




# Healthcare Needs Policy

Author	SLT
Chair Signature	 Sarah Jenkins
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St Andrews Major C/W Primary School

## **Healthcare Needs Policy**

### **St Andrew's Major Church in Wales Primary School**

#### **1. Key principles**

St Andrew's Major Primary School will:

- Ensure that learners with healthcare needs are properly supported so that they have full access to education, including trips and physical education.
- Ensure that suitable arrangements are in place to support learners with healthcare needs.
- Consult the relevant professionals, learners and parents to ensure the needs of the learner with healthcare needs are properly understood and effectively supported.
- Ensure staff understand and work within the principles of inclusivity.
- Ensure lessons and activities are designed in a way which allows those with healthcare needs to participate fully.
- Ensure staff understand their role in supporting learners with healthcare needs, and provide appropriate training as needed.
- Ensure staff are trained so that they are confident they know what to do in a healthcare emergency.
- Ensure staff are aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.
- Whenever appropriate, encourage and support learners to take responsibility for the management of their own healthcare needs.

#### **2. The school's legal requirements**

The school's governing body recognises its responsibilities in regard to Section 175 of the Education Act 2002, which places a duty on governing bodies to make arrangements to ensure their functions are exercised with a view to safeguarding and promoting the welfare of children in school or another place of learning. This includes supporting children with healthcare needs.

The governing body acknowledges the duty placed upon it by Section 21(5) of the Education Act 2002 to promote the well-being of learners at the school so far as related to the matters mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being. This policy has been written in line with Welsh Government's document Supporting Learners With Healthcare Needs 215/2017 (March 2017).

### **3. Roles and responsibilities**

#### **The Governing Body**

The governing body of St Andrew's is responsible for overseeing the development and implementation of arrangements that include:

- complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled, as outlined above);
- having a statutory duty to promote the well-being of learners. The governing body will give due consideration to how the school can meet learners' needs, including providing learners access to information and material aimed at promoting spiritual and moral well-being, and physical and mental health (Article 17 of the UNCRC);
- considering how it can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others;
- ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to a headteacher, member of staff or professional as appropriate;
- working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner;
- developing and implementing effective arrangements to support learners with healthcare needs;
- ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements;
- ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, General Data Protection Regulations (GDPR), safeguarding measures and emergency procedures;
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens;
- ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained;
- ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners; and
- having an infection prevention policy.

## **The Headteacher**

The Headteacher of St Andrew's School is responsible for:

- working with the governing body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, including duties under the Equality Act 2010;
- ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon, and such actions maintained;
- ensuring the support put in place focuses on and meets the individual learner's needs;
- extending awareness of healthcare needs across the education setting in line with the learner's right to privacy including support, catering and supply staff, governors, parents and other learners;
- appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's care (School's ALNCo);
- ensuring a sufficient number of trained staff are available to implement the arrangements set out in all individual healthcare plans (IHPs), including contingency plans for emergency situations and staff absence;
- having the overall responsibility for the development of IHPs;
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs;
- checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered;
- ensuring all learners with healthcare needs are appropriately linked with the school's health advice service (usually via the school nurse);
- providing reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners;
- ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason;
- notifying the local authority when a learner is likely to be away from the education setting for a significant period; and
- being mindful of the Social Services and Well-being (Wales) Act 2014.

## **Teachers, support staff and other members of staff<sup>1</sup>**

Staff designated to directly support the healthcare needs of a learner will:

- regularly familiarise themselves with the any healthcare plans for the learner;
- administer healthcare support in line with the agreed healthcare plan or training provided;
- liaise with the parents of learners with healthcare needs and any healthcare support workers as needed;

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<sup>1</sup> Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. No staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.

- alert the headteacher to any concerns regarding a learner, or any training/resourcing requirements;
- ensure accurate records are kept in line with agreed procedures; and
- attend any training provided.

