

# EMMANUEL COLLEGE

## SUPPORTING STUDENTS AT THE COLLEGE WITH MEDICAL CONDITIONS



### **Background and Purpose**

This policy forms part of, and should be read in conjunction with, the Special Educational Needs Policy, Safeguarding Policy and Health and Safety Policy and their accompanying procedures; it is designed to confirm how Emmanuel College will address the requirements and its associated responsibilities regarding the provision of suitable and sufficient support for pupils/students with medical conditions to allow, where reasonable, equal access to the College and the educational activities provided.

All educational establishments, are expected to develop and formalise procedures for dealing with students' medical needs, based upon an assessment of such needs. The resulting procedures should cover medical related personnel, equipment and practices and be designed in accord with the legal standards and good practice.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>.

### **Organisational Scope**

This policy applies to all College activity either on or off site and to all students enrolled.

Emmanuel College on behalf of the Board and Governing Body has a general duty of care with regard to its students which requires it to make adequate generic and, where appropriate, specific arrangements for supporting students with medical conditions.

### **Definitions**

#### **Individual Healthcare Plans (IHP)**

A written plan addressing the medical needs of a student produced by a healthcare professional, such as a specialist nurse in conjunction with a member of school staff and with the involvement of the student's parent or carer. The IHP should include information about:

- the nature of the medical condition;
- information regarding warnings that may be recognised and triggers to be avoided;
- how does the condition present itself?;
- what, if any, medication is needed, emergency or otherwise;
- what, if any, first aid/staff support is needed.

This information is confidential and should only be available to members of staff who work with the student.

IHPs should be reviewed and updated at least once a year. Any changes needed between reviews, for example a change in medicine, should be recorded as soon as possible.

#### **Medical Condition**

A student is described as having a medical condition if they have a diagnosed specified disease, illness or injury which includes any physiologic, mental or psychological condition or disorder. A biological or psychological state which is within the range of normal human variation is not a medical condition.

## **Training and Competence**

'Training' includes induction training, refresher training, tool box talks, training in specific skills, managers training, emergency training, training to accommodate changes, etc.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements as set out in individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

While no clear definition exists competence is deemed to have been achieved if an individual has sufficient training, experience, knowledge and understanding to carry out their work safely and without risk to health.

## **Disabled**

Under the [Equality Act 2010](#), you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'Substantial' is more than minor or trivial – e.g., it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more – e.g., a breathing condition that develops as a result of a lung infection.

## **Policy Statement**

The trust board and local governing body will take all necessary and appropriate steps to ensure that arrangements are in place to support students enrolled at Emmanuel College with medical conditions.

Students at the College with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. This means that no child with a medical condition will be denied admission or prevented from taking up a place in the college because arrangements for their medical condition have not been made. However, in line with their safeguarding duties, the trust board will take steps to ensure that students' health is not put at unnecessary risk from, for example, infectious diseases and therefore recognise that to accept a child in school at times where it would be detrimental to the health of that child or others is unacceptable.

The trust board and local governing body recognises that some students with medical conditions may be disabled. Where this is the case compliance with the duties under the Equality Act 2010 will be the minimum acceptable standard. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, where this is the case the specific arrangements relating to a student with a medical condition will be combined to ensure the best possible support is provided.

The trust board and local governing body will take all necessary and appropriate steps to ensure that the Principal and their management team consult as appropriate health and social care professionals, students and parents to ensure that the needs of students with medical conditions are effectively supported.

The Principal is responsible for determining the actual provision required at the College on behalf of the trust board, by the use of the formal assessment techniques identified in the procedures accompanying this policy.

The Vice Principal and the Student Welfare Lead at Emmanuel College will establish arrangements for satisfying the personnel, equipment and facilities needs as identified for general and where appropriate specific purposes within their respective sites.

Curriculum/departmental managers should determine any additional personnel, equipment and facilities required using the same approach, for example, specific provision for a student's medical needs should form part of the arrangements for any offsite work and educational visits.

