

# Supporting Pupils with Health Care Needs Model Policy



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<b>Name of person responsible for maintaining this policy</b>	<b>Mrs C Orford</b>
<b>Date Policy formally approved by Governing Body</b>	<b>19.3.26</b>
<b>Review Date</b>	
<b>Signed (Head teacher)</b>	<b>C. Orford</b>
<b>Information about this policy is available to parents/carers</b>	<a href="https://eveswellandsomertonschoolspartnership.co.uk">https://eveswellandsomertonschoolspartnership.co.uk</a>
<b>Overall responsibility for managing and implementing Individual Healthcare Plans (IHPs) in schools.</b>	Governing body Mrs C Orford (Executive Headteacher)
<b>Lead member of staff delegated to managing Healthcare Plans</b>	Mrs S Webb (Eveswell) Mrs J Eaves (Somerton)
<b>Protocol in the absence of this person</b>	Mrs J Webb-Clements (Eveswell) Mrs C Orford (Somerton)

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## **Principles**

The Eveswell and Somerton Primary School Partnership is committed to ensuring that all our learners including those with healthcare needs are fully supported in accordance with our legal responsibilities and statutory duties. A cooperative and proactive approach to providing effective and individual support is promoted.

The schools have arrangements in place as outlined in this policy to focus on meeting the needs specific to the learner and consider how this impacts on their education, attainment and well-being. The school is committed to ensuring arrangements properly support learners and minimise disruption or barriers to their education. Arrangements should also consider any wider safeguarding duties while seeking to ensure all learners can access and enjoy the same opportunities. Where possible, the school is committed to supporting the learner to build understanding and confidence to increasingly self-manage healthcare needs, depending on their ability to do so.

**This policy links directly to Local Authority and Welsh Government guidance.**

## **Roles and responsibilities**

The Governing Bodies will oversee the development and implementation of arrangements including:

- complying with statutory duties
- promoting the wellbeing of learners
- supporting learners to uphold their rights
- ensuring a clear understanding of roles and responsibilities
- working collaboratively to meet the needs of the learner
- developing IHPs and monitoring and reviewing arrangements (Appendix 3-5)
- ensuring a policy is in place which covers emergency situations (Appendix 1)
- ensuring appropriate training is available
- ensuring appropriate insurance is in place

The Head Teacher will ensure arrangements are developed and effectively implemented including:

- working with the governing body to ensure compliance
- ensuring the school has a relevant policy
- ensuring there is a clearly understood process of communication
- ensuring robust processes for record keeping
- clear emergency arrangements are in place (Appendix 1)
- clear monitoring arrangements are in place
- there is a key member of staff with responsibility for learners with healthcare needs
- ensuring appropriate training is in place (Appendix 6)
- Discuss responsibility for Individual Healthcare Plans (IHP) with partners i.e., Health to decide on the most appropriate lead (Appendix 3-5)

- ensure appropriate environment is available (for example in relation to toileting)
- ensuring appropriate dialogue with the LA in relation to insurance
- ensuring annual reports to Governors regarding arrangements in place
- ensuring learners are included in activities unless there is a clear evidenced based reason to the contrary

Teachers and support staff will receive relevant training (from LA and Healthcare professionals or an accredited training provider) and ensure they:

- understand the policies and procedures in place in the setting
- understand and follow communication protocols
- are aware of learners with more chronic needs and those with IHPs
- are aware of what to do in an emergency, the schools emergency procedures, and be aware of the signs of common life-threatening emergencies
- listen to the views of learners and parents when putting support in place
- ensure learners know who to tell if they feel unwell
- ensure learners are not excluded from activities
- be aware of the impact of healthcare needs on learning and wellbeing
- keep parents informed of any impact of the learner's healthcare needs

Parents and learners will:

- 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) this includes health.
- 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. (See Appendices)
- 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 always contactable 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.

### **Accessibility**

Both schools will ensure that all learners are supported to participate in trips and visits, structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs, and residential visits. Dietary requirements of learners with healthcare needs are considered as necessary. Risk assessments and accessibility plans are in place for all learners as appropriate.

(See Equalities Act 2010 and School's Individual Strategic Equality Plan)

(See the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064).

