



## POLICY FOR SUPPORTING CHILDREN WITH MEDICAL NEEDS

<b>Staff member with responsibility:</b>	Kate Ross, Deputy Head
<b>Reviewed by:</b>	Board of Trustees
<b>Policy Agreed date:</b>	December 2021
<b>Next review date:</b>	December 2022

## **1. Introduction and Aims:**

This policy sets out how Sutton Grammar School will support Children with Medical Needs, in line with statutory legislation and guidance.

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of the school community. In September 2014 a new duty was introduced for governing bodies to make arrangements to support pupils at school with medical conditions, in terms of both physical and mental health, to enable them to play a full and active role in school life, remain healthy and achieve their academic potential. The Headmaster will have overall responsibility for ensuring that this, and other policies and procedures, are regularly reviewed and fully implemented.

Some pupils with medical conditions may be disabled as defined in the Equality Act 2010. The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions are all considered as disabilities, regardless of their effect. Sutton Grammar School aims to adhere to the requirements of the Equalities Act by implementing this policy.

## **2. Legislation and statutory guidance:**

This policy is written in line with the requirements of:

- Children and Families Act 2014 - section 100
- Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE DEC 2015
- 0-25 SEND Code of Practice, DfE 2015
- Mental Health and behaviour in schools: departmental advice for school staff, DfE June 2014
- Equalities Act 2010
- Schools Admissions Code, DfE 2014
- Keeping Children Safe in Education (KCSIE), DfE

This policy should be read in conjunction with other policies including: Special Educational Needs and Disabilities (SEND) Policy and information report; Safeguarding Policy; Trips Policy and Complaints Policy.

## **3. Policy implementation**

The statutory duty for making arrangements for supporting pupils at school with medical conditions rests with the Trust Board. The Trust Board have conferred the following functions of the implementation of this policy to the staff below, however, the Trust remains legally responsible and accountable for fulfilling our statutory duty.

The overall responsibility for the implementation of this policy is given to the Headmaster. He will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone is always available and on-site with an appropriate level of training. This will be discussed during the induction of all teaching and support staff.

Senior Staff including the EVC will be responsible for briefing supply teachers, preparing risk assessments for school visits and other school activities outside of the normal timetable and for the monitoring of individual healthcare plans.

The Special educational Needs and Disabilities Coordinator (SENDCO) in conjunction with key staff including the Deputy Head and Pastoral and Student Support Officer will be responsible in conjunction with parents/carers, for drawing up, implementing and keeping under review the individual healthcare plan for each pupil and making sure relevant staff are aware of these plans.

All members of staff are expected to show a commitment and awareness of children's relevant medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

#### **4. Procedure to be followed when notification is received that a pupil has a medical condition**

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when pupils' needs change.

For children being admitted to our school for the first time with good notification given, the arrangements will be in place for the start of the relevant school term. In other cases, such as a new diagnosis or a child moving to our school midterm, we will make every effort to ensure that timely arrangements are put in place. Parents / carers are asked to update the school about relevant new diagnoses or changes in a condition or its treatment.

Medical information is recorded on SIMS and on the Medical Needs Register. Confidentiality is assured by staff in line with GDPR. Key staff update the register / information and meet regularly with the Deputy Head to discuss students' medical needs. Any concerns may be discussed with parents / carers and when appropriate, with students. Other health professionals including the School Nurse and specialist clinicians may be consulted for advice.

In making the arrangements, we will take into account that many of the medical conditions that require support at school will affect quality of life and may be life threatening. We also acknowledge that some may be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. We aim to ensure that parents/carers and pupils can have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self care.

We will:

- Ensure that staff are properly trained and supervised to support pupils' medical conditions and will be clear and unambiguous about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them in doing so.

- Make arrangements for the inclusion of pupils in such activities with any adjustments as required unless there is advice from parents and/or evidence from a clinician such as a GP stating that this is not possible.
- Make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all pupils' health is not put at unnecessary risk from, for example infectious disease. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

Sutton Grammar School does not have to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents/ carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place.

Such discussions will be led by senior pastoral staff and following these discussions an individual healthcare plan will be written in conjunction with the parent/carers and put in place.