### **Records**

A record of the assessments to determine the generic and, where appropriate, specific needs will be retained to confirm the process undertaken and facilitate any future reviews.

A record of all relevant medical treatments will be retained using a standard form to assist in the determination/development of any future medical need, and to provide documentary confirmation on the treatment given.

A record of all staff training provided will be retained so as to maintain the competence of those supporting students with medical needs by ensuring suitable and sufficient courses, including refresher training, are arranged.

### **References**

- Supporting pupils at school with medical conditions
- Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
- Students and Families Act 2014
- Health and Safety at Work Act Etc 1974
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety Policy and Procedures
- Safeguarding Policy and Procedures
- Risk Assessment Policy and Procedure

### **Monitoring**

The operation of this policy will be subject to review annually as part of the overall review of Emmanuel College safety management system.

Annually, as part of the Health and Safety Report presented to the trust board and local governing body, a review on the application of this policy and accompanying procedure will be undertaken and incorporated in the report.

### **Policy Implementation (see Appendix One for flow chart of the process)**

As stated above the statutory duty for making arrangements for supporting pupils at school with medical conditions rests with the local governing body. The governing body have conferred the following functions of the implementation of this policy to the staff below, however, the governing body remains legally responsible and accountable for fulfilling the College's statutory duty.

The overall responsibility for the implementation of this policy is given to Mr Waterfield, the Principal. He will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone is always available and on-site with an appropriate level of training.

Mrs Hooker, Vice Principal, will be responsible for briefing supply teachers, checking risk assessments for school visits and other school activities outside of the normal timetable.

Mrs Cowey, Student Welfare Lead, will be responsible in conjunction with parents/carers, for drawing up, implementing and keeping under review the individual healthcare plan for each pupil and making sure relevant staff are aware of these plans.

All members of staff are expected to show a commitment and awareness of students' medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

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

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when pupils' needs change. For students being admitted to Emmanuel College for the first time with good notification given, the arrangements will be in place for the start of the relevant school term. In other cases, such as a new diagnosis or a child moving to Emmanuel College mid-term, every effort will be made to ensure that arrangements are put in place within two weeks.

In making the arrangements, we will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. We also acknowledge that some may be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. We aim to ensure that parents/carers and pupils can have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self-care.

We will ensure that staff are properly trained and supervised to support pupils' medical conditions and will be clear and unambiguous about the need to support actively pupils with medical conditions to participate in school educational visits, or in sporting activities, and not prevent them in doing so. We will make arrangements for the inclusion of pupils in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible. We will make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all pupils' health is not put at unnecessary risk from, for example infectious disease. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

Emmanuel College does 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 available evidence. This would normally involve some form of medical evidence and consultation with parents/carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. These discussions will be led by Mrs Amanda Cowey (Welfare Lead) or Mrs Scott and following these discussions, an individual healthcare plan will be written in conjunction with the parent/carers by Mrs Amanda Cowey (Welfare Lead) or Mrs Scott or one of the Student Support team, and be put in place.

### Support for wheelchair users or those on crutches (PEEP)

For students using a wheelchair or on crutches, the needs of the student will be assessed. This will be carried out by the Student Welfare Lead, Mrs Cowey. There will be an initial meeting with the student and a care plan will be printed into the student’s study files:

### SAMPLE – completed slip (stuck into study file)

Temporary medical care plan:			
Name:		Tutor Group:	
Summary:			
Duration of adjustment:		From: (today's date)	
<input type="checkbox"/> Note from parents (if not, called home)	<input type="checkbox"/> Leave lessons 5 mins early	<input type="checkbox"/> Use of lift approved	<input type="checkbox"/> Use of crutches / wheelchair
<input type="checkbox"/> Early lunch pass	<input type="checkbox"/> Excused from PE	<input type="checkbox"/> PEEP request to IL	<input type="checkbox"/> Buddy identified

