

Reading Early Years Schools (REYS)

Supporting Pupils with Medical Conditions Policy



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Next Review: October 2029

Supporting Pupils with Medical Conditions

Policy and procedures:

The Children and Families Act 2014 places a duty on the Governing Body and Senior Leadership Team to make arrangements for supporting pupils at the school with medical conditions. Pupils with medical conditions cannot be denied admission or excluded from school on medical grounds alone unless accepting a child in school would be detrimental to the health of that child or others.

The aim of this document is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role and achieve their potential.

The DfE guidance 'Supporting pupils at school with medical conditions' (December 2015) can be found via the link below

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3> The guidance contains both statutory and non-statutory advice.

Roles and responsibilities:

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. Collaborative working arrangements and working in partnership will ensure that the needs of pupils with medical conditions are met effectively.

Governing bodies should ensure that:

- arrangements are in place to ensure that pupils with medical conditions are supported to enable the fullest participation possible in all aspects of school life including education, school trips and physical education.
- the focus is on the needs of each individual child and how their medical condition impacts their school life
- any members of school staff who provide support to pupils with medical conditions are able to access the relevant information, instruction and training
- school leaders consult health and social care professionals, pupils and parents/carers during the process to ensure that the needs of children with medical conditions are properly understood and effectively supported.
- they ensure that the arrangements implemented are sufficient to meet the statutory responsibilities and ensure that the arrangements, and paperwork is properly and effectively implemented and there is a clear procedure on how complaints concerning the support provided to pupils with medical conditions may be made and will be handled.

Advice on the role of Headteacher/Head of School

Headteachers/Head of School:

- should ensure that a school's policy is developed and effectively implemented with partners. This includes ensuring that all staff are aware of the policy for supporting pupils with medical conditions and understand their role in its implementation.
- should ensure that all staff that need to know, are aware of the child's condition.
- should ensure that a sufficient number of trained staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations. This may involve recruiting a member of staff for this purpose.

- have overall responsibility for the development of individual health care plans and their regular review
- should also make sure that school staff are appropriately insured and are aware that they are insured to support pupils in this way.
- should ensure transitional arrangements are in place between schools and the process is followed up once the pupils has joined the school.
- should make every effort to ensure that arrangements are in place within two weeks of a pupil commencing at the setting
- The school is responsible for informing the school nursing service of any child who has a medical condition that may require their support whilst at school if they are not already aware.

Advice on the role of school staff

Any member of school staff:

- may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they are not required to do so. Although administering medicines is not part of teachers' professional duties, they should consider the needs of pupils with medical conditions that they teach.
- should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.
- should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

Advice on the role of parents/carers:

Parents/carers:

- should provide the school with sufficient and up-to-date information about their child's medical needs.
- may in some cases be the first to notify the school that their child has a medical condition.
- are key partners and should be involved in the development and review of their child's Individual Education and Health Care Plan and may be involved in its drafting.
- should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are always contactable.

Individual Healthcare plans (IHCP)

Governing bodies should ensure that the school's policy covers the role of IHCP's, and who is responsible for their development, in supporting pupils at school with medical conditions.

IHCP's can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a substantial risk that emergency intervention will be needed and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached, the Headteacher is best placed to take a final view.

IHCP's should be easily accessible to all who need to refer to them, while preserving confidentiality. Plans should not be a burden on a school but should capture the key information and actions that are required to support the child effectively.

The level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support.

