

Healthcare needs of Learners

March 2023

Learning to Flourish

To provide Personalised learning experiences so that every child can communicate, interact, grow and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of Socialisation, Communication, Interaction, and Play

Key Principles

All staff and governors are wholly committed to pursuing a policy of inclusive education that welcomes and supports learners with healthcare needs. This policy is designed to ensure that all learners can access their education in a supportive environment that is sensitive to any healthcare needs. It supports the management of medication and healthcare needs in school, along with individuals with specific healthcare needs.

At the Hollies we understand that healthcare needs should not be a barrier to learning, so we ensure that all staff know what to do in the event of an emergency and understand their duty of care to young people. This policy identifies the roles and responsibilities of the school, parents and learners. Clear communication and cooperation between home and school will ensure that this is effective.

Our policy has been written in consultation with a wide range of local key stakeholders within school and complies the Welsh Government Guidance 'Supporting Learners with Healthcare Needs' which was published on 30th March 2017. We also acknowledge and can refer to Cardiff Local Authority toolkit entitled 'Meeting the Healthcare Needs of Children and Young People in Cardiff – A toolkit for Early Years Setting and Schools' (April 2017) for further information the management of specific medical conditions.

General guidance

- Parents/Legal Guardians are a child's main carers. They are responsible for making sure that the child is well enough to attend school, therefore parents/guardians should keep children at home if they are unwell. Information on when to keep your child away from school is available from 'Guidance on infection control in Schools and other childcare settings' document accessible at www.gov.uk.
- Parents/Guardians have prime responsibility for their child's health and should provide the school with information about any medical condition and/or needs they may have and give details as appropriate. The School Nurse, GP, Educational Welfare Office, Involved Health Professional and specialist voluntary bodies may also be able to provide additional background information for school staff with parental/legal guardian consent.
- Any changes in the pupil's medical condition, medication, or their specific needs should be reported to the school immediately by the parent/legal guardian. It is the parents'/legal guardian's responsibility to provide this information. This is also true for changes in details such as a new address or telephone number, for all relevant adults, and the pupil's emergency contacts.

1. School's legal requirements

1.1 Section 175 of the Education Act 2002 places a duty on local authorities and schools 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 learners with healthcare needs.

1.2 In meeting the duties under section, 175 of the Education Act 2002, local authorities and management committees must have regard to guidance issued by the Welsh Ministers under this section.

1.3 Section 21 (5) of the Education Act 2002 places a duty on the school to promote the wellbeing of learning 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 wellbeing, education, training and recreation, and social wellbeing.

- 1.4 The non-statutory advice contained within the document is issued in exercise of the Welsh Ministers' duty to promote the education of the people of Wales and their power in relation to the promotion or improvement of the economic, social and environmental wellbeing in Wales.
- 1.5 Being mindful of the Social Services and Wellbeing (Wales) Act 2014. Education settings should be fully aware of this approach and ensure assistance to learners is provided using a holistic approach.

2. Roles and responsibilities

2.1 Schools

The Hollies will develop and implement arrangements in line with legal requirements and will oversee the development and implementation of arrangements, which should 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)
- Having a statutory duty to promote the wellbeing of learners. Schools should give consideration to how they can meet these needs, including providing learners access to information and material aimed at promoting spiritual and moral wellbeing and physical and mental health (Article 17 of the UNCRC)
- Considering how they 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 head of centre, 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. This should include a policy on healthcare needs and where appropriate, IHPs for particular learners.
- 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, 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.

- Having an infection prevention policy that fully reflects the procedures laid out in current guidance.

2.2 Headteacher:

The head teacher will ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented. To include:

- ensuring 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. In larger education settings, it may be more practical to delegate the day-to-day management of a learner's healthcare needs to another member of staff.
- Ensuring the support put in place focuses on and meets the individual learner's needs, also known as person centred planning.
- Extending awareness of healthcare needs across the education setting in line with the learner's right to privacy. This may include 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.
- Ensuring a sufficient number of trained staff are available to implement the arrangements set out in all 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 many staff aware of any limits to the activities that are covered.
- Ensuring all learners with healthcare needs are appropriately linked with the education setting's health advice service.
- 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, e.g., three weeks due to their healthcare needs. Ultimately, what qualifies a period of absence as 'significant' in this context depends upon the circumstances and whether the setting can provide suitable education for the learner. Shorter periods of absence may be significant depending upon the circumstances.
- Being mindful of the Social Services and Wellbeing (Wales) Act 2014. Education settings should be fully aware of this approach and ensure assistance to learners is provided using a holistic approach.