Temporary medical care plan:			
Name:	Joseph Bloggs	Tutor Group:	7 Smith
Summary:	Fractured ankle from football match. In plaster.		
Duration of adjustment:	4 weeks until hospital review	From: (today's date)	30/3/17
<input checked="" type="checkbox"/> Note from parents (if not, called home)	<input checked="" type="checkbox"/> Leave lessons 5 mins early	<input checked="" type="checkbox"/> Use of lift approved	<input checked="" type="checkbox"/> Use of crutches / wheelchair
<input checked="" type="checkbox"/> Early lunch pass	<input checked="" type="checkbox"/> Excused from PE	<input checked="" type="checkbox"/> PEEP request to IL	<input checked="" type="checkbox"/> Buddy identified – Fred Brown



Staff will be informed by email of:

- duration of expected crutches use;
- timetable adjustments (no PE, etc.);
- other adjustments - early lunch/elevated leg in class/pain relief, etc.

There will also be a PEEP assessment conducted by the SEND department.

### Individual Healthcare Plans

Individual healthcare plans will help to ensure that Emmanuel College effectively supports pupils with medical conditions. They will provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases too, especially where medical conditions are long-term and complex. However, not all students will require one. The school, healthcare professional and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Principal is best placed to take a final view. A flow chart for identifying and agreeing the support a child needs and developing an individual healthcare plan is provided at annex A.

Individual healthcare plans will be easily accessible to all who need to refer to them, while preserving confidentiality. Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan will depend on the complexity of the child's condition and the degree of support needed. This is important because different students with the same health condition may require very different support. Where a child has SEN but does not have a statement of EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Individual healthcare plans (and their review) should be drawn up in partnership between the school, parents/carers and a relevant healthcare professional e.g. school, specialist or students' community nurse, who can best advise on the particular needs of the child. Students should also be involved whenever appropriate. The aim should be to capture the steps which Emmanuel College should take to help manage their condition and overcome any potential barriers to getting the most from their education. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

Emmanuel College will ensure that individual healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. They will be developed and reviewed with the child's best interests in mind and ensure that Emmanuel College assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption. Where a child is returning to school following a period of hospital education or alternative provision, we will work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively.

Template A provides a basic template for the individual healthcare plan, and although this format may be varied to suit the specific needs of each pupil, they should all include the following information:

- The medical condition, its triggers, signs, symptoms and treatments;
- The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g., crowded corridors, travel time between lessons;
- Specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- The level of support needed (some students will be able to take responsibility for their own health needs) including in emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring;
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- Who in the school needs to be aware of the child's condition and the support required;
- Arrangements for written permission from parents/carer and the Principal, for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- Separate arrangements or procedures required for school educational visits or other school activities outside of the normal school timetable that will ensure the child can participate e.g., risk assessment;
- Where confidentiality issues are raised by the parent/child, the designated individual to be entrusted with information about the child's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some students may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.

### **Roles and Responsibilities**

Please refer to the section on policy implementation for the functions that have been delegated to different, named members of staff.

Additionally, we can refer to the **Community Nursing Team** for support with drawing up Individual Healthcare Plans, provide or commission specialist medical training, liaison with lead clinicians and advice or support in relation to pupils with medical conditions.

Other **healthcare professionals, including GPs and paediatricians** should notify the Community Nursing Team when a child has been identified as having a medical condition that will require support at school. Specialist local health teams may be able to provide support, and training to staff, for students with particular conditions (e.g., asthma, diabetes, epilepsy).

**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, and can, for example, alert staff to the deteriorating condition or emergency need of pupils with medical conditions.

**Parents/carers** should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual 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.

**Local authorities** are commissioners of school nurses for maintained schools and academies. Under Section 10 of the Students Act 2004, they have a duty to promote co-operation between relevant partners such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England, with a view to improving the well-being of students with regard to their physical and mental health, and their education, training and recreation. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of health needs (whether consecutive or cumulative across the year). <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>.

