



Be the Best You Can,
Guided by God

Our four Christian values that guide us

LOVE
HONESTY RESPECT
RESILIENCE

BOLNEY CEP SCHOOL

Supporting Children at School **with Medical Conditions**

Reviewed	Spring 2025
Next Review	Spring 2026

Our Whole Child Vision:

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

This vision has grown from our belief in the Bible verse:

“Do for other people what you want them to do for you.”

Luke 6:31 International Children’s Bible

This policy follows the current guidance published in September 2014 and reviewed in July 2017. This policy will be accessible for both parents and carers and all school staff and will be reviewed annually.

Early Years (YR) will continue to apply the Statutory Framework for the Early Years Foundation Stage.

The governing body will ensure that this policy is implemented in accordance with Section 100 of the Children's and Families Act 2014.

Inclusion

At Bolney CEP School our aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

It is important that parents and carers feel confident that we will provide effective support for their child's medical condition and that pupils feel safe.

We recognise that pupils with long-term and complex medical conditions may require ongoing support, medicines or care while at school to help them manage their condition and keep them well. They may require monitoring and interventions in emergency circumstances. Health needs may change over time in ways that cannot always be predicted and this may result in extended absences.

We will work closely with local health services, the school nurse and other health professionals, parents, carers and pupils to provide the most effective support we can.

We recognise that some pupils may need additional support to overcome the impact their medical condition may have on their education and their social and emotional wellbeing.

The caring ethos is very important at Bolney CEP School and we will actively support pupils to care for each other and to understand diversity. This work will be sensitively undertaken following discussions with parents or carers and pupils. If pupils experience anxiety or depression, as a result of the medical condition, additional support is available from our Learning Mentor.

Some cases of long-term absences will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority.

When a pupil is returning to school following a period of hospital education or alternative provision (including home tuition), we will work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the pupil will need to reintegrate effectively.

Short-term and frequent absences may also impact on the pupil's educational attainment and emotional and general wellbeing. We will work closely with families to minimise this negative impact.

Some pupils may be considered to be disabled under the definition set out in the Equality Act 2010: in these cases the governing body will comply with their duties under the Act.

Some pupils may also have special educational needs and disabilities (SEND).

Some pupils may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational needs.

Some pupils will have an individual healthcare plan (IHP).

For pupils with SEN or SEND the school will follow the guidance in the Special educational needs and disability (SEND) code of practice.

Procedure to be followed when notification is received that a pupil has a medical condition

Prior to a pupil, with a medical condition, joining Bolney CEP School the head teacher and SENDCo will liaise with parents, carers and other professionals involved with the pupil to plan the transition and to ensure the necessary staff training to support the pupil is undertaken and that all other adjustments are in place.

In the case of a new diagnosis or a pupil joining mid-term every effort will be made for the necessary arrangements to be in place within two weeks.

Individual healthcare plans

The head teacher and governing body have overall responsibility for the IHPs. The SENDCo is responsible for developing the IHP and for ensuring their implementation and ongoing monitoring. These plans will be reviewed at least annually, or earlier if evidence is presented that the pupil's needs have changed. They will be developed with the pupil's best interests in mind and ensure that the school assesses and manages risks to the pupil's education, health and social wellbeing, and minimises disruption.

Not all pupils with a medical condition will require an IHP. The school, healthcare professional and parent will agree, based on evidence, when a healthcare plan would be appropriate or disproportionate. If a consensus cannot be reached the head teacher is best placed to take the final view.

The IHP should be easily accessible to all who need to refer to them while preserving confidentiality.

When a pupil has SEND but does not have a statement or Education, Health and Care plan (EHCP), their special educational needs will be mentioned in their IHP.

When deciding what information should be recorded on individual healthcare plans the following should be considered:

- The medical condition, its triggers, signs, symptoms and treatments
- The pupil's resulting needs, medication, other treatments- time, facilities, equipment, testing, access to food and drink, dietary requirements, environmental issues
- Specific support for the pupil's educational, social and emotional needs – managing absences, extra time to complete tasks, rest periods, time to catch up with lessons, counselling sessions

- The level of support needed – is the pupil self-managing or do they need adult support?
- Who will provide the support? -Training needs, confirmation of proficiency by a healthcare professional, cover arrangement when unavailable
- Who in the school needs to be aware of the pupil's condition and the support required
- Arrangement for written permission from parents and the head teachers 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 assessments
- Where confidentiality issues are raised by the parent/carer/pupil, the designated individuals to be entrusted with information about the pupil's condition
- What to do in an emergency, including whom to contact and contingency arrangements. Some pupils may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan

School Transport

If any home to school transport is required it is the responsibility of the LA to arrange this. The school will liaise closely with the LA and the parents to support the pupils needs within the IHP.

