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| <b>Policy title</b> | Supporting Students and Pupils with Medical Conditions Policy |
| <b>Written by</b>   | Director of Governance and Admissions                         |
| <b>Policy owner</b> | Trust Leader  |

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| <b>Status</b>            | V4 = APPROVED   |
| <b>Summary of change</b> | <ul style="list-style-type: none"> <li>• Terminology reviewed and updated</li> <li>• Links to relevant statutory guidance checked or added</li> <li>• Specific requirements in EYFS settings added</li> <li>• Guidance on what to include in the IHCP added</li> <li>• Minor updates to roles and responsibilities</li> <li>• Role of healthcare professionals summarised to reflect local circumstances</li> </ul> |

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| <b>Approval date</b>      | November 2025     |
| <b>Approval authority</b> | Board of Trustees |
| <b>Review date</b>        | 2026/27           |

## **1. Purpose**

- 1.1 The purpose of this policy is to set out how each academy in the trust will fulfil its statutory duty to make arrangements for supporting students/pupils at each academy with medical conditions.
- 1.2 This policy meets the requirements under [Section 100 of the Children and Families Act 2014](#), which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions. It is also based on the statutory guidance on [Supporting pupils at school with medical conditions](#) and the [Early Years Foundation Stage statutory framework](#) from the Department for Education.
- 1.3 This policy is restricted to students/pupils with an ongoing medical condition. Minor or short term or one-off medical problems are covered by the separate First Aid and Medical Policy (Policy H7).

## **2. Aims and objectives**

- 2.1 The key aim of the Trust and each of its academies is to help all students/pupils – including those with medical conditions - to achieve their very best and become successful, well-rounded individuals.
- 2.2 The objectives of the Trust in respect of supporting students/pupils with medical conditions are:
  - To identify and provide for students/pupils who have medical conditions
  - To support the student/pupils in order to increase their confidence and promote self care
  - To develop and maintain a good understanding of how medical conditions impact on a child's or young person's ability to learn
  - To provide support and advice for all staff working with student/pupils with medical conditions
  - To develop and maintain a partnership approach and high levels of engagement with parents/carers
  - To ensure access to the curriculum for all students/pupils.

## **3. Procedures to be followed when notification is received that a student/pupil has a medical condition**

- 3.1 Each academy in the Trust will ensure that the correct procedures are followed whenever notification is received that a student/pupil has a medical condition. The procedures will include any transitional arrangements between schools, the process to be followed upon reintegration or when a student/pupil's needs change and arrangements for any staff training and support.
- 3.2 For children and young people starting at one of the Trust's academies, arrangements will 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 an academy mid-term, every effort will be made to ensure that arrangements are put in place within two weeks.
- 3.3 In EYFS settings, a form will be sent to all parent/carers of pupils after their place at the academy has been confirmed, but before their first school year starts, to confirm any medicine(s) their child needs. Where a pupil has a new diagnosis and/or a pupil has moved to the school mid-term, the

form will be sent and arrangements put in place within 2 weeks. A reminder will be sent to parents/carers at the start of each year, if their child requires certain medicine(s).

3.4 In making the arrangements, the academy will:

- take into account that many of the medical conditions that require support at the academy will affect quality of life and may be life-threatening with some instances more obvious than others
- focus on the needs of each individual child or young person and how their medical condition impacts on their academy life
- ensure that arrangements give parents, carers and student/pupils confidence in the academy's ability to provide effective support for medical conditions in the academy
- show an understanding of how medical conditions impact on a child's or a young person's ability to learn, as well as increase their confidence and promote self-care
- ensure that staff are aware of the potential social problems that pupils with medical conditions may experience and use this knowledge to help prevent and deal with any problems. Opportunities such as PSHE and science lessons will be used to raise awareness of medical conditions to help promote a positive environment
- ensure that arrangements are clear and unambiguous about the need to support actively students/pupils with medical conditions to participate in trips and visits, or in sporting activities and not prevent them from doing so, making 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.

3.5 Staff will be properly trained to provide the support that students/pupils' need and they should liaise with a healthcare professional to ensure that best practice is followed.

3.6 The academy does not have to wait for a formal diagnosis before providing support to students/pupils. In cases where a student/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/carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. This will normally be led by the academy Principal.

## **4. Individual health care plans**

### **4.1 Overview**

4.1.1 Individual Health Care Plans (IHCPs) exist to document a child's or young person's medical needs and the provision being made for those needs. They are a tool to ensure that the academy meets the needs of the child or young person by providing clarity about what needs to be done, when and by whom. They also set out the procedures to follow in an emergency, and the arrangements to be followed during day trips, residential visits and sporting activities. They are written with input from all the relevant parties including the healthcare professional and parent/carer.