**Providers of health services** should co-operate with schools that are supporting students with medical conditions. They can provide valuable support, information, advice and guidance to schools, and their staff, to support students with medical conditions at school.

**Clinical commissioning groups (CCGs)** commission other healthcare professionals such as specialist nurses. They have a reciprocal duty to co-operate under Section 10 of the Students Act 2004 (as described above for local authorities). The local Health and Well-being Board provides a forum for the local authority and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

The **Ofsted** inspection framework places a clear emphasis on meeting the needs of disabled students and pupils with SEN, and considering the quality of teaching and the progress made by these pupils. Inspectors are already briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are expected to have a policy dealing with medical needs and to be able to demonstrate that it is being implemented effectively.

### **Staff Training and Support**

Many staff are trained in first aid. Please see the separate policy and procedure on the administration of first aid. First Aid training does not include the administration of medication and dealing with a child's medical need other than in emergency situations such as provision of an injection via an adrenaline auto injector.

The named people for administering medicines and dealing with students' medical needs are: Mrs Cowey, Mrs Brown, Mrs Thompson, Mrs Lunn, Mrs Parr, and Mr Bryant who will receive additional training as and when necessary based on an individual student's needs. In liaison with health professionals other staff may be trained towards supporting students with particular medical needs. These will be named as Student Health Support Staff in terms of this document.

A record will be kept of staff training for the administration of medicines and/or medical procedures.

All staff who are required to provide support to pupils for medical conditions will be trained by a healthcare professional qualified to do so. The training need will be identified by the healthcare professional during the development or review of the individual healthcare plan.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements set out in the individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff must not give prescription medicines or undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans). A first aid certificate does not constitute appropriate training in supporting students with medical conditions. Healthcare professionals can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.

All staff will receive induction training and regular whole school awareness training so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing the policy. Mrs Cowey will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice, but should not be the sole trainer.

### **The child's role in managing their own medical needs**

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, s/he will be encouraged to do so. This will be reflected in the individual healthcare plan.

Wherever possible students will be allowed to carry their own medicines and relevant devices where required for emergencies, such as adrenaline auto injectors or inhalers. Students should be able to access their medication for self-medication quickly and easily; these will be stored in the cupboard in the medical room to ensure that the safeguarding of other students is not compromised. Emmanuel College also recognises that students who take their medicines themselves and/or manage procedures may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

### **Managing medicines on school premises and record keeping**

At Emmanuel College the following procedures are to be followed:

- Medicines should only be administered at the school when it would be detrimental to a child's health or school attendance not to do so;
- No child under 16 should be given prescription or non-prescription medicines without their parents written consent (see template B) - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases,



every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;

- With parental written consent we will administer non-prescription medicines, namely paracetamol. Aspirin or medicines containing aspirin will not be administered except prescribed by a doctor. Medication, e.g. for pain relief, should never be administered without first checking maximum dosage and when previous dose was taken. Parents should be informed;
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
- Emmanuel College will only accept prescribed medicines, with written permission from parent/carer that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date, but will generally be available to schools inside an insulin pen or a pump, rather than its original container;
- All medicines will be stored safely in the medical cabinet in Student Welfare. Students should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility – Mrs Cowey/Student Support team.
- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available state where and not locked away. Asthma inhalers should be marked with the child's name.
- During school educational visits an assigned member of staff will carry all medical devices and medicines required;
- A child who had been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements may be necessary. Otherwise we will keep all controlled drugs that have been prescribed for a pupil securely stored in a non-portable container and only named staff will have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in the school;
- Staff administering medicines should do so in accordance with the prescriber's instructions. Emmanuel College will keep a record of all medicines administered to individual students, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted. Written records are kept of all medicines administered to students. These records offer protection to staff and students and provide evidence that agreed procedures have been followed;
- When no longer required, medicines should be returned to the parent/carer to arrange safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.

### **Emergency Procedures**

Mr Cowling will ensure that arrangements are in place for dealing with emergencies for all school activities wherever they take place, including educational visits within and outside the UK, as part of the general risk management process.