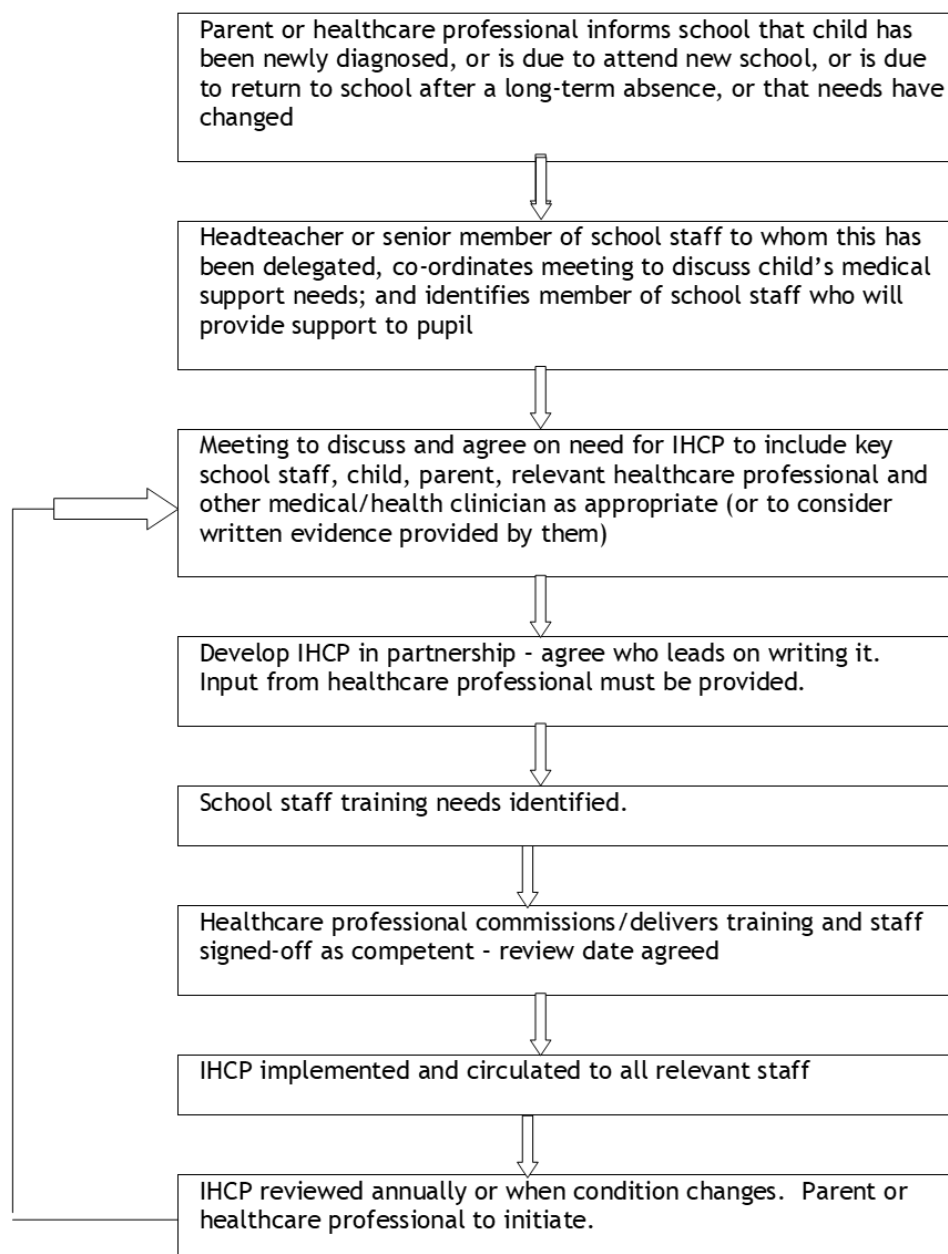
Schools do not need to wait for a formal diagnosis before providing support to pupils.

A Medical Care Alert can be used alongside the IHCP to highlight the main risk and immediate actions to all staff working with the child and can be displayed in the nursery rooms for example where a child has an allergy this might be kept near to food preparation areas.

Where a child has Special Educational Needs or disabilities (SEND), their special educational needs should be mentioned in their Individual Healthcare Plan.

For pupils who have medical conditions that require EHC plans, compliance with the SEND code of practice will ensure compliance with this guidance with respect to those children.

Process for developing IHCP's



When deciding what information should be recorded on IHCP's, 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 areas and routines
- specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, use of rest periods or additional support- who will provide this, their training needs, expectations of their role and proficiency in supporting the child, who will cover when they are off.
- who in the school needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents/carers and the head teacher for medication to be administered by a member of staff
- 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 IHCP.

Individual Health Care Plans (IHCP) are the pivotal means through which information can be communicated and recorded. This provides a high level of assurance that information has been understood and agreement on actions reached. This will also facilitate, setting review dates, recording any changes introduced and lends itself to future auditing.

Further Information:

Supporting Codes of Practice – Section 5.11 – Early Years / Section 6.11 Medical Conditions

REYS Administering Medication Policy January 2025

Appendices:

Appendix 1: REYS Individual Health Care Plan Master



REYS Individual Health Care Plan (IHCP)

Child's Personal Details		Family Contact Information	
Child's Name		Name	
Class/Group		Relationship to child	
Date of Birth		Phone Number	
Child's Address		Name	
		Relationship to child	
		Phone Number	
Medical condition		Hospital/Clinic Contact	
Date		Name/Department	
Review date			
GP			
Phone Number		Phone Number	

Who is responsible for providing support in school?	
Describe medical needs and give details of the child's symptoms, triggers, signs, treatment, equipment/devices, environment issues, etc.	
•	
Name of medication, method of administration, when to be taken, side effects, contraindications, etc.	
•	
Daily Care requirements	
•	
Specific support for the pupil's educational, social and emotional needs	
•	
Arrangements for school visits/trips, etc.	
•	
Other information	
•	
Describe what constitutes an emergency and the action to take if this occurs	
•	
Who is responsible in an emergency	
•	
Detail of who was involved in the development of this plan	
•	
Staff Training needed/undertaken – who/what/when?	
•	
Who will this plan be shared with?	

•			
Signed:	Signed:	Signed:	Signed:
Role:	Role:	Role:	Role:
Date:	Date:	Date:	Date: