



## Supporting Pupils with Medical Conditions Policy

Date of Policy creation	February 2020
Policy lead	Claire Jones
Date of Policy adoption by Governing body	Spring 2026
Frequency of review	Annually
Review due	Spring 2027

### **Our Vision:**

Our wish is for *all* our children to be aspirational in all aspects of their lives, both now and in the future. We encourage our children to dream big and we give them everything they need to make those dreams become a reality. We break down barriers both socially and academically to ensure that all of our children have the ambition, opportunities, knowledge and skills required to achieve the best outcomes in life.

Our children will leave our school with a high academic achievement, treasured memories, and ultimately a life-long joy of learning. Equally as important is that our children are well-rounded individuals with a clear sense of identity and individuality. We want them to have positive self-esteem, great ambition for themselves and a strong internal motivation to embark upon any path in life they wish to. We want them to make good choices and to be intrinsically driven to do the right thing, even when they face adversity. They will be proud of their community and make a positive contribution to society. Throughout their time with us they will have learnt to celebrate differences and show empathy to everyone they encounter in life.

**Supporting Pupils with Medical Conditions Policy**

When our children enter secondary school, we want them to have the confidence, motivation and skills to thrive within a new setting. The range of opportunities and experiences will give them this. They will be well placed to continue to build on the positive relationships they have already formed and have the skills to manage their own well-being and emotions. The lessons we have taught them will extend far beyond our classroom walls. Within their journey into the wider world, we want our values to shine through so that our children can make a positive contribution to society and have the capability to achieve social mobility.

**Our Values:**

- Resilience
- Ambition
- Self-belief
- Integrity
- Kindness

Our vision and values underpin all of our policies and the education we deliver. This policy has been created to keep the children of Doxey Academy safe, happy and to ignite a love of learning that will last for life

## Contents:

### Statement of intent

1. [Legal framework](#)
2. [The role of the governing board](#)
3. [The role of the headteacher](#)
4. [The role of parents/carers](#)
5. [The role of pupils](#)
6. [The role of school staff](#)
7. [Admissions](#)
8. [Staff training and support](#)
9. [Self-management](#)
10. [Supply teachers](#)
11. [Individual healthcare plans \(IHPs\)](#)
12. [Managing medicines](#)
13. [Adrenaline auto-injectors \(AAIs\)](#)
14. [Record keeping](#)
15. [Emergency procedures](#)
16. [Day trips, residential visits and sporting activities](#)
17. [Unacceptable practice](#)
18. [Complaints](#)

### Appendices

- a) [Parental Agreement for the School to Administer Medicine](#)
- b) [Record of Medicine Administered to an Individual Child](#)

**Supporting Pupils with Medical Conditions Policy**

**Statement of intent**

The governing board of Doxey Academy has a duty to ensure arrangements are in place to support pupils with medical conditions. The aim of this policy is to ensure that all pupils with medical conditions, in terms of both physical and mental health, receive appropriate support allowing them to play a full and active role in school life, remain healthy, have full access to education (including school trips and physical education) and achieve their academic potential.

Doxey Academy believes it is important that parents/carers of pupils with medical conditions feel confident that the school provides effective support for their child's medical condition, and that pupils feel safe in the school environment.

There are also social and emotional implications associated with medical conditions. Pupils with medical conditions can develop emotional disorders, such as self-consciousness, anxiety and depression, and be subject to bullying. This policy aims to minimise the risks of pupils experiencing these difficulties.

Long-term absences as a result of medical conditions can affect educational attainment, impact integration with peers, and affect wellbeing and emotional health. This policy contains procedures to minimise the impact of long-term absence and effectively manage short-term absence.

Some pupils with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. The school has a duty to comply with the Act in all such cases.

In addition, some pupils with medical conditions may also have SEND and have an education, health and care (EHC) plan collating their health, social and SEND provision. For these pupils, compliance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' and the school's SEND Policy will ensure compliance with legal duties.

To ensure that the needs of our pupils with medical conditions are fully understood and effectively supported, we consult with health and social care professionals, pupils and their parents/carers.

A child will need an individual health care plan (IHP) in the following circumstances:

- Children whose needs may result in an emergency
- Children whose needs may fluctuate
- Children whose needs are long term and complex
- When the headteacher decides that it is necessary

For children with diagnoses asthma an IHP will take the form of an individual asthma card.