Management Roles and Responsibilities

The governing body will ensure that arrangements are in place to support pupils with medical conditions.

They 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.
- Ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.
- Ensure that its arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school.
- Show an understanding of how medical conditions impact on a pupil's ability to learn, as well as increase confidence and promote self-care.
- Ensure that staff are properly trained to provide the support that pupils need.

- Ensure that clear and unambiguous arrangements are in place to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The governing body will ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and will ensure that policies, plans, procedures and systems are properly and effectively managed.

The governor responsible for SEND will monitor the above and report back to the governing body.

The head teacher has overall responsibility for implementing this policy.

This includes:

- Ensuring that sufficient staff are suitably trained
- Ensuring that all relevant staff are made aware of the pupil's condition
- Arranging cover in case of staff absence or staff turnover to ensure someone is always available
- Briefing supply teachers
- Overseeing risk assessment for school visits, residential visits, and other school activities outside the usual timetable
- Monitoring individual healthcare plans
- Work in partnership with parents to agree arrangements to support children with trips / visits outside of school, including residential trips, to ensure adequate and appropriate supervision outside of school hours
- Ensuring that school staff are appropriately insured and are aware that they are insured to support pupils
- Ensure that the school staff work effectively in partnership with local health services, the school nurse and other health professionals, parents, carers and pupils
- Provide regular whole school awareness training to inform staff of their responsibilities in implementing this policy. To include this training as part of new staff induction.

The parent or 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 health plan, and may be involved in its drafting. They should carry out any actions they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult is contactable at all times.

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. Other pupils will often be sensitive to the needs of those with medical conditions.

School staff will receive sufficient and suitable training and achieve the necessary level of competency before they take responsibility to support children with medical conditions. Any member of the school staff will know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

On day trips, residential visits and sporting activities staff will make reasonable adjustments to include pupils unless evidence from a clinician such as a GP states that this is not possible. Staff will consult with parents, carers, pupils and health professionals to ensure that pupils can participate safely.

Further advice can be found in the Health and Safety Executive (HSE) guidance on school trips.

Managing medicine on school premises

Please see separate “Medicines in school policy”

Emergency procedures

The governing body should ensure that the following advice is adhered to in an emergency situation.

As part of general risk management processes, arrangements will be in place for dealing with emergencies for all school activities wherever they take place, including on school trips within and outside the UK.

Where a child has an individual healthcare plan, it will be clearly defined as to what constitutes an emergency and will explain what to do if this occurs, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the school should know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child needs to be taken to hospital, a member of staff should stay with the pupil until a parent arrives, or accompany a pupil 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.

Nearest Defibrillator

The nearest defibrillator is located in the school office.

Unacceptable Practice

The school staff will use their discretion and judge each case on its merits with reference to the pupil’s individual healthcare plan, it is not generally acceptable practise to:

- Prevent pupils from easily accessing and administering their inhalers and medication
- Assume that every pupil with the same condition requires the same treatment
- Ignore the views of the pupil, their parents or carers, or medical evidence or opinion (although this can be challenged)
- Send pupils home frequently for reasons associated with their medical conditions or prevent them from normal school activities, including lunch, unless specified in their individual healthcare plan
- If the pupil becomes ill send them to the school office unaccompanied or with someone unsuitable
- Penalise pupils for their attendance record if their absences are related to their medical conditions
- Prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents, 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 will have to give up working because the school is failing to support their child's medical needs; or
- Prevent pupils from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

Liability and indemnity

The governing body will ensure that the appropriate level of insurance is in place to reflect the level of risk and that these policies are accessible to the staff providing the support. Insurance policies should provide liability cover relating to the administration of medication but individual cover may need to be arranged for any healthcare procedures. The level and ambit of cover required must be ascertained directly from the relevant insurers. Any requirements of the insurance, such as the need for staff to be trained, should be made clear and complied with.

The school's 'Medicine in school' policy states:

Staff who follow the procedures outlined in this policy and who undertake tasks detailed in the WSCC medical audit are covered under WSCC insurance. The medical audit is available to view on West Sussex Services for Schools under "guide to insurance for schools".

Claims received in respect of medical procedures not covered by the insurers will be considered under the Council's insurance fund.

Complaints

Any complaint should be initially raised directly with the school but if this does not resolve the issue a formal complaint may be made using the school's complaints procedure. Making

a formal complaint to the Department for Education should only occur if it comes within scope of section 496/497 of the Education act 1996 and after other attempts at resolution have been exhausted.