In addition to the training provided to those staff designated to support learners' healthcare, St Andrew's School will ensure staff:

- fully understand the school's healthcare needs policies and arrangements;
- are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs. This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs;
- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes undertaking general first-aid training on a three yearly basis or knowing who the first aiders are and seeking their assistance if a medical emergency takes place;
- fully understand the school's emergency procedures, and be prepared to act in an emergency;
- ask and listen to the views of learners and their parents and take these into consideration when putting support in place;
- ensure learners (or their friends) know who to tell if they feel ill, need support or changes to support;
- listen to concerns of learners if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties);
- make sure learners with healthcare needs are not excluded from activities they wish to take part in without a clear evidence-based reason, including any external trips/visits. This includes ensuring learners have access to their medication and that an appropriately trained member of staff is present to assist where required;
- are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the school's policy;
- are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed;
- support learners who have been absent and assist them with catching up on missed work, liaising with parents and specialist services as required;
- keep parents informed of how the healthcare need is affecting the learner in the education setting. This may include reporting any deterioration, concerns or changes to learner or staff routines.

### **Parents and Carers**

Parents and carers of learners with healthcare needs should:

- be involved in the creation, development and review of an IHP if required;
- provide the education setting with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals (using school templates if requested);

- inform the education setting of any changes such as type of medication, dosage or method of administration (using school templates if requested);
- provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions;
- ensure a nominated adult is contactable at all times and all necessary forms are completed and signed;
- inform the education setting if their child has/had an infectious disease or condition while in attendance.

### **Learners**

Learners with healthcare needs should:

- inform parent/carer or staff if feeling unwell;
- inform relevant staff of any medication or healthcare needs, or changes;
- participate in drafting and agreeing individual healthcare plan (IHP), where appropriate;
- take care when carrying medicines to and from school, and not sharing with others;
- take part in discussions around sharing/confidentiality of personal information, commensurate with their age or understanding.

### **The local authority, NHS Wales school health nursing service, health and other professionals, third sector organisations and other specialist services**

In the preparation of, delivery and review of healthcare provision, St Andrew's school will proactively seek advice as required from various agencies. Where the advice sought is outside of the local authority directorate of Learning and Skills or Corporate Health and Safety, parents will be informed in advance. Parents will be informed how this may affect a learner's healthcare provision.

## **4. Creating an accessible environment**

### **Physical Access**

In accordance with the Equality Act 2010, St Andrew's school has an accessibility plan and is working to action the plan. The school is committed to making reasonable adjustments to ensure that all learning is inclusive and accessible to all learners. The school will formulate a risk assessment if required.

Access to the school building is via a sloped pathway and then one step. A ramp is available into the reception class. Once inside the building there are no further steps. A portable ramp is available should it be required for access. Some doors have grab rails. The demountable classroom is accessible via a ramp.

### **Adapting learning**

St Andrew's school will ensure that class teachers are aware of a learner's healthcare needs, and class teachers will adapt learning experiences accordingly.

The school will liaise with external providers that attend the school site to ensure all learners are able to fully access provision. This may necessitate the sharing of some basic information regarding a learner's healthcare plan. Where the sharing of more detailed information is required, the school will liaise with the learner's parents.

## **Food Management**

Where appropriate, the school will liaise with the Vale Catering service in order to meet any dietary requirements associated with a learner's healthcare needs. Many specific types of dietary menus are available on the Vale Catering webpage. Class teachers will make suitable adjustments or allowances where a learner requires access to food or drink during lesson times in order to meet their healthcare needs.

## **Exercise and Physical Activity**

Where deemed appropriate and agreed with the headteacher, adjustments will be made to the expectation and provision for physical activity, including that of physical education lessons, swimming lessons and extra-curricular sports. The school may seek advice from specialists if required.

The school will provide supervised, quiet areas at unstructured times such as break times and lunchtimes. The school will monitor this provision carefully to ensure a pupil is still able to mix socially when unable to engage in outdoor play.

## **5. Sharing information**

In order to best support a learner's healthcare needs arrangements, information must be shared with staff. In some cases, it is essential that the information is displayed e.g. allergies in the school kitchen and emergency procedures for individuals kept for easy access in the staff room.

Generic information, such as the school's procedures for First Aid, are displayed in the staffroom and contained in policy folders. School staff are made aware as to the location of these documents and in some instances are provided with personal copies.

Copies of healthcare plans, risk-assessments etc. are provided to key staff as needed, and are kept securely and disposed of in line with local authority procedures. All staff are briefed at staff meetings. Where a learner's healthcare is more complex or prolonged, specific information sharing training sessions are provided. A list of learners with healthcare needs is held by each class teacher.

Visitors, supply teachers and staff not directly employed by the school will be informed as required in order to fully meet a learner's healthcare needs.