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

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. Schools need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems.

### **Educational day visits, residential visits, and sporting activities**

We will actively support pupils with medical condition to participate in educational day visits, residential visits and sporting activities by being flexible and making reasonable adjustments unless there is evidence from a clinician such as a GP that this is not possible.

We will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This will involve consultation with parents\carers and relevant healthcare professions and will be informed by Health and Safety Executive (HSE) guidance on school educational visits.

### **Other issues for consideration**

As part of the health care arrangements discussion will be entered in to about home-to-school transport in case special arrangements may be necessary in liaison with the LA and the parent.

The Governing Body has invested in a defibrillator which is located at College reception. Signage highlights the location and there is also signage in the PE department to alert after school visitors to the defibrillator's location. There is also a defibrillator located in the club house on the sports field. This is again signed and access available when students are using this area of College. The following staff have been externally trained in its use: Mr A Parks, Mr P Ingham, Mrs G Lisk, Mrs R Dawson, Mrs K Roberts. All Teaching staff have been internally trained in the use of the defibrillator and adrenaline auto injectors.

Asthma inhalers are kept on site for emergency use.

### **Unacceptable Practice**

Although staff at Emmanuel College should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent students from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every child with the same condition requires the same treatment;
- Ignore the views of the child or their parents\carers; or ignore medical evidence or opinion (although this may be challenged);
- Send students with medical conditions home frequently or prevent them from staying for normal school activities, unless this is specified in their individual healthcare plans;
- If the child becomes ill, send them to the medical room unaccompanied or with someone unsuitable;

- Penalise students for their attendance record if their absences are related to their medical condition, e.g., hospital appointments;
- Prevent pupils from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively;
- Require parents\carers, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs;
- Prevent students from participating, or creating unnecessary barriers to students participating in any aspect of school life, including school trips, e.g., by requiring parents to accompany the child.

### **Liability and Indemnity**

Emmanuel College insurance provider:

