



Sully Primary School
Ysgol Gynradd Sili

Healthcare Needs Policy

Date of issue: September 2017 **Review date:** October 2019: Review Date: October 2021,
October 2023, October 2025

This policy reflects the practice and consensus of opinion of all staff and has the full agreement of the governing body.

It takes into account Welsh Government Guidance Document no: 215/2017 (Date of issue: March 2017) – Supporting Learners with Healthcare Needs

1. Key principles

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term, perhaps finishing a course of medication. Other pupils have long term chronic medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having healthcare needs. Most children with healthcare needs are able to attend school regularly and with some support from the school, can take part in the normal school day. At Sully Primary School we are committed to supporting children who have healthcare needs.

We endeavour to do this by:

- providing activities in a way which allows those with healthcare needs to participate;
- ensuring staff understand their role in supporting learners with healthcare needs and providing appropriate training to enable them to do so;
- ensuring staff feel confident that they know what to do in a healthcare emergency;
- ensuring staff are aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.

2. School's legal requirements

Section 175 of the Education Act 2002 places a duty on local authorities and 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.

Section 21(5) of the Education Act 2002 places a duty on governing bodies 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.

The Welsh Government is committed to the principles of the United Nations Convention on the Rights of the Child (UNCRC) as the underpinning basis for its policies concerning children and young people, in particular,

- children have a right to an education (Article 28)
- adults should think about the best interests of children and young people when making choices that affect them (Article 3)
- children who have any kind of disability should have the care and support required so that they can lead full and decent lives (Article 23)
- every child has the right to say what they think in all matters affecting them, and to have their views taken seriously (Article 12).

3. Roles and responsibilities

3a). School

Governing Body

The Governors at Sully Primary School

- comply 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);
- have a statutory duty to promote the well-being of learners;
- ensure 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;
- work collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner;
- develop and implement effective arrangements to support learners with healthcare needs;
- ensure 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;
- ensure staff with responsibility for supporting learners with healthcare needs are appropriately trained.

Headteacher

The headteacher will endeavour to ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented.

This includes:

- 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. This may include supply staff, governors, parents and other learners;
- being named member of staff who is responsible for learners with healthcare needs;
- having the overall responsibility for the development of Individual Healthcare Plans;
- 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;
- providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners.

Teachers, Support Staff and other Members of Staff

Any staff member within the school may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. Staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility.

Staff should:

- fully understand the school's Healthcare Needs Policy and arrangements;
- be 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;

- be aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the first aiders are and seeking their assistance if a medical emergency takes place;
- fully understand the education setting's emergency procedures and be prepared to act in an emergency;
- ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place;
- ensure learners know who to tell if they feel ill;
- 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;
- be 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;
- be aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed;
- 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.

3b). Parents/carers

At Sully Primary School parents / carers of children with healthcare needs will:

- be fully involved in discussions about how the learner's healthcare needs will be met in the education setting, and contribute to the development of, and compliance with, their IHP (as appropriate);
- 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;
- inform the education setting of any changes such as type of medication, dosage or method of administration;
- 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.

3c). Local authority

Local authorities should ensure education provision is available to learners, and:

- must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory. For example, learners should not be disadvantaged when leaving primary school and beginning secondary school. In practical terms this means adjustments must be planned and implemented in advance to prevent any disadvantage. Discussions around the responsibility for provision should not impact on the delivery of service, as delays could be detrimental to the education and well-being of the learner

- must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the well-being of children in relation to their physical and mental health, their education, training and recreation. When making these arrangements, local authorities should ensure appropriate agreements are in place for data sharing. This could be through working within the Wales Accord on Sharing Personal Information (WASPI) Information Sharing Protocols or Data Disclosure Agreements. Local authorities and health boards have WASPI coordinators who can support service providers to develop appropriate agreements
- must make reasonable provision of counselling services for young people aged 11– 18 and learners in Year 6 of primary school. Within schools, this provision should complement the different approaches already in place to support the health, emotional and social needs of learners
- should work with education settings to ensure learners with healthcare needs receive a suitable education. Where a learner of compulsory school age would not receive a suitable education for any period because of their health, the local authority has a duty to make arrangements to provide suitable education. If a learner is over that compulsory school age but under 18, the local authority may make such arrangements
- should provide support, advice and guidance, including how to meet the training needs of education setting staff, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP) can be delivered effectively.

3d). NHS Wales school health nursing service, health and other professionals, third sector organisations and other specialist services

At Sully Primary School we proactively work with other professionals to provide the best possible learning opportunities for our learners.

4. Creating an accessible environment

At Sully Primary School we provide a caring, supportive environment which recognises the needs of all our learners thereby enabling them to develop confidence and positive relationships based on mutual respect.

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils. Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled pupil may receive support under the ALN Bill.

We aim to be inclusive and accessible in the fullest sense to our learners and other stakeholders with healthcare needs.

