-\\_templates.docx](https://www.gov.uk/.../Supporting_pupils_with_medical_conditions_-_templates.docx)

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<sup>1</sup> The term 'parent' implies any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.<sup>1</sup>

**5. All staff and volunteers understand and are trained in what to do in an emergency for students with medical conditions at each academy.**

- All academy staff and volunteers, including temporary or supply staff, are aware of the medical conditions at the academy and understand their duty of care to students in an emergency.
- All staff and volunteers receive training in what to do in an emergency and this is refreshed at least once a year.
- A student's IHP should, explain what help they need in an emergency. The IHP will accompany a student should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings.

**6. All staff and volunteers understand and are trained in the academy's general emergency procedures.**

- All staff and volunteers, including temporary or supply staff, know what action to take in an emergency and receive updates at least yearly.
- If a student needs to attend hospital, a member of staff (preferably known to the student) will stay with them until a parent arrives, or accompany a student taken to hospital by ambulance. They will not take students to hospital in their own car.

**7. Academies have clear guidance on providing care and support and administering medication**

- Each academy understands the importance of medication being taken and care received as detailed in the student's IHP.
- Each academy will make sure that there are more than one member of staff or volunteer who have been trained to administer the medication and meet the care needs of an individual student. This includes escort staff for home to school transport if necessary. The academy will ensure that there are sufficient numbers of staff or volunteers trained to cover any absences, staff turnover and other contingencies. The governing body has made sure that there is the appropriate level of insurance and liability cover in place.
- The academy will not give medication (prescription or non-prescription) to a student under 16 without a parent's written consent except in exceptional circumstances, and every effort will be made to encourage the student to involve their parent, while respecting their confidentiality.
- When administering medication, for example pain relief, the academy will check the maximum dosage and when the previous dose was given. Parents will be informed. This academy will not give a student under 16 aspirin unless prescribed by a doctor.
- The academy will make sure that a trained member of staff or volunteer is available to accompany a student with a medical condition on an off-site visit, including overnight stays.
- Parents at the academy understand that they should let the academy know immediately if their child's needs change.
- If a student misuses their medication, or anyone else's, their parent is informed as soon as possible and the academy's disciplinary procedures are followed.

## **8. Each academy has clear guidance on the storage of medication and equipment.**

- Each academy makes sure that all staff and volunteers understand what constitutes an emergency for an individual student and makes sure that emergency medication/equipment is readily available wherever the student is in the academy and on off-site activities, and is not locked away. Students may carry their emergency medication with them if they wish/this is appropriate.
- Students may, if appropriate, carry their own medication/equipment, or they should know exactly where to access it.
- Students can carry controlled drugs if they are competent, otherwise the academy will keep controlled drugs stored securely, but accessibly, with only named staff having access. Staff or volunteers at the academy can administer a controlled drug to a student once they have had specialist training.
- Each academy will make sure that all medication is stored safely, and that students with medical conditions know where they are at all times and have access to them immediately.
- Each academy will store medication that is in date and labelled in its original container where possible, in accordance with its instructions. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.
- Parents are asked to collect all medications/equipment at the end of the school term, and to provide new and in-date medication at the start of each term.
- Each academy disposes of needles and other sharps in line with local policies. Sharps boxes are kept securely at the academy and will accompany a child on off-site visits. They are collected and disposed of in line with local authority procedures.

## **9. Each academy has clear guidance about record keeping.**

- Parents at each academy are asked if their child has any medical conditions on the enrolment form.
- Each academy uses an IHP to record the support an individual student needs around their medical condition. The IHP is developed with the student (where appropriate), parent, academy staff, specialist nurse (where appropriate) and relevant healthcare services.
- Each academy has a centralised register of IHPs, and an identified member of staff has the responsibility for this register.
- IHPs are regularly reviewed, at least every year or whenever the student's needs change.
- The student's (where appropriate) parents, specialist nurse (where appropriate) and relevant healthcare services hold a copy of the IHP. Other academy staff or volunteers are made aware of and have access to the IHP for the students in their care.
- Each academy makes sure that the student's confidentiality is protected.
- Each academy seeks permission from parents before sharing any medical information with any other party.
- Each academy meets with the student (where appropriate), parent, specialist nurse (where appropriate) and relevant healthcare services prior to any overnight or extended day visit to discuss and make a plan for any extra care requirements that may be needed. This is recorded in the student's IHP which accompanies them on the visit.
- Each academy keeps an accurate record of all medication administered, including the dose, time, date and supervising staff.

