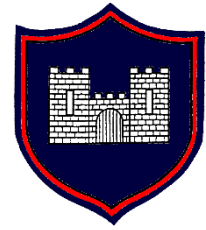




Oldcastle Primary School

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Healthcare Needs Policy

1. Key principles

Oldcastle Primary School is committed to ensuring that learners with healthcare needs are properly supported so that they have full access to education, including trips and Physical Education. Healthcare issues affect each learner individually therefore, we are committed to ensuring arrangements focus on meeting the needs specific to the learner and how this impacts on their education, attainment and well-being.

Many learners will have short-term healthcare needs at some point. With appropriate support, they should be able to regularly attend and take part in most activities. However, some learners may have significant or long-term healthcare needs affecting their cognitive or physical abilities, their behaviour or their emotional state, which may require additional support.

Consideration is given to flexible delivery of the curriculum to help learners reintegrate with school during periods of absence, e.g. through suitable part-time study. A collaborative approach when making decisions around support is crucial. We aim to listen to the wishes and advice of the learner, parent/carer, education and health professionals.

2. School's legal requirements

This policy must be read in accordance with the Welsh Government **Statutory Guidance: Supporting Learners with Healthcare Needs**. Guidance. Welsh Government 215/2017.

Follow the link below:

<http://learning.gov.wales/docs/learningwales/publications/170330-healthcare-needs-en.pdf>

3. Roles and responsibilities

3.1 Governing body

The Governing Body at Oldcastle Primary School will oversee the development and implementation of arrangements, which will 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, as outlined above)
- having a statutory duty to promote the well-being 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 well-being 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 headteacher, 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

3.2 Headteacher

The headteacher at Oldcastle Primary School will ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented. This can include:

- 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 (as included within the Strategic Equality Plan / Accessibility Plan)
- 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. The headteacher should directly supervise this arrangement as part of the regular reporting and supervision arrangements.
- 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 school in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners. This will happen through appropriate training.
- 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 Bridgend County Borough Council 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
- ensuring all learners with healthcare needs are appropriately linked with the school's health advice service
- ensuring when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place
- providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners
- 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 school for a significant period, e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare needs. Ultimately, what qualifies a period of absence as 'significant' in this context depends upon the circumstances and whether the school can provide a suitable education for the learner. Shorter periods of absence may be significant depending upon the circumstances being mindful of the Social Services and Well-being (Wales) Act 2014. The school is aware of the legislation and ensures assistance to learners is provided using a holistic approach.

3.3 Teachers and Support Staff and all other members of staff

Any staff member at Oldcastle Primary School may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines on a voluntary basis.

Whilst it may form part of the job role for some employees (e.g. teaching assistants) staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, Oldcastle Primary School will ensure that staff:

- fully understand the school's healthcare needs policies and arrangements – through training and regular meetings 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 school'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 (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 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 are 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 are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed, such as reduced timetable, extraction from lessons to catch up on missed work. 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 need is affecting the learner in the school. This may include reporting any deterioration, concerns or changes to learner or staff routines.

3.4 Parents / Carers

Parents and carers of Oldcastle Primary School 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 should 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.

- provide the school 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 school 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 school if their child has/had an infectious disease or condition while in attendance.

3.5 Learners

Learners at Oldcastle Primary School will:

- inform a parent/carers or staff member/s if feeling unwell
- inform relevant staff member/s of any medication or healthcare needs, or changes
- participate in drafting and agreeing individual healthcare plan (IHP), where appropriate;
- take care when carrying medicines to and from school, and not sharing with others
- participate in discussions around sharing/confidentiality of personal information
- *Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.*

3.6 Local Authority

Bridgend County Borough Council will 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.
- 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, Bridgend County Borough Council should ensure appropriate agreements are in place for data sharing.
- must make reasonable provision of counselling services for young people 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 schools 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.
- should provide support, advice and guidance, including how to meet the training needs of school staff, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP).

4. Creating an accessible environment

Oldcastle Primary School and the governing body should ensure that Oldcastle Primary School is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

4.1 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 for under the Equality Act 2010. The duty to make reasonable adjustments under the Equality Act may apply depending on the circumstances.

'Improving the physical environments 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 the schools' (Schedule 10, Equality Act 2010).