Teachers, Support Staff and all members of Staff (e.g., catering staff and reception staff).

Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administering of medicines.

This role is voluntary. Staff members must receive sufficient and suitable training and

achieve the necessary level of competence before they take on the responsibility. 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.

In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, The Hollies will ensure staff:

- Fully understand the school's healthcare needs policy 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 knowing who the first aiders are and seeking their assistance if a medical emergency takes place.
- Fully understand The Hollies emergency procedures and are 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 (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 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 any potential bullying issues and the impact on emotional wellbeing regarding learners with healthcare needs and are prepared to intervene in line with the centre'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 – this may involve working with parents and specialist services.
- Keep parents informed of how the healthcare needs are affecting the learner at the centre. This may include reporting any deterioration, concerns or changes to learner or staff routines.

Parents/Carers/Learners

It is vital that learners and parents are actively involved in the planning of support and management of healthcare needs. Meeting the individual's needs should be at the centre of decision making and processes. The UNCRC states learners should have access to appropriate information essential for their health and development and have opportunities to participate in decisions affecting their health.

Parents/carers and learners will:

- Receive updates regarding healthcare issues/changes that occur within the school.

- Be involved in the creation, development and review of an IHP (if any). The parent and learner may be best placed to provide information about how their healthcare needs affect them. They will be fully involved in discussions about how the learner's healthcare needs will be met in the school, and contribute to the development of, and compliance with, their IHP.
- 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. Where appropriate, learners will be encouraged and enabled to manage their own healthcare needs?
- Inform the school of any changes such as type of medication, dosage and or method of administration.
- Provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions.
- Ensure nominated adult is contactable at all times and all necessary forms are completed and signed.
- Inform the school if their child has/had an infectious disease or condition while in attendance.

The learner's role in managing their own healthcare needs.

- Learners who are competent to do so will be encouraged to take responsibility for managing their own medicines and procedures. This will be reflected within the learner's IHP, where appropriate.
- Where possible, learners will be allowed to carry their own medication and relevant devices or be able to quickly access their medication. Some learners may require supervision.
- If a learner refuses to take their medication or carry out a necessary procedure, staff will not force him/her to do so, but parents will be informed as soon as possible, and health advice will be sought where appropriate.

Short term medical needs

- Wherever possible, parents/guardians should ensure that short-term medication (e.g., antibiotics) is prescribed in dose frequencies that enable it to be taken outside school hours. Parents should inform the prescribing doctor or dentist about this. If it is unavoidable, and short-term medication has to be taken in school hours, then an adequate supply must be left in nominated, secure areas of the school and written consent must be given.
- If a learner suffers regularly from acute pain (e.g., migraine), the parent/legal guardian should authorise in writing, and supply, appropriate painkillers for their child's use. The appropriate form should be completed requesting that the school administer the medication, and should give details such as the dose, the times the medication should be administered, and any possible side-effects. Medication is usually administered by the school first aider but can be given by any member of staff.

Long term medical needs

Parents must inform the school of any long-term medical needs before a young person joins The Hollies, or as soon as a pupil develops a long-term medical condition. In these

circumstances the school, along with the parents and any relevant health professionals, will draw up a written health care plan to include:

- Details of the learner's condition.
- Special requirements. (e.g., dietary needs, specific adjustments)
- Medication (if medication is required during school hours, then a '*Request for School to Administer Medication*' form will also need to be completed.)
- What to do/who to contact in an emergency.
- Daily care requirements.

The purpose of the health care plan is to ensure all relevant members of school staff can meet the health needs of the learner and so ensure their safety during the school day. The medication and completed health care plan will be kept in a designated area. All medication administered will be recorded. The health care plan will be updated annually, at a minimum, unless changes occur. It is the parent's responsibility to contact the school and when there are changes to the young person's health.

2.3 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. In practical terms, this means adjustments must be planned and implemented in advance to prevent any disadvantage. Discussions around responsibility for provision should not impact on the delivery of service, as delays could be detrimental to the education and wellbeing of the learner.
- Must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the wellbeing 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
- Must make reasonable provision of counselling services for young people aged 11 – 18. 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 management committees can ensure the support specified within the individual healthcare plan (IHP) can be delivered effectively.