**Public examinations:** When a pupil is approaching public examinations and may be affected by medical issues, it is the responsibility of parents/carers to inform the SENDCo. The SENDCo will liaise with the Exams Officer to apply for appropriate access arrangements as necessary.

## 5. Individual Health Care Plans

Where a child's medical needs are more complex an Individual Healthcare Plan will be developed to ensure that Sutton Grammar School effectively supports pupils with medical conditions, and that there is clarity about what needs to be done, when and by whom, to support the child.

The school, healthcare professional and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate.

Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan 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. Where a child has SEN but does not have an EHC plan, their special educational needs should be mentioned in their individual healthcare plan where this is relevant.

Individual healthcare plans (and their review) should be drawn up in partnership between the school, parents/carers and a relevant healthcare professional e.g. school, specialist or children's community nurse, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. A model process for developing an Individual Healthcare Plan is shown in Appendix A.

Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with Sutton Grammar School. The school will ensure that individual healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed.

Template A in the DfE guidance (Appendix B) provides a basic template for the individual healthcare plan. Although this format may be varied to suit the specific needs of each pupil, when a plan is drawn up the following must be considered:

- The medical condition, its triggers, signs, symptoms and treatments;
- The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- specific support for the pupil's educational, social and emotional needs - for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- The level of support needed (some children will be able to take responsibility for their own health needs). If a child is self-managing medication, this should be stated;
- Who will provide this support, their training needs, expectations of their role and cover arrangements for when they are unavailable;
- Who in the school needs to be aware of the child's condition and the support required;
- Arrangements for written permission from parents/carer for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate e.g., risk assessment;
- Where confidentiality issues are raised by the parent/child, the designated individual of the student's choice 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 should be used;
- Communication related to supporting the student's care will be documented and added on a case by case basis as needs arise.

## **6. Roles and responsibilities**

### **The Trust should:**

- Ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. No child with a medical condition will be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made;
- take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. They will often be long-term, on-going and complex and some will be more obvious than others. The governing body will therefore

ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life;

- ensure that their arrangements give parents confidence in the school's ability to support their child's medical needs effectively. The arrangements will show an understanding of how medical conditions impact on a child's ability to learn, increase their confidence and promote self-care. in line with their safeguarding duties, not place other pupils at risk or accept a child in school where it would be detrimental to the child and others to do so;
- ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented. Governing bodies should ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions. They should also ensure that any members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.
- Ensure that written records are kept of all medicines administered to children; and of medical events.
- The Headmaster has overall responsibility for the development of individual healthcare plans.

**Healthcare Professionals:** Sutton Grammar School can refer to the **Community Nursing Team** for some support with; drawing up Individual Healthcare Plans, providing or commissioning specialist medical training, liaising with lead clinicians and providing advice and support in relation to pupils with medical conditions.

Other **healthcare professionals, including GPs and paediatricians** should notify the Community Nursing Team when a child has been identified as having a medical condition that will require support at school. Specialist local health teams may be able to provide support, and training to staff, for children with particular conditions (e.g. asthma, diabetes, epilepsy)

**Pupils** with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. This also helps pupils 'take control' of their conditions.

**Parents/carers** should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They 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 contactable at all times.

**Local authorities** are commissioners of school nurses for maintained schools and academies, under Section 10 of the Children Act 2004, they have a duty to promote cooperation between relevant partners such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England, with a view to improving the well-being of children with regard to their physical and mental health, and their education, training and recreation. Where pupils would not receive a suitable education in a mainstream school because of their health needs, the local authority has a duty to make other arrangements.

Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of health needs (whether consecutive or cumulative across the year) education for children with health needs who cannot attend school.

**Providers of health services** should co-operate with schools that are supporting children with medical conditions. They can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

**Clinical commissioning groups (CCGs)** commission other healthcare professionals such as specialist nurses. They have a reciprocal duty to co-operate under Section 10 of the Children Act 2004 (as described above for local authorities). The local Health and Well-being Board provides a forum for the local authority and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

The **Ofsted** inspection framework places a clear emphasis on meeting the needs of disabled children and pupils with SEN, and considering the quality of teaching and the progress made by these pupils. Inspectors are already briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are expected to have a policy dealing with medical needs and to be able to demonstrate that it is being implemented effectively.