## Supporting Pupils with Medical Conditions Policy

### 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014
- The Education Act 2002
- The Education Act 1996 (as amended)
- The Children Act 1989
- The National Health Service Act 2006 (as amended)
- The Equality Act 2010
- The Health and Safety at Work etc. Act 1974
- The Misuse of Drugs Act 1971
- The Medicines Act 1968
- The School Premises (England) Regulations 2012 (as amended)
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The Human Medicines (Amendment) Regulations 2017

1.2. This policy has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2000) 'Guidance on first aid for schools'
- Ofsted (2015) 'The common inspection framework: education, skills and early years'
- Department of Health (2017) 'Guidance on the use of adrenaline auto-injectors in schools'

1.3. This policy has due regard to the following school policies:

- Administering Medication Policy
- SEND Policy
- Asthma Policy
- Complaints Policy

### 2. The role of the governing board

2.1. The governing board:

- Is legally responsible for fulfilling its statutory duties under legislation.
- Ensures that arrangements are in place to support pupils with medical conditions.
- Ensures that pupils with medical conditions can access and enjoy the same opportunities as any other pupil at the school.
- Works with the LA, health professionals, commissioners and support services to ensure that pupils with medical conditions receive a full education.
- Ensures that, following long-term or frequent absence, pupils with medical conditions are reintegrated effectively.

## Supporting Pupils with Medical Conditions Policy

- Ensures that the focus is on the needs of each pupil and what support is required to support their individual needs.
- Instils confidence in parents/carers and pupils in the school's ability to provide effective support.
- Ensures that all members of staff are properly trained to provide the necessary support and are able to access information and other teaching support materials as needed.
- Ensures that no prospective pupil is denied admission to the school because arrangements for their medical condition have not been made.
- Ensures that pupils' health is not put at unnecessary risk. As a result, the board holds the right to not accept a pupil into school at times where it would be detrimental to the health of that pupil or others to do so, such as where the child has an infectious disease.
- Ensures that policies, plans, procedures and systems are properly and effectively implemented.

2.2. Laura Lazenby holds overall responsibility for implementation of this policy.

### 3. The role of the headteacher

3.1. The headteacher:

- Ensures that this policy is effectively implemented with stakeholders.
- Ensures that all staff are aware of this policy and understand their role in its implementation.
- Ensures that a sufficient number of staff are trained and available to implement this policy and deliver against all individual healthcare plans (IHPs), including in emergency situations.
- Considers recruitment needs for the specific purpose of ensuring pupils with medical conditions are properly supported.
- Has overall responsibility for the development of IHPs and risk assessments.
- Ensures that staff are appropriately insured and aware of the insurance arrangements.
- Contacts the school nursing service where a pupil with a medical condition requires support that has not yet been identified.

### 4. The role of parents/carers

4.1. Parents/carers:

- Notify the school if their child has a medical condition.
- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Are involved in the development and review of their child's IHP.
- Carry out any agreed actions contained in the IHP.
- Ensure that they, or another nominated adults, are contactable at all times.

## Supporting Pupils with Medical Conditions Policy

- Ensure that medication held in school is in date and appropriately packaged including being clearly labelled with the child's name and year group. (12.7)
- Notify the school if their child's medical condition changes or the IHP requires revising

### 5. The role of pupils

#### 5.1. Pupils:

- Are fully involved in discussions about their medical support needs.
- Contribute to the development of their IHP.
- Are sensitive to the needs of pupils with medical conditions.

### 6. The role of school staff

#### 6.1. School staff:

- May be asked to provide support to pupils with medical conditions, including the administering of medicines, but are not required to do so.
- Take into account the needs of pupils with medical conditions in their lessons when deciding whether or not to volunteer to administer medication.
- Receive sufficient training and achieve the required level of competency before taking responsibility for supporting pupils with medical conditions.
- Know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

### 7. Admissions

- 7.1. No child is denied admission to the school or prevented from taking up a school place because arrangements for their medical condition have not been made.
- 7.2. A child may only be refused admission if it would be detrimental to the health of the child to admit them into the school setting.