Zurich Municipal

P O Box 568

1 East Parade

Leeds

LS1 2UA

Office Telephone: 0113 242 7742

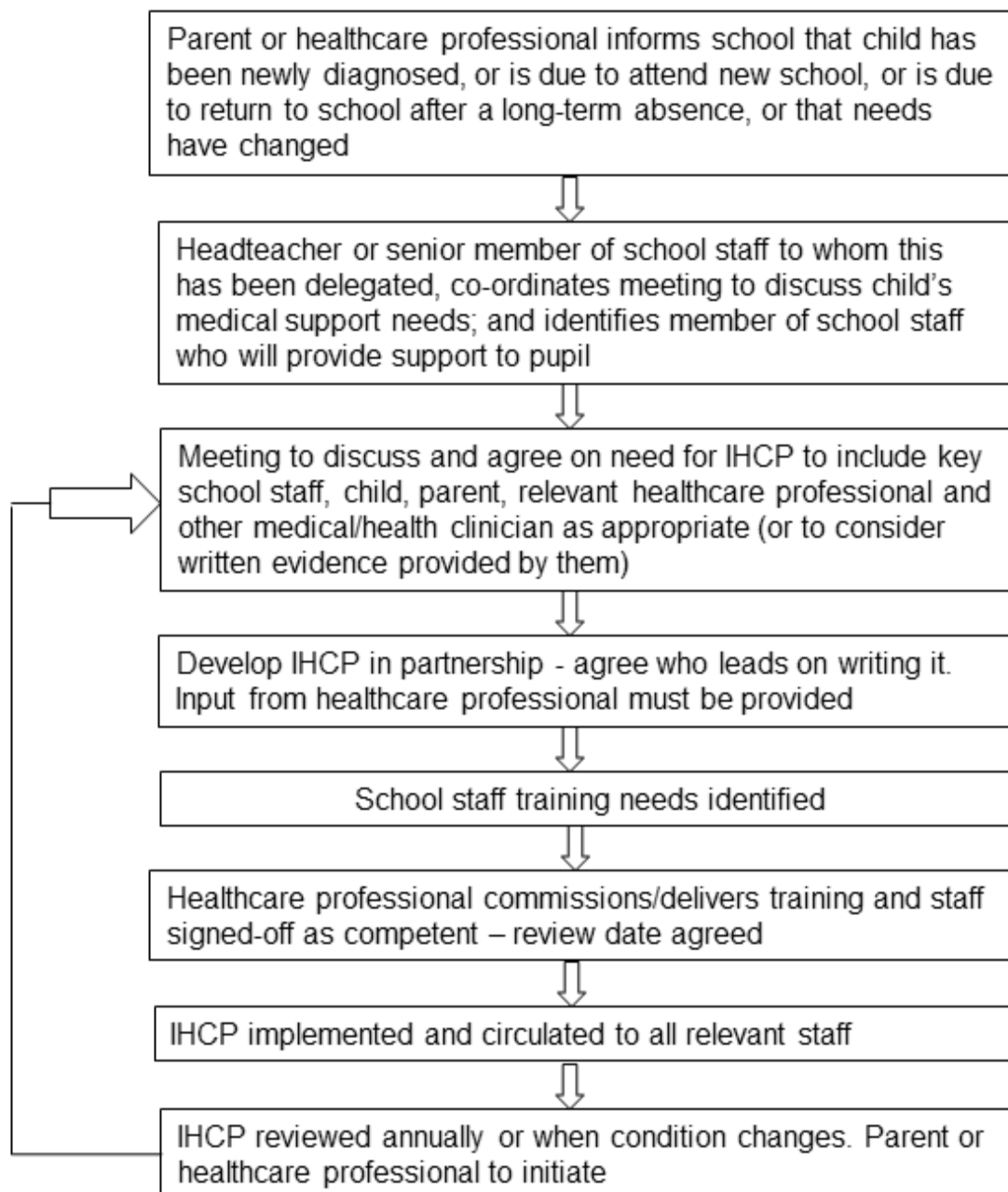
Office Fax: 0113 242 1421

N. B. individual cover may need to be arranged for any healthcare procedures – advice can be provided by our insurance provider. Any requirements of the insurance, such as the need for staff to be trained must be complied with. In the event of a claim alleging negligence by a member of staff, civil actions are likely to be brought against the employer.

### **Complaints**

Should parents\carers be unhappy with any aspect of their child's care at Emmanuel College, they must discuss their concerns with the school. This will be with the child's tutor in the first instance, with whom any issues should be addressed. If this does not resolve the problem or allay the concern, the problem should be brought to the AVP: Student Support, Mrs A Scott who will, where necessary, bring concerns to the attention of the Principal. In the unlikely event of this not resolving the issue, the parent\carer must make a formal complaint using the Emmanuel College Complaints Procedure.

## Annex A: Model Process for Developing Individual Healthcare Plans



# Template A: Individual Healthcare Plan

Name of school/setting	
Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

## Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

## Clinic/Hospital Contact

Name	
Phone no.	

## G.P.

Name	
Phone no.	

Who is responsible for providing support in school	
--	--

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

--

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

**Template B: Parental Agreement for Setting to Administer Medicine**

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by

--

Name of school/setting

--

Name of child

--

Date of birth

--

Group/class/form

--

Medical condition or illness

--

**Medicine**

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

--

Expiry date

--

Dosage and method

--

Timing

--

Special precautions/other instructions

--

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

--

Self-administration – y/n

--

Procedures to take in an emergency

--

**NB: Medicines must be in the original container as dispensed by the pharmacy**

**Contact Details**

Name

--

Daytime telephone no.

--

Relationship to child

--

Address

--

I understand that I must deliver the medicine personally to

[agreed member of staff]
--------------------------

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

Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

**Appendix 1 Administration of Medicines Required by Pupils Attending School Process Flow Chart**