### **Information**

### **Sharing**

Both schools will ensure that all information is kept up to date and there is a clear information sharing protocol in place agreed and signed by parents and the learner. 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 arising. For example

- Use staff meetings to help ensure staff are aware of the healthcare needs of pupils they have or may have contact with
- If a pupil has said they feel ill, all appropriate staff are made aware, e.g., a pupil had an asthma attack in the morning, all other staff the pupil would see later that day are made aware to look out for any signs of deterioration/further illness. This could include non-teaching staff such as lunchtime staff or reception staff, where appropriate
- The school makes healthcare needs policies easily available and accessible
- The school will provide the learner/parents with a copy of our information sharing policy. (This should state the type of bodies and individuals with whom the learner's medical information may be shared)
- Ask parents to sign a consent form which clearly details the bodies, individuals, and methods through which their learner's medical information will be shared. Sharing medical information can be a sensitive issue and the learner should be involved in any decisions. Education settings should keep a list of what information has been shared with whom and why, for the learner/parent to view on request
- The school will consider how friendship groups and peers may be able to assist learners, e.g., they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. (The education setting should discuss with the learner and parents first and decide if information can be shared)
- The school will ensure that our pupils (or their friends) know who to tell if they feel ill, need support or changes to support them
- The school will listen to the concerns of pupils' (or their friends) if they feel ill at **any** point and consider the need for medical assistance (especially in the case of reported breathing difficulties).

**Procedures and record keeping**  
**Both school collects and maintains the following as appropriate:**

- Contact details for emergency services
- Parental agreement for educational setting to administer medicine (Appendix 2)
- Head of educational setting agreement to administer medicine (Appendix 2)
- Record of medicine stored for and administered to an individual learner (Appendix 7)
- Request for learner to administer own medicine (Appendix 2)
- Staff training record – administration of medicines (Appendix 6)
- Storage and access and administration of medication

Information can be found in the Appendices

### **Storage, access and administration**

All medicines are stored securely and safely. Both schools do not store surplus medication except in the case of salbutamol inhalers and auto immune injectors (Epi-pens) purchased in case of emergency for specific pupils. Medicines should be in their original dispensed container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. Both schools only accept prescribed medicines and devices. Over the counter medication will not be administered as per Administering Medicine policy.

Learners will know where their medication is stored and in the case of Asthma inhalers and auto-immune injectors(epi-pens). Somerton stored in Ms Campling's office. Eveswell in the classroom of the child. Administration of medication for any learners under the age of 16 requires parental consent.

### **Emergency procedures**

All staff including temporary staff are aware of medical conditions and understand their duty in an emergency.

Where a learner has an IHP, this will clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures. Where there is no IHP or where there is no diagnosis regular first aid will be administered.

All staff know what action to take in an emergency and receive updates annually as a minimum.

If a learner needs to attend hospital a member of staff will stay with them until the parent / carer arrives or accompany a child taken to hospital in an ambulance.

### **Training**

Training provided will ensure staff are competent, have confidence in their ability to support learners and fulfil IHP. We keep a training matrix to ensure we are up to date with all requirements.

### **Qualifications and assessments**

- Teachers are expected to use their professional judgement to support learners with healthcare needs.
- We recognise that effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help learners to keep up with their peers. (*The home and hospital teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend.*) Liaison between the school and the hospital teacher or home teacher is important, especially where the learner is moving from an education setting or home to the hospital on a regular basis.
- We will ensure that applications for special arrangements will be submitted by school to the awarding bodies as early as possible. (Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations such as National Tests, GCSEs, or A levels).

- The school will take advice from the local authority if required
- We recognise it is unacceptable practice to request adjustments or additional time at a late stage. They will have to be applied for in good time.

Full guidance on the range of special arrangements available and the procedure for making applications is given in the Joint Council for Qualifications' circulars *Adjustments for candidates with disabilities and learning difficulties* (2016) and *A guide to the special consideration process* (2016), which are both accessible from the Joint Council for Qualifications' website.)