## **7. Staff training and support**

A record will be kept by the school of staff training for administration of medicines and /or medical procedures.

All staff who are required to provide support to pupils for medical conditions will be trained by healthcare professionals qualified to do so. The training need will be identified by the healthcare professional during the development or review of the individual healthcare plan.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements set out in the individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

School nurses can provide training when appropriate, and specialist school nurses can offer training for more complex health needs, but cannot assess competency of staff. The school will keep records of attendees on such courses.

Staff must not give medicines or undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans) except in extreme situations where life safety is an issue. A first aid certificate does not constitute appropriate training in supporting children with medical conditions. Healthcare professionals, including the school nurse, can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.

All staff will receive induction training and regular whole school awareness training will be held so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing the policy. The Headmaster will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice, and should be able to provide clinic letters and advice, but should usually not be the sole adviser.

### **Training approach of the school**

School staff are trained according to the following levels:

- **Level 1 – All staff are aware of the medical conditions policy, emergency procedures and are encouraged to undergo further training**
  - Sutton Grammar School ensures that all staff, including temporary staff, are aware of this 'Supporting Pupils with Medical Conditions' policy and their role in implementing the policy as part of induction.
  - The school encourages all staff to undertake awareness raising opportunities as part of its comprehensive programme of Continuing Professional Development (CPD), including First Aid training, as well as accredited online training modules
- **Level 2 –The school has a sufficient number of trained first aiders**
  - The school carries out risk assessments as appropriate and has sufficient numbers of trained first aiders.
  - The first aiders (including paediatric first aiders as appropriate) are trained in the management of common medical emergencies and Basic Life Support, including Cardiopulmonary Resuscitation (CPR)
  - The school has two Automatic External Defibrillators (AED) on site which all staff are aware of; one is located in the main office and the second is located in the Sports Hall.
- **Level 3 – the school supports staff who take on specific responsibilities for supporting pupils with medical conditions**

### **8. The child's role in managing their own medical needs**

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, s/he will be encouraged to do so. This will be reflected in the individual healthcare plan.

Wherever possible children will be allowed to carry their own medicines and relevant devices or should be able to access their medication for self-medication quickly and easily; these will be stored in the cupboard in the school office or the medical fridge to ensure that the safeguarding of other children is not compromised. Sutton Grammar School does also recognise that children who take their medicines themselves and/or manage procedures may require an appropriate



level of supervision. If it is not appropriate for a child to self-manage, then relevant staff can help to administer medicines and manage procedures for them. A child can deteriorate quickly and should not be left unsupervised.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

## **9. Managing medicines on school premises and record keeping**

### **At Sutton Grammar School the following procedures are to be followed:**

- Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so;
- No child under 16 should be given prescription or non-prescription medicines without their parents written consent except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. (Appendix C: Parental Agreement for School to Administer Medicine form). In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;
- With parental written consent we can administer non-prescription medicines except aspirin or containing aspirin
- Medication, e.g. for pain relief, should never be administered without first checking maximum dosage and when previous dose was taken.
- Parents should be informed that:
  - Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
  - Sutton Grammar School will only accept prescribed medicines, with written consent from parent/carer that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date and labelled, but will generally be available to schools inside an insulin pen or a pump, rather than its original container;
  - Students should carry their own EpiPen / Jext / Emerade and / or inhalers unless parents / carers have informed school of the reason why the student cannot do so. If possible, staff should be alerted immediately if this medication is needed. Spare medication, to be used in an emergency at school, can be held in the school office
  - All medicines will be stored safely in the school office which is a staffed area; or refrigerated in the medical room. The keys to the medical fridge are always accessible when pupils are onsite. Children should know where their medicines are at all times and be able to access them immediately.
  - Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available and not locked away
  - During school trips including sports at Northey Avenue Sports Ground and other sporting locations, the first aid trained member of staff will carry an emergency medical kit; and before departing check students have any necessary medication
  - Parents must inform the school if their child requires a controlled drug to be taken during school hours; parents must deliver the controlled medicine to the school office. All controlled drugs that have been prescribed for a pupil will be securely

stored in a non-portable container and only named staff will have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in the school;

- Sutton Grammar School will keep a record of all medicines administered to individual children, stating what, how and how much was taken, when and by whom. Any side effects of the medication to be administered at school should be noted. Written records are kept of all medicines administered to children. These records offer protection to staff and children and provide evidence that agreed procedures have been followed (Appendix D);
- When no longer required, medicines should be returned to the parent/carer to arrange safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.