4.1.2 IHCPs will be developed with child's or young person's best interests in mind and will ensure that the academy assesses and manages risks to the child's or young person's education, health and

social well-being and minimises disruption. IHCPs will be reviewed at least annually or earlier if evidence is presented that the child's or young person's needs have changed.

- 4.1.3 All children with a diagnosis of an allergy and at risk of anaphylaxis must have a written Allergy Management Plan.
- 4.1.4 Not all children or young people will require an IHCP. The academy, healthcare professional and parent/carer should agree, based on evidence, when an IHCP would be inappropriate or disproportionate. If a consensus cannot be reached, the academy Principal is best placed to take a final view.
- 4.1.5 IHCPs will be linked to, or become part of, any education, health and care plan (EHCP). If a student / pupil has special educational needs or disabilities (SEND) but does not have an EHCP, the SEND will be mentioned in the IHCP.
- 4.1.6 The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The Principal will consider the following when deciding what information to record on IHCPs:
- The medical condition, its triggers, signs, symptoms and treatments
  - The student/pupil's needs, including medication and other treatments, time, facilities, equipment, testing, access to food and drink, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons
  - Specific support for the student/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, additional support in catching up with lessons, counselling sessions
  - The level of support needed, including in emergencies. If a student/pupil is self-managing their medication, this will 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 student/pupil's medical condition from a healthcare professional, and cover arrangements for when they are unavailable
  - Who in the academy needs to be aware of the student/pupil's condition and the support required
  - Arrangements for written permission from parents/carers and the Principal for medication to be administered by a member of staff, or self-administered by the student/pupil, during school hours
  - Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g. risk assessments
  - Where confidentiality issues are raised by the parent/carer or student/pupil, the designated individuals to be entrusted with information about the student/pupil's condition
  - What to do in an emergency, including who to contact and contingency arrangements