2.4 NHS Wales school health nursing service, health and other professionals, third sector organisations and other specialist services

Healthcare and practical support can be found from a number of organisations. Education settings have access to a health advice service. The scope and type of support the service can offer may include:

- Offering advice on the development of IHPs
- Assisting in the identification of the training required for the education setting to successfully implement IHPs.
- Supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.

Health advice and support can also be provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support. Proactively engaging with specialist services can provide practical help when writing and implementing IHPs. They can also provide training and awareness raising resources, including video links.

3. Creating an accessible environment

Local authorities and management committees should ensure their education settings are inclusive and accessible making reasonable adjustments for learners with healthcare needs. This includes the following:

3.1 Physical access to education setting buildings.

A duty is placed on local authorities to produce a written accessibility strategy for all schools they are responsible under the Equality Act 2010. Any such strategy is expected to address:

'improving the physical environment of schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by schools' (schedule 10, Equality Act 2010)

Similarly, individual schools must carry out accessibility planning and are under a duty to prepare an accessibility plan following the same principles as the strategies prepared by the local authority.

Reasonable adjustments – auxiliary aids or services

The Equality Act 2010 places a duty on learning establishments to make 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) must be provided.

Day trips and residential visits

- Staff will be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments, which would increase the level of participation by the learner. Staff will consider how to accommodate the sharing of personal information with third parties if necessary, for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy). This may include information about the healthcare needs of

learners, what to do in an emergency and any additional support, medication or equipment needed.

- All staff supervising visits will be aware of a learner's healthcare needs and any medical emergency procedures. Summary sheets containing details of each young person's needs and any other relevant information provided by parents will be held by staff.

Parents may be asked to supply:

- Details of medical conditions
- Emergency contact numbers
- The learner's GP's name, address and phone number
- Information on whether the learner has spent a night away from home before and their ability to cope effectively.
- Written details of any medication required (including instructions on dosage/times)
- Parental permission if the young people need to administer their own medication or agreement for a volunteer staff member to administer.
- Information on any allergies/phobias
- Information on any special dietary requirements
- Information on any toileting difficulties, special equipment or aids to daily living
- Special transport needs for learners and young people who require help with mobility.
- 'Fit to travel' certificate written by the GP/consultant if the child has a significant medical need (without this the insurance maybe invalid)

Social Interactions

The Hollies will make all staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion. A proactive approach will help to remove any barriers.

Exercise and physical activity

- The Hollies fully understands the importance of all learners taking part in physical activities and staff will make appropriate adjustments to sports and other activities to make them accessible to all learners.
- Staff will be fully aware of learners' healthcare needs and potential triggers. They should know how to respond appropriately and promptly if made aware that a learner feels unwell. They should always seek guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.
- Separate 'special provisions' for particular activities will be avoided, with an emphasis instead on activities made accessible for all. Where this might not be possible, advice from healthcare or physical education professionals and the learner will be sought.
- Staff will also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity; such learners should be encouraged to take the medication or food when needed.

Food Management

Where food is provided by or through the centre, consideration will be given to dietary needs of learners, e.g., those who have diabetes, coeliac disease, allergies and intolerances.

Where a need occurs, The Hollies will provide menus to parents and learners, with complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens should be clearly marked. Providing information will help facilitate parent and catering teams' collaborative working. This is especially important when carbohydrate counting is required. Consideration will be given to availability of snacks. Sugar and gluten-free alternatives will always be made available. As some conditions require high calorific intake, there should always be access to glucose-rich food and drinks.

Food provided for trips will reflect the dietary and treatment needs of the learners taking part. Food provided in classroom settings will also take the dietary and treatment needs of these learners into account. While healthy school and 'no sweets' policies are recognised as important, learners with healthcare needs may need to be exempted from these policies. Learners needing to eat or drink as part of their condition will not be excluded from the classroom or put in isolation.

Sharing Information

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) will have access to all relevant information, particularly if there is a possibility of an emergency situation arising.

This will include:

- Daily staff briefing, to ensure staff are aware of the healthcare needs of learners they have or may have contact with.
- A noticeboard in the staff room to display information on high-risk health needs, first aiders and certificates, emergency procedures etc.
- The Hollies' secure intranet area

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

The Hollies has procedures that state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs. The following documentation will be collected and maintained, where appropriate.