*(Adjustments, adaptations, or additional time for learners taking the National Reading and Numeracy Tests should be based on normal classroom practice for particular needs).*

*Teachers are expected to use their professional judgement to support learners. Guidance is provided in the current National Reading and Numeracy Tests – Test administration handbook and at:*

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

## **EOTAS**

- In the case of a short absence from school (less than 15 days), we will provide work to be completed at home, if the pupil's condition permits, and will support the pupil to catch up on their return.
- In the eventuality that a pupil is absent for more than 15 days (consecutive or cumulative) we will work with the local authority to ensure the needs of the pupil are met.

## **Integration**

In both schools we recognise that we have a key role to play in the successful integration after diagnosis or reintegration of pupils with healthcare needs. We will be proactive and work with health professionals and the local authority as appropriate, as well as other pupils in supporting the transition. We will train staff in a timely manner to assist the pupils return. The support will be considered by key parties including the pupil and parent/carer and will be reflected in the pupil's IHP.

When a pupil is discharged from hospital appropriate information should be provided to parent/carers which should be shared with us. We will work with the parent/carer and the hospital to manage the pupils' return. We will work with the local authority to follow up with the pupil after reintegration

## **Monitoring and review**

All policies arrangements, and procedures are reviewed regularly. This will be annually or more often where there are changes to the medical condition. IHPs are reviewed in line with the healthcare needs and relevant medical guidance.

## **Complaints**

Complaints can be made in line with the school's policy and details can be found on our school website.

**Unacceptable practice**

We will ensure that staff are made aware of this by bringing the policy to the attention of all staff and Governors on a regular basis.

(Please see the 'Unacceptable Practice' section in the Welsh Government's 'Supporting Learners with Healthcare Needs' statutory guidance: <https://gov.wales/supporting-learners-healthcare-needs-0>

## Appendices

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## APPENDIX 1



# Somerton Primary School

## Contacting Emergency Services

### Request for an Ambulance

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

- State your telephone number usually the mobile you are on or School number is: **01622 272504**
- Give your location as follows: **Somerton Primary School, Hawthorne Avenue, Newport, NP19 9AB**
- Give the exact location in the education setting - **Someone will need to unlock the drive gate.**
- Give your name.
- Give the name of the pupil and a brief description of symptoms.
- Inform Ambulance Control of the **best entrance** and state that the crew will be met and taken to
- 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**

## APPENDIX 1

# Eveswell Primary School



## Contacting Emergency Services

### Request for an Ambulance

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

- State your telephone number: Usually the mobile you are on or the **School number is: 01633 272142**
- Give your location as follows: **Eveswell Primary School, Chepstow Road, NP19 8GX**
- Give the exact location in the education setting
- Give your name.
- Give the name of the pupil and a brief description of symptoms.
- Inform Ambulance Control of the **best entrance** and state that the crew will be met and taken to: **Back entrance gate will need to be unlocked**
- 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**

## APPENDIX 2

You might want to attach a photo of the pupil

### **Eveswell Primary School or Somerton Primary School - Need to change**

#### **PARENT/CARER CONSENT FOR SCHOOL TO ADMINISTER MEDICATION TO A PUPIL**

- Our school **will not give** your child medication unless you complete and sign this form.
- If more than one medication is to be given, a separate form should be completed for each one.
- A new form must be completed when dosage changes are made.
- 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 understand there will be instances where this is not appropriate.)
- Parents/carers will be informed as stated in the school policy when a child refuses their medication or when emergency medication is administered.
- Parents/carers can request sight of records.
- Without exception pupils must not share their medication for any reason with another pupil.

Name of child	
Date of birth	
Class / form	
Healthcare need	
Routine or emergency medication	
<b>Medicine</b>	
<b>Note: medication must be in the original container if dispensed by the pharmacy.</b>	
Name, type and strength of medicine ( <i>as described on the container</i> )	
Date dispensed	
Expiry date	
Dose and frequency of medication	
Method of administration	
Timing of medication	
Duration of treatment	
Special precautions	