Physical Access to the School Building

Staff and governors have endeavoured to make the building as accessible as they are able. This has included installing handrails and ramps, an accessible toilet, painting doorways a different colour.

Making Reasonable Adjustments

Staff and governors endeavour to make 'reasonable adjustments' for learners who are disabled as defined by the Act. This includes liaising with other professionals eg teacher for the Deaf, Outreach Services.

Day Trips

Day trips are planned to ensure that all learners are able to attend. Risk assessments are made and uploaded onto the Evolve system.

Exercise and Physical Activity

Exercise and physical activity form part of the continuous and enhanced provision at Sully Primary School. We understand that some learners may need medication before, during or after such activities and seek to know which children may need this.

Food Management

Some activities may involve the children cooking food. Consideration is given to those with dietary needs including allergies and intolerances.

Risk Assessments

Specific risk assessments are carried out when necessary and staff informed. These start from the premise of inclusion and have built into them a process of seeking adjustments or alternative activities rather than separate provision.

5. Sharing information

A learner's healthcare needs arrangements are supported by clear communication with staff, parents and other relevant stakeholders to ensure full implementation. These are regularly updated.

Staff

Staff, including supply staff will be told of relevant information including what to do if an emergency situation arises.

Parents and carers

At Sully Primary School we consider parents and carers to be active partners. To help achieve this we will:

- make the Policy for Children with Healthcare Needs easily available and accessible, online and in hard copy;

- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their child's medical information will be shared.

A list of what information has been shared with whom and why, will be kept and be made available for the parent / carer to view on request.

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

The following documentation will be collected and maintained:

- Contact details for emergency services
- Parental agreement for educational setting to administer medicine
- Record of medicine stored for and administered to an individual learner, by date
- Medication incident report (when necessary)

New records will be completed when there are changes to medication or dosage. All medication will be returned at the end of the academic year.

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

Supply of medication or devices

Only prescribed medication will be kept in school for learners. Parents are asked to provide appropriate supplies of medication. These must be in their original container, labelled with the child's name, medicine name, dosage and frequency, and expiry date.

We 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 available via an insulin pen or a pump).

Storage, access and disposal

Medication will be stored in each classroom. This is with the exception of antibiotics which will be kept in the school office (or the staffroom fridge if necessary), and administered by a member of the office staff. For children who may require an epipen, a duplicate is kept in the school office. All staff with child responsibility are aware of this.

Disposal of medicines

All medicines will be returned to parents and carers at the end of the academic year or on expiry (whichever is the sooner).

Used epipens will be given to the paramedics. Used insulin pens will be returned to the parent / carer.

Administration of medicines

- Written consent from parent / carer will be obtained before medicine can be administered and stored at school;
- Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school.
- Medication will be administered by suitably trained staff. This will then be recorded. Parents/carers will be informed if medication is administered.

- Staff should check the maximum dosage and the amount and time of any prior dosage administered.
- If a learner refuses their medication, this will be recorded and the parents / carers contacted. If an emergency situation ensues an ambulance will be called.
- All staff will be made aware of children with healthcare needs.

8. Emergency procedures

- Nearly all staff are trained in First Aid and basic anaphylaxis awareness;
- In situations requiring emergency assistance, 999 should be called immediately. Information about the school's details are displayed in the office;
- The location of learners' healthcare records and emergency contact details are known to staff;
- If a learner needs to be taken to hospital, a staff member will stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital.

9. Training

All staff have a basic understanding of common conditions;

- Specific training will be provided as necessary eg basic anaphylaxis awareness;
- If a learner has complex needs, input may be needed from healthcare services and the local authority;
- New and temporary staff will, as far as practically possible, be made aware of what preventative and emergency measures are in place so they can recognise the need for intervention and react quickly.

10. Reviewing policies, arrangements and procedures

- Policies, arrangements and procedures will be reviewed annually;
- Arrangements for individual learners will be determined on admission and reviewed if their needs change as advised by parents/carers or other professionals.

11. Insurance arrangements

These are in line with Local Authority recommendations

12. Complaints procedure

If the parents/carers are not happy with the school's healthcare arrangements they are entitled to make a complaint.

The staff at Sully Primary School are committed to delivering the best possible education to our pupils and to care for their health, safety and welfare at all times. From time to time however, it is possible you feel we have not lived up to your expectations. If this is the case please talk to a member of staff. We will do whatever we can to satisfactorily resolve any reasonable problem where this is brought to our attention. However, should you feel that things are not resolved the matter should be raised formally, in writing, with the Chair of Governors.

If the complaint is Equality Act 2010/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

13. Individual healthcare plans (IHPs)

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.

The following diagram will be used to determine if an IHP is needed:

14. Identify learners with healthcare needs

Learner is identified from enrolment form or other route.

Parents or learner informs education setting of healthcare need.

Transition discussions are held in good time, e.g. eight weeks before moving to a new education setting.