The right support, at the right time

Supporting Learners With Medical Conditions and Administering Medication Policy

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This policy sets out the procedures for supporting learners with medical conditions and administering medications at Leading Futures Alternative Provision.

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1. Aims

This policy aims to ensure that:

- Learners, staff, parents, and carers understand how our provision will support learners with medical conditions. Medical conditions may include physical health, mental health and neurodevelopmental conditions requiring ongoing support.
- Learners with medical conditions are properly supported to allow them to access the same education as other learners, including trips and sporting activities.
- Suitable education is arranged for learners on roll who cannot attend the provision due to health needs.
- Learners, staff, parents, and carers understand how our provision will support learners with the administration of medication.

2. Legislation and Statutory Responsibilities

This policy:

- Meets the requirements under Section 100 of the Children and Families Act 2014, which places a duty on Directors to make arrangements for supporting learners at their provision with medical conditions.
- Meets the requirements of the Education Act 1996
- Is based on the Department for Education's (DfE) statutory guidance: Supporting learners at school with medical conditions.
- Is based on guidance https://www.gov.uk/government/publications/education forchildren-with-health-needs-who-cannot-attend-school

3. Roles and responsibilities

Directors

Directors will:

- Make sure that all staff are aware of this policy and understand their role in its implementation.
- Ensure that there is a sufficient number of trained staff available to implement this policy and support independent healthcare plans (IHPs), including in contingency and emergency situations.
- Assess training needs and commission necessary training.
- Make sure cover arrangements are made in the case of staff absence, and that supply staff are briefed.
- Make sure systems are in place for obtaining information about a child's medical needs and that this information is kept up to date.

SENDCo

The SENDCo will:

- Brief supply staff.
- Ensure risk assessments are prepared for off-site visits and other provision activities outside of the normal timetable.
- Be responsible for the monitoring of individual healthcare plans (IHPs).
- Co-ordinate and attend meetings with parents/ carers to discuss the need for IHPs.
- Draw up, implement and review IHPs when agreed upon.
- Contact the GP in the case of any learner who may have a medical condition that may require support at provision, but who has not yet been brought to the attention of the provision.

Staff

Supporting learners with medical conditions during provision hours is not the sole responsibility of any individual person. Any colleague at the provision may be asked to provide support to learners with medical conditions, although they will not be required to do so. This includes the administration of medicines.

Those staff who take on the responsibility to support learners with medical conditions will receive sufficient and suitable training and will achieve the necessary level of competency before doing so.

Staff will take into account the needs of learners with medical conditions that they support. All staff will know what to do and respond accordingly when they become aware that a learner with a medical condition needs help.

Parents and Carers

Parents and carers will:

- Provide the provision with sufficient and up-to-date information about their child's medical needs.
- Be involved in the development and review of their child's IHP and may be involved in its drafting.
- Carry out any action they have agreed to as part of the implementation of the IHP, e.g. provide medicines and equipment.

Learners

Learners with medical conditions will often be best placed to provide information about how their condition affects them.

Learners will be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHPs. They are also expected to comply with their IHPs.

Healthcare Professionals

Healthcare professionals, such as GPs and paediatricians, will liaise with our provision and notify us of any learners identified as having a medical condition. They may also provide advice on developing IHPs.

For specific conditions such as diabetes, anaphylaxis or epilepsy, specialist training and support will be sought from specialist nursing teams.

4. **Equal Opportunities**

Leading Futures is clear about the need to actively support learners with medical conditions to participate in off-site visits, or in sporting activities, and not prevent them from doing so.

Leading Futures will consider what reasonable adjustments need to be made to enable these learners to participate fully and safely on off-site, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that learners with medical conditions are included. In doing so, learners, and their parents/ carers, will be consulted. Advice will be sought from relevant healthcare professionals if necessary.

5. Being Notified that a Child has a Medical Condition

When the provision is notified that a learner has a medical condition, and the learner requires an IHP, the process outlined below will be followed.

The provision will make every effort to ensure that arrangements are put into place within two weeks. See an example in Appendix 1.

6. Individual Healthcare Plans (IHPs)

The Director of SEND has overall responsibility for the development of IHPs for learners with medical conditions.

Plans will be reviewed at least annually, or earlier if there is evidence that the learner's needs have changed.

Plans will be developed with the learner's best interests in mind and will set out:

- What needs to be done?
- When?
- By whom?

