**Reviewing School’s Provision for Supporting Children With Medical Conditions**

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| **Statutory Statement\*** | **Key Questions** | **School’s Evidence** |
| 1. The governing body must ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. | What provision is in place?  How do you ensure the equality of access and potential for enjoyment necessary? |  |
| 1. In making their arrangements, governing bodies should take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. Governing bodies should therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. | How do governors ensure that children are treated as individuals and that consideration is given to the impact of their particular needs on their school life? |  |
| 1. The governing body should ensure that their arrangements give parents and pupils confidence in the school’s ability to provide effective support for medical conditions in school. The arrangements should show an understanding of how medical conditions impact on a child’s ability to learn, as well as increase their confidence and promote self-care. They should ensure that staff are properly trained to provide the support that pupils need. | How do you ensure that parents and pupils have confidence in your arrangements?  How do you know?  What do you do to promote pupils’ confidence and promote self-care?  How do you ensure that staff are properly trained? |  |
| 1. Governing bodies must ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented. | Are arrangements sufficient to meet statutory responsibilities?  How do governors ensure that policies, plans, procedures and systems are properly implemented? |  |
| 1. Governing bodies should ensure that all schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff. | Does school have a policy for supporting children with medical conditions in school?  When was it last reviewed?  Where can parents and staff view the policy? |  |
| 1. Governing bodies should ensure that the arrangements they set up include details on how the school’s policy will be implemented effectively, including a named person who has overall responsibility for policy implementation. | Who has overall responsibility for implementation of the policy?  What arrangements are in place to ensure that the policy is implemented effectively? |  |
| 1. Governing bodies should ensure that the school’s policy sets out the procedures to be followed whenever a school is notified that a pupil has a medical condition. | What does school do when notified that a pupil has a medical condition? |  |
| 1. Governing bodies should ensure that the school’s policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions. | Does the policy state the role of IHPs?  Who does it say is responsible for their development? |  |
| 1. The governing body should ensure that plans are reviewed at least annually or earlier if evidence is presented that the child’s needs have changed. They should be developed with the child’s best interests in mind and ensure that the school assesses and manages risks to the child’s education, health and social well-being and minimises disruption. | Are review arrangements explicitly stated in the policy?  Does practice reflect policy? |  |
| 1. When deciding what information should be recorded on individual healthcare plans, the governing body should consider the following:  * the medical condition, its triggers, signs, symptoms and treatments; * the pupil’s resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons; * specific support for the pupil’s educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions; * the level of support needed, (some children will be able to take responsibility for their own health needs), including in emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring; * who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child’s medical condition from a healthcare professional; and cover arrangements for when they are unavailable; * who in the school needs to be aware of the child’s condition and the support required; * arrangements for written permission from parents and the head teacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours; * separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments; * where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child’s condition; and * what to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan. | Has consideration been given to the items identified in the Guidance?  Do IHPs contain appropriate information? |  |
| 1. The governing body should ensure that the school’s policy clearly identifies the roles and responsibilities of all those involved in the arrangements they make to support pupils at school with medical conditions. | Does the policy identify roles and responsibilities?  Who are the individuals identified? |  |
| 1. Governing bodies - must make arrangements to support pupils with medical conditions in school, including making sure that a policy for supporting pupils with medical conditions in school is developed and implemented. Governing bodies should ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions. | Has a policy been developed and implemented?  Have sufficient staff received suitable training? |  |
| 1. Governing bodies should ensure that the school’s policy sets out clearly how staff will be supported in carrying out their role to support pupils with medical conditions, and how this will be reviewed. This should specify how training needs are assessed, and how and by whom training will be commissioned and provided. | Does the policy identify how staff will be supported and how this will be reviewed?  How are training needs assessed?  How and by whom is training commissioned and provided? |  |
| 1. The school’s policy should be clear that any member of school staff providing support to a pupil with medical needs should have received suitable training. | Is the requirement for training explicitly stated in the policy? |  |
| 1. Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any individual healthcare plans). | What training has taken place?  How is a record kept of training undertaken?  Is the training required and undertaken documented on IHPs? |  |
| 1. Governing bodies should ensure that the school’s policy covers arrangements for children who are competent to manage their own health needs and medicines. | What arrangements are identified in the policy as being in place for children to manage their own health needs?  What happens in practice? |  |
| 1. The governing body should ensure that the school’s policy is clear about the procedures to be followed for managing medicines. | Is the school’s policy clear about the procedures in place?  Are the procedures followed? |  |
| 1. Governing bodies should ensure that written records are kept of all medicines administered to children. | Are appropriate written records kept? |  |
| 1. Governing bodies should ensure that the school’s policy sets out what should happen in an emergency situation. | Does the policy set out what should happen in an emergency? |  |
| 1. Governing bodies should ensure that their arrangements are clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. | Are appropriate arrangements in place to support participation in trips, visits and sporting activities? |  |
| 1. Governing bodies should ensure that the school’s policy is explicit about what practice is not acceptable. | Does the school’s policy identify unacceptable practice? |  |
| 1. Governing bodies should ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk. | Is the appropriate insurance in place? |  |
| 1. Governing bodies should ensure that the school’s policy sets out how complaints may be made and will be handled concerning the support provided to pupils with medical conditions. | Does the policy set out how complaints will be made? |  |

\*Schools must have regard to these statements when carrying out their statutory duties i.e. they must take account of the guidance and carefully consider it. Having done so, there would need to be a good reason to justify not complying with it.

**Documentation:**

Supporting children with medical conditions policy

Individual Health Care Plans/Education and Health Care Plan (EHCP)

Consent forms

Records of medication administered

Emergency medication forms (may be part of IHP)

Records of training undertaken

Stock record for storage of long term medication

Emails/letters reminding parents to check medication/update care plans

**Arrangements:**

Storage of long term medication

Storage of emergency medication

Storage of temperature sensitive medication

Storage of IHPs/Administration of medicine records

Appropriateness of labelling on medication

Sharps boxes (where applicable)

First aid boxes