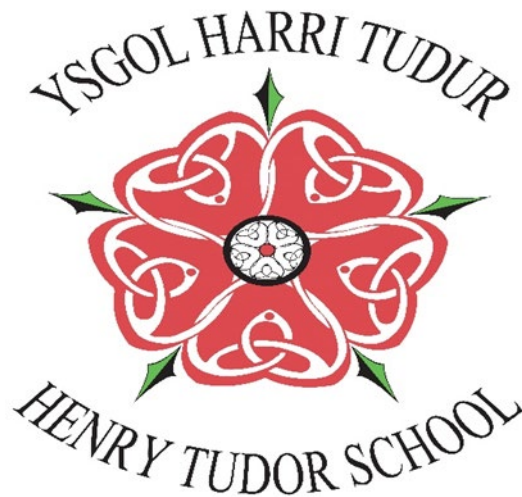




Healthcare Needs Policy: Supporting Learners with Healthcare Needs

Ysgol Harri Tudur



Henry Tudor School

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Key principles

In developing this policy, the Local Authority has considered the following key principles outlined in the Welsh Government statutory guidance '*Supporting learners with healthcare needs*' (March 2017):

- 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 the relevant professionals, learners and parents to ensure the needs of the learner with healthcare needs are properly understood and effectively supported.

The term 'education setting' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

When settings are developing arrangements and procedures, they should consider the following points:

- Staff should understand and work within the principles of inclusivity.
- Lessons and activities will be designed in a way which allows those with healthcare needs to participate fully.
- Staff should understand their role in supporting learners with healthcare needs and appropriate training should be provided.
- Staff should feel confident they know what to do in a healthcare emergency.
- 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.

Local Authority's legal requirements

The Local Authority and governing bodies **must** have regard to the statutory guidance '*Supporting learners with healthcare needs*' (March 2017) 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.

The statutory duties on the Local Authority are:

- Local authorities have general functions in relation to providing education for their area (see in particular sections 13 to 14, 15A, 15B of the Education Act 1996).
- A local authority must make arrangements for the provision of suitable education (at school or otherwise) for children of compulsory school age who may not otherwise receive it for any period due to illness, exclusion from school or otherwise (see section 19(1) of the Education Act 1996). For young persons (i.e. those who are over compulsory school age, but under the age of 18), local authorities have a power (rather than a duty) to make such arrangements in those circumstances (see section 19(4) of the Education Act 1996). In determining what arrangements to make under section 19(1) or (4) in the case of any child or young person, the local authority must have regard to any guidance given by the Welsh Ministers.
- A local authority must make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children (i.e. those under 18 – see section 175(1) of the Education Act 2002).
- Local authorities in Wales have a duty under section 15 of the Social Services and Well-being (Wales) Act 2014 to provide services in their area with the purpose of preventing or delaying the development of people's needs for care and support and a range of related purposes.
- Local authorities must make arrangements to promote cooperation between various persons and bodies. This includes a health board and NHS trust within the local authority area. The arrangements are to be made with a view to:
 - improving the well-being of children within the area.
 - improving the quality of care and support for children provided in the area.
 - protecting children who are experiencing or at risk of abuse, neglect and other harm (see section 25 of the Children Act 2004).
- The Education (School Premises) Regulations 1999 S.I. 1999/2 set out requirements (LA responsibility) regarding facilities at maintained schools. These include requirements regarding accommodation for medical examination, treatment of learners and the care of sick or injured learners (regulation 5).
- Local authorities also have duties under the Equality Act 2010 – see below.

All learners with healthcare needs are entitled to a full education. In addition to the duties set out above, 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. In drafting the statutory guidance and advice, the Welsh Ministers have had regard to the United Nations Convention on the Rights of the Child (UNCRC).

The Local Authority must have regard for:

- The Data Protection Act 1998 and current General Data Protection Regulations (GDPR). This regulates the processing of personal data, which includes the holding and disclosure of it.
- If learners are prescribed controlled drugs, the Misuse of Drugs Act 1971 will be applicable.
- The Learner Travel (Wales) Measure 2008.

Roles and responsibilities

The Local Authority should ensure 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 and, in practical terms this means adjustments must be planned and implemented in advance to prevent any disadvantage.
- 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, the local authority should ensure appropriate agreements are in place for data sharing.
- 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.
- 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) can be delivered effectively.

Designated Local Authority staff will work towards ensuring the above measures are in place and will **work with others**, supporting those in the following roles to ensure that the responsibilities in the Welsh Government Guidance are adhered to:

- Governing bodies who are required to oversee the development and implementation of arrangements for learners with healthcare needs.
- Headteachers who are required to ensure that arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented.
- Any staff members who may be asked to provide support to learners with healthcare needs.

- Support and advice will be available for parents/carers to ensure that they can be actively involved in the planning of support and management of their child's healthcare needs.
- Support and advice will be available for learners to ensure that, where appropriate, they can be actively involved in the planning of support and management of their healthcare needs.
- Advice and guidance will be available for education settings to ensure that the legal duties and requirements are met in regard to learners with healthcare needs.
- In addition to the above, Local Authority staff will work with NHS Wales colleagues and the school health nursing service, seeking advice, guidance and support in relation to a learner's healthcare needs.

Governing bodies should ensure that pupils with medical conditions are supported to enable the fullest participation possible in all aspects of school life. They should also ensure that any members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Advice on the role of headteachers:

- Headteachers should ensure that their school's policy is developed and effectively implemented with partners. This includes ensuring that all staff are aware of the policy for supporting pupils with medical conditions and understand their role in its implementation.
- Headteachers should ensure that all staff who need to know are aware of the child's condition. They should also ensure that sufficient trained numbers of staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations. This may involve recruiting a member of staff for this purpose.
- Headteachers have overall responsibility for the development of individual healthcare plans. They should also make sure that school staff are appropriately insured and are aware that they are insured to support pupils in this way. They should contact the school nursing service in the case of any child who has a medical condition that may require support at school, but who has not yet been brought to the attention of the school nurse.

Advice on the role of parents:

- Parents should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition.
- Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

Advice on the role of pupils:

- Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Other pupils will often be sensitive to the needs of those with medical conditions.

Creating an accessible environment

The Local Authority will work towards the goal of ensuring that its education settings are inclusive and accessible to learners with healthcare needs by addressing the following areas:

Physical access to school buildings – The Local Authority will comply with the Equality Act 2010, by producing a written accessibility strategy for all schools. The strategy will address:

‘improving the physical environments of 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’ (Schedule 10, Equality Act 2010)

This strategy will relate to a prescribed period, be consulted upon, available for inspection and kept under review.

Reasonable adjustments-auxiliary aids or services – In compliance with the Equality Act 2010, the Local Authority will comply with the duty placed on learning establishments to make ‘reasonable adjustments’ for learners who are disabled as defined by the Act. Where appropriate, advice will be taken about the use of auxiliary aids or services.

Day trips and residential visits – The Local Authority will promote the need for educational settings to actively support all learners with healthcare needs to participate in trips and visits. It will support governing bodies in being aware of their legal requirements to make reasonable adjustments to trips and residential visits ensuring full participation from all learners.

Social interactions – The Local Authority will support governing bodies in ensuring that the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as break times, breakfast club, school productions, after-hours clubs and residential visits. It will offer advice to staff and raise awareness of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion.

Exercise and physical activity – The Local Authority will support the education setting's understanding of the importance of all learners taking part in physical activities and of making appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports. Guidance will be made available in relation to considering how participation in sporting or other activities may affect learners with healthcare needs. The school will be supported in their endeavours to avoid having separate 'special provisions' for particular activities and there will be an emphasis on activities made accessible for all.

Food management – The Local Authority will support education settings in giving consideration to the dietary needs of learners, e.g. learners needing to eat or drink as part of their condition will not be excluded from the classroom.

Undertaking risk assessments – The Local Authority will provide advice and guidance on undertaking risk assessments. The focus will be on starting from the premise of inclusion and to seek adjustments or alternative activities rather than separate provision.

Sharing information

The Local Authority will publish this policy on its Inclusion Service website and on Hwb.

The Local Authority recommends that governing bodies ensure that healthcare needs arrangements, both wider school policies and Individual Healthcare Plans, are clearly communicated to staff, parents and other key stakeholders. All information should be kept up to date and all information-sharing techniques such as staff noticeboards and school intranet will be agreed by the learner and parent in advance of being used, to protect confidentiality.

Education settings should ensure that, following appropriate consent, information relating to learners with medical needs will be easily accessible for **teachers, supply teachers and support staff (this may include catering staff and relevant contractors)**.

Educational settings should ensure that **parents and learners** are active partners and are made fully aware of the care their children receive. Parents and learners will also be advised of their own rights and responsibilities.

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

Education settings will be responsible for maintaining records relating to the management of learners' healthcare needs. The Local Authority will expect the setting to state the names/roles/responsibilities of all staff involved in the identification, management and administration of healthcare needs. In order to ensure uniformity

between settings, the documentation in Annex 2 of the Welsh Government Guidance and in Appendix 1 of this policy, will be used. When appropriate, the following documentation should be collected and maintained for the learner:

1. Contact details for emergency services
2. Parental agreement for educational setting to administer medicine
3. Head of educational setting 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
7. Staff training record – administration of medicines
8. Medication incident report

New records will be completed when there are changes to medication or dosage. The Local Authority will recommend that education settings clearly mark old documents as being no longer relevant and that these will be stored in line with the Information Retention Policy and the Data Protection Act 1998.

*Document 5, *Record of medicines administered*, will also detail if the learner has refused to take their medication.

Storage, access and the administration of medication and devices

Education settings will have their own policies and procedures for storage, access and the administration of medication and devices but the Local Authority will advocate compliance with the general principles outlined in the Welsh Government Guidance:

Supply of medication or devices – Education settings should not store surplus medication and parents should be asked to provide appropriate supplies. These should be in their original container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. The setting should 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).

Where non-prescribed medicine is held by the setting, 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 – While all medicines should be stored safely, the type and use of the medication will determine how this takes place. The learner will be told where their medication is stored and how to access it.

- **Refrigeration:** For medicines that need to be refrigerated, the refrigerator temperature will need to be regularly monitored to ensure it is in line with storage requirements. Food may also be stored in the refrigerator but the medicines will be kept in an airtight container and clearly labelled. When there is a need to store larger quantities of medicine, consideration will be given to using a lockable medical refrigerator.
- **Emergency medication:** Emergency medication will be readily available to learners who require it at all times during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) will be readily available to learners and not locked away. Particular consideration will be given to this when outside of the education setting 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. For example, keys will not 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, and they must not pass it to another learner or other unauthorised person. Monitoring may be necessary. Where staff administer emergency medication to a learner, this will be recorded.
- **Non-emergency medication:** All non-emergency medication will be kept in a secure place with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls will be put into place.
- **Disposal of medicines:** When no longer required, medicines will be returned to parents to arrange safe disposal. Sharp boxes will always be used for the disposal of needles and other sharp instruments, and disposed of appropriately.

Administration of medicines

- Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines will require written parental consent, unless Gillick competence is recorded. The administration of all medication will be 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. There will be instances where this is not appropriate.
- Learners under 16 will never be given aspirin or its derivatives unless prescribed to them.
- 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 member of staff. In other cases, it may need to be supervised in accordance with the Individual Healthcare Plan.
- Medication will only be administered by suitably trained staff. The movement and location of these trained staff will take into account the location of the learners they support.
- Staff will check the maximum dosage and the amount and time of any prior dosage administered.
- Certain medical procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting will be considered when providing intimate care. There is no requirement in law for there to be more than one person assisting and this will be agreed and reflected in the Individual Healthcare Plan and risk assessment.
- The education setting will follow its Intimate Care Policy unless alternative arrangements have been agreed and recorded in the learner's Individual Healthcare Plan.
- If a learner refuses their medication, staff will record this and follow the defined procedures informing parents as soon as possible. If a learner misuses any medication, their parents will be informed as soon as possible. The education setting will ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, staff will consider seeking immediate healthcare advice.
- Staff involved in the administration of medication will be made familiar with how learners consent to treatment. Further information on this from the Welsh Government can be found in the Patient Consent to Examination and Treatment – Revised Guidance (NHS, 2008).
- All staff supporting off-site visits will be made aware of learners who have healthcare needs. They will receive the required information to ensure staff are able to facilitate an equal experience for the learner. This information may include health and safety issues, what to do in an emergency and any other additional necessary support that the learner requires, including medication and equipment.

Emergency procedures

Education settings will have their own emergency procedures but, in line with Welsh Government Guidance, the Local Authority will recommend that these will need to note:

- a. what to do in an emergency situation
- b. who is responsible for the emergency procedure
- c. nominated first aider/s contact details
- d. location of healthcare needs records and emergency contact details (e.g. parents/carers)

Governing bodies will ensure that the setting has a policy in place for procedures to follow when handling emergency situations. Staff will be advised who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. In situations requiring emergency assistance, 999 will be called immediately. Staff will be advised of the location of learners' healthcare records and emergency contact details.