- Contact details for emergency services.
- Parental agreement for The Hollies to administer medicine.
- Head teacher agreement to administer medicine.
- Record of medicine stored for, and administered to, an individual learner.
- Record of medicines administered to all learners by date.
- Request for learner to administer own medicine.
- Staff training record – administration of medicines.
- Medication incident report form

New records will be completed when there are changes to medication or dosage. The centre will ensure that the old forms are clearly marked as being no longer relevant and stored in line with our information retention policy. These forms and templates can be found on the "shared drive".

All administration of medication will be recorded on the appropriate forms. If a learner refuses their medication, staff should record this, and the centre will inform parents of this non-compliance as soon as possible.

Storage, access and the administration of medication and devices

Learners may require medication at setting for many reasons, but this will only be administered with prior agreement and consent given by the parent/legal guardian. Medicines will only be given if prescribed by the GP. No learner will be given medicines containing Aspirin unless prescribed.

A learner requiring medication will require an Individual Healthcare Plan (IHP).

Arrangements to give medication in setting.

- A parental request form should be submitted in writing when there is a request for medication to be administered by setting staff, or for a learner to self-administer their own medication. This arrangement must be agreed, documented and dated by the Head of Centre. A copy must be kept on file.
- In the case where medication maybe a long-term arrangement, a letter must accompany the request from the learner's GP or consultant explaining this.
- Amendments to the medication should only be accepted in writing from a health professional and this should again be kept on file. **Verbal messages should not be accepted.**

Supply of medication

The school will not store surplus medication. Parents will be asked to provide appropriate supplies of medication. These will be in their original container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. 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 non-prescribed medicine is held by the education setting, e.g., liquid paracetamol, it should:

- be in date.
- have its contents correctly and clearly labelled.
- be labelled with the learner's name.
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent.
- be in its original container/packaging.

Storage of medication

While all medicines will be stored safely, the type and use of the medication will determine how this takes place. It is important for learners to know where their medication is stored and how to access it.

Some medicines need to be refrigerated. The refrigerator temperature will need to be regularly monitored to ensure it is in line with storage requirements. Medicines can be kept in a refrigerator containing food but will be in an airtight container and clearly labelled.

Administering medication

Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines requires written parental consent, unless Gillick competence is recorded. The administration of all medication will be recorded. Any staff willing to administer medication must receive appropriate training and guidance and be aware of any possible side effects of the medication. This can be found in the information leaflet.

- 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 and in the evening. There will be instances where this is not appropriate.
- Learners under 16 should never be given aspirin or its derivatives unless prescribed to them.
- The learner may self-administer some medications e.g., asthma inhalers. It should be clear in the forms relating to medications in setting whether the learner requires supervision or not.
- Unless there is an agreed plan for the learner to self-medicate (16 years and above or Gillick competent), medication will be administered by a member of staff. In other cases, it may need to be supervised in accordance with the IHP.
- Medication should only be administered by suitably trained staff. The movement and location of these trained staff will always be in conjunction with the learners they support.
- Staff will check the maximum dosage and the amount and time of any prior dosage administered.
- Certain medical procedures may require administration by an adult of the same gender as the learner and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care. There is no requirement in law for there to be more than one person assisting. This will be agreed and reflected in the IHP and risk assessment.
- If a learner refuses their medication, staff will record this, and parents will be informed as soon as possible. If a learner misuses any medication, their parents will be informed as soon as possible. The centre will ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, staff will consider seeking immediate healthcare advice.
- Staff involved in the administration of medication will be familiar with how learners consent to treatment. Further information on this from the Welsh Government can be found in the Patient Consent to Examination and Treatment – Revised Guidance (NHS, 2008).
- Appropriate measures should be put in place or alternative arrangements if named staff are unavailable or absent.
- Prior to administering medicine, the following details will be checked:
 - **Right Learner** (name and date of birth)

- **Right Medicine** (staff should be aware of the purpose of the medication)
 - **Right Dose** (number of tablets/measured using a syringe)
 - **Right Route** (orally/gastrostomy/nasogastric)
 - **Right Time**
- There will be a form detailing the learner's name and DOB, the date, time and medication name and dose, signed after medication is administered. Accurate recording is of the utmost importance.
 - Staff will not give any medication if a medical judgement is required to determine the need unless an emergency, but this should be in accordance with the agreed IHP.