## **10. Emergency Procedures**

The Headmaster and the EVC will ensure that arrangements are in place for dealing with emergencies for all school activities wherever they take place, including school trips within and outside the UK, as part of the general risk management process.

Where a child has an individual healthcare plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Students in the school know to alert a member of staff if they feel help is needed.

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. Schools need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems.

## **11. Dietary and allergen requirements**

Sutton Grammar School aims to cater for all pupils' dietary and allergen requirements. All products used in catering and cooking are checked before being used by pupils for the specific current pupil needs at the school.

The school caterers operate a Food Allergy and Food Intolerance Policy to protect the health and welfare of those students who suffer from food allergies or food intolerance. The policy is under constant review and is regularly update based on experience, industry best practice, FSA technical guidance, legislative requirements and codes of practice. This includes the 2021 'Natasha's Law.'

The staff who are involved in the preparation of food are briefed on the dietary and allergen requirements of a current pupils and the information is also displayed from SIMS data on the canteen payment system.

## **12. Day trips, residential visits, and sporting activities**

We will actively support pupils with medical conditions to participate in day trips, residential visits and sporting activities by being flexible and making reasonable adjustments unless there is evidence from a clinician such as a GP or concerns from a parent/student that this is not possible.

We will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This may involve consultation with parents / carers/students and relevant healthcare professions and will be informed by Health and Safety Executive (HSE) guidance on school trips.

## **13. Unacceptable practice**

Although staff at Sutton Grammar School should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every child with the same condition requires the same treatment;
- Administer prescribed medication to anyone other than the named child on the prescription;
- Ignore the views of the child or their parents/carers; or ignore medical evidence or opinion (although this may be challenged);
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;
- If the child becomes ill, to send them to the school office or medical room unaccompanied or with someone unsuitable;
- Penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments;
- Prevent pupils from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively;
- Require parents/carers, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working or be present in school because the school is failing to support their child's medical needs; or
- Prevent children from participating, or creating unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

## **14. Liability and indemnity**

Sutton Grammar School is a member of the Academy Insurance Scheme of the London Borough of Sutton and has in force public liability & employers' liability insurance as follows:

- Policy no. 529069 -- Insurers London Borough of Sutton, Protector Insurance and Chubb Insurance : Limit of indemnity £50,000,000 (Excess Nil); Insurance validity: 1 September 2021 to 31 March 2022 (inclusive)

- NB: Academy trusts are central government organisations and are exempt from the Employers' Liability (Compulsory Insurance) Act 1969.

Regarding medical assistance, the scheme insurance provides liability cover for injury or damage as a result of the provision of first aid/medication provided by personnel acting in the course of their employment, provided the criteria for administering the assistance have been followed<sup>1</sup>.

## 15. Lost medication

If a student loses their medication (lost or stolen) during school, they are must to report this to the school office immediately. This is to help ensure a suitable replacement is supplied as soon as possible and due to the risk of self-harm or 'horseplay' by other students who may have/find the medication. The school will take suitable action.