During preparation, delivery and review of provision to meet a learner's healthcare needs, the school may need to share information with a third party, including those detailed in the preceding paragraphs. Where this is required, the school will request consent from parents and if appropriate, learners. The school will inform parents and if appropriate, learners, who any information will be shared with, what will be shared and why.

If needed, the school will share age appropriate information with other pupils to allow them to be vigilant to symptoms of when a learner is unwell.

## **6. Procedures and record keeping for the management of learners' healthcare needs**

Where a learner with healthcare needs has a requirement for the long term, ongoing administration of medication, the school will work with parents and healthcare professionals to establish an IHP that will be reviewed periodically, and especially in light of any changes to the plan or school staffing.

There will be occasions where a learner has healthcare needs that require administration of medicines for a short period. The school will administer medicines only following the completion of parental agreement for the school to administer medicine on form Parental Agreement to Administer Medicine). Upon receipt of the agreement, the headteacher, deputy headteacher or other designated staff member will decide whether the request can be accommodated and will sign the form to confirm this. Where it is deemed that the school cannot accommodate the administration of the medicine, then the school will contact parents to explain their decision.

Where there is a break in the administration of the medicine, a change in medicine or dosage, parents will need to complete new forms. These forms will be kept securely and disposed of in accordance with local authority guidelines on record management and retention.

For each pupil receiving medicine in school, a form (Record of medicines administered to learners) will detail the dosage, when it was administered and by whom. For long term medication, a record book will be set up to record the dosage, time given, person administering and a witness to that administering.

## **7. Storage, access and the administration of medication and devices**

The school will only store medicine that is in current use. The school will only accept prescribed medicines and devices that:

- are in date;
- have contents correctly and clearly labelled;
- are labelled with the learner's name;
- are accompanied with written instructions for administration, dosage and storage;
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Where a parent requests the administration of a non-prescribed medicine (such as liquid paracetamol), the school will only accept it on the provisions that:

- it is in date;
- the contents are correctly and clearly labelled;
- it is clearly labelled with the learner's name;
- it is accompanied with written instructions for administration, dosage and storage;
- it is in its original container/packaging.

The school will store medicines securely and will ensure that learners know whom to speak to for their medicine. Where required, medicines will be stored in a refrigerator. However, the school may ask parents to provide an air tight container for this purpose.

Emergency medication (such as asthma inhalers, blood glucose testing meters and auto-injectors) will be easily accessible for learners.

Controlled medication will be kept in the school office where it is secure but readily available.

When no longer required, medicines will be returned to the parents for disposal. Sharps boxes will be used as required.

### **Administration of Medicines**

Where medicines are prescribed to be taken at frequencies of the day, parents should seek to do so out of school hours. However where this is not possible school will:

- only administer medicines following written parental consent (unless Gillick competence is recorded);
- **not** administer aspirin unless prescribed by a doctor;
- record any medication administered;
- inform parents promptly if a learner refuses their medication;
- ensure all staff in contact with the learner are aware of their medical needs, particularly in off-site excursions.

**Please note that, under advisement from the school nurse, antibiotics prescribed three times a day will *not* be administered by the school.**

### **8. Emergency procedures**

In the event of a medical emergency designated staff will adhere to the procedures indicated in the individual healthcare plan.

Where a learner without an individual healthcare plan is exhibiting signs that emergency treatment is required school staff administer any required treatment e.g. Basic First Aid and/or CPR.

Where this is not suitable or relevant, school staff will immediately call 999 and inform a senior leader. The senior leader will:

- ensure the learner is treated as required by one of the designated staff or first aiders;
- ensure the learner is moved (if safe to do so) to a comfortable location within school to provide privacy as appropriate;
- ensure attempts are made to contact parents using the provided contacts list;
- ensure a member of staff is present with the learner at all times until the arrival of parents/guardians; and
- ensure a member of staff accompanies the learner to hospital in the absence of a parent and remains with the learner until the parent arrives.

The school will ensure that senior leaders and office staff are aware of the location of healthcare records and emergency contact details.

School staff will remind learners with healthcare needs to report to any member of staff when they are feeling unwell. School staff will remind the peers of learners with healthcare needs how to report any concerns immediately.

### **9. Training**

Where a learner with healthcare needs has an IHP, designated staff will be identified to support the learner.

A risk assessment will be devised in conjunction with parents, the learner (as appropriate), staff and corporate health and safety. As a result of the risk assessment, any training needs will be identified.