### 8. Staff training and support

- 8.1. Any staff member providing support to a pupil with medical conditions receives suitable training.
- 8.2. Staff do not undertake healthcare procedures or administer medication without appropriate training.
- 8.3. Through training, staff have the requisite competency and confidence to support pupils with medical conditions and fulfil the requirements set out in IHPs. Staff understand the medical condition(s) they are asked to support, their implications, and any preventative measures that must be taken.
- 8.4. A first-aid certificate does not constitute appropriate training for supporting pupils with medical conditions.

## Supporting Pupils with Medical Conditions Policy

- 8.5. Whole-school awareness training is carried out on an annual basis for all staff, and included in the induction of new staff members.
- 8.6. Parents/carers of pupils with medical conditions are consulted for specific advice and their views are sought where necessary, but they will not be used as a sole trainer.
- 8.7. The governing board will provide details of further CPD opportunities for staff regarding supporting pupils with medical conditions.

### 9. Self-management

- 9.1. Following discussion with parents/carers, pupils who are competent to manage their own health needs and medicines are encouraged to take responsibility for self-managing their medicines and procedures. This is reflected in their IHP.
- 9.2. Where possible, pupils are allowed to carry their own medicines and relevant devices.
- 9.3. Where it is not possible for pupils to carry their own medicines or devices, they are held in suitable locations that can be accessed quickly and easily.
- 9.4. If a pupil refuses to take medicine or carry out a necessary procedure, staff will not force them to do so. Instead, the procedure agreed in the pupil's IHP is followed. Following such an event, parents/carers are informed so that alternative options can be considered.

### 10. Supply teachers

- 10.1. Supply teachers are:
  - Provided with access to this policy.
  - Informed of all relevant medical conditions of pupils in the class they are providing cover for.
  - Covered under the school's insurance arrangements.

### 11. Individual healthcare plans (IHPs)

- 11.1. The school, healthcare professionals and parent/carer(s) agree, based on evidence, whether an IHP is required for a pupil, or whether it would be inappropriate or disproportionate to their level of need. If no consensus can be reached, the headteacher makes the final decision. The IHP is recorded on the online system Provision Map, all staff have access to this.
- 11.2. The school, parent/carer(s) and a relevant healthcare professional work in partnership to create and review IHPs. Where appropriate, the pupil is also involved in the process.
- 11.3. IHPs include the following information:
  - The medical condition, along with its triggers, symptoms, signs and treatments.
  - The pupil's needs, including medication (dosages, side effects and storage), other treatments, facilities, equipment, access to food and drink (where this is used to manage a condition), dietary requirements and environmental issues.
  - The support needed for the pupil's educational, social and emotional needs.

## Supporting Pupils with Medical Conditions Policy

- The level of support needed, including in emergencies.
  - Whether a child can self-manage their medication.
  - Who will provide the necessary support, including details of the expectations of the role and the training needs required, as well as who will confirm the supporting staff member's proficiency to carry out the role effectively.
  - Cover arrangements for when the named supporting staff member is unavailable.
  - Who needs to be made aware of the pupil's condition and the support required.
  - Arrangements for obtaining written permission from parents/carers and the headteacher for medicine to be administered by school staff or self-administered by the pupil.
  - Separate arrangements or procedures required during school trips and activities.
  - Where confidentiality issues are raised by the parent/carer(s) or pupil, the designated individual to be entrusted with information about the pupil's medical condition.
  - What to do in an emergency, including contact details and contingency arrangements.
- 11.4. Where a pupil has an emergency healthcare plan prepared by their lead clinician, this is used to inform the IHP.
- 11.5. IHPs are easily accessible to those who need to refer to them on the online platform Provision Map, but confidentiality is preserved.
- 11.6. IHPs are reviewed on at least an annual basis, or when a child's medical circumstances change, whichever is sooner.
- 11.7. Where a pupil has an EHC plan, the IHP is linked to it or becomes part of it.
- 11.8. Where a child has SEND but does not have a statement or EHC plan, their SEND should be mentioned in their IHP.
- 11.9. Where a child is returning from a period of hospital education, alternative provision or home tuition, we work with the LA and education provider to ensure that their IHP identifies the support the child needs to reintegrate.