## 16. Equipment

The school will ensure it has suitable equipment at its sites to help students and staff. This includes the following (This list is not exhaustive):

- Sharps bins (to dispose of needles etc.)
- Medication fridge
- First Aid Kits
- Bed
- Defibrillators

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<sup>1</sup> provision of first aid/medication is insured, provided it is administered by staff in the course of their employment and the following criteria have been adhered to:

- they are a designated first aider/authorised to administer medication and acting within their remit
- they have received full training by a qualified medical person, relevant to the first aid/medication being administered
- they have taken the necessary refresher training courses at the required intervals recommended by a qualified medical person
- they have used the protective equipment relevant for that purpose

### **Travelling with pre-existing medical conditions**

A traveller that has a pre-existing medical condition or history of mental illness/self-harm is not automatically excluded from cover. However, there are some relevant exclusions that may apply that could have an impact on the cover for those individuals, as follows:

- travelling against the advice of their doctor or another medical practitioner
- a 'flare-up' of a pre-existing medical condition - if a pre-existing condition flared-up and caused an injury unrelated to the condition, this would be covered. For example, if a traveller had an asthma attack which caused them to fracture their leg, the fracture would be covered as long as the individual was fit to travel in the first instance
- intentional self-injury; suicide or attempted suicide
- injury as a result of the use of non-prescribed drugs, which cannot be legally obtained from a pharmacy

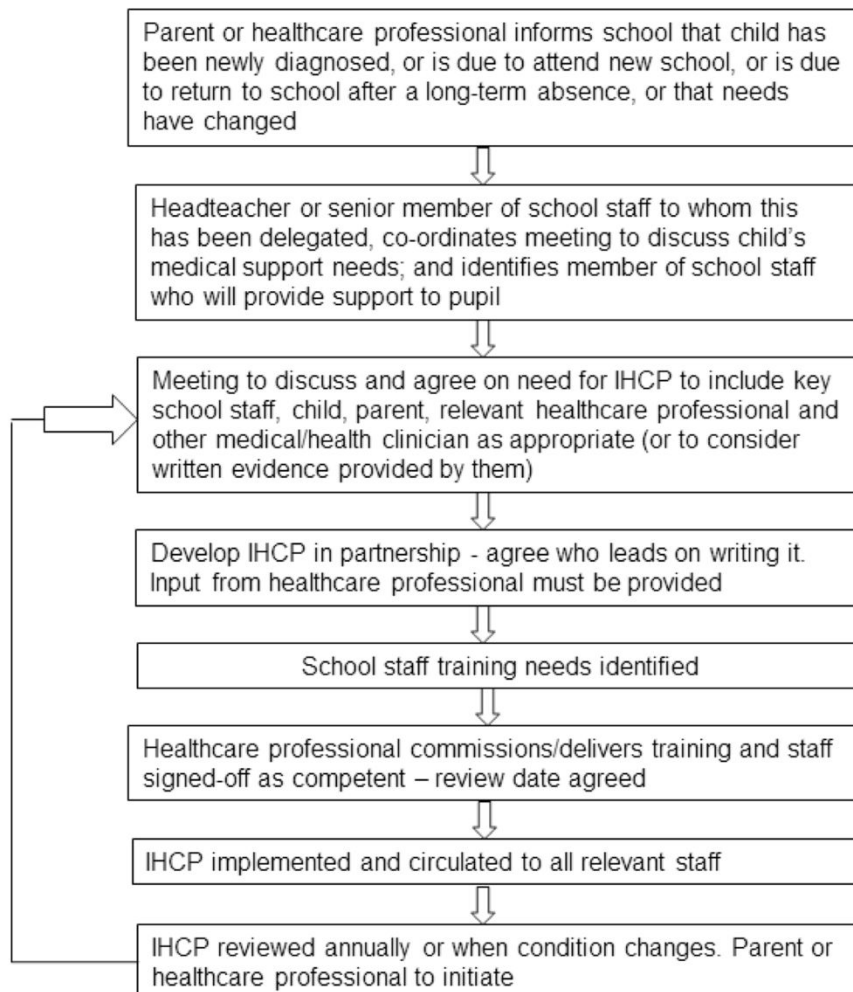
## **17. Complaints**

Should parents be dissatisfied with the support provided to their child they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

## **18. Monitoring arrangements**

This policy was developed by the Deputy Head with key stakeholders, including healthcare professionals, and will be reviewed annually.

## APPENDIX A: model process for developing Individual Healthcare Plans



## APPENDIX B:

### Template A: individual healthcare plan

Name of school/setting	
Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

#### Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

#### Clinic/Hospital Contact

Name	
Phone no.	

#### G.P.

Name	
Phone no.	