Not all learners with a medical condition will require an IHP. It will be agreed with a healthcare professional and/ or the parents and carers when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the Director of SEND will make the final decision.

Plans will be drawn up in partnership with the provision, parents, or carers and, where appropriate, a relevant healthcare professional, such as the GP, specialist, or paediatrician, who can best advise on the learner's specific needs. The learner will be involved in this process wherever appropriate. If their involvement is not appropriate, the reasons for this will be recorded by the provision within the IHP.

IHPs will be linked to, or become part of, any education, health, and care (EHC) plan. If a learner has special educational needs and disabilities (SEND) but does not have an EHC plan, the SEND will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The Director of SEND will consider the following when deciding what information to record on IHPs:

- The medical condition, its triggers, signs, symptoms, and treatments.
- The learner'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. travel time between lessons.
- Specific support for the learner's educational, social, and emotional needs. This may include support for anxiety-related barriers to attendance, emotionally based school non-attendance (EBSNA), sensory needs, fatigue, mental health conditions and reintegration following periods of absence. 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.
- The level of support needed, including in emergencies. If a learner is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring.
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the learner's medical condition from a

healthcare professional, and cover arrangements for when they are unavailable.
- Who in the provision needs to be aware of the learner's condition and the support required. Parental permission should be obtained to display medical information on notice boards. If permission is not granted, the provision should note the reasons for this within the IHP and reiterate the additional risk to the child should this measure not be permitted.
- Arrangements for written permission from parents, carers and the Director of SEND for medication to be administered by a colleague or self-administered by the learner during provision hours.
- Separate arrangements or procedures required for off-site trips or other provision activities outside of the normal provision timetable that will ensure the learner can participate, e.g. risk assessments.
- Where confidentiality issues are raised by the parent, carer and/ or learner, the designated individuals to be entrusted with information about the learner's condition.
- What to do in an emergency, including who to contact, and contingency arrangements.

Our IHP template can be found in Appendix 2.

7. Managing and Administering Medicines

Medicines will only be administered at the provision:

- When it would be detrimental to the learner's health or provision attendance not to do so, **and**
- Where we have parents' or carers' written consent.

Learners under 16 will not be given medicine containing aspirin or ibuprofen unless prescribed by a doctor. Anyone giving a learner any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken.

The provision will only accept prescribed medicines that are:

- In-date.
- Labelled.
- Provided in the original container, as dispensed by the pharmacist, and including instructions for administration, dosage, storage, and potential side effects.

The provision will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

It is not safe practice for staff managing medicines to follow re-labelled/ re-written instructions or to receive and use re-packaged medicines other than as originally dispensed.

Medicine should be self-administered, if possible, under the supervision of two members of staff. This may be the Director of SEND or someone acting with the Director of SEND's authority. A second member of staff should always be present and check the dosage with the person administering the medicine.

Staff who volunteer to administer medicine to a student should record:

- The learner's name.
- The name of the medicine being administered.
- The dose and strength of the medicine.
- The timing of its administration is crucial to the health of the child.

To give medicines to learners, there must be specific prior written permission from parents/ carers. The form entitled 'Parental Agreement for the Provision to Administer Medicine' must first be completed (see Appendix 3).

Parents/ carers may bring in non-prescribed medications, such as paracetamol, and sign the

relevant forms. If a learner requires such medication, staff will phone the parent/ carer to gain permission to administer the medication and ensure it is safe to do so.

Staff must complete the 'Record of Medicine Administered to an Individual Learner' form whenever medication is administered (Appendix 4).

If in doubt about any procedure, staff should not administer the medicines but check with the parents/carers or a health professional before taking further action.

All medicines will be stored safely for short term medications such as antibiotics. These will be in a locked cupboard or fridge, along with a record of any doses used and who administered them. Learners will be informed about 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 will always be readily available to learners and not locked away.

Medicines will be returned to parents and carers to arrange for safe disposal when no longer required.