Special requirements for administering medication e.g. two staff present, same gender as pupil.	
Storage requirements	
Who will deliver the medication to school and how frequently?	
Who will receive the medication?	
Does treatment of the medical condition affect behaviour or concentration?	
Are there any side effects that the school needs to know about?	
Is there any medication that is being administered outside of school day that we need to know about? Are there any side effects that we should be aware of?	
Any other instructions	
Pupil to self-administer medication under supervision from a stored location	Yes / No (please circle) <i>If yes, pupil must also sign declaration*</i>
Pupil to carry and self-administer medication	Yes / No (please circle) <i>If yes, pupil must also sign declaration*</i>
Procedures to take in an emergency	
<b>If the school has an emergency inhaler-</b>  If your child is prescribed an inhaler have you given consent for your child to use a school emergency inhaler on a separate consent form?	Yes / No (please circle)
Agreed review date	<i>To be completed with the school</i>
Name of member of staff responsible for the review	<i>To be completed with the school</i>
<b>INDIVIDUAL HEALTHCARE PLANS (IHP)</b>	
Healthcare Plan from health professional attached if appropriate	Yes / No (please circle)

IHP created by school attached if appropriate (appendix 3)	Yes / No (please circle)	
Guidelines provided by health attached if appropriate e.g. patient information sheet	Yes / No (please circle)	
Review date of the above		
<b>Contact details</b>	<b>Contact 1</b>	<b>Contact 2</b>
Name		
Daytime telephone number		
Relationship to the child		
Address		
Post Code		
In the best interests of the pupil the school might need to share information with school staff and other professionals about your child's healthcare needs e.g. nursing staff.  Do you consent to this information being shared?	Yes / No (please circle)	
<ul style="list-style-type: none"> <li>● I have read and agree to the school giving medication in accordance with the school policy. I understand my parental/carer obligations under the Welsh Government guidelines (<a href="http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?skip=1&amp;lang=en">http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?skip=1&amp;lang=en</a>).</li> <li>● The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff to administer the medicine in accordance with the information given above and the school policy.</li> <li>● I will inform school of any new information from health professionals in regard to my child, e.g. if there are any changes in dosage or frequency or if it is stopped. I will ensure that this is in writing from the health professional.</li> <li>● I understand that it is my responsibility to replenish the medication supply in the school and collect expired or unused medication.</li> <li>● Where correct medication is not readily available on a given day and places the child at risk, the head teacher has the right to refuse to admit my child into the school until said medication is provided.</li> <li>● It is my responsibility to provide in-date medication which is correctly labelled.</li> <li>● I consent for the information in the form to be shared with health professionals/emergency care.</li> <li>● If my child has received any emergency medication prior to school, I will inform the head teacher/delegated member of the school staff before school starts.</li> </ul>		

Parent/carer signature:	
Date:	

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

Parent/carer signature:	
Date:	

\*If yes to these questions: I agree to administer and/or carry my medicine. If I refuse to administer my medication as agreed, then this agreement will be reviewed.

Pupil signature:	
Date:	

\*\*\*\*\*

**DELEGATED PERSONS AGREEMENT TO ADMINISTER MEDICATION**

It is agreed that <insert child's name>\_\_\_\_\_ will receive <insert name and quantity of medication> \_\_\_\_\_ at <insert time medicine is to be administered> \_\_\_\_\_

(Name of pupil)\_\_\_\_\_ will be given their medication / supervised while they take their medication by <insert name of member of staff>\_\_\_\_\_  
\_\_\_\_\_

This arrangement will continue until (e.g. either end date if course of medication or until instructed by parents/carers)\_\_\_\_\_

Name (head teacher/delegated person): \_\_\_\_\_

Signed:\_\_\_\_\_ Date: \_\_\_\_\_

- Individual Healthcare Plan in place; OR
- Individual Healthcare Plan not required

## Appendix 3

### Specific Guidance

#### Model Individual Healthcare Plan (IHP)

##### Purpose of an IHP

- IHPs set out what support is required by a learner. They do not need to be long or complicated.
- Our school will ensure our healthcare needs policy include information on who has overall responsibility for the development of the IHPs.
- IHPs 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 there should be a process in place to decide what interventions are most appropriate.

##### When an IHP is appropriate

In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, a detailed IHP may not be necessary. In such circumstances it may be sufficient to only complete the form in see **Appendix 2**.