Hygiene and Infection Control

All staff will be familiar with normal procedures for avoiding infection and follow basic hygiene procedures. Staff will have access to protective disposable gloves and take care when dealing with spillages of blood or other body fluids and disposing of dressing or equipment.

Disposal of medications

When no longer required, medicines will be returned to parents to arrange safe disposal. Sharp boxes must always be used for the disposal of needles and other sharp instruments and disposed of appropriately.

Emergency Medications

- Emergency medication will be readily available to learners who require it at all times during the day or at off-site activities.
- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) will be locked away; this is particularly important to consider when outside of the education setting's premises, e.g., on trips.
- The location of emergency medications will be known and easily accessible to all staff but not accessible to learners.
- A learner who has been prescribed a controlled drug may legally have it in their possession, if they are competent to do so, and they must not pass it to another learner or other unauthorised person. Monitoring may be necessary.
- Emergency medications will not be used for another learner displaying the same symptoms. If there are concerns an ambulance will be called. Medication will only be given to the learner it is intended for.
- Staff will receive training in how to administer any emergency medications. If a learner forgets their emergency medications the parent must either bring it in immediately or the learner must go home
- Parents will be informed if emergency medications have been given and records will be kept by the centre.

Emergency Procedures

Staff will know who is responsible for the policy, who the nominated first aiders are, and how to deal with common healthcare needs. In situations requiring emergency assistance, 999 will be called immediately. The location of learners' healthcare records and emergency contact details will be known to staff.

Where a learner has an IHP, this will clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures. Other learners at the centre will also know what to do in general terms in an emergency, such as to inform a member of staff immediately. 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. The member of staff will have details of any known healthcare needs and medication.

Learners will not be taken to hospital in staff cars unless there are extreme reasons. If this is necessary, another adult will accompany the learner and staff member. Staff must have public liability vehicle insurance.

9. Training

The school must ensure staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training and should also ensure their policies clearly set out how a sufficient number of these staff will be identified and supported.

When assisting learners with their healthcare needs, the role of staff is to facilitate the learner to meet their own healthcare needs; for many interventions no specialist training is required.

IHPs may reflect complex needs requiring staff to have specific information and training, e.g., in the use of aids such as hearing aids and various adaptive technologies. If these have been instigated by health professionals, they should be asked to provide suitable for training for staff as well as learners and families.

Training provided should be sufficient to ensure staff are competent, have confidence in their ability to support learners and fulfil IHP requirements, and should involve input from the learner and parents.

If a learner has a complex need, input may be needed from healthcare services and the local authority who will be able to advise and signpost to further training and support. All staff may come into contact with learners who have healthcare needs, so all staff should have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance. (For further information with regard to common conditions see Cardiff Local Authority Healthcare Toolkit). New and temporary staff should especially be made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

Policies should include a procedure on how to raise awareness of common conditions, a healthcare needs policy and staff roles in carrying out arrangements.

If the trained staff who are usually responsible for administering medication are not available, the IHP should set out alternative arrangements. This also needs to be addressed in risk assessment and planning of off-site activities.

10. Qualifications and assessments

10.1 Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help learners to keep up with their peers. The home and hospital teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend. Liaison between the school and the hospital teacher or home tutor is most important, especially where the learner is moving from school or home to the hospital on a regular basis.

10.2 Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations. Applications for special arrangements should be submitted by schools to the awarding bodies as early as possible. Full guidance on the range of special arrangements available and the procedures for making applications is given in the Joint Council for Qualifications' circulars Adjustments for candidates with disabilities and learning disabilities (2016).

11. Education other than at school (EOTAS)

11.1 A learner who is unable to attend their school because of their healthcare needs should have their educational needs identified and receive educational support quickly so they continue to be provided with suitable education. The nature of the provision should be responsive; reflecting the needs of what may be a changing health status.

11.2 Where absences are anticipated or known in advance, close liaison between the school and local authority should enable the EOTAS service to be provided from the start of the absence.

11.3 Cooperation between education, health and administration staff in hospital is essential. The aim should be to achieve the greatest possible benefit for the learner's education and health, which should include the creation of an atmosphere conducive to effective learning. Parents can also be a valuable link.

11.4 Learners with complex healthcare needs may be discharged from hospital with a written care plan. Where this happened, the written care plan should be integrated into any IHP.

12. School transport

There is a statutory duty on the local authority in relation to learners travelling to the place where they receive their education or training.