Where a learner has an Individual Healthcare Plan, the plan will clearly define what constitutes an emergency and explain what to do in these circumstances. Staff will be made aware of emergency symptoms and procedures.

Other learners in the school will also be advised, in general terms, what to do in an emergency, such as to inform a member of staff immediately. If a learner needs 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. The member of staff will be given details of any known healthcare needs and medication.

Training

The Local Authority will provide termly training on a range of medical conditions, including diabetes, epilepsy, asthma and anaphylaxis. The training will also include information about Individual Healthcare Plans.

Education settings will be required to show how they raise awareness about common medical conditions, how they ensure staff can access training and how they keep records of staff who have received training.

Governing bodies will need to ensure that staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training.

For many interventions no specialist training is required and the role of staff will be to facilitate the learner to meet their own healthcare needs. However, where the Individual Healthcare Plans reflects complex needs requiring staff to have specific information and training, the Local Authority will be available to support the education setting in requesting information from health colleagues.

Education other than as school (EOTAS)

The Local Authority recommends that any learner 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.

The Local Authority does not recommend that educational settings provide education at home for learners who are ill for very short periods of time. However, settings 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) the learner's school should provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return.

If the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, and absences are anticipated or known in advance, the Local Authority can support the educational setting in sourcing tutors who can ensure that an effective educational programme is in place for the learner.

Learners with complex healthcare needs may be discharged from hospital with a written care plan. Where this happens, the written care plan should be integrated into any Individual Healthcare Plan.

School transport

If school transport is being considered for a learner with medical needs, the Local Authority will meet its statutory duties in relation to learners travelling to the place where they receive their education.

Reviewing policies, arrangements and procedures

The Local Authority will ensure that this policy is reviewed annually and will recommend that all policies, arrangements and procedures are reviewed regularly by educational settings. Individual Healthcare Plans will be reviewed as necessary. Frequency will depend on factors such as the healthcare need, changes in the condition or in medication. These reviews will involve key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies.

Insurance arrangements

The Local Authority will ensure an appropriate level of insurance is in place to cover the activities in supporting learners with healthcare needs. Educational settings will be advised that additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

Complaints procedure

Any person wishing to lodge a complaint can access the Local Authority's complaints procedure at <https://www.pembrokeshire.gov.uk>. The document is contained within the Information Governance area of the website.

Individual Healthcare Plans (IHPs)

Education settings will have their own policies for creating Individual Healthcare Plans (IHPs) but, in line with Welsh Government Guidance, the Local Authority will recommend that the policy will need to note:

- a. the purpose of an IHP
- b. circumstances when an IHP will be appropriate
- c. what the IHP will cover
- d. responsibilities and roles linked to the creation of an IHP

The IHP will set out what support is required by a learner. They 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, not all learners with healthcare needs require an IHP and the plan will not need to be long or complicated. The following diagram outlines a process the educational setting can follow for identifying whether an IHP is needed.

Identify learners with healthcare needs

Learner is identified from enrolment form or other route **or** the parent/learner informs education setting of healthcare need.

For learners new to the setting, transition discussions are held in good time, e.g. eight weeks before either the end of term or moving to a new education setting.



Gather information

If there is potential need for an IHP, the setting will discuss this with the parent and learner.



Establish if an IHP should be made

The setting will organise a meeting with appropriate staff, the parents, the learner and appropriate Health staff to confirm if the learner's healthcare needs require an IHP. If agreement cannot be reached, the setting's leader/headteacher will take the final decision and, if necessary, this can be challenged through the setting's complaints procedure.



If an IHP should be made

The setting, under the guidance of the appropriate healthcare professionals, parents and the learner, will develop the IHP in partnership.

The setting will identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.

The setting will circulate the IHP to all appropriate individuals.

The setting will set an appropriate review date and define any other triggers for review.

The IHP will explain how the learner's needs can be met. It will be easily accessible to all who need to refer to it, while maintaining the required levels of privacy. Each plan will capture key information and actions required to support the learner effectively. The development of detailed IHPs may involve:

- the learner
- the parents
- input or information from previous educational setting

- appropriate healthcare professionals
- social care professionals
- the setting leader/headteacher and/or delegated responsible individual for healthcare needs across the setting
- 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).