In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures should be confirmed in writing between the learner (where appropriate), the parents and the education setting.

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

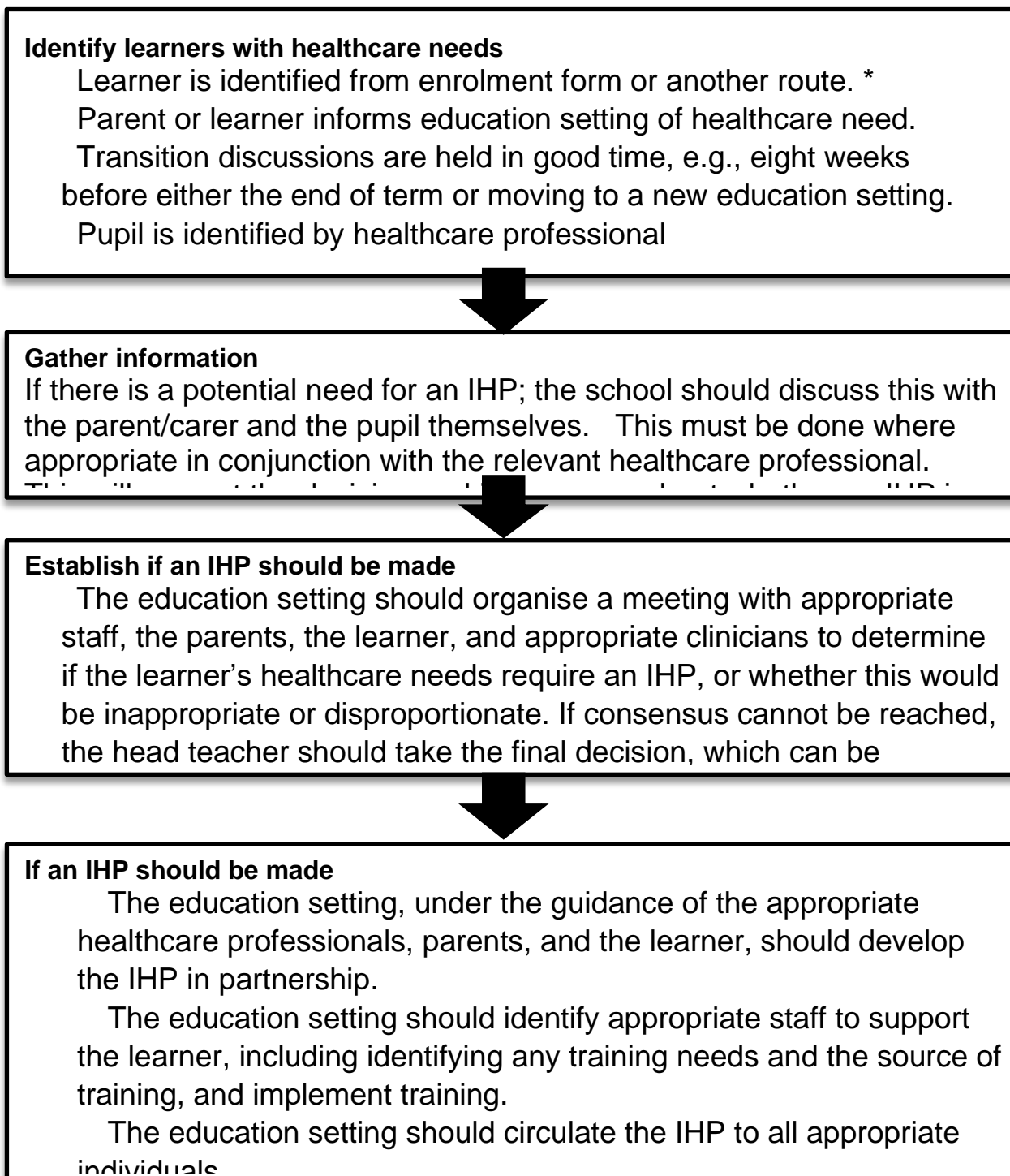
##### **Links to IHP templates for specific medical conditions:**

- <http://medicalconditionsatschool.org.uk/>
- Many third sector organisations have produced condition-specific template IHPs that could be used e.g. Asthma UK <https://www.asthma.org.uk/advice/child/manage/action-plan/> or Diabetes UK <https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/>
- Where a pupil has an additional educational need (ALN) the IHP will be linked or attached to any Statement of ALN/ individual education plan/individual development plan or learning and skills plan (post 16).
- A personal evacuation plan and risk assessment may also be attached
- The governing body will ensure that all IHPs **are reviewed at least annually** or more frequently should the IHP state otherwise or should there be new evidence that the needs of the pupil have changed.

- Our Governing body will ensure that healthcare needs arrangements, both wider education settings' policies and IHPs, are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. It is essential that all information is kept up to date. (All information-sharing techniques such as staff noticeboards and school intranets must be agreed by the learner and parent in advance of being used, to protect confidentiality.)
- We are compliant in line with the [Data Protection Act 2018](#) and the [WASPI information sharing protocol](#)
- Our managing healthcare needs policy and the information sharing policy is made available to parents/carers via website

## **APPENDIX 4**

The following diagram (figure 1) outlines the process for identifying whether an IHP is needed



## Appendix 5

<insert school name here>

You might want to attach a photo of the pupil to the IHP

### **Model Individual Healthcare Plan (IHP)**

*Please note: this is a very comprehensive IHP. Not all sections will be applicable. The school only needs to use the sections that are relevant and helpful to the care of the pupil.*

*If health professionals have already provided their own health care plan, the school might not need to create an IHP as long as the one from the health professional covers all the information that the school needs.*

#### **1. PUPIL INFORMATION**

##### **1.1 Pupil details**

Pupil's name:	
Date of birth:	
Year group:	
Nursery/School/College:	
Address:	
Town:	
Postcode:	
Medical condition(s): <i>Give a brief description of the medical condition(s) including description of signs, symptoms, triggers, behaviours.</i>	
Allergies:	
Date:	
Document to be updated/reviewed:	
Review triggers:	

### 1.2 Family contact information

Name:			
Relationship:			
Home phone number:			
Mobile phone number:			
Work phone number:			
Email:			

### 1.3 Essential information concerning this pupils' health needs

	Name	Contact details
Specialist nurse (if applicable):		
Key worker:		
Consultant paediatrician (if applicable):		
GP:		
Head teacher:		
Link person in education:		
Class teacher:		
Health visitor/ school nurse:		
ALNco:		
Other relevant teaching staff:		
Other relevant non-teaching staff:		
Person with overall responsibility for implementing plan:		
Person responsible for administering/supervising medication:		
Arrangements for cover in these two peoples absence:		
Any provider of alternate provision:		

This pupil has the following medical condition(s) requiring the following treatment.	
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Medication administration	Please complete parent/carer agreement for school to administer medication form (appendix 2) and attach to this IHP.
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### 1.4 Sharing information and record keeping

In the best interests of the pupil the school might need to share information with school staff and other professionals about your child's healthcare needs e.g., nursing staff.  Do you consent to this information being shared?	Yes / No (please circle)
What records will be kept about the pupil's healthcare needs, and how it will be communicated with others?	

### 2. ROUTINE MONITORING (IF APPLICABLE)

Some medical conditions will require monitoring to help manage the pupil's condition.

What monitoring is required?	
When does it need to be done?	
Does it need any equipment?	
How is it done?	
Is there a target? If so what is the target?	

### 3. EMERGENCY SITUATIONS

An emergency situation occurs whenever a pupil needs urgent treatment to deal with their condition.

What is considered an emergency situation?	
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What are the symptoms?	
What are the triggers?	
What action must be taken?	
Are there any follow up actions (e.g., tests or rest) that are required?	

#### 4. IMPACT OF MEDICAL CONDITION AND MEDICATION ON PUPIL'S LEARNING

*(Impact statement to be jointly produced by health professional and a teacher)*

How does the pupil's medical condition or treatment affect learning?  <i>i.e. memory, processing speed, coordination etc.</i>	
Actions to mitigate these effects	
Does the pupil require any further assessment of their learning?	