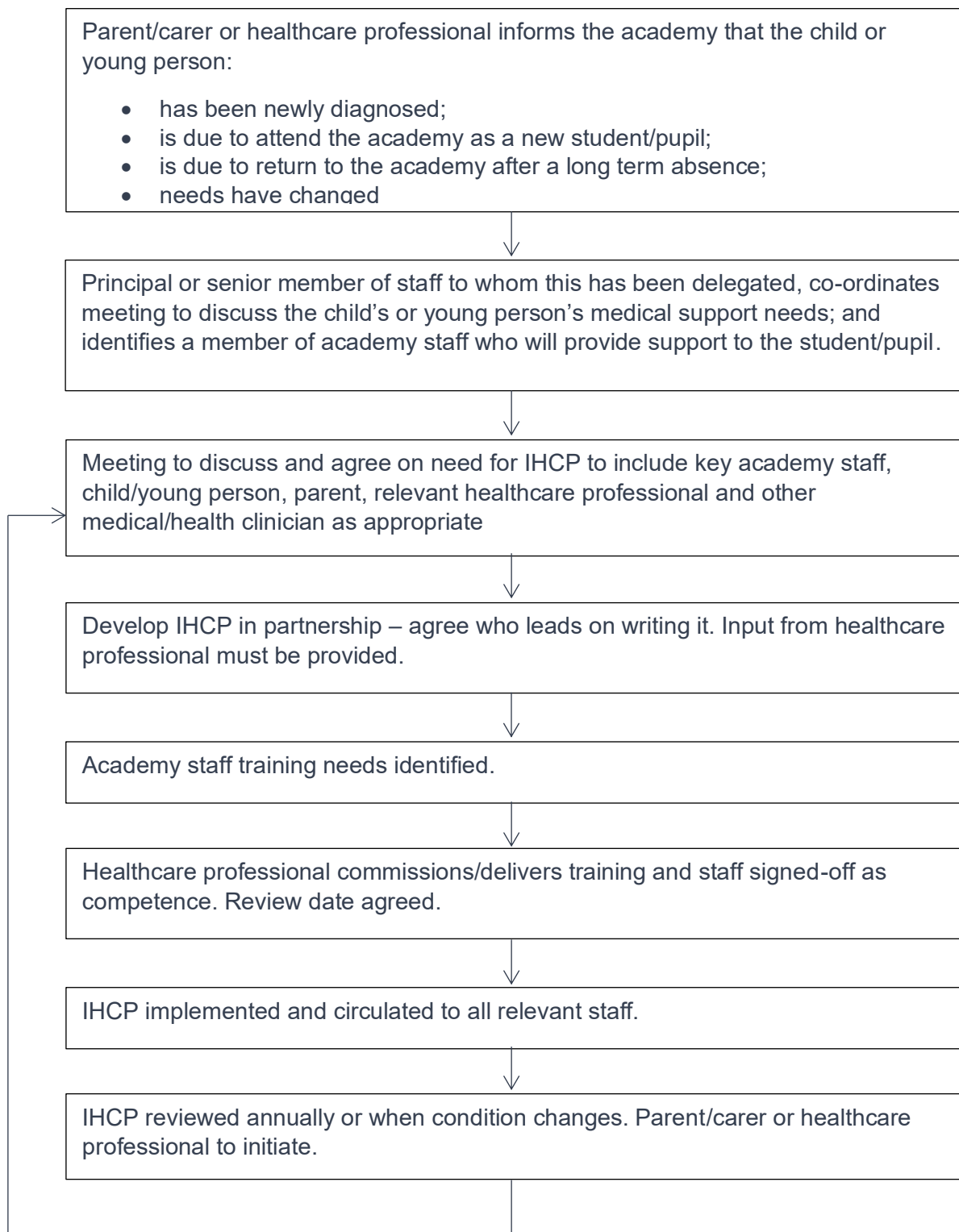
## **4.2 IHCP template**

- 4.2.1 An Individual Health Care Plan template is provided in Appendix 1 for use if an alternative form has not been provided by the healthcare professional involved.

4.2.2 Where a pupil has no other healthcare needs other than a risk of anaphylaxis, academies may wish to consider using the British Society for Allergy and Clinical Immunology (BSACI) Allergy Action Plan [Paediatric Allergy Action plans](#)

### 4.3 Process for developing IHCPs

4.3.1 The flowchart summarises the process for developing an IHCP.



## **5. Roles and responsibilities**

### **5.1 Principal**

5.1.1 The Principal of each academy has responsibility for:

- ensuring that the 'Supporting students/pupils with medical conditions policy' is fully implemented within the academy
- ensuring that the academy works positively and in close partnership with parents/carers and children / young people in supporting their medical needs
- ensuring all staff are aware of the policy and understand their role in its implementation
- ensuring that all staff who need to know are aware of the child's or young person's condition
- ensuring that sufficient trained numbers of staff are available to implement the policy and deliver against all individual health care plans, including in contingency and emergency situations
- ensuring that academy staff are appropriately insured and are aware that they are insured to support students/pupils in this way
- contacting the school nursing service or academy nurse in the case of any child who has a medical condition that may require support at the academy
- Make sure that systems are in place for obtaining information about a child's or young person's medical needs and that this information is kept up to date
- **In EYFS settings,** implement systems for obtaining information about a child's needs for medicines and keeping this information up to date

5.1.2 Principals also have overall responsibility for the development of IHCPs.

### **5.2 Board of Trustees**

5.2.1 The Trust's Board of Trustees has responsibility for overseeing and monitoring the appropriate implementation of this policy across the Trust, ensuring statutory requirements are fulfilled.

### **5.3 Academy staff**

5.3.1 Supporting students / pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not be required to do so. This includes the administration of medicines.

5.3.2 Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.

5.3.3 All staff have responsibility for:

- taking into account the needs of students/pupils with medical conditions that they teach
- knowing what to do and responding accordingly when they become aware that a student/pupil with a medical condition needs help.

### **5.4 Healthcare professionals**

- 5.4.1 Healthcare professionals (including GPs, paediatricians and school nursing services) have responsibility for:
- notifying the academy when a child or young person has been identified as having a medical condition that will require support at the academy
  - providing advice on developing IHCPs
  - supporting staff in the implementation of a child's or young person's IHCP, including provision of advice and liaison, for example on training
  - liaising with lead clinicians locally or community nursing teams on appropriate support for the child or young person and associated staff training needs.

## **5.5 *Parents/carers***

- 5.5.1 Parents/carers have responsibility for:
- providing the academy with sufficient and up-to-date information about their child's medical needs
  - providing evidence of appropriate prescription and written permission for medicines to be administered by staff
  - being involved in the development and review of their child's IHCP
  - carrying out any actions they have agreed to as part of the implementation of the IHCP (for example, providing medicines and equipment and ensuring they or another nominated adult are contactable at all times)

## **5.6 *Students/pupils***

- 5.6.1 Students/pupils with medical conditions have responsibility for:
- providing information about how their condition affects them
  - being fully involved in discussions about their medical support needs
  - contributing as much as possible to the development of, and compliance with, their IHCPs.
- 5.6.2 Other students/pupils have responsibility for being sensitive to the needs of those with medical conditions.

## **6. *Managing medicines on academy premises***

- 6.1 The Trust's procedures for managing medicines, including record keeping, can be found in the First Aid and Medical Policy.