The plan will be tailored to each individual learner but, in general, 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 address these effects
- actions required
- emergency procedures and contact details
- the role the school can play, e.g. a list of things to be aware of
- 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, 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. A lead person will be agreed, but responsibility for ensuring it is finalised and implemented rests with educational setting.

The Governing Body will need to ensure the plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed. The plan will be developed with the best interests of the learner in mind and

ensure the educational setting, with specialist services (if required), assess the risks to the learner's education, health and social well-being.

Where a learner has Additional Learning Needs the IHP will be linked or attached to any individual education/development plan or statement.

School Policy:

The school must develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff.

In respect of implementation, school policies should include:

- Who is responsible for ensuring that sufficient staff are suitably trained;
- a commitment that all relevant staff will be made aware of the child's condition;
- cover arrangements in case of staff absence or staff turnover to ensure someone is always available;
- briefing for supply teachers;
- risk assessments for school visits, holidays, and other school activities outside the normal timetable; and
- monitoring of individual healthcare plans

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

Governing bodies should ensure that the school's policy sets out the procedures to be followed whenever a school is notified that a pupil has a medical condition.

Further advice:

- Procedures should also be in place to cover any transitional arrangements between schools, the process to be followed upon reintegration or when pupils' needs change, and arrangements for any staff training or support.
- For children starting at a new school, arrangements should be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to a new school mid-term, every effort should be made to ensure that arrangements are put in place within two weeks.
- Schools do not have to wait for a formal diagnosis before providing support to pupils.
- In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place

Unacceptable practice

As detailed in Welsh Government Guidance, 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 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 Individual Healthcare Plan
- 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 mock examinations or other 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 the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues where the toileting issue is as a direct result of their medical needs
- expect or cause a parent to give up work or other commitments because the education setting 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.

The Local Authority will ensure that information about Unacceptable Practices will be part of its induction process for new staff. Any examples of Unacceptable Practice brought to the attention of colleagues or management will be investigated in line with current processes.

APPENDIX 1 – FORM TEMPLATES

Form 1 – Contacting emergency services

Form 2 – Parental agreement for education setting to administer medicine

Form 3 – Headteacher/head of setting agreement to administer medicine

Form 4 – Record of medicine stored for and administered to an individual learner

Form 5 – Record of medicines administered to all learners – by date

Form 6 – Request for learner to carry/administer their own medicine

Form 7 – Staff training record – administration of medicines

Form 8 – Medication/healthcare incident report

These forms are downloadable as Word documents from:

learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en .

Here are some references for writing healthcare plans for children in schools:

1. [The UK government has published statutory guidance on supporting pupils with medical conditions at school](#) ¹. The guidance is intended for governing bodies of local-authority-maintained schools, proprietors of academies, and management committees of pupil referral units. It is also relevant for anyone supporting children with medical conditions. [The templates provided in the guidance can be used to create and invite parents to contribute to a child's individual healthcare plan, ask for parental agreement for administering medicine, keep a record of medicine administered to children, and keep a record of staff training in administration of medicines](#) ¹.
2. [TheSchoolRun provides an explanation of individual healthcare plans for parents](#) ². Schools are free to draw up their own plans, and the level of detail included will depend on each child's needs. However, a good care plan should include the child's personal details such as name, date of birth, class, and ideally a photo to help staff identify them.
3. [The Department for Education has published templates for individual healthcare plans](#) ³. Template A includes the name of school/setting, child's name, group/class/form, date of birth, child's address, medical diagnosis or condition

Form 1: Contacting emergency services

Request for an Ambulance

Dial **999**, ask for an ambulance, and be ready with the following information where possible.

1. State your telephone number.
2. Give your location as follows [insert your address].
3. State that the postcode is [insert your address].
4. Give the exact location in the education setting [insert a brief description].
5. Give your name.
6. Give the name of the learner and a brief description of symptoms.
7. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to [name location].
8. Don't hang up until the information has been repeated back.

Speak clearly and slowly and be ready to repeat information if asked to.

Put a completed copy of this form by all the telephones in the education setting.

Form 2: Parental agreement for education setting to administer medicine

(Insert school name) needs your permission to give your child medicine. Please complete and sign this form to allow this.