This strategy must relate to a prescribed period, be consulted upon, available for inspection and kept under review. 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 authorities.

4.2 Reasonable Adjustments – Auxiliary Aids or Services

The Equality Act 2019 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.

In addition, there are duties under the Equality Act 2019 to prepare and implement accessibility strategies and plans. These strategies and plans deal with matters related to increasing participation by disabled learners.

4.3 Day Trips and Residential Visits

Oldcastle Primary School will ensure that the school actively supports all learners with healthcare needs to participate in trips and visits. The Governing body is aware of their legal requirements to make reasonable adjustments to trips and residential visits ensuring full participation from all learners.

Staff at Oldcastle Primary School are 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.

4.4 Social Interactions

Oldcastle Primary School will ensure the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits.

Oldcastle Primary School 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 is needed to remove any barriers.

4.5 Exercise and Physical Activity

Oldcastle Primary School will fully understand the importance of all learners taking part in physical activities and staff should make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Staff should be made 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 should be sought.

Staff at Oldcastle Primary School 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 are encouraged to take the medication or food when needed.

4.6 Food Management

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

Where a need occurs, the school will provide menus to parents and learners, with complete lists of ingredients and nutritional information. NOTE: If this relates to school meals provision, please contact Bridgend County Borough Council. Gluten and other intolerances or allergens must 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 the availability of snacks. Sugar and gluten-free alternatives should 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 reflects the dietary and treatment needs of the learners taking part. Food provided for snacks in classroom settings should 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 should not be excluded from the classroom or put in isolation.

4.7 Risk Assessments

Staff should be clear when a risk assessment is required and be aware of the risk assessment systems in place. They should 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

Oldcastle Primary School will communicate information effectively and confidentially with teachers, school staff, parents, carers and learners.

5.1 Teachers, Supply Teachers and Support Staff (*this may include other staff such as catering staff or relevant contractors*)

The school will:

- ensure staff have access to the relevant information, particularly if there is a possibility of an emergency situation arising.
- Use a noticeboard in the staff room to display information on high-risk health needs, first aiders and certificates, emergency procedures, etc.
- Use Simms and staff meetings to help ensure staff are aware of the healthcare needs of learners they have or may have contact with.

5.2 Parents / Carers and Learners

The school will:

- make healthcare needs policies easily available and accessible, online and in hard copy
- provide the learner/parents with a copy of their information-sharing policy. This should state the type of bodies and individuals with whom the learner's medical information may be shared
- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared.
- Sharing medical information can be a sensitive issue and the learner should be involved in any decisions. The school will keep a list of what information has been shared with whom and why for the learner/parent to view on request.
- consider including a web link to the healthcare needs policies in relevant communications sent to parents, and within the learner's IHP
- include school councils, 'healthy schools' and other learner groups in the development of the setting's healthcare needs arrangements, where appropriate.

- consider how friendship groups and peers may be able to assist learners, e.g. they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. The school should discuss with the learner and parents first and decide if information can be shared.

6. Procedures and Record-Keeping for the Management of Learners' Healthcare Needs

Oldcastle Primary School will ensure procedures which state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs are in place. The following documentation will be collected and maintained, where appropriate:

1. Contact details for emergency services
2. Parental agreement for the educational setting to administer medicine
3. Record of medicine stored for and administered to an individual learner
4. Record of medicines administered to all learners by date
5. Request for learner to administer own medicine
6. Staff training record – administration of medicines
7. Medication incident report

New records should be completed when there are changes to medication or dosage. The school should ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy.

All administration of medication must be recorded on the appropriate forms. If a learner refuses their medication, staff should record this and follow the defined procedures where parents will be informed of this non-compliance as soon as possible.

7. Storage, Access and the Administration of Medication and Devices

While all medicines should 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.

7.1. Refrigeration

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 should be in an airtight container and clearly labelled. All medication administered in school should be stored in the Admin office.

7.2 Emergency Medication

Emergency medication must 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) should be readily available to learners and not locked away. This is particularly important to consider when outside of the education setting's premises, e.g. on trips.

If the emergency medication is a controlled drug it should be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency. For example, keys should not be held personally by a member of staff. 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. Where staff administer emergency medication to a learner, this should be recorded.