- Each academy makes sure that all staff or volunteers providing support to a student and other relevant teams have received suitable training and ongoing support, to make sure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the student's IHP. This should be provided by the specialist nurse/school nurse/other suitably qualified healthcare professional and/or the parent. The specialist nurse/ school nurse/other suitably qualified healthcare professional will confirm their competence, and the academy keeps an up-to-date record of all training undertaken and by whom.

**10. Each academy ensures that the whole academy environment is inclusive and favourable to students with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.**

- Each academy is committed to providing a physical environment accessible to students with medical conditions and students are consulted to ensure this accessibility. This academy is also committed to an accessible physical environment for out-of-school activities.
- Each academy makes sure the needs of students with medical conditions are adequately considered to ensure their involvement in structured and unstructured activities, extended academy activities and residential visits.
- All staff and volunteers are aware of the potential social problems that students with medical conditions may experience and use this knowledge, alongside the academy's bullying policy, to help prevent and deal with any problems. They use opportunities such as PSHE and science lessons to raise awareness of medical conditions to help promote a positive environment.
- Each academy understands the importance of all students taking part in physical activity and that all relevant staff and volunteers make appropriate adjustments to physical activity sessions to make sure they are accessible to all students. This includes out-of-school clubs and team sports.
- Each academy understands that all relevant staff and volunteers are aware that students should not be forced to take part in activities if they are unwell. They should also be aware of students who have been advised to avoid/take special precautions during activity, and the potential triggers for a student's medical condition when exercising and how to minimise these.
- Each academy makes sure that students have the appropriate medication/equipment/food with them during physical activity.
- Each academy makes sure that students with medical conditions can participate fully in all aspects of the curriculum and enjoy the same opportunities at the academy as any other child, and that appropriate adjustments and extra support are provided.
- All academy staff and volunteers understand that frequent absences, or symptoms, such as limited concentration and frequent tiredness, may be due to a student's medical condition. Academies will not penalise students for their attendance if their absences relate to their medical condition.
- Each academy will refer students with medical conditions who are finding it difficult to keep up educationally to the SENCO/ ALNCO/Special Educational Needs Advisor who will liaise with the student's (where appropriate), parent and healthcare professional.
- Students at the academy learn what to do in an emergency.
- Each academy makes sure that a risk assessment is carried out before any out-of-school visit, including work experience and educational placements. The needs of students with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required.

**11. Each academy is aware of the common triggers that can make common medical conditions worse or can bring on an emergency. The academy is actively working towards reducing or eliminating these health and safety risks and has a written schedule of reducing specific triggers to support this.**

- Each academy is committed to identifying and reducing triggers both at the academy and on out-of-school visits.
- Academy staff and volunteers have been given training and written information on medical conditions which includes avoiding/reducing exposure to common triggers. It has a list of the triggers for students with medical conditions at this academy, has a trigger reduction schedule and is actively working towards reducing/ eliminating these health and safety risks.
- The IHP details an individual student's triggers and details how to make sure the student remains safe throughout the whole academy day and on out-of-school activities. Risk assessments are carried out on all out-of-school activities, taking into account the needs of students with medical needs.
- Each academy reviews all medical emergencies and incidents to see how they could have been avoided, and changes academy policy according to these reviews.

**12. Where a student is returning to an academy following a period of hospital education or alternative provision (including home tuition), the academy will work with the local authority and education provider to ensure that the student receives the support they need to reintegrate effectively.**

- Each academy works in partnership with all relevant parties including the student's (where appropriate), parent, local governing body, all academy staff and volunteers, catering staff, employers and healthcare professionals to ensure that the policy is planned, implemented and maintained successfully.

**13. Each member of the academy and health community knows their roles and responsibilities in maintaining and implementing an effective medical conditions policy.**

- Each academy works in partnership with all relevant parties including the student (where appropriate), parents, local governing body, all academy staff and volunteers, catering staff, employers and healthcare professionals to ensure that the policy is planned, implemented and maintained successfully.
- Each academy is committed to keeping in touch with a student when they are unable to attend the academy because of their condition.

**14. The medical conditions policy is regularly reviewed, evaluated and updated. Updates are produced every year.**

- In evaluating the policy, academies seek feedback from key stakeholders including students, parents, healthcare professionals, specialist nurses and other relevant healthcare professionals, academy staff and volunteers, local emergency care services, governors and the Trust. The views of students with medical conditions are central to the evaluation process.



**Template A: individual healthcare plan**

Name of academy/setting

Student's name

Group/class/form

Date of birth

Student's address

Medical diagnosis or condition

Date

Review date


**Family Contact Information**

Name

Phone no. (work)

(home)

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)


**Clinic/Hospital Contact**

Name

Phone no.


**G.P.**

Name

Phone no.


Who is responsible for providing support in the academy

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

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

Daily care requirements

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

Arrangements for school visits/trips etc

Other information

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

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