The Storage of Medication

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

In relation to storage of medication the following should be adhered to:

- Only prescribed medicines should be brought into the provision.
- Medicines should only be administered at school where it would be detrimental not to do so.
- Wherever possible, learners should be allowed to carry their own medicines and devices.
- The provision should not store large volumes of medication.
- Medication should be stored strictly in accordance with product instructions, taking particular account of the correct storage temperature.
- Learners should know where their own medication is stored and how to obtain it, for example inhalers, EpiPens.
- Medicines should be stored in their original containers, clearly labelled with the name of the student, the name and dose of the drug, the frequency of the administration, any likely side effects, and the expiry date.
- Parents/ carers are responsible for ensuring that this information is provided.
- Medicines should be stored in a secure place such as a locked cupboard or a labelled airtight box in a refrigerator with restricted access.
- Some medicines, such as asthma inhalers and EpiPens, must be readily available to students and must not be locked away. Learners who can carry their own inhalers should be allowed to do so, following consultation between parents and the Director of SEND.
- Controlled drugs will be easily accessible by authorised persons in an emergency and a record of any doses used and the amount held will be kept.
- The provision is permitted to hold a spare salbutamol inhaler for emergency use, provided that parental consent has been given for its use in an emergency, should the learner's own inhaler not be available.
- Where appropriate and in accordance with current legislation, the provision may also hold emergency adrenaline auto-injectors for use in line with parental consent and healthcare plans.
- The provision should not continue to store surplus or out-of-date medicines.
- If parents/ carers do not collect all medicines, they should be taken to a local pharmacy for safe disposal.
- Sharps boxes (obtained by parents/ carers on prescription) should always be used for the disposal of needles.

- Provision staff may need to bring their own medication into the setting. This should be securely stored but does not need to be stored with learners' medicines.

Hygiene and Infection Control

Staff should be familiar with basic hygiene procedures and normal precautions for avoiding infection.

In particular, staff should have access to protective disposable gloves and should take special care when dealing with spillages of blood or other body fluids, or the disposal of dressings or equipment.

Learners Managing their Own Needs

Learners who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents and carers and it will be reflected in their IHPs.

Learners will be allowed to carry their own medicines and relevant devices wherever possible.

Staff will not force a learner to take a medicine or carry out a necessary procedure if they refuse but will follow the procedure agreed in the IHP and inform parents or carers so that an alternative option can be considered, if necessary.

Unacceptable Practice

Staff should use their discretion and judge each case individually with reference to the learner's IHP, but it is generally not acceptable to:

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

8. Emergency Procedures

Staff will follow the provision's normal emergency procedures (for example, calling 999) - See Appendix 6. All learners' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a learner needs to be taken to hospital, staff will stay with the learner until a parent or carer

arrives or accompany the learner to hospital by ambulance.

9. Training

Staff who are responsible for supporting learners with medical needs will receive suitable and sufficient training to do so.

The training will be identified during the development or review of IHPs. Staff who provide support to learners with medical conditions will be included in meetings where this is discussed.

The relevant healthcare professionals will lead on identifying the type and level of training required and will agree this with the Director of SEND. Training will be kept up to date.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the learners.
- Fulfil the requirements in the IHPs.
- Help staff to have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

All staff will receive training so they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction. A record of staff training will be kept (see Appendix 5).

10. Record keeping

The provision will ensure that written records are kept of all medicine administered to learners for as long as these learners are at the school. Parents and carers will be informed if their child has been unwell at the provision.

IHPs will be kept in a readily accessible place which all staff are aware of. Electronic copies will also be saved and accessible to the appropriate staff.

Medical information will be processed, stored and shared in accordance with UK GDPR and data protection requirements, with access restricted to those who need the information to support the learner safely.

11. Children with Medical Needs Who Cannot Attend Their Educational Placement - Legislation and Guidance

The Responsibilities of the Provision

<u>If the child continues with a placement at the provision, we may make the following arrangements:</u>

- Initially, the provision will attempt to plan to deliver suitable education for children with health needs who cannot attend school. The Director of SEND is responsible for making and monitoring these arrangements.
- Arrangements that could be made may include sending work home. Home Schools may decide to complete a referral to a hospital school.
- An individual health care plan will be completed by the Director of SEND and the terms agreed by the parents or carers. The plan will be reviewed regularly and any changes to be agreed by all parties. Medical professionals will be asked to provide input to the plans to ensure that the provision is providing the correct provision for the child's needs.

- A reintegration plan will be created with the agreement of the parents or carers and the Director of SEND and tailored for the child's specific needs.

<u>If the Local Authority makes arrangements:</u>

If the provision cannot make suitable arrangements, the Home School and Local Authority will become responsible for arranging suitable education for these children. In cases where the Local Authority plans, the provision will:

- Work constructively with the local authority, providers, relevant agencies, and parents/ carers to ensure the best outcomes for the learner.
- Share information with the local authority and relevant health services as required.
- Help make sure that the education offered to the learner is as effective as possible and that the child can be reintegrated back into the provision successfully.
- When reintegration is anticipated, work with the local authority to:
    - Plan for consistent support during and after the period of education outside of the provision, allowing the learner to access the same curriculum and materials that they would have used in the provision as far as possible.
    - Enable the learner to stay in touch with provision life (e.g., through newsletters, emails, invitations to provision events etc.).
    - Create individually tailored reintegration plans for each child returning to the provision.
    - Consider whether any reasonable adjustments need to be made.

