

# Ysgol y Ddraig Healthcare Needs Policy



## **Purpose**

This Policy is designed to assist learners with healthcare needs and ensure minimal disruption to their education. It contains both statutory guidance and non-statutory advice. The Policy has been drawn up to reflect our whole school approach.

### ***1. Key principles***

Ysgol y Ddraig will:

- Ensure that learners with healthcare needs are properly supported so that they have full access to education, including trips and physical education.
- Ensure that arrangements are in place to support learners with healthcare needs.
- Consult the relevant professionals, learners and parents to ensure a learner with healthcare needs is properly understood and effectively supported.
- Ensure staff understand and work within the principles of inclusivity.
- Design lessons and activities in a way, which allows those with healthcare needs to participate fully.
- Ensure staff understand their role in supporting learners with healthcare needs and provide appropriate training as needed.
- Ensure staff are trained so that they are confident they know what to do in a healthcare emergency.
- Ensure staff are aware of the needs of their learners through the appropriate and lawful sharing of an individual learner's healthcare needs.
- Whenever appropriate, encourage and support learners to take responsibility for the management of their own healthcare needs.

### ***2. School's Legal Requirements***

The Governing Body of Ysgol y Ddraig recognises its responsibilities in regard to Section 175 of the Education Act 2002 which places a duty on governing bodies to make arrangements to ensure their functions are exercised with a view to

safeguarding and promoting the welfare of children in school or another place of learning. This includes supporting children with healthcare needs.

The Governing Body acknowledges the duty placed upon it by Section 21(5) of the Education Act 2002 to promote the well-being of learners at the School so far as this relates to the provisions in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

### ***3. Roles and Responsibilities***

#### **Governing Body**

The Governing Body is responsible for overseeing the development and implementation of arrangements that include:

- complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled, as outlined above).
- having a statutory duty to promote the well-being of learners. The Governing Body will give due consideration as to how the School can meet learners' needs, including providing learners with access to information and material aimed at promoting spiritual and moral well-being and physical and mental health (Article 17 of the United Nations Convention on the Rights of the Child [UNCRC]).
- considering how it can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others.
- ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to the Headteacher, a member of staff or a professional as appropriate.
- working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner
- developing and implementing effective arrangements to support learners with healthcare needs.
- the development, monitoring and review of the procedures for meeting healthcare needs .
- ensuring the procedures are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures.

- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens.
- ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained.
- ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners.
- having an infection prevention policy.

## **Headteacher**

The Headteacher is responsible for:

- working with the Governing Body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, including duties under the Equality Act 2010.
- ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon, and such actions maintained.
- ensuring the support put in place focuses on and meets the individual learner's needs, also known as person-centred planning.
- extending awareness of healthcare needs across the School in line with the learner's right to privacy including support, catering and supply staff, governors, parents and other learners.
- appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the Home Tuition Service, the local authority, the key worker and others involved in the learner's care.
- ensuring a sufficient number of trained staff are available to implement the arrangements set out in all Individual Healthcare Plans (IHPs), including contingency plans for emergency situations and staff absence.
- having the overall responsibility for the development of IHPs.
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs, e.g. private toilet areas for catheterisation.
- checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered.
- ensuring all learners with healthcare needs are appropriately linked with the School's health advice service.

- providing annual reports to the Governing Body on the effectiveness of the arrangements in place to meet the healthcare needs of learners.
- ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason.
- notifying the local authority when a learner is likely to be away from the School for a significant period.
- being aware of the relevant provisions of the Social Services and Well-being (Wales) Act 2014.

### **Teachers, support staff and other members of staff**

Any staff member within the School may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. No staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.

Staff designated to directly support the healthcare needs of a learner will:

- regularly familiarise themselves with the any healthcare plans for the learner.
- administer healthcare support in line with the agreed healthcare plan or training provided.
- liaise with the parents of learners with healthcare needs and any healthcare support workers as needed.
- alert the Headteacher to any concerns regarding a learner or any training/resourcing requirements.
- ensure accurate records are kept in line with agreed procedures.
- attend any training provided.