#### 5. IMPACT ON PUPIL'S LEARNING and CARE AT MEAL TIMES

	Time	Note
Arrive at school		
Morning break		
Lunch		
Afternoon break		
School finish		
After school club (if applicable)		
Other		

- Please refer to home-school communication diary
- Please refer to school planner

#### 6. CARE AT MEAL TIMES

What care is needed?	
When should this care be provided?	

How's it given?	
If it's medication, how much is needed?	
Any other special care required?	

## 7. PHYSICAL ACTIVITY

Are there any physical restrictions caused by the medical condition(s)?	
Is any extra care needed for physical activity?	
Actions before exercise	
Actions during exercise	
Actions after exercise	

## 8. TRIPS AND ACTIVITIES AWAY FROM SCHOOL

What care needs to take place?	
When does it need to take place?	
If needed, is there somewhere for care to take place?	
Who will look after medication and equipment?	
Who outside of the school needs to be informed?	
Who will take overall responsibility for the pupil on the trip?	

## 9. SCHOOL ENVIRONMENT

Can the school environment affect the pupil's medical condition?	
How does the school environment affect the pupil's medical condition?	
What changes can the school make to deal with these issues?	
Location of school medical room	

## 10. EDUCATIONAL, SOCIAL & EMOTIONAL NEEDS

Pupils with medical conditions may have to attend clinic appointments to review their condition. These appointments may require a full day's absence and should not count towards a pupil's attendance record.

Is the pupil likely to need time off because of their condition?	
What is the process for catching up on missed work caused by absences?	
Does this pupil require extra time for keeping up with work?	
Does this pupil require any additional support in lessons? If so what?	
Is there a situation where the pupil will need to leave the classroom?	
Does this pupil require rest periods?	
Does this pupil require any emotional support?	
Does this pupil have a 'buddy' e.g. help carrying bags to and from lessons?	

## 11. STAFF TRAINING

Governing bodies are responsible for making sure staff have received appropriate training to look after a pupil with regard to healthcare administration, aids and adaptive technologies. School staff should be released to attend any necessary training sessions it is agreed they need.

What training is required?	
Who needs to be trained?	
Has the training been completed?	
Head teacher/delegated person signature	

## 12. TRANSPORT TO SCHOOL

What arrangements have been put in place?	
Who will meet the pupil in school?	

### 13. PERSONAL CARE

For pupils requiring intimate care as part of their IHP, please refer to the schools intimate care policy.

What arrangements have been put in place in relation to any personal care needs across the school day?	
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### 14. PLEASE USE THIS SECTION FOR ANY ADDITIONAL INFORMATION FOR THE PUPIL.

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**We suggest the following are stored together:**

- IHP from health
- Medication consent form (if applicable)
- Statement of SEN/ ALN IDP /individual education plan / learning and skills plan
- One page profile
- Risk assessment
- Personal evacuation plan

### 15. SIGNATURES

	Name	Signature	Date
Head teacher/delegated person			
Young person			
Parents/ carer			
Health professional			
School representative			
School nurse			

## **APPENDIX 6**

**Eveswell Primary School**

## STAFF TRAINING RECORD – ADMINISTRATION OF MEDICATION / TREATMENT

Please ensure that the Education Workforce Council registration is updated accordingly (if appropriate).

Name (s)	
Type of training received	
Date training received	
Date training completed	
Training provided by	
Profession and title	

I confirm that the above staff member(s) have received the training detailed above and is competent to carry out any necessary treatment / administration of medication.

I recommend that the training is updated (*please state how often*): \_\_\_\_\_

Trainer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

I confirm that I have received the training detailed above.

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

Suggested review date: \_\_\_\_\_

## APPENDIX 7

### APPENDIX 5 –RECORD OF MEDICATION ADMINISTERED TO A PUPIL

**Eveswell Primary School or Somerton Primary School - Please amend**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Amount of controlled drugs received: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Amount of controlled drugs handed back to parent/carer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

#### CHECKS:

- a) Consent form has been completed?
- b) Medication must be in its original container with the label attached.
- c) If prescribed, it must have been dispensed by a pharmacist.
- d) Must have the expiry date and be in date.
- e) Must have the name of the child.
- f) Must have the name of the drug.