7.3 Non-Emergency Medication

All non-emergency medication should be kept in a secure place (Admin office) with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls are advisable.

7.4 Disposal of Medicines

When no longer required, medicines should 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.

7.5 Administration of Medicines

- Assistance or administration of prescribed or non-prescribed medicines requires written parental consent. The administration of all medication should be recorded.
- 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.
- Children should never be given aspirin or its derivatives unless prescribed to them.
- Unless there is an agreed plan for the learner to self-medicate all medication should be administered by a member of staff. In other cases, it must need to be supervised in accordance with the Child's Medical Plan.
- Medication should only be administered by suitably trained staff.
- Staff should 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 should be agreed and reflected in the Child's Medical Plan and risk assessment.

8. Emergency Procedures

The Emergency Procedures can be found in the main office. In situations requiring emergency assistance, 999 should be called immediately. The location of learners' healthcare records and emergency contact details should be known to staff. A Grab Bag is located in the office in an emergency.

Where a learner has a Medical Plan, this should clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures.

Other learners in the education setting should 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 should stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff should have details of any known healthcare needs and medication.

9. Training

The Governing Body must ensure staff who volunteer or who are contracted to support those with healthcare needs, are provided with appropriate training.

Oldcastle Primary School will ensure records of all training undertaken by staff will be maintained which include the following details: date and name of training, trainer, staff attended and any certification. Training must be kept up-to-date.

When assisting learners with their healthcare needs, it should be recognised that for many interventions no specialist training is required and the role of staff is to facilitate the learner to meet their own healthcare needs.

Medical Plans may reflect complex needs requiring staff to have specific information and training. This training may also be in the use of aids such as hearing aids (staff could be shown how to change batteries) and various adaptive technologies. If these have been instigated by health professionals, they can be asked to provide advice suitable for education settings 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 Medical Plan requirements. Crucially this training should involve input from the learner and parents, who often play a major role in providing information on how needs can be met. However, parents should not be solely relied upon to provide training about the healthcare needs of their child.

If a learner has complex needs, 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, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. It is therefore advisable that all staff have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance. All staff will be made aware of learners healthcare needs and common conditions by SIMS, Red Folder, staff meetings and briefings.

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.

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

10. Learners Qualifications and Assessments

Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in a hospital or at home. Liaison between the school and the hospital teacher or home teacher is most important, especially where the learner is moving from education setting or home to the hospital on a regular basis. Applications for special arrangements should be submitted by schools to the awarding bodies as early as possible.

Adjustments, adaptations or additional time for learners taking the National Reading and Numeracy Tests should be based on normal classroom practice for particular needs. Teachers are expected to use their professional judgement to support learners. Guidance is provided in the current National Reading and Numeracy Tests – Test administration handbook.

11. Education Other Than At School

A learner who is unable to attend Oldcastle Primary 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.

In the case of a short absence (likely to last for less than 15 school days) Oldcastle Primary School will provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return. The School will make arrangements for learners in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, whether consecutive or cumulative over the course of an academic year.

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

12. Unacceptable Practice

It is not acceptable practice to:

- prevent learners from attending an education setting due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary
- assume every learner with the same condition requires the same treatment
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly)
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- send a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them
- penalise a learner for their attendance record if the absence is related to their healthcare needs. 'Authorised absences' including healthcare appointments, time to travel to hospital or appointment, and recovery time from treatment or illness should not be used to penalise a learner in any way. Consideration should also be given to adjustments or additional time needed in tests
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively
- require parents, or otherwise make them feel obliged, to attend the school, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues
- expect or cause a parent to give up work or other commitments because the school is failing to support a learner's healthcare needs
- ask a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs
- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

13. Insurance Arrangements

The Governing Body will 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, e.g. off-site activities for learners with particular needs.

14. Complaint Procedure

If the learner or parent is not satisfied with Oldcastle Primary School health care arrangements they are entitled to make a complaint. Please refer to the Complaints Procedure / Policy for further information. The policy can be found in the main office and on our website.

15. Monitoring

This policy will be reviewed annually by the headteacher, staff and governors, or if any amendments occur in legislation, or in consideration of changes in working practices. Medical Plans may require frequent reviews depending on the healthcare need – this should involve all key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies.