

St Paul's Church in Wales Primary School



A family of learners who believe, belong and succeed together.

Teulu o ddysgwyr sy'n credu, yn perthyn ac yn llwyddo gyda'i gilydd.

Healthcare Needs Policy

Polisi

Staff Responsible: Chris Gascoigne

Agreed: January 2022

Review Date: January 2024



Our Vision

At St Paul's C/W Primary school we will promote an inclusive, diverse and supportive environment where teachers, parents and members of the community positively impact on children's learning.

At St Paul's C/W Primary School we will provide a safe opportunity for all staff and children to experience learning that impacts on their local community and global communities around the world.

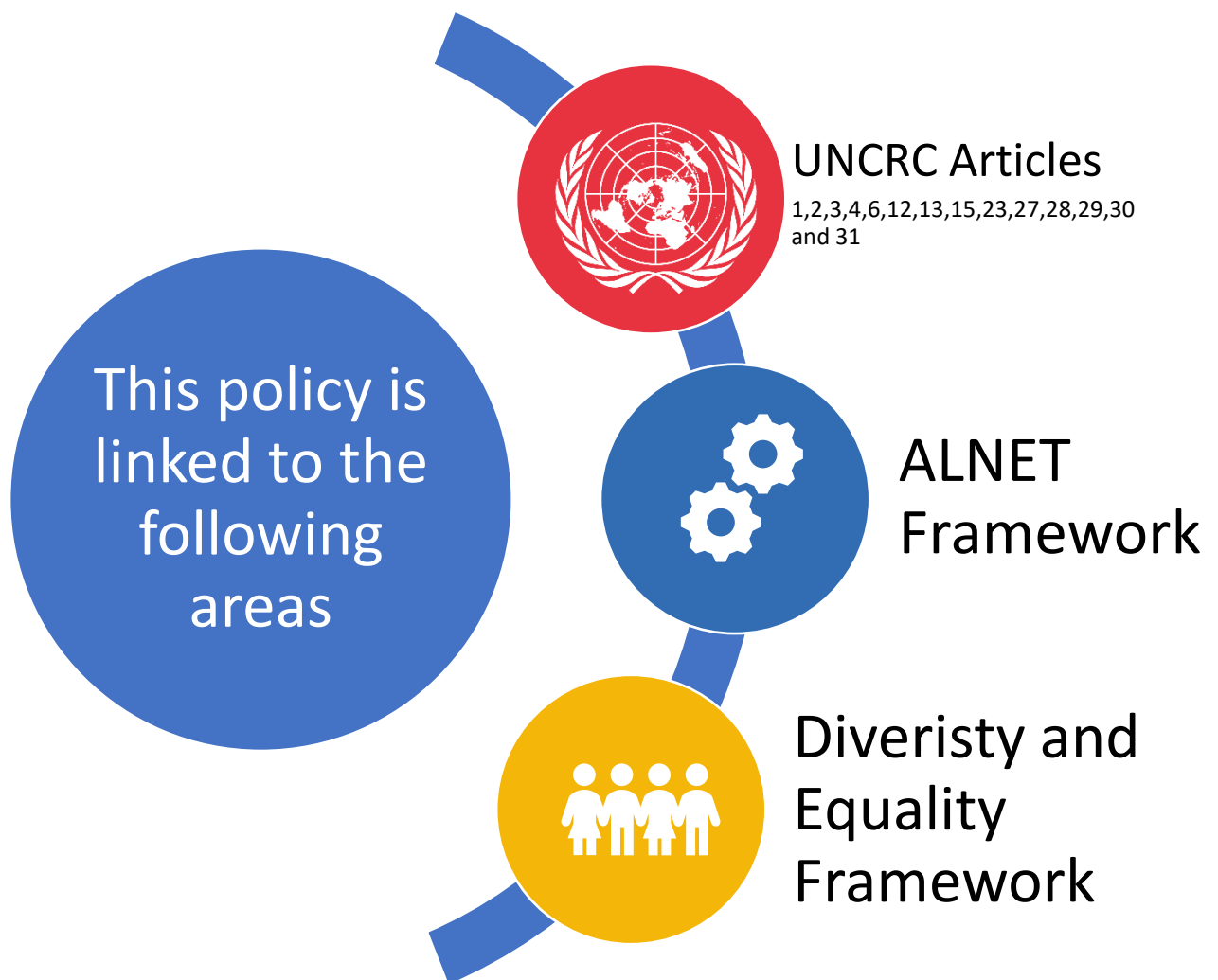
We will nurture a creative learning community at St Paul's Church in Wales Primary school that allows staff and children to reach and expand their potential.

How Will We Achieve This?

To achieve this all staff and governors will:

- Nurture respect and promote good behaviour for others;
- Involve the wide community in the learning environment; and
- Promote excellent communications and relationships between school and home.







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Healthcare Needs Policy for St Paul's Church in Wales Primary School

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Rationale

At St Paul's Church in Wales (C/W) Primary School we recognise that a cooperative and proactive approach to providing effective and individual support is needed. The Local Authority and Governing Body remain legally responsible and accountable to fulfil their statutory duties.

Governing bodies must ensure plans, arrangements and procedures to support learners with healthcare needs are in place and are properly and effectively implemented.

This policy document places St Paul's C/W's arrangements and procedures within a single Healthcare Needs policy for our setting. This provides an accessible guide to assist staff when responding to the healthcare needs of learners.

This policy is available online by following the http link above.

Individual Health Plans (IHP's) are referred to throughout this document. For clarification purposes, IHP's are written by Healthcare professionals involved in individual cases.



Key points

- Learners with healthcare needs should be properly supported so that they have full access to education, including trips and physical education.
- Governing bodies must ensure that arrangements are in place to support learners with healthcare needs.
- Governing bodies should ensure that education setting staff consult relevant professionals, learners and parents to ensure the needs of the learner.

Key principles

The following have been considered when developing our arrangements and procedures, although it should be recognised that this is not an exhaustive list.

- Our staff should understand and work within the principles of inclusivity.
- Lessons and activities should be designed in a way which allows those with healthcare needs to participate fully.
- Our staff should understand their role in supporting learners with healthcare needs and appropriate training should be provided.
- Our staff should feel confident they know what to do in a healthcare emergency.
- Our staff should be aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.
- Whenever appropriate, learners should be encouraged and supported to take responsibility for the management of their own healthcare needs.



School's Legal Requirements

Local Authorities and Governing Bodies **must** have regard to statutory guidance when carrying out their duties in promoting the welfare of children who are learners at the education setting, including meeting their healthcare needs. The guidance also applies to activities taking place off-site as part of normal educational activities.

Section 175 of the Education Act 2002 places a duty on Local Authorities and Governing Bodies to make arrangements to ensure their functions are exercised with a view to safeguarding and promoting the welfare of children in school or another place of learning.

This includes supporting children with healthcare needs.

In meeting the duties under section 175 of the Education Act 2002, Local Authorities and Governing Bodies **must** have regard to guidance issued by the Welsh Ministers under this section.

Section 21(5) of the Education Act 2002 places a duty on Governing Bodies to promote the well-being of learners at the school so far as related to the matters mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

All learners with healthcare needs are entitled to a full education. In addition to the duties set out above (Education Act 2002), consideration must also be given to whether the learner is defined as disabled under the Equality Act 2010. Governing Bodies must comply with the duties of this Act, including those within an education context. For example, reasonable adjustments for disabled learners must be made and disabled learners must not be discriminated against when making admission arrangements.

Within the educational context, various duties are placed on both schools and Local Authorities that are relevant to the safeguarding and welfare of learners. The main provisions are outlined in the sections below. This outline is not an exhaustive list of the relevant legislation, and nor is each section an authoritative statement or description of the laws themselves.

Statutory duties on governing bodies of maintained schools

In discharging their functions relating to the conduct of the school, Governing Bodies of maintained schools (including maintained nursery schools) must promote the well-being of learners at the school. (Section 21(5) of the Education Act 2002) This duty relates to all learners, including those with healthcare needs.

Governing Bodies of maintained schools (including maintained nursery schools) must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding



and promoting the welfare of children (i.e. those under 18) who are learners at the school (see section 175(2) of the Education Act 2002).

Governing bodies are also subject to duties under the Equality Act 2010 – see below.

The Equality Act 2010

Disability is a protected characteristic under the Equality Act 2010. Some learners with healthcare needs may be disabled for the purposes of that Act; others may not be. There are various duties under the Equality Act 2010 which are relevant in the context of learners with healthcare needs who are also disabled.

The responsible body of a school must not discriminate, harass or victimise disabled learners and in some cases, other particular persons. The responsible body is also subject to a duty to make reasonable adjustments (section 85 of the Equality Act 2010).

Local authorities must prepare and implement an accessibility strategy in relation to schools for which they are the responsible body. This is a strategy for (over a particular period):

- Increasing the extent to which disabled learners can participate in the schools' curricula.
- Improving the physical environment of the schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by the schools.
- Improving the delivery to disabled learners of information which is readily accessible to learners who are not disabled.

The responsible body of a school must prepare and implement an accessibility plan. Such a plan involves the same content as an accessibility strategy, except that it relates to the particular school (paragraph 3 of schedule 10 to the Equality Act 2010). In relation to a maintained school and maintained nursery, the responsible body is the local authority or the governing body. In relation to a PRU, it is the local authority.

Local Authorities and the Governing Body of Local Authority-maintained educational establishments (e.g. maintained schools) are subject to the public sector equality duty.

This requires them, in the exercise of their functions, to have due regard to particular matters related to equality (section 149). They are also under specific duties for the purpose of enabling better performance of the public sector equality duty. (See the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064)

Social Services and Well-being (Wales) Act 2014



The Social Services and Well-being (Wales) Act 2014 ('the 2014 Act') is a single act that brings together local authorities' duties and functions in relation to improving the well-being of people who need care and support, and carers who need support. The Act provides the statutory framework to deliver the Welsh Government's commitment to integrated social services departments with a strong family orientation.

From a Welsh policy and delivery perspective, the 2014 Act seeks to ensure that care and support provided to young people is delivered in accordance with the principles outlined in the UNCRC.

Local authorities in Wales have a duty under section 15 of the 2014 Act to provide preventative services in their area. The purpose of these services would be to prevent or delay people developing a need for care and support.

The 2014 Act was developed using the 'people model' which focuses on providing sustainable social services to people (being children, adults and carers) in line with their unique needs. This means that children are not treated in isolation but instead as part of families and communities. This has allowed the 2014 Act to provide a cohesive and more integrated care system.

Well-being and the outcomes people wish to achieve are at the centre of the legislation; the definition of well-being in the Act, and the well-being statement, both recognise that securing rights and entitlements is key to ensuring that children can speak for themselves or have someone who can do it for them so that they are involved in the decisions that affect their life.

Common law

As part of the common law, those responsible for the care and supervision of children, including teachers and other school staff in charge of children, owe a duty of care to act as any reasonably prudent parent would when taking care of their own children. A person who is responsible for the care and supervision of children should do what is reasonable for the purpose of safeguarding or promoting the child's welfare. However, this is subject, for example, to a court order prohibiting certain steps being taken in relation to that child without the court's consent (section 3(5) of the Children Act 1989).

United Nations Convention on the Rights of the Child (UNCRC)

The Welsh Government is committed to the UNCRC as the underpinning basis for its policies concerning children and young people. The approach outlined in this document is based upon and consistent with UNCRC provisions, which include that:

- Children have a right to an education. (Article 28)
- Adults should think about the best interests of children and young people when making choices that affect them. (Article 3)



- Children who have any kind of disability should have the care and support required so that they can lead full and decent lives. (Article 23)
- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. (Article 12)

Other relevant provisions

The Data Protection Act 1998 regulates the processing of personal data, which includes the holding and disclosure of it.

The Learner Travel (Wales) Measure 2008 places duties on Local Authorities and Governing Bodies in relation to home-school transport.

The Misuse of Drugs Act 1971 and regulations deals with restrictions (e.g. concerning supply and possession) on drugs which are controlled. Learners may be prescribed controlled drugs.

Roles and Responsibilities

Governing Bodies

Governing Bodies should oversee the development and implementation of arrangements, which should include:

- Complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled, as outlined above).
- Having a statutory duty to promote the well-being of learners. Schools should give consideration to how they can meet these needs, including providing learners with access to information and material aimed at promoting spiritual and moral well-being and physical and mental health (Article 17 of the UNCRC).
- Considering how they can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others.
- Ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to a Headteacher, member of staff or professional as appropriate.
- Working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner.



- Developing and implementing effective arrangements to support learners with healthcare needs. This should include a policy on Healthcare Needs and where appropriate, Individual Health Plans (IHPs) for particular learners.
- Ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements.
- Ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures.
- Ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens.
- Ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained (see '2.8 Training' on page 17).
- Ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners.
- Having an infection prevention policy that fully reflects the procedures laid out in current guidance.

Headteachers

The Headteacher should ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented.

This can include:

- Working with the Governing Body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, including duties under the Equality Act 2010.
- Ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon and such actions maintained. In larger education settings it may be more practical to delegate the day-to-day management of a learner's healthcare needs to another member of staff. The Headteacher should directly supervise this arrangement as part of the regular reporting and supervision arrangements.



- Ensuring the support put in place focuses on and meets the individual learner's needs, also known as person-centred planning.
- Extending awareness of healthcare needs across the education setting in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners.
- Appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's care.
- Ensuring a sufficient number of trained staff are available to implement the arrangements set out in all IHPs, including contingency plans for emergency situations and staff absence.
- Having the overall responsibility for the development of IHPs.
- Ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs, e.g. private toilet areas for catheterisation.
- Checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered.
- Ensuring all learners with healthcare needs are appropriately linked with the education setting's health advice service.
- Ensuring when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place.
- Providing annual reports to the Governing Body on the effectiveness of the arrangements in place to meet the healthcare needs of learners.
- Ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason.
- Notifying the local authority when a learner is likely to be away from the education setting for a significant period, e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare needs. Ultimately, what qualifies a period of absence as 'significant' in this context depends upon the circumstances and whether the setting can provide suitable education for the learner. Shorter periods of absence may be significant depending upon the circumstances.



- Being mindful of the Social Services and Well-being (Wales) Act 2014. Education settings should be fully aware of this approach and ensure assistance to learners is provided using a holistic approach.

Teachers and support staff

- Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary.
- Staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. No staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.
- In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, the education setting should ensure staff:
 - Fully understand the education setting's healthcare needs policies and arrangements.
 - Are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs.
 - This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs.
- Are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the First Aiders are and how to seek their assistance if a medical emergency takes place.
- Fully understand the education setting's emergency procedures and be prepared to act in an emergency.
- Ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place.
- Ensure learners (or their friends) know who to tell if they feel ill, need support or changes to support.
- Listen to concerns of learners if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties).
- Make sure learners with healthcare needs are not excluded from activities they wish to take part in without a clear evidence-based reason, including any external trips/visits.



- This includes ensuring learners have access to their medication and that an appropriately trained member of staff is present to assist where required.
- Are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the education setting's policy.
- Are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed.
- Support learners who have been absent and assist them with catching up on missed work, (this may involve working with parents and specialist services).
- Keep parents informed of how the healthcare need is affecting the learner in the education setting.
 - This may include reporting any deterioration, concerns or changes to learner or staff routines.

Learners and Parents

It is vital that learners and parents are actively involved in the planning of support and management of healthcare needs. Meeting the individual's needs should be at the centre of decision making and processes. The UNCRC states learners should have access to appropriate information essential for their health and development and have opportunities to participate in decisions affecting their health.

Parents and learners should:

- Receive updates regarding healthcare issues/changes that occur within the education setting.
- Be involved in the creation, development and review of an IHP (if any). The parent and learner may be best placed to provide information about how their healthcare needs affect them. They should be fully involved in discussions about how the learner's healthcare needs will be met in the education setting, and contribute to the development of, and compliance with, their IHP.
- Provide the education setting with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals. Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.
- Inform the education setting of any changes such as type of medication, dosage or method of administration.



- Provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions.
- Ensure a nominated adult is contactable at all times and all necessary forms are completed and signed.
- Inform the education setting if their child has/had an infectious disease or condition while in attendance.

Local authorities

St Paul's works with the Local Authority to ensure that its education provision is available to learners, and:

- Must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory. For example, learners should not be disadvantaged when leaving primary school and beginning secondary school. In practical terms this means adjustments must be planned and implemented in advance to prevent any disadvantage. Discussions around the responsibility for provision should not impact on the delivery of service, as delays could be detrimental to the education and well-being of the learner.
- Must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the well-being of children in relation to their physical and mental health, their education, training and recreation.
- When making these arrangements, local authorities should ensure appropriate agreements are in place for data sharing. This could be through working within the Wales Accord on Sharing Personal Information (WASPI) Information Sharing Protocols or Data Disclosure Agreements. Local authorities and health boards have WASPI coordinators who can support service providers to develop appropriate agreements.
- Agreements are in place for data sharing. This could be through working within the Wales Accord on Sharing Personal Information (WASPI) Information Sharing Protocols or Data Disclosure Agreements. Local authorities and health boards have WASPI coordinators who can support service providers to develop appropriate agreements.
- Must make reasonable provision of counselling services for young people aged 11– 18 and learners in Year 6 of primary school. Within schools, this provision should complement the different approaches already in place to support the health, emotional and social needs of learners.
- Should work with education settings to ensure learners with healthcare needs receive a suitable education. Where a learner of compulsory school age would not receive a suitable education for any period because of their health, the local authority has a duty to make arrangements to provide suitable



education¹⁰. If a learner is over that compulsory school age but under 18, the local authority may make such arrangements.

- Should provide support, advice and guidance, including how to meet the training needs of education setting staff, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP) (see 'Section 3: Individual healthcare plans (IHPs)' on page 23) can be delivered effectively.

NHS Wales school health nursing service, third sector organisations and other specialist services

Healthcare and practical support can be found from a number of organisations. St Paul's as an education setting has access to a health advice service. The scope and type of support the service can offer may include:

- Offering advice on the development of IHPs.
- Assisting in the identification of the training required for the education setting to successfully implement IHPs.
- Supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.
- Health advice and support can also be provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support.
- Proactively engaging with specialist services can provide practical help when writing and implementing IHPs. They can also provide training and awareness-raising resources, including video links.

Creating an accessible learning environment

Local Authorities and Governing Bodies should ensure their education settings are inclusive and accessible in the fullest sense to learners with healthcare needs.

This includes the following.

Physical access to education setting buildings



A duty is placed on Local Authorities to produce a written accessibility strategy for all schools they are responsible for under the Equality Act 2010. Similarly, individual schools must carry out accessibility planning and are under a duty to prepare an accessibility plan following the same principles as the strategies prepared by the local authorities. St Paul's C/W works with a range of external partners to ensure that its premises are suitable for the needs of a range of individuals.

Reasonable adjustments – auxiliary aids or services

The Equality Act 2010 places a duty on learning establishments to make 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) must be provided. St Paul's C/W responds to the needs of such learners on an individual basis, facilitating additional training and the provision of auxiliary aids or services as they are required.

Day trips and residential visits

Governing Bodies should ensure the education setting actively supports all learners with healthcare needs to participate in trips and visits. Governing Bodies must be aware of their legal requirements (see 'Annex 1: Outline of legal framework' on page 28) to make reasonable adjustments to trips and residential visits ensuring full participation from all learners. St Paul's C/W as an inclusive school works to ensure that all learners are able to participate fully in all activities both on and away from the school premises. This may include for example the use of staff members personal vehicles (fully insured) to transport pupils to off-site locations, or the use of adapted coaches when appropriate.

Our staff are aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner. Staff consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy). This may include information about the healthcare needs of an individual when appropriate. The duty to make reasonable adjustments under the Equality Act may apply depending on the circumstances, needs of learners, what to do in an emergency and any additional support, medication or equipment needed. St Paul's uses a commercial risk-assessment system to fully assess any risks before any visits or activities commence.

Social interactions

Governing Bodies should ensure the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits.



St Paul's C/W as an inclusive education setting works to ensure that all staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion. We adopt a proactive approach to remove any barriers that may occur. This may include the use of auxiliary aids such as specific seating within our breakfast club or the provision of 1:1 Teaching Assistant support at break or lunch-times to ensure social inclusion.

Exercise and physical activity

St Paul's as an education setting understands the importance of all learners taking part in physical activities. Staff make appropriate adjustments to sports and other activities to make them accessible to all learners. This includes our after-school clubs and team sports.

Our staff work closely with parents, carers and other professionals to become fully aware of learners' healthcare needs and potential triggers. They know how to respond appropriately and promptly if made aware that a learner feels unwell. Staff seek guidance when considering how participation in sporting or other activities may affect learners with healthcare needs, attempting, whenever possible, to ensure that activities are made accessible for all rather than implementing 'special provisions'. Where this might not be possible, advice is sought from healthcare or physical education professionals and the learner whenever it is appropriate to do so.

Our staff also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity; such learners are encouraged to take their medication or food when needed and are supported as is necessary to their needs.

Food management

Where food is provided by or through the education setting, consideration must be given to the dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances. St Paul's C/W does not have a 'cooking kitchen'. However, we provide parents, carers and learners with menus containing lists of ingredients and nutritional information as provided to us by the Local Authority. This information helps to facilitate parents and carers and appropriate catering teams' collaborative working. As an example, this may be especially important when carbohydrate counting is required. St Paul's C/W works with a range of healthcare professionals to access appropriate training and advice relevant to the needs of individual learners.

At St Paul's C/W, we recognise that food provided for trips and for snacks within the classroom should reflect the dietary and treatment needs of the learners taking part. Food provided for snacks in classroom settings also takes the dietary and treatment needs of these learners into account. St Paul's C/W is a 'Healthy School' with a 'no sweets' policy, however, we recognise that learners with healthcare needs may need to be exempted from this policy. Learners needing to eat or drink as part of their condition are not excluded from



the classroom, put in isolation or prevented from participating in an activity unless it is absolutely necessary to do so to manage a particular incident.

Risk assessments

Our staff are clear when a risk assessment is required and are aware and proficient in the use of the risk assessment systems we use. When planning an activity, our staff start from the premise of inclusion and seek adjustments or alternative activities rather than separate provision.

Sharing information

Governing Bodies should ensure healthcare needs arrangements and IHPs, are supported by clear communication with staff, parents, carers and other key stakeholders to ensure full implementation. St Paul's works to ensure that all information is kept up to date and that information-sharing techniques such as staff noticeboards and school intranets are agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) should have access to the relevant information, particularly if there is a possibility of an emergency situation arising. At St Paul's C/W, healthcare needs and plans for high-risk individuals are displayed on a noticeboard in the staff room. Our school administrator keeps records of all First Aid qualifications. Healthcare needs for individuals are shared with class teachers and teaching assistants and when appropriate with all staff through weekly communication meetings.

At St Paul's C/W we work with our parents, carers and learners to ensure that we have up to date information relating to the healthcare needs of their children and so that they are aware of the care their children receive. We also work with a range of external agencies, sharing relevant information via a range of mediums. For example, information may be shared via a Cardiff.gov.uk email account to specific and relevant agencies.

Procedures and record keeping for the management of learners' healthcare needs

Education settings should create procedures which state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs. At St Paul's C/W information is collected in various ways. For example, our School Administrator is responsible for ensuring that all electronic records are kept up to date. We also maintain hard copy versions of parental details that can be used in an emergency situation.

The following documentation is collected and maintained within the school.



1. Contact details for emergency services
2. Parental agreement for the school to administer medicine where appropriate
3. Headteachers agreement to administer medicine
4. Record of medicine stored for and administered to an individual learner
5. Record of medicines administered to all learners by date
6. Request for learner to administer own medicine when appropriate
7. Staff training record – administration of medicines
8. Medication incident report

St Paul's C/W completes a new record when there are changes to medication or dosage. Old forms are clearly marked as being no longer relevant and stored in line with our information retention policy.

At St Paul's C/W, all administration of medication is recorded on the appropriate forms. If a learner refuses or misuses their medication, staff record this and follow our procedure where parents are informed of this non-compliance as soon as possible.

Storage, access and the administration of medication and devices

Governing Bodies should ensure the education setting's policy is clear regarding the procedures to follow for managing medicines and devices. At St Paul's C/W we store medicines when appropriate, before returning any unused medication to the appropriate parent or carer. Access to this medication is restricted to appropriate adults.

Supply of medication or devices

Education settings should not store surplus medication. At St Paul's we ask our parents and carers to provide appropriate supplies of medication. These should be in their original container and be labelled with the name of the learner, medicine name, dosage and frequency, and expiry date.

St Paul's C/W will only accept prescribed medicines and devices that:

- Are in date
- Have contents correctly and clearly labelled
- Are labelled with the learner's name
- Are accompanied with written instructions for administration, dosage and storage
- Are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

St Paul's C/W does not hold stocks of medication. For example this includes Liquid Paracetamol such as the branded name Calpol. Where non-prescribed medicines are supplied to the school, e.g. Liquid Paracetamol, it should:



- Be in date
- Have its contents correctly and clearly labelled
- Be labelled with the learner's name
- Be accompanied with written instructions for administration, dosage and storage. (This can be from the parent.)
- Be in its original container/packaging.

Storage, access and disposal

St Paul's C/W works to ensure that all medicines are stored safely. The type and use of the medication will determine how this takes place, but it is important for learners to know where their medication is stored and how to access it.

Refrigeration

Some medicines need to be refrigerated. Such medication may be kept in a refrigerator containing food at St Paul's C/W, and is kept in an airtight container and clearly labelled. We do not have provision for a lockable refrigerator and in some cases we will require parents to visit the school to administer medication that needs to be stored in such a way.

Emergency medication

At St Paul's we recognise that emergency medication must be readily available to learners who require it during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) are readily available to learners and are not locked away. We recognise that this is particularly important to consider when outside of the schools premises, e.g. on trips.

If the emergency medication is a controlled drug it will be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency, e.g. the teacher or 1:1 support adult. If such medication is held in a lockable container, keys should not normally be held personally by a member of staff. A learner who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but they must not pass it to another learner or other unauthorised person, therefore monitoring may be necessary. Where staff administer emergency medication to a learner, this is recorded using the relevant documents.

Non-emergency medication

At St Paul's C/W we recognise that from time to time children require non-emergency medication. Such medication may be kept in a refrigerator containing food at St Paul's C/W, and is kept in an airtight container



and clearly labelled. We do not have provision for a lockable refrigerator and in some cases we will require parents to visit the school to administer medication that needs to be stored in such a way.

Disposal of medicines

When no longer required, medicines will be returned to parents to arrange safe disposal. We have a 'Sharps Box' that is kept in the Headteachers office. This must be used for the disposal of needles and other sharp instruments, and is disposed of appropriately.

Administration of medicines

At St Paul's C/W, we recognise that where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines requires written parental consent, unless Gillick competence is recorded. The administration of all medication is recorded.

Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school and in the evening. However, we recognise that there will be instances where this is not appropriate.

Learners under 16 should never be given aspirin or its derivatives unless prescribed to them. As a result of this, we will require documentary proof of it having being prescribed before permitting it to be administered on the school premises.

Unless there is an agreed plan for the learner to self-medicate (16 years and above or Gillick competent), all medication will be administered by a suitably trained member of staff. In other cases, it may need to be supervised in accordance with the IHP. St Paul's C/W staff will check the maximum dosage and the amount and time of any prior dosage administered.

Certain medical or care procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult when necessary. The learner's thoughts and feelings regarding the number and gender of those assisting will be considered when providing intimate care at St Paul's C/W. There is no requirement in law for there to be more than one person assisting, however, the number of people involved in such procedures will be agreed and reflected in the IHP and risk assessment.

St Paul's C/W as an education setting has an intimate care policy. This is followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.

Emergency procedures



Governing Bodies should ensure a policy is in place for handling emergency situations. St Paul's C/W has an Emergency Procedures policy which has been agreed by the Governing Body. Staff know who is responsible for the policy. Nominated First Aiders are identified within the policy. These staff members know how to deal with common healthcare needs. In situations requiring emergency assistance our staff dial 999 immediately. The location of learners' healthcare records and emergency contact details are known to all staff. Where a learner has an IHP, this clearly defines what constitutes an emergency and explains what to do. Staff at St Paul's C/W are made aware of emergency symptoms and procedures and act upon them when appropriate.

Our nominated First Aiders are:

- Mrs A Vesey
- Mrs C Hewings
- All staff have a basic level of First Aid

Other learners in the education setting should also know what to do in general terms in an emergency, such as to inform a member of staff immediately. St Paul's is a where all learners are encouraged to tell an adult if they see, hear or experience something that troubles them. In the event of a learner needing to be taken to hospital, a staff member will stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital when appropriate or if a parent or emergency contact cannot be reached. The member of staff will have details of any known healthcare needs and medication in such an eventuality.

Training

Governing bodies must ensure that staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training. Governing bodies should also ensure their policies clearly set out how a sufficient number of these staff will be identified and supported. At St Paul's C/W we offer Continuing Professional Development, (CPD) to all our staff. This may take the form of individual or group training related to the specific needs of an individual, or general CPD courses related to needs across the school. E.g. Manual Handling training for a specific individual or First Aid qualifications or refresher courses for the wider school community.

At St Paul's C/W we recognise that when assisting learners with their healthcare needs, many interventions require no specialist training and the role of staff is to facilitate the learner to meet their own healthcare needs. We also recognise that IHPs may reflect complex needs requiring staff to have specific information and training. This training may be in the use of aids such as hearing aids, (e.g. staff could be shown how to change batteries) and various adaptive technologies. If these have been instigated by health professionals, we will ask them for advice suitable for education settings as well as learners and families.

The training provided will be sufficient to ensure staff are competent to support learners, have confidence in their ability to support learners and to fulfil IHP requirements. We will seek, when appropriate, input from the learner and parents, who often play a major role in providing information on how needs can be met. However,



we will not rely solely upon learners and parents when investigating and accessing training about the healthcare needs of their child.

We recognise that if a learner has complex needs, input may be needed from healthcare services and the Local Authority who will be able to advise and signpost to further training and support.

At St Paul's C/W, all staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. It is vital, therefore, that all staff have a basic understanding of common conditions relating to specific individuals and to all learners in general so that they are able to recognise symptoms and understand where to seek appropriate assistance. We do this at weekly communication meetings, staff INSET sessions and specific meetings when necessary.

When necessary and appropriate, instances of common conditions are discussed between the schools Senior Leadership Team and communicated to staff. We use a range of methods to communicate with parents and carers including via telephone, email, letter, text to parents and Schoop. As a part of their induction procedures new and temporary staff are made aware of what preventative and emergency measures are in place so they are able to recognise the need for intervention and react quickly.

We endeavour to ensure that all learners with IHP's are supported by their nominated support assistants, however, from time to time trained staff who are usually responsible for administering medication are not available for a number of reasons which may include staff sickness. In such instances the IHP will set out alternative arrangements which will also be addressed in risk assessment and planning of off-site activities when appropriate.

Qualification examinations and national curriculum assessments

At St Paul's C/W we recognise that efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments. All National Tests are administered at school and as such learners will not be expected to complete such tests if they are absent from school. At St Paul's C/W, our practice involves ongoing assessment relating to National Curriculum attainment and is not limited to National Tests. This type of practice may help learners to maintain progress relative to their ability as assessed against the National Curriculum attainment descriptors. When appropriate and necessary, teachers at St Paul's will provide materials for use at home or in hospital, working with home and hospital teachers to minimise the loss of learning while a learner is unable to attend. We recognise that liaison between the education setting and the hospital or home teacher is important, especially where the learner is moving from education setting or home to the hospital on a regular basis. We will work with any such professionals to minimise the disruption to a learners progress when it is necessary and appropriate.

St Paul's C/W will make adjustments, adaptations or give additional time for learners taking the National Reading and Numeracy Tests when necessary and appropriate. This will be based upon normal classroom practice related to particular needs. It is important to recognise that teachers are expected to use their



professional judgement to support learners. Guidance for teachers is provided and can be found in the current *National Reading and Numeracy Tests – Test administration handbook*.

Education other than at school (EOTAS)

Support is available to learners of compulsory school age who, due to their healthcare needs, may not for any period attend a mainstream education setting. The support they receive during an episode of illness could be in hospital, a PRU or at home. Local Authorities have a duty under sections 19 (1) and 19 (4) of the Education Act 1996) to make arrangements for the provision of suitable education for all children and young people of compulsory school age.

A learner who is unable to attend their education setting because of their healthcare needs should have their educational needs identified, and receive educational support quickly so they continue to be provided with suitable education. This means education suitable to the age, ability, aptitude of the learner and any Additional Learning Needs (ALN) they may have. The nature of the provision should be responsive, reflecting the needs of what may be a changing health status. The aim should be to achieve the greatest possible benefit for the child or young person's education and health, which should include the creation of an atmosphere conducive to effective learning. Close liaison between home/hospital teachers and mainstream teachers underpins the provision of an effective educational programme for the learners. However, parents can also act as a valuable link. Learners with complex healthcare needs may be discharged from hospital with a written care plan and where this happens, the written care plan should be integrated into any IHP. St Paul's C/W works with all appropriate agencies to ensure that IHP's and learners needs are continually assessed and changed when appropriate.

The local authority is unlikely to provide education at home for learners who are ill for very short periods of time, as their education setting should be able to provide appropriate support. However, they should take into account the way in which the absence is likely to affect the learner on their return to education. In the case of a short absence (likely to last for less than 15 school days) St Paul's C/W will provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return.

The local authority should be ready to make arrangements for learners in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, whether consecutive or cumulative over the course of an academic year. However, the local authority might still need to make arrangements if a shorter absence is anticipated, depending upon the circumstances.

Where absences are anticipated or known in advance, St Paul's C/W will liaise with the local authority so that the EOTAS service can be provided from the start of absence. It is the responsibility of the Local Authority to take into account any period of education provided in hospital when considering whether it needs to provide EOTAS for a learner and what to provide. If the learner has been in hospital and has received tuition there, their curricular progress and experiences may be different to that of their peers in school. Even so, St Paul's



C/W will work to ensure as much continuity as possible. The Local Authority should provide as many lessons as the learner's condition allows, and as is beneficial, taking into account what is suitable for the learner.

The Local Authority should have a written policy regarding EOTAS for learners with healthcare needs. Policies should include arrangements for the service and the way it is staffed, the timing of the provision, and a named person who parents, hospital teachers and others should contact. The policy should make links with related services in the local authority such as those for SEN and other local authority support services, educational psychologists, the Education Welfare Service (EWS) and PRUs.

School transport

There are statutory duties on Local Authorities, Governing Bodies and Headteachers in relation to learners travelling to the place where they receive their education or training.

For example, depending upon the circumstances, local authorities may need to arrange home-to-school transport for a learner, or provide appropriately trained escorts for such journeys to facilitate the attendance of a learner. Information and guidance on this is set out in the *Learner Travel: Statutory Provision and Operational Guidance* (2014) document. St Paul's C/W liaises with the Local Authority when appropriate and necessary to facilitate transport.

Learners with healthcare needs are supported in a range of ways relating to transport. At St Paul's C/W we always seek to visit locations within walking distance of the school. When a visit to a location requires transport, adapted vehicles will be sought. However, we recognise that this is not always possible and as a result learners may also be transported in adapted taxis or fully insured staff vehicles. When planning such a visit, staff will always assess transport as a part of their initial thoughts and then specific risk assessments, seeking to ensure that all learners travel together whenever possible. Risk assessments will identify how learners will be supported at all times during a visit.

CPD training will be sought that is relevant to learners transport needs when necessary, including Manual Handling training. We recognise that, at times, we may have to rely upon the operators of adapted vehicles to ensure that learners are able to access their vehicles. Our staff will support such operators as necessary.

Reviewing policies, arrangements and procedures

St Paul's C/W Governing Body and its Headteacher will ensure that all policies, arrangements and procedures are reviewed regularly. The date of review for this policy can be found on the title page. We recognise that IHPs may require frequent reviews depending on the healthcare needs of learners. We facilitate, when appropriate, meetings between all key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies to ensure that IHP's reflect the current needs of learners.

Insurance arrangements

Governing Bodies of maintained education settings have a duty to ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs. St Paul's C/W works with a range of providers relating to education visits. Where available, we incorporate locations existing risk assessments within our own. St Paul's C/W holds its site and liability insurance policies with Ecclesiastical Insurance.

Complaints procedure

If the learner or parent is not satisfied with St Paul's C/W health care arrangements they are entitled to make a complaint. The Governing Body has an agreed policy and procedure for dealing with complaints which is publicised on the schools website and can be accessed via <http://www.stpaulscwprimary.com/public/stpauls1510.html.nc> and also in print form from the school office. This policy details how complaints can be escalated from Teacher to Headteacher, then to the Governing Body, and then to the Local Authority.

St Paul's C/W recognises that if a complaint is Equality Act 2010-/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

Individual healthcare plans (IHPs)

IHPs set out what support is required by a learner and are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention will be needed, however, they do not need to be long or complicated. St Paul's C/W works with other professionals to write and enact IHP's, but we also recognise that not all learners with healthcare needs require an IHP. Mrs Justine Ryland of St Paul's C/W works with our staff and a range of professionals to decide what interventions are most appropriate, writing appropriate IHP's when necessary.

The following list outlines the process for identifying whether an IHP is needed.

- **Identify learners with healthcare needs**

- Learner is identified from enrolment form or other route.
- Parent or learner informs education setting of healthcare need.
- Transition discussions are held in good time, e.g. eight weeks before either the end of term or moving to St Paul's C/W.

- **Gather information**

- If there is potential need for an IHP, St Paul's C/W discusses this with the parent and learner.

- **Establish if an IHP should be written**



- St Paul's C/W works with other professionals to organise a meeting with appropriate staff, the parents, the learner and appropriate clinicians to determine if the learner's healthcare needs require an IHP, or whether this would be inappropriate or disproportionate.
- If consensus cannot be reached, the Headteacher should take the final decision, which can be challenged through the complaints procedure.

- **If an IHP should be written**

- St Paul's C/W under the guidance of the appropriate healthcare professionals, parents and the learner, should develop the IHP in partnership.
- St Paul's C/W will identify appropriate staff to support the learner, including identifying any CPD or training needs and the source of such training, and will then implement such training.
- St Paul's C/W will work with other professionals to ensure that the IHP is circulated to all appropriate individuals.
- St Paul's C/W will set an appropriate review date and define any other triggers for review.

In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, St Paul's C/W recognises that a detailed IHP may not be necessary. In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures will be confirmed in writing between the learner (where appropriate), the parents and the education setting.

However, we also recognise that when a learner has continual or episodic healthcare needs, an IHP may be required. If these needs are complex and the learner is changing settings, then preparation will start early to help ensure the IHP is in place at the start of the new term.

Roles and responsibilities in the creation and management of IHPs

IHPs do not need to be complex but they should explain how the learner's needs can be met. An IHP should be easily accessible to all who need to refer to it, while maintaining the required levels of privacy. St Paul's C/W works to ensure that each plan captures key information and the actions required to support the learner effectively.

The development of detailed IHPs may involve:

- The learner.
- The learners parents or carers.
- Input or information from a learners previous education setting.
- Appropriate healthcare and social care professionals.
- The Headteacher and/or delegated responsible individual for healthcare needs at St Paul's C/W.
- Teachers and support staff, including catering staff.



- Any individuals with relevant roles such as a first aid coordinator, a well-being officer, and Additional Learning Needs coordinator (ALNCo).

While the plan should be tailored to each individual learner, it may include:

- Details of the healthcare need and a description of symptoms.
- Specific requirements such as dietary requirements, pre-activity precautions (e.g. before physical education classes) medication requirements, e.g. dosage, side effects, storage requirements, arrangements for administration.
- An impact statement (jointly produced by a healthcare professional and a teacher) on how the learner's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects.
- Actions required, emergency protocols and contact details.
- The role St Paul's C/W plays, e.g. a list of things to be aware of, including review dates and review triggers; roles of particular staff, e.g. a contact point for parents, staff responsible for administering/supervising medication and arrangements for cover in their absence.
- Consent/privacy/sensitive information-sharing issues.
- Staff training needs, such as with regard to healthcare administration, aids and adaptive technologies.
- Record keeping.
 - How it will be done, and what information is communicated to others
- Home-to-school transport.
 - This is the responsibility of the local authority, who may find it helpful to be aware of the learner's IHP and what it contains, especially in respect of emergency situations.

The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education. Those devising the plan should agree who will take the lead, but responsibility for ensuring it is finalised and implemented rests with St Paul's C/W.

It is the responsibility of the Governing Body of St Paul's C/W to ensure that plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed. IHP's will be developed with the best interests of the learner in mind. St Paul's C/W will work with specialist services (if required), to assess the risks to the learner's education, health and social well-being. Where a learner has an Additional Learning Need the IHP will be linked or attached to any Personal Development Plan (PDP), Statement of ALN, or learning and skills plan.

Coordinating information with healthcare professionals, the learner and parents

St Paul's C/W understands that the way in which a learner's healthcare needs are shared with social and healthcare professionals depends on their requirements. IHP's written at St Paul's C/W will explain how



information is shared and who will do this. This will usually be Mrs Justine Ryland who will be a first point of contact for parents and staff and the staff member responsible for liaising with external agencies.

Confidentiality

It is important that all staff at St Paul's C/W (including temporary staff) are aware of the healthcare needs of their learners, including changes to IHPs. IHPs often contain sensitive or confidential information. St Paul's C/W understands that the sharing and storing of information must comply with the Data Protection Act 1998 and works to ensure that the privacy rights of or duty of confidence owed to the individuals are not breached.

The learner's role in managing their own healthcare needs

St Paul's C/W understands that learners who are competent to do so should be encouraged to take responsibility for managing their own medicines and procedures. This will be reflected within the learner's IHP. Where possible, St Paul's C/W enables learners to carry their own medication and relevant devices, or be able to quickly access their medication. We also recognise that some learners may require an appropriate level of supervision for this to happen and work to support learners when we believe supervision is necessary and appropriate.

At St Paul's C/W if a learner refuses to take their medicine or carry out a necessary procedure, staff will not force them to do so, but will follow our defined arrangements as agreed in the learners IHP. Parents will be informed as soon as possible so that an alternative arrangement can be considered and health advice will be sought where appropriate.

Unacceptable practice

At St Paul's we believe that it is not acceptable practice to:

- Prevent learners from attending an education setting due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others.
- Prevent learners from easily accessing their inhalers or other medication, and prevent them from taking 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 ignore healthcare evidence or opinion. (Although these views may be queried with additional opinions sought promptly.)
- Send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP.
- Send a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them.
- Penalise a learner for their attendance record if the absence is related to their healthcare needs.



- 'Authorised absences' including healthcare appointments, time to travel to hospital or appointment, and recovery time from treatment or illness should not be used to penalise a learner in any way.
- This includes, but is not limited to, participation in activities, trips or awards which are incentivised around attendance records.
- Request adjustments or additional time for a learner at a late stage.
 - They should be applied for in good time.
 - Consideration should also be given to adjustments or additional time needed in tests.
- Prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively.
- Require parents, or otherwise make them feel obliged, to attend St Paul's C/W, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues unless absolutely necessary.
- Expect or cause a parent to give up work or other commitments because St Paul's C/W is failing to support a learner's healthcare needs.
- Ask a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs.

Prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.