Who is responsible for providing support in school

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Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

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 (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to



# APPENDIX C: Parental Agreement for School to Administer Medicine

## Sutton Grammar School

### Parental Agreement for School to Administer Medicine

Sutton Grammar School staff will not give nor store your child's medicine unless you return this form completed and signed.

Name of child	
Date of birth	
Form	
Medical condition or illness	

#### Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

**NB: Medicines must be in the original container as dispensed by the pharmacy, in-date, labelled with your child's name and including instructions for administration, dosage and storage.**

#### Contact Details

Name	
Daytime telephone no.	
Relationship to child	
Address	



I understand that I must deliver the medicine personally to the School Office Manager. The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped. I will collect the medicine when it is no longer required or expired for safe disposal.

Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

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## APPENDIX D: Record of medicine administered to an individual child

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Name of school/setting	
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature \_\_\_\_\_

Signature of parent \_\_\_\_\_

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

**C: Record of medicine administered to an individual child (Continued)**

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

## **APPENDIX E: contacting emergency services**

**Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.**

**Speak clearly and slowly and be ready to repeat information if asked.**

1. your telephone number
2. your name
3. your location as follows [insert school/setting address]
4. state what the postcode is – please note that postcodes for satellite navigation systems may differ from the postal code
5. provide the exact location of the patient within the school setting
6. provide the name of the child and a brief description of their symptoms
7. inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient
8. put a completed copy of this form by the phone

**APPENDIX F:  
model letter inviting parents to contribute to individual  
healthcare plan development**

Dear Parent

**DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD**

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for xx/xx/xx. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely

## APPENDIX G: School Nurse Referral Form



<b>Community School Nursing Referral Form</b>	
Child's Name: (please print)	School:
Date of Birth:	Class / Tutor group
Contact telephone number:	Ethnicity:
Parental / Guardian consent given by (name)	
Has this been discussed with the pupil <b>Yes / No</b> (If this hasn't been possible, please state why?)	
Reason for referral: (please provide all relevant information. Continue overleaf if necessary)	
Referred by: Contact details: Email:	Signature of the referrer:  Date of referral:
Does the pupil have additional education or health needs? <b>Yes / No</b>	Details:
Behaviour at school	
Behaviour at home if known	

Other agencies involved (Please list)		
<b>For School Nursing Service Use only:</b>		
Date referral received:	Accepted <b>Yes / No</b> (State reason if not accepted)	
Priority for assessment (Please tick and give target date)		
<b>High</b>	<b>Medium</b>	<b>Low</b>
Dates:		
Acknowledgement sent to referrer: <b>Yes / No</b>	Date:	
Action Taken:		
<input type="checkbox"/> Telephone Advice <input type="checkbox"/> Appointment <input type="checkbox"/> Home Visit <input type="checkbox"/> Group Session <input type="checkbox"/> Staff Training Session <input type="checkbox"/> Other ( Please state)		
Date Commenced: Ongoing <b>Yes / No</b>	Date Completed	Work

Return to:  
[hcpadmin@sutton.gov.uk](mailto:hcpadmin@sutton.gov.uk)

or by post to

Tweeddale Children's Centre  
Tweeddale Road  
Carshalton  
SM5 1SQ



## **APPENDIX H: further resources**

<https://neu.org.uk/advice/asthma-schools>

<https://neu.org.uk/advice/epilepsy-schools>

<https://neu.org.uk/advice/anaphylaxis-schools>

<https://www.cicra.org/how-we-can-help/schools-and-colleges/resources-for-schools/>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3/supporting-pupils-with-medical-conditions-links-to-other-useful-resources--2>

## **APPENDIX I: NHS links to information about health conditions and advice**

<https://www.nhs.uk>

<https://www.nhs.uk/conditions/inflammatory-bowel-disease/>

<https://www.nhs.uk/conditions/diabetes/>

<https://www.nhs.uk/conditions/asthma/#close>

<https://www.nhs.uk/conditions/allergies/>

<https://www.nhs.uk/conditions/anaphylaxis/>

<https://www.nhs.uk/conditions/epilepsy/>

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/anxiety-disorders-in-children/>

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/children-depressed-signs/>

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/overview/>

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>