13. Reviewing policies, arrangements and procedures

All policies, arrangements and procedures are reviewed regularly by the education setting. IHPs may require frequent reviews depending on the healthcare need – this should involve all key stakeholders including, where appropriate, the learner, parents, education and health professional and other relevant bodies.

14. Insurance arrangements

Maintained education settings should ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be

arranged for some activities or healthcare procedures for learners with particular needs. For further guidance refer to Cardiff’s Local Authority Toolkit – *Supporting learning with healthcare needs (April 2017)*.

Complaints Procedure

It is the aim of all staff at The Hollies to work in partnership with parents, carers and the multi-disciplinary agencies involved with the school. Should a complaint be necessary the stages of the complaint’s procedure are outlined below. A full policy is available on request.

Stages for handling Complaints

Stage One

Expression of concern to Head teacher within 10 school days

Satisfactory outcome reached

MATTER RESOLVED

Stage Two

Issued not resolved.

Written formal complaint made to Headteacher within 5 school days

Investigation undertaken by Headteacher or person designated by the school. You will receive a letter within 10 school days of your letter with the outcome.

Satisfactory outcome reached

COMPLAINT RESOLVED

Stage Three

Complaint not resolved.

Formal complaint in writing made to chair of Committee Panel within 5 days

Complaint heard by governing body complaints committee within 15 days of receiving your letter.

You will be informed of the outcome within 10 days

COMPLAINT RESOLVED

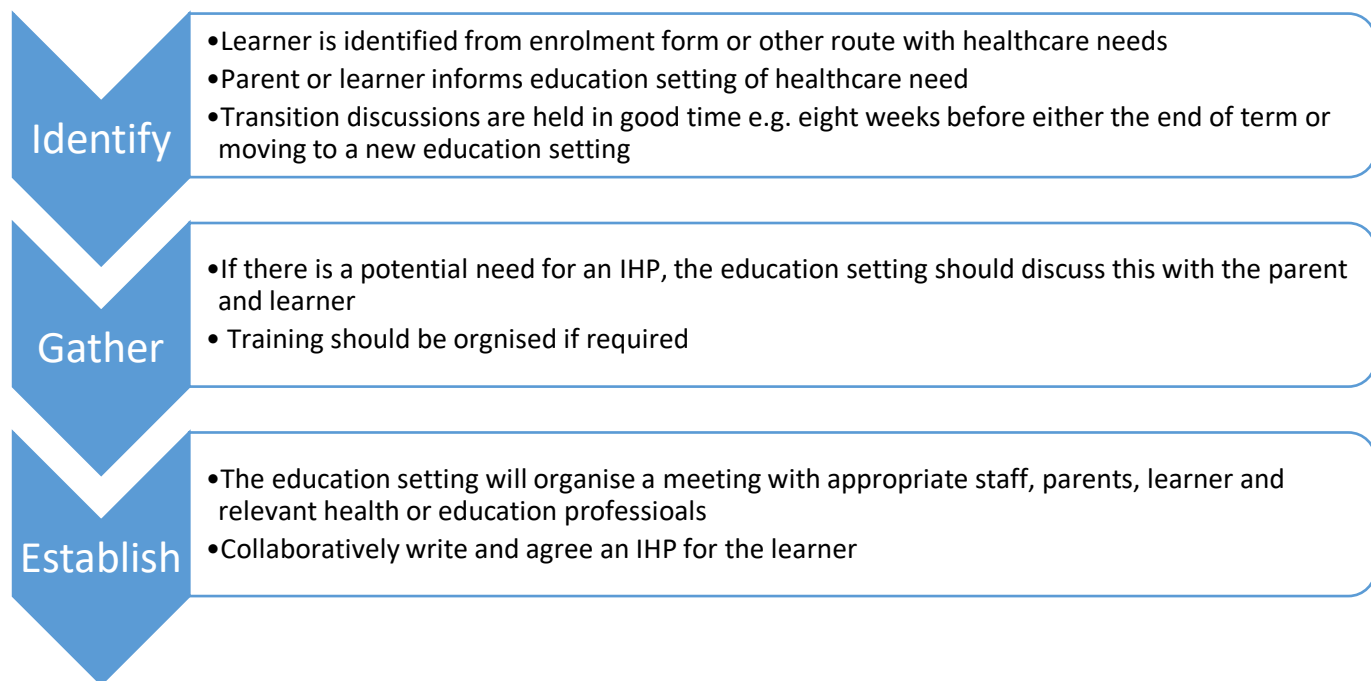
- If the complaint is about the Headteacher you should write to the governing body
- If the complaint is about the Chair of Governors you should write to the vice chair
- All timescales shown are targets and are flexible, however it is in everyone’s best interest to resolve as soon as possible.
- The school will work with you to ensure that the time allowed to deal with your concern or complaint is reasonable and helps to achieve an answer to the problem

