

# Education and inclusion



## **Supporting children with medical needs into early years provision.**

The Early Years Foundation Stage (EYFS) sets out specific requirements on early years settings in managing medicines for children under 5 years of age.

The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

EYFS 3.83. Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Special educational needs EYFS 3.76. Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)..... Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required to have regard to the 0-25 SEND Code of Practice. Other providers may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice.

EYFS 3.60. Providers must have and implement a policy, and procedures, for administering medicines to children. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Staff must have training if the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

**<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>**

Equality Act 2010 and disability discrimination – disability is a protected characteristic, and it is, therefore, unlawful for an early education provider to discriminate directly or indirectly against a child on the basis of their disability.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Before a child starts your setting...be supportive, flexible, adaptable, listen and learn.

1. Find out about the child's medical needs and how it affects them. Talk to the child's parent/carer. Don't forget to find out more about the child's likes and wider needs. What do parent's notice about a child which alerts them that they are not feeling well. What helps when they are not feeling well
2. Ensure your registration information includes a space for parents to detail their child's medical needs and their medication, and this is completed before the child starts and you understand the information shared fully.
3. Find out who is involved in supporting the child and their contact details. They may be able to offer additional advice and training.
4. It may be possible to visit the child at home or in their current setting. There may be the opportunity to talk to other health professionals involved – for example, the parent's permission to talk to their named health visitor (general information) or medical professional (health specific).
5. Individual Health Care Plan - must outline any medications to be administered, the effect and impact of the medical condition, any reasonable adjustments that need to be made. An individualised health care plan would be 'owned' and written by the parents, setting and any relevant healthcare specialist. Templates are available e.g. Solihull Individual Health Care Plan, ERIC, or the setting can produce their own documentation. <https://eric.org.uk/individual-healthcare-plan/>

Specialist Health Care Plans - check with parents if there are any specialist health care plans in place. These should be shared with you in full and, with parents' permission, you should be able to contact the care team who wrote the plan for additional information and training support/ signposting. All care plans should be reviewed annually unless otherwise specified.

6. Check with your insurance provider about medications or procedures they may need to know about. This may involve sending a letter from a health professional, proof of training and information from parents.

7. Inform the fire service should you be requiring having oxygen on site – and complete a risk assessment to meet compliance standards – safety, insurance considerations etc. Solihull Fire Station- 0121 380 7521 and West Midlands Fire Service - 03300 589 000. If you are an Early Years provision within an SMBC setting – you should also inform Health and Safety Team within SMBC.

If you need to consider a supply of oxygen, please speak to the healthcare team that prescribe the oxygen for this to be considered/ risk assessed and ordered. There is training available for settings caring for children using oxygen - please ask parents for the contact details for their health care team and permission to speak to them about their child.

8. Use this information to complete your risk assessment. Parents will be key to raising aspects that will need additional consideration. This must include planning for safe storage of medication and equipment.
9. Reflect upon your routines, the environment, policies and procedures to see if any need to be adapted upon reflection of the new information for this child e.g. attendance and absence policy.
10. Do your research into the child's health condition. Organise training that may be needed before the child starts. You may be signposted to specific training such as Epipen training - <https://www.epipen.co.uk/en-GB/patients/your-epipen/how-to-use-your-epipen> . Consider if there is a need to accommodate additional resources such as any advised adapted equipment.
11. Share relevant information with key people and those who may need to know. Arrange early more frequent catch ups with parents in the earliest days. Continue to reflect upon inclusion and health. For example, the child may tire easily, and a safe rest area may be needed.
12. Arrange transition visits for the family. Ensure the child's key person is available and attendance patterns are known to key staff in the setting. This may include cooks, dinner supervisors, key practitioners and leaders – as best to ensure a child's needs are met.

This guidance is for schools, PVI settings may want to use this document as a guide too-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

## **Is funding available for a child who needs high levels of additional supervision because of their health care needs?**

Typically, there is no funding for children where there are medical needs and a child needs additional care. There is funding available for SEND needs in early years. There may also be additional funding where a child is issued an Education, Health and Care Plan (EHCP).

Disability Access Fund → <https://www.solgrid.org.uk/eyc/eef/disability-access-fund-daf/> ... DAF for the setting, for children in receipt of DLA (Disability Living Allowance).

EYIF- Early Years Inclusion Fund- This additional funding is available for children with SEN. Every local authority distributes SEN Inclusion Fund in a different way. If one LA funds children where there are medical circumstances, it does not mean that another will. <https://www.solgrid.org.uk/eyc/eef/early-years-inclusion-funding-for-early-education-funded-children/>

Early Years Pupil Premium (EYPP) – is available for eligible pupils  
<https://www.solgrid.org.uk/eyc/eef/early-years-pupil-premium-eyp/>

If you have a child with a high level of additional medical care needs, then discuss this with the Early Years Team Manager or Solihull SEND Team member if they are working with you.

School age children (Reception onwards) – the additional funding mentioned above (DAF/EYIF) is not available to Reception age children and older. School can use their ‘notional budget’ to support inclusion.

### **Where can I access further supporting guidance to help us in our setting?**

For children with SEND needs it will be useful to use the following websites and documents ...

Solihull Local offer- <https://www.solihull.gov.uk/children-and-families/solihull-local-offer/early-years-education>

Solihull settings -solgrid early years and childcare site -  
<https://www.solgrid.org.uk/eyc/>

Solihull Inclusion Support Service- <https://www.solihull.gov.uk/schools-and-learning/specialist-inclusion-support-service>

The Graduated Approach document may be especially useful-  
<https://www.solgrid.org.uk/eyc/send/graduated-approach-incl-ehcp-process/>

**Where can I get additional training for children in Solihull?** There is no currently no 'formal' health needs training team in Solihull. Individual children's needs should be discussed with their identified health care professional.



Individual%20Health  
%20Care%20Plan-%20

Individual Health Care Plan [Solihull option]