12. Liability and Indemnity

The Directors will ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

13. Complaints

Parents and carers with a complaint about the provision's actions regarding their child's medical condition should discuss these directly with the Director of SEND in the first instance. In the unlikely event of this not resolving the issue, the parent or carer must make a formal complaint using Leading Futures' complaints procedure.

14. Monitoring Arrangements

This policy will be reviewed annually.

15. Links to Other Policies

This policy links to the following provision policies:

- Accessibility Plan
- Equality, Diversity, and Inclusion Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy
- First Aid Policy
- Complaints Policy
- Attendance Policy
- Online Safety Policy
- Off-site Visits Policy

Appendix 1

Process for Developing Individual Healthcare Plans

Step 1
The Home School, parent/ carer or healthcare professional inform the provision that the learner:

- Has a new diagnosis
- Has needs that have changed

Step 2
The Director of SEND co-ordinates a meeting to discuss the learner's needs and identifies a specific member of staff to support the learner.

Step 3
A meeting is held with the following to discuss and agree on the need for an IHP:

- Parents/ carers
- The learner
- Key provision staff
- Home School staff
- Any relevant healthcare professionals

Step 4
An IHP is developed with input from relevant healthcare professionals.

Step 5
Identify staff training needs.

Step 6
Healthcare professionals commission or deliver the appropriate training. They sign off staff as 'competent' with an agreed review date.

Step 7
Implement the IHP and circulate it to relevant staff. Give a copy to parents/ carers.

Step 8
Review the IHP annually or when the learner's condition changes - return to Step 3.

Appendix 2

Individual Healthcare Plan

Learner Information

Learner Name	
Name of Home School	
Tutor Group	
Date of birth	
Address	
Medical Diagnosis/ Condition	
Date Implemented	
Review Date	

Family Contact Information

Name	
Relationship to Learner	
Phone Number (Work)	
Phone Number (Home)	
Phone Number (Mobile)	
Email Address	
Name	
Relationship to Learner	
Phone Number (Work)	
Phone Number (Home)	
Phone Number (Mobile)	
Email Address	

Clinic/ Hospital Contact

Name	
Phone Number	

G.P.

Name	
Phone Number	

Who is responsible for providing support in school?

Describe medical needs and give details of the learner'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 learner's educational, social, and emotional needs

Arrangements for off-site 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 3

Parental Agreement for the Provision to Administer Medicine

The provision will not give your child medicine unless you complete and sign this form. We have a policy that confirms our staff can administer medicines.

Date for review to be initiated by	
Name of Home School	
Name of child	
Date of birth	
Tutor Group	
Medical condition or illness	

Medicine

Name/type of medicine *(as described on the container)*	
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

Contact Details

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to (agreed member of staff)	

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature: _____

Date: _____

Appendix 4

Record of Administering Medicine to an Individual Learner

Name of Learner	
Date Medicine Provided by Parent/ Carer	
Quantity Received	
Name and Strength of Medicine	
Expiry Date	
Dose and Frequency of Medicine	
Quantity Returned	
Parent/ Carer Signature	
Staff Signature	

Date		
Time Given		
Dose Given		
Staff Member 1	Name Printed	Signature
Staff Member 2	Name Printed	Signature

Appendix 5

Staff Training Record

Staff Name	
Type of Training Received	
Date of Training Completed	
Training Provided by	
Profession and Title	

I confirm that _____

has received the training detailed above and is competent to carry out any necessary treatment.

Trainer's Signature: _____

Date: _____

I confirm that I have received the training detailed above.

Staff Signature: _____

Date: _____

Suggested review date: _____

Appendix 6

Procedures for 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.

- Your name
- Your telephone number
- Your location as follows - Unit 3, Newton Court, Pendeford Business Park, Wolverhampton, WV9 5HB
- Provide the exact location of the patient within the provision
- Provide the name of the patient and a brief description of their symptoms
- Repeat again where the ambulance must arrive. Inform Ambulance Control of the number to the gate but ensure them that staff will greet them to take them to the patient