



## **SUPPORTING LEARNERS WITH MEDICAL CONDITIONS IN SCHOOLS POLICY Archibald First School**

### **Introduction**

The range of medical needs found in schools is more diverse than in previous generations. It is no longer unusual for learners with complex health needs to attend any type of school or college.

New technologies and treatments have made it possible for almost all children to be able to attend their local schools with their peers. This now includes learners with life-limiting conditions, those with mental health conditions and those who are reliant upon medical technologies to assist with their breathing, mobility or other aspects of life.

On 1 September 2014 a new duty came into force for governing bodies and proprietors of academies to make arrangements to support learners at school with medical conditions. The new regulations are set out in 'Supporting learners at school with medical conditions' (DfE).

In addition:

- The new Special Educational Needs & Disabilities Code of Practice (Sept 2014) includes mental health as a formal category of need for the first time.
- Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting learners at their school with medical conditions.

This policy sets out how Archibald First School intends to include and support learners already on roll and our readiness to welcome new learners with diverse needs in the future.

### **Policy statement**

Archibald First School is an inclusive community that aims to support and welcome learners with health needs, including those with diagnosed medical conditions.

Archibald First School aims to provide all learners with all forms of medical condition and health need the same opportunities as others at school.

This school's medical conditions policy is drawn up in consultation with a wide-range of local key

stakeholders within both the school and health settings.

The medical conditions policy is supported by a clear communication plan for learners, staff, parents/carers, health partners and other key stakeholders to ensure its full implementation.

All staff understand what to do in an emergency for the most common serious medical conditions at this school. Key staff are specifically trained for this.

All staff understand and are trained in the school's general emergency procedures.

All staff understand what best practice and unacceptable practice is regarding learners with medical conditions.

This school has clear guidance on the administration, storage and record keeping of medication at school.

This school ensures that the whole school environment is inclusive and favorable to learners with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.

This school ensures the needs of learners with medical conditions are adequately considered to ensure they have involvement in structured and unstructured social activities and full access to extended school activities such as school discos, school productions, after school clubs and residential visits.

When the school is made aware of the common triggers that can make common medical conditions worse or can bring on an emergency, the school will work to reduce or eliminate health and safety risks.

Each member of the school and health community knows their roles and responsibilities in maintaining and implementing an effective medical conditions policy.

Full health and safety risk assessments are carried out on all out-of-school activities before they are approved, including work experience placements and residential visits, taking into account the needs of learners with medical conditions.

The medical conditions policy is regularly reviewed, evaluated and updated. Updates are produced every year.

The school reviews medical emergencies and incidents to see how they could have been avoided. Appropriate changes to this school's policy and procedures are implemented after each review.

In evaluating the policy, this school seeks feedback on the effectiveness and acceptability of the medical conditions policy with a wide-range of key stakeholders within the school and health settings. These key stakeholders may include:

+ learners

- + parents
- + school nurse and/or school healthcare professionals
- + headteacher
- + teachers
- + special education needs coordinator
- + pastoral support/welfare officer
- + first aider
- + all other school staff
- + local emergency care service staff (including accident & emergency and ambulance staff)\*
- + local health professionals\*
- + the school employer
- + school governors.

The views of learners with various medical conditions are actively sought and considered central to the evaluation process.

*\*Please apply these categories with discretion. These stakeholders may be more applicable to schools that have current learners with very complex medical needs.*

### **Communication with others**

The medical conditions policy is supported by a clear communication plan for learners, staff, parents/carers, health partners and other key stakeholders to ensure its full implementation

**(Learners / students)** are informed and regularly reminded about the medical conditions policy:

#### EXAMPLES

- through the school's learner representative body / school council
- in whole-school assemblies where appropriate
- in personal, social and health education (PSHE) classes

**b. Parents, carers and families** are informed and regularly reminded about the medical conditions policy:

#### EXAMPLES

- at the start of the school year when communication is sent out about Healthcare Plans
- when their child is enrolled as a new learner
- via the school's website, where it is available all year round

**c. School staff** are informed and regularly reminded about the medical conditions policy:

#### EXAMPLES

- through copies handed out at the relevant staff meeting early in the school year and before Healthcare Plans are distributed to parents
- at scheduled medical conditions training

- through the key principles of the policy being displayed in several prominent staff areas
- at this school / in the staffroom
- through the induction training for all staff and volunteers
- all supply and temporary staff are informed of the policy and their responsibilities.

d. **Relevant local health staff** are informed and regularly reminded about the school's medical conditions policy:

- school/community nurse
- through communication by the Governing Body about results of the monitoring and evaluation of the policy.

e. All other external stakeholders are informed and reminded about the school's medical conditions policy:

EXAMPLES

- by letter or e-mail accompanied with a copy of the policy at the start of the school year
- minutes of the Attendance and Welfare committee and review by the Leadership Support Committee.

### **Monitoring and Evaluation**

This Policy was reviewed and agreed by the Governing Body. We are aware of the need to review the policy every 2 years. The Supporting Learners with Medical Conditions Policy will be formally reviews by the Leadership Support Committee annually in conjunction with the Parents'' Summary of First Aid and Medicines.

<b>Policy approved:</b>	<b>January 2015</b>
<b>Date of last review:</b>	<b>Spring 2017</b>
<b>Date of next review:</b>	<b>Spring 2018</b>