In addition to the training provided to those staff designated to support learners' healthcare, Ysgol y Ddraig will ensure staff:

- fully understand the School's Healthcare Needs Policy and arrangements.
- are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs. This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs.

- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the first aiders are and seeking their assistance in a medical emergency.
- fully understand the School's emergency procedures and be prepared to act in an emergency.
- ask and listen to the views of learners and their parents and take these into consideration when putting support in place.
- ensure learners or their friends, know who to tell if they feel ill, need support or changes to support.
- listen to concerns of learners if they feel ill at any point and consider the need for medical assistance, especially in the case of reported breathing difficulties.
- make sure learners with healthcare needs are not excluded from activities including any external trips/visits they wish to take part in without a clear evidence-based reason,. This includes ensuring learners have access to their medication and that an appropriately trained member of staff is present to assist where required.
- are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the School's Anti-Bullying Policy
- are aware that healthcare needs can have an impact on a learner's ability to learn, and provide extra help when needed.
- support learners who have been absent and assist them with catching up on missed work liaising with parents and specialist services as required.
- keep parents informed of how the healthcare need is affecting the learner in the School. This may include reporting any deterioration, concerns or changes to learner or staff routines.

### **Parents/Carers**

Parents and carers of learners with healthcare needs should:

- be involved in the creation, development and review of an IHP if required.
- provide the School with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals, using School templates if requested.
- inform the School of any changes such as type of medication, dosage or method of administration, using school templates if requested.

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

#### **Learners with healthcare needs should:**

- inform their parent/carer or staff member/s if they are feeling unwell.
- inform relevant staff member/s of any medication or healthcare needs, or changes to these needs.
- participate in drafting and agreeing an IHP, as appropriate
- take care when carrying medicines to and from school, and not sharing these with others.
- take part in discussions around sharing/confidentiality of personal information, commensurate with their age or understanding.

#### **Local authority, NHS Wales school health nursing service, health and other professionals, third sector organisations and other specialist services**

In the preparation of, delivery and review of healthcare provision Ysgol y Ddraig will proactively seek advice as required from various agencies. Where the advice sought is outside of the Vale of Glamorgan Directorate of Learning and Skills or Corporate Health and Safety, parents will be informed in advance. Parents will be informed how this may affect the learner's healthcare provision.

Health advice and support can also be provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support. Proactively engaging with specialist services can provide practical help when writing and implementing IHPs. They can also provide training and awareness-raising resources, including video links.

#### ***4. Creating an accessible learning environment***

The Governing Body supported by the local authority will ensure the School is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

- **Physical access**

In accordance with the Equality Act 2010, the School has an Accessibility Plan. The School is committed to making reasonable adjustments to ensure that all learning is inclusive and accessible to all learners. The School will formulate a risk assessment if required.

Entry to the School building is via wide access doors. A low level intercom system is located on the main gate and entrance. The School has a lift.

- **Reasonable adjustments, auxiliary aids or services**

The School will ensure that class teachers are aware of a learner's healthcare needs and class teachers will adapt learning experiences accordingly.

The School will liaise with external providers that attend the School site to ensure all learners are able to fully access the provision. This may necessitate the sharing of some basic information regarding a learner's healthcare plan. Where the sharing of more detailed information is required, the School will liaise with the learner's parents.

- **Day trips and residential visits**

The School will actively support all learners with healthcare needs to participate in educational trips and visits. The School will make all reasonable adjustments to trips and residential visits ensuring the full participation of all learners.

Staff should be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner. Staff should consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy). This may include information about the healthcare needs of learners, what to do in an emergency and any additional support, medication or equipment needed.

- **Exercise and physical activity**

Where deemed appropriate and agreed with the Headteacher, adjustments will be made to the expectation and provision for physical activity, including that of Physical Education lessons, swimming lessons and extra-curricular sports. The School may seek advice from specialists if required.

The School will provide