The school will liaise with parents, healthcare professionals and corporate health and safety to source appropriate training for designated staff, and a briefing session for all staff. Training will be refreshed when there are changes to the healthcare plan, risk assessment or adaptive technologies.

The headteacher or deputy headteacher will document the training in the school's safeguarding records.

The headteacher will periodically provide training on common medical conditions (such as asthma), detailing symptoms and treatments. At staff meetings the headteacher will remind staff of learners with healthcare needs and procedures for emergencies.

## **10. Qualifications and assessments**

Class teachers will use their professional judgement to ensure learners with healthcare needs are supported in class and at unstructured times (e.g. break-times).

The school will follow guidance as outlined in the current National Reading and Numeracy Tests – Test Administration Handbook to determine any adaptations, adjustments or additional time for a learner with healthcare needs. Any alterations will be based on classroom practice.

## **11. Education other than at school (EOTAS)**

Local authorities have a duty to make arrangements for the provision of suitable education for all children and young people of compulsory school age.

A learner who is unable to attend school for a short period of time will have their educational needs provided for by school. School staff, in consultation with parents, will provide work to be completed at home.

Upon the learner's return to school, class teachers will ensure support is provided so that the learner can catch up on work missed.

Where the learner with healthcare needs will be absent for a prolonged period (usually more than 15 school days), the school will make contact with the local authority designated person for EOTAS.

## **12. School transport**

The school will liaise with the local authority where this is a requirement.

## **13. Reviewing policies, arrangements and procedures**

The school will review its practices annually and update this policy accordingly but at least every 3 years.

The school will work with parents, healthcare professionals, local authority and other relevant bodies to review and update any healthcare plans as changes are needed.

#### **14. Insurance arrangements**

The school maintains public liability insurance. This covers on and off site activities. The school is also covered by further levels of insurance for specific activities or eventualities. Further details can be obtained by contacting school.

Where a learner's healthcare needs are significantly complex, the school will consult with the local authority to ascertain its insurance cover and responsibilities.

#### **15. Complaints procedure**

Occasionally there may be times when you have a concern or issue that you wish to raise. We would welcome the opportunity to deal with this matter directly and ask that you contact school as soon as possible.

A copy of the full complaints procedure is available from the Headteacher and on the school website.

#### **16. Individual healthcare plans (IHPs)**

IHPs set out what support is required by a learner. IHPs are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention will be needed. However, not all learners with healthcare needs require an IHP. The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education.

Although the school (ALNCo) retains responsibility for finalising and implementing the plan, liaising with learners, parents, health professionals and the local authority as required, a health professional must take a lead role in writing any IHP. The school will ensure the plan retains the best interests of the learner in mind and ensure it assesses the risks to the learner's education, health and social well-being. Where a learner has a Special Educational Need (SEN), the IHP will be linked or attached to any individual development plan (IDP) or Statement of SEN.

The school will review IHPs annually unless the needs of the learner have changed, in which case the IHP will be reviewed accordingly.

In formulating a plan the school will organise a meeting with appropriate staff, the parents, the learner and appropriate clinicians to determine if the learner's healthcare needs require an IHP, or whether this would be inappropriate or disproportionate. If consensus cannot be reached, the headteacher will make the final decision. This can be challenged through the complaints procedure.

As part of finalising the IHP school will:

- consider guidance from the learner (as appropriate), the parents, appropriate healthcare professionals, local authority, catering services and school staff;

- endeavour to identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training;
- circulate the IHP to all appropriate individuals; and
- set an appropriate review date and define any other triggers for review.

## **17. Unacceptable practice**

The school recognises that it is not acceptable practice to:

- prevent learners from attending school due to their healthcare needs, unless their attending the setting would be likely to cause harm to themselves or others;
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary;
- assume every learner with the same condition requires the same treatment;
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly);
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP;
- send a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them;
- penalise a learner for their attendance record if the absence is related to their healthcare needs;
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively;
- require parents, or otherwise make them feel obliged, to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues (unless specified in their IHP);
- expect or cause a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs;
- ask a learner to leave the classroom or activity if they need to administer medication or consume food in line with their health needs (unless specified in their IHP or in agreement with learner/parents);
- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

The school will ensure that all staff are made aware of the policy and this will be reviewed in staff meetings periodically.

The school will audit its provision for supporting learners with healthcare needs when revising this policy or reviewing IHP.