## 12. Managing medicines

- 12.1. In accordance with the school's Administering Medication Policy, medicines are only administered at school when it would be detrimental to a pupil's health or school attendance not to do so.
- 12.2. Pupils under 16 years of age are not given prescription or non-prescription medicines without their parent/carer's written consent – except where the medicine has been prescribed to the pupil without the parent/carer's knowledge. In such cases, the school encourages the pupil to involve their parents/carers, while respecting their right to confidentiality.
- 12.3. Non-prescription medicines may be administered in the following situations:

## Supporting Pupils with Medical Conditions Policy

- When it would be detrimental to the pupil's health not to do so
  - When instructed by a medical professional
- 12.4. No pupil under 16 years of age is given medicine containing aspirin unless prescribed by a doctor.
- 12.5. Pain relief medicines are never administered without first checking when the previous dose was taken and the maximum dosage allowed.
- 12.6. Parents/carers are informed any time medication is administered that is not agreed in an IHP.
- 12.7. The school only accepts medicines that are in-date, labelled, in their original container, and that contain instructions for administration, dosage and storage. The only exception to this is insulin, which must still be in-date, but is available in an insulin pen or pump, rather than its original container.
- 12.8. All medicines are stored safely. Pupils know where their medicines are at all times and are able to access them immediately, whether in school or attending a school trip/residential visit. Where relevant, pupils are informed of who holds the key to the relevant storage facility.
- 12.9. When medicines are no longer required, they are returned to parents/carers for safe disposal. Sharps boxes are always used for the disposal of needles and other sharps.
- 12.10. Controlled drugs are stored in a non-portable container and only named staff members have access; however, these drugs are easily accessed in an emergency. A record is kept of the amount of controlled drugs held and any doses administered.
- 12.11. The school holds asthma inhalers for emergency use. The inhalers are stored in the medical room and in the hall and their use is recorded. Inhalers are always used in line with the school's Asthma Policy.
- 12.12. Staff may administer a controlled drug to a pupil for whom it has been prescribed. They must do so in accordance with the prescriber's instructions.
- 12.13. Records are kept of all medicines administered to individual pupils – stating what, how and how much was administered, when and by whom. A record of side effects presented is also held.

### **13. Adrenaline auto-injectors (AAIs)**

- 13.1. The administration of AAIs and the treatment of anaphylaxis will be carried out in accordance with the school's Allergen and Anaphylaxis Policy.
- 13.2. A Register of AAIs will be kept of all the pupils who have been prescribed an AAI to use in the event of anaphylaxis. A copy of this will be held in each classroom for easy access in the event of an allergic reaction and will be checked as part of initiating the emergency response.
- 13.3. Where a pupil has been prescribed an AAI, this will be written into their IHP.

## Supporting Pupils with Medical Conditions Policy

- 13.4. Pupils who have prescribed AAI devices, and are over the age of seven, are able to keep their device in their possession.
- 13.5. For pupils under the age of seven who have prescribed AAI devices, these are stored in a suitably safe and central location: the medical room.
- 13.6. Designated staff members will be trained in how to administer an AAI, and the sequence of events to follow when doing so. AAI's will only be administered by these staff members.
- 13.7. In the event of anaphylaxis, a designated staff member will be contacted.
- 13.8. Where there is any delay in contacting designated staff members, or where delay could cause a fatality, the nearest staff member will administer the AAI.
- 13.9. If necessary, other staff members may assist the designated staff members with administering AAI's, such as where the pupil needs restraining.
- 13.10. Where a pupil appears to be having a severe allergic reaction, the emergency services will be contacted even if an AAI device has already been administered.
- 13.11. In the event that an AAI is used, the pupil's parents/carers will be notified that an AAI has been administered and they will be informed whether this was using the pupil's or the school's device.
- 13.12. Where any AAI's are used, the following information will be recorded on the AAI Record:
  - Where and when the reaction took place
  - How much medication was given and by whom
- 13.13. AAI's will not be reused and will be disposed of according to manufacturer's guidelines following use.
- 13.14. In the event of a school trip, pupils at risk of anaphylaxis will have their own AAI with them

### **14. Record keeping**

- 14.1. In accordance with paragraphs 13.10, 13.11, 13.12 and 13.13, written records are kept of all medicines administered to pupils.
- 14.2. Proper record keeping protects both staff and pupils, and provides evidence that agreed procedures have been followed.
- 14.3. Appropriate forms for record keeping can be found in appendix of this policy.

### **15. Emergency procedures**

- 15.1. Medical emergencies are dealt with under the school's emergency procedures.
- 15.2. Where an IHP is in place, it should detail:
  - What constitutes an emergency.