Name of school	
----------------	--

Name of child	
---------------	--

Date of birth	
---------------	--

Group / class / form	
----------------------	--

Healthcare need	
-----------------	--

Medicine

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

Date dispensed	/	/	Expiry date	/	/
----------------	---	---	-------------	---	---

Agreed review date to be initiated by *(name of member of staff)*

Dosage and method	
-------------------	--

Timing	
--------	--

Special precautions	
---------------------	--

Are there any side effects that the school needs to know about?	
---	--

Self-administration (delete as appropriate)	Yes / No
--	-----------------

Procedures to take in an emergency	
------------------------------------	--

Contact details

Name	
------	--

Daytime telephone number	
--------------------------	--

Relationship to the child	
---------------------------	--

Address	
---------	--

I understand that I must deliver the medicine personally to *(agreed member of staff)*.

I understand that I must notify the setting of any changes in writing.

Signature	
-----------	--

Date	
------	--

Form 3: Headteacher/Head of setting agreement to administer medicines

Name of setting	
-----------------	--

It is agreed that *(name of learner)* will receive
(quantity or quantity range and name of medicine)
every day at *(time medicine to be administered,*
e.g. lunchtime/afternoon break).

(Name of learner) will be given / supervised while
they take their medication by *(name of member of staff)*

This arrangement will continue until *(either end date of course of*
medicine or until instructed by parents/carers)

Date	
------	--

Signed	
--------	--

(The headteacher/head of setting/named member of staff)

Form 4: Record of medicine stored for and administered to an individual learner

Name of setting	
-----------------	--

Name of learner	
-----------------	--

Date medicine provided by parent	
----------------------------------	--

Group / class / form	
----------------------	--

Quantity received	
-------------------	--

Name and strength of medicine	
-------------------------------	--

Expiry date	
-------------	--

Quantity returned	
-------------------	--

Dose and frequency of medicine	
--------------------------------	--

Staff signature	
-----------------	--

Signature of parent/carer	
---------------------------	--

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			

Form 6: Request for learner to carry/administer their own medicine

This form must be completed by the parent/carer.

If staff have any concerns, discuss this request with healthcare professionals.

Name of setting	
-----------------	--

Learner's name	
----------------	--

Group/class/form	
------------------	--

Address	
---------	--

Name of medicine	
------------------	--

Carry and administer	Yes / No
----------------------	-----------------

Administer from stored location	Yes / No
---------------------------------	-----------------

Procedures to be taken in an emergency	
--	--

Contact information

Name	
------	--

Daytime telephone number	
--------------------------	--

Relationship to learner	
-------------------------	--

I would like my child to administer and / or carry their medicine.

Signed parent/carer	
---------------------	--

Date	
------	--

I agree to administer and / or carry my medicine. If I refuse to administer my medication as agreed, then this agreement will be reviewed.

Learner's signature	
---------------------	--

Date	
------	--

Form 7: Staff training record – administration of medicines

Please ensure that the Education Workforce Council registration is updated accordingly.

Name of setting	
-----------------	--

Name	
------	--

Type of training received	
---------------------------	--

Date of training completed	/ /
----------------------------	-----

Training provided by	
----------------------	--

Profession and title	
----------------------	--

I confirm that (*name of staff member*) has received the training detailed above and is competent to carry out any necessary treatment.

I recommend that the training is updates (*please state how often*).....

Trainer's signature	
---------------------	--

Date	
------	--

I confirm that I have received the training detailed above.

Staff signature	
-----------------	--

Date	
------	--

Suggested review date	
-----------------------	--

Form 8: medication/healthcare incident report

Learner's name: _____

Home address: _____

Telephone number: _____

Date of incident: _____ Time of incident: _____

Correct medication and dosage	
--------------------------------------	--

Medication normally administered by:

Learner	
Learner with staff supervision	
Nurse/school staff member	

Type of error:

Dose administered 30minutes after scheduled time	
Omission	
Wrong dose	
Additional dose	
Wrong learner	
Dose given without permissions on file	
Dietary	
Dose administered by unauthorised person	

Description of incident	
--------------------------------	--

Action taken:

	Parent notified	Name, Date and Time
	School nurse notified	Name, Date and Time
	Physician notified	Name, Date and Time
	Poison control notified	
	Learner taken home	
	Learner sent to hospital	
	Other	Please give details

Any further information to be noted	
--	--