Individual Healthcare Plans (IHP)

The governing body should ensure that the school's policy covers the role of IHPs, and who is responsible for their development in supporting learners at an education setting with medical conditions.

An IHP will assist the centre in identifying the necessary safety measures to support the learner with a healthcare need and ensure that they and others are not put at risk. They are essential in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, or where the medical condition is long term and complex.

An IHP will clarify for The Hollies, parents and the learner the help that the school can both provide and receive. There should be a level of flexibility to account for any unexpected changes in the learner's healthcare needs.



Roles and Responsibilities in the creation and management of IHPs

IHPs must explain how the learner's needs can be met. IHPs will be easily accessible to all who need to refer to it, whilst maintaining the required levels of privacy. Each plan should capture key information and actions required to support the learner effectively.

A health professional must take a lead role in writing a Health Care Plan; this could be the school nurse, specialist nurse, special needs health visitor or consultant. Their knowledge of the condition, medication, emergency procedures and the learner are paramount. This should be completed involving the:

- ✓ The learner (where possible)
- ✓ Parent/carer
- ✓ Input or information from previous education setting.
- ✓ Appropriate healthcare professionals
- ✓ Social care professions

- ✓ Head of centre and/or delegated responsible individual for healthcare needs across the setting.
- ✓ Teacher and support staff, including catering staff if necessary.
- ✓ Any individual with relevant roles such as a first aid coordinator, a wellbeing officer and ALNCo (Additional Learning Needs Coordinator)
- ✓ Setting staff who have agreed to administer medication or be trained in emergency procedures.

An Individual Healthcare Plan (IHP) may include:

- The medical condition: its triggers, signs, symptoms and treatments and how it is managed on a day-to-day basis, in particular during setting hours.
- The learner's 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 learner's educational, social and emotional needs
- The level of support needed (most learners will be able to take responsibility for their own healthcare needs) including in an emergency.
- Who will provide this support, their training needs and expectations of their role?
- Who in the setting needs to be aware of the learner's healthcare needs and the support they require?
- Protocol for exchanging information between education and health (if necessary)
- Written permission from parents and the Head of centre for the administration of medicines by staff or self-administration by the learner during setting hours
- Separate arrangements or procedures required for setting trips or other setting activities outside of the normal setting timetable that will ensure the learner can participate e.g., risk assessments.
- Where confidentiality issues are raised by the parent/child/young person, the designated individuals to be entrusted with information about the child's condition.
- Home to school transport – this is the responsibility of the local authority.
- Emergency Procedures including whom to contact, and contingency arrangements. Some learners may have an emergency health care plan prepared by their lead clinician that could be used to inform the development of their individual health care plan.
- An impact statement jointly produced by healthcare professional and a teacher) on how the learner's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects.
- Review date

If the plan needs revising the education setting and health professional should meet with the parents and a new plan written and signed by all parties.

The plan should also be made available to **all staff** coming into contact with the learner.

If the learner's condition is degenerative or life threatening, the plan should reflect these additional needs and should provide sufficient information to setting staff. The plan should include details of the condition, what to do and who to contact in an emergency. More frequent reviews will be required for those with conditions that are technologically dependent or potentially life limiting.

In most cases, especially concerning short term illnesses such as those requiring a course of antibiotics, a detailed IHP will not be necessary.

Coordinating information with healthcare professional, the learner, and parents

The IHP will explain how the learner’s healthcare needs are shared with social and healthcare professionals and who will do this. This individual can be a first point of contact for parents and staff and would liaise with external agencies.

Confidentiality

It is important that relevant staff (including temporary staff) are aware of the healthcare needs of their learners, including changes to IHPs. IHPs are likely to contain sensitive or confidential information. The sharing and storing of information must comply with the Data Protection Act 1998 and not breach the privacy rights of or duty of confidence owed to the individuals.

Date ratified

Date reviewed and or amended