**Supporting Pupils with Medical Conditions Policy**

- What to do in an emergency.
- 15.3. Pupils are informed in general terms of what to do in an emergency, such as telling a teacher.
- 15.4. If a pupil needs to be taken to hospital, a member of staff remains with the pupil until their parents/carers arrive.
- 15.5. When transporting pupils with medical conditions to medical facilities, staff members are informed of the correct postcode and address for use in navigation systems.

**16. Day trips, residential visits and sporting activities**

- 16.1. Pupils with medical conditions are supported to participate in school trips, sporting activities and residential visits.
- 16.2. Prior to an activity taking place, the school conducts a risk assessment to identify what reasonable adjustments should be taken to enable pupils with medical conditions to participate. In addition to a risk assessment, advice is sought from pupils, parents/carers and relevant medical professionals.
- 16.3. The school will arrange for adjustments to be made for all pupils to participate, except where evidence from a clinician, such as a GP, indicates that this is not possible.

**17. Unacceptable practice**

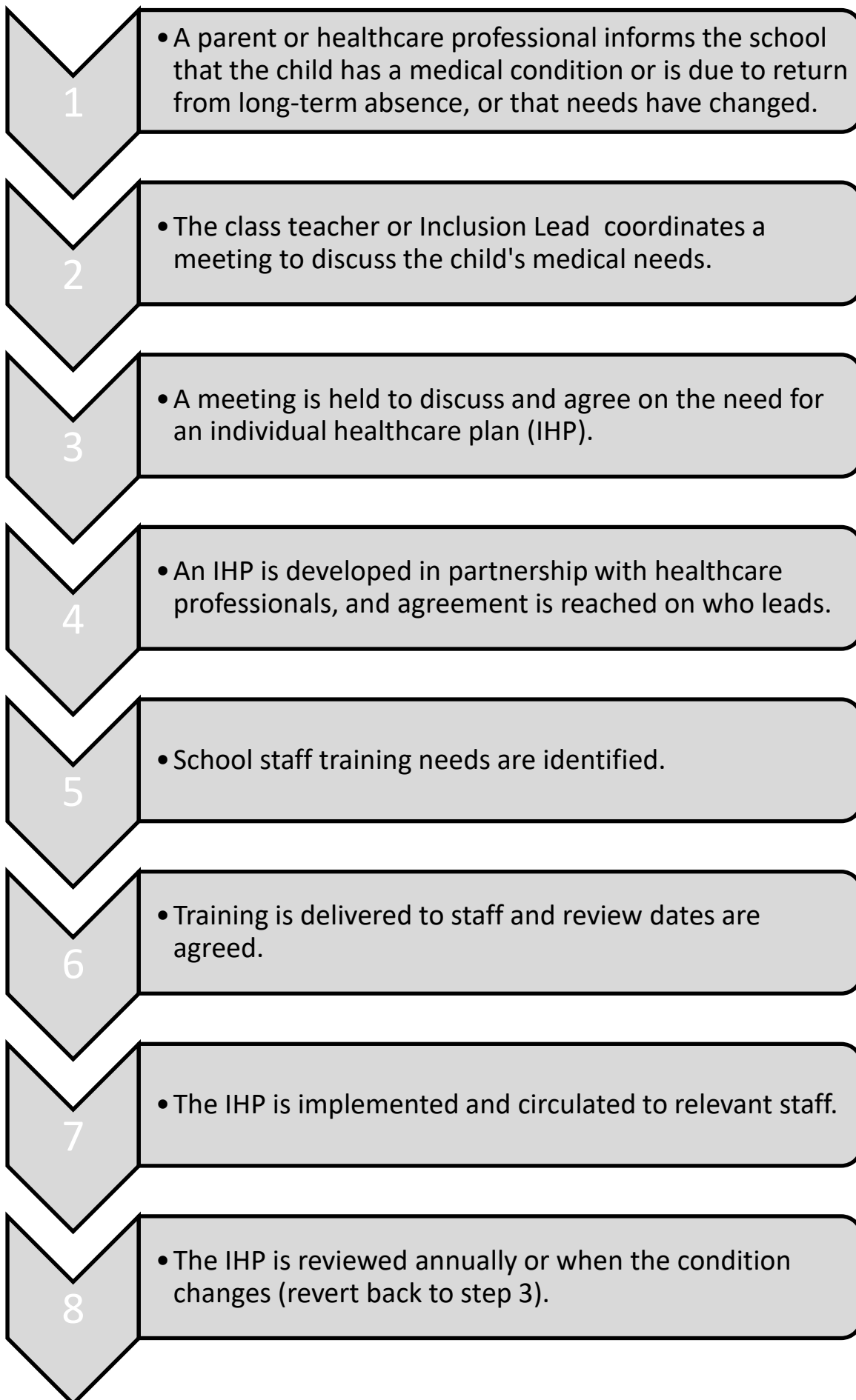
- 17.1. The school will never:
- Assume that pupils with the same condition require the same treatment.
  - Prevent pupils from easily accessing their inhalers and medication.
  - Ignore the views of the pupil and/or their parents/carers.
  - Ignore medical evidence or opinion.
  - Send pupils home frequently for reasons associated with their medical condition, or prevent them from taking part in activities at school, including lunch times, unless this is specified in their IHP.
  - Send an unwell pupil to the medical room or school office alone or with an unsuitable escort.
  - Penalise pupils with medical conditions for their attendance record, where the absences relate to their condition.
  - Make parents/carers feel obliged or forced to attend school to administer medication or provide medical support, including for toilet issues. The school will ensure that no parent/carer is made to feel that they have to give up working because the school is failing to support their child's needs.
  - Create barriers to pupils participating in school life, including school trips.
  - Refuse to allow pupils to eat, drink or use the toilet when they need to in order to manage their condition.