### **6.2 *The child's or young person's role in managing their own needs***

- 6.2.1 The Trust and its academies aim to develop independence in students/pupils and to prepare them for adult life. Consequently, if it is deemed, after discussion with the parents/carers, that a child or young person is competent to manage their own health needs and medicines, the academy will encourage them to take responsibility for managing their own medicines and procedures. This will be reflected within the IHCP.

- 6.2.2 Wherever possible, children and young people should be allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication quickly and easily (these will be stored in the cupboard in the Medical Room to ensure that the safeguarding of other children is not compromised). The academy also recognises that children and young people who can take their medicines themselves or manage procedures may require an appropriate level of supervision. No access is given to the Medical Room without adult supervision. If a child or young person is not able to self-medicate then relevant staff should help to administer medicines and manage procedures for them.
- 6.2.3 If a child or young person refuses to take medicine or carry out a necessary procedure, staff should not force them to do so but instead follow the procedure agreed in the IHCP. Parents/carers should be informed, outside of the review, so that alternative options can be considered.

### **6.3 Unacceptable practice**

- 6.3.1** Although staff in each academy in the Trust should use their discretion and judge each case on its merits with reference to the child's or young person's IHCP, it is not generally acceptable practice to:
- prevent children or young people from easily accessing their inhalers and medication and administering their medication when and where necessary
  - assume that every child or young person with the same condition requires the same treatment
  - ignore the views of the child / young person or their parents/carers
  - ignore medical evidence or opinion
  - send children or young people with medical conditions home frequently or prevent them from staying for normal academy activities, including lunch, unless this is specified in their IHCPs
  - send an ill children or young people to the medical room unaccompanied or with someone unsuitable
  - penalise children or young people for their attendance record if their absences are related to their medical condition e.g. hospital appointments
  - prevent children or young people from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively
  - require parents, or otherwise make them feel obliged, to attend the academy to administer medication or provide medical support to their child, including toileting issues
  - prevent children or young people from participating, or create unnecessary barriers to children or young people participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child
  - administer, or ask children or young people to administer, medicine in school toilets

## **7. Emergency procedures**

- 7.1 Staff will follow the academy's normal emergency procedures (for example, calling 999). All students/pupils' IHCPs will clearly set out what constitutes an emergency and will explain what to do.
- 7.2 If a student/pupil needs to be taken to hospital, staff will stay with the student/pupil until the parent/carer arrives, or accompany the student/pupil to hospital by ambulance.

## **8. Liability and indemnity**

- 8.1 Each academy will ensure that an appropriate level of insurance is in place which appropriately reflects the level of risk. This will normally be achieved through participation in the DfE's Risk Protection Arrangements.
- 8.2 Details of the insurance arrangements are accessible to staff in the academy who are providing support to children or young people with medical conditions.

## **9. Complaints**

- 9.1 Any complaint in relation to this policy or the academy's implementation of it should be raised in accordance with the Trust's Complaints Policy and Procedure.

## Appendix 1 – Individual Health Care Plan Template

| <b>Academy Information</b>                               |  |
|--|--|
| Academy:   |  |
| Who is responsible for providing support in the academy: |  |
| <b>Child's / Young Person's Information</b>              |  |
| Name:  |  |
| Group / class / form:                                    |  |
| Date of birth:   |  |
| Address:   |  |
| Medical diagnosis or condition:                          |  |
| Date:  |  |
| Review date:   |  |
| <b>Family Contact Information</b>                        |  |
| Name:  |  |
| Relationship to child:                                   |  |
| Phone number (work):                                     |  |
| Phone number (home):                                     |  |
| Phone number (mobile):                                   |  |
| Name:  |  |
| Relationship to child:                                   |  |
| Phone number (work):                                     |  |
| Phone number (home):                                     |  |
| Phone number (mobile):                                   |  |
| <b>Clinic/Hospital Contact Information</b>               |  |
| Name:  |  |

|               |  |
|---------------|--|
| Phone number: |  |
| <b>GP</b>     |  |
| Name:         |  |
| Phone number: |  |

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| <i>Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc</i>               |
| <i>Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision</i> |
| <i>Daily care requirements</i>  |
| <i>Specific support for the student/pupil's educational, social and emotional needs</i>   |
| <i>Arrangements for school visits/trips etc</i>   |
| <i>Other information</i>  |
| <i>Describe what constitutes an emergency, and the action to take if this occurs</i>  |
| <i>Who is responsible in an emergency (state if different for off-site activities)</i>  |

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| <i>Plan developed with</i>                                |
| <i>Staff training needed/undertaken – who, what, when</i> |
| <i>Form copied to</i>                                     |