**Supporting Pupils with Medical Conditions Policy**

**18. Complaints**

- 18.1. Parents/carers or pupils wishing to make a complaint concerning the support provided to pupils with medical conditions are required to speak to the school in the first instance.
- 18.2. If they are not satisfied with the school's response, they may make a formal complaint via the school's complaints procedure, as outlined in the Complaints Procedure Policy.
- 18.3. If the issue remains unresolved, the complainant has the right to make a formal complaint to the DfE.
- 18.4. Parents/carers and pupils are free to take independent legal advice and bring formal proceedings if they consider they have legitimate grounds to do so.

Appendix A





# Doxey Academy Medication Administration Form

**Doxey Academy will not give your child medicine unless you complete and sign this form.**

Name of child:	
Date of birth:	
Group/class/form:	
Medical condition/illness:	
Medicine/s:	
Name/type of medicine (as described on the container):	
Date dispensed:	Expiry date:
Agreed review date: .....	
Review to be initiated by: .....	
Dosage, method and timing:	
Special precautions:	
Are there any side effects that the school needs to know about?	
Self-administration: Yes/No (delete as appropriate)	



Dates card checked

date	name	Job title	signed

## What to do if a child is having an asthma attack

Help them sit up straight and keep calm.  
Help them take one puff of their reliever inhaler (usually blue) every 30-60 seconds, up to a maximum of 10 puffs.  
**Call 999 for an ambulance if:**

- their symptoms get worse while they're using their inhaler – this could be a cough, breathlessness, wheeze, tight chest or sometimes a child will say they have a 'tummy ache'
- they don't feel better after 10 puffs
- you're worried at any time.

You can repeat step 2 if the ambulance is taking longer than 15 minutes.

## Doxey Primary School Asthma card

To be filled in by the parent/carer

Child's name	D.O.B.
Address	
Parent/carer's name	
Contact telephone	
Doctor's name	
Doctor's telephone	

This card is for your child's school. **Review the card at least once a year and remember to update or exchange it for a new one if your child's treatment changes during the year.**

Medicines and spacers should be clearly labelled with your child's name and kept in agreement with the school's policy.

What signs can indicate that your child is having an asthma attack?

Does your child tell you when he/she needs medicine? \_\_\_\_\_

Does your child need help taking his/her medicine?  
\_\_\_\_\_

What are your child's triggers?

Does your child need to take any other medicine when in the school's care?

If so please describe below

**Reliever treatment when needed**

For shortness of breath, sudden tightness in the chest, wheeze or cough, help or allow my child to take the medicines below. After treatment and as soon as they feel better they can return to normal activity.

I give my permission for my child to use the school's emergency inhaler and spacer.

Signed \_\_\_\_\_ date \_\_\_\_\_

medicine	Expiry date	Date checked	signed

Signed \_\_\_\_\_ date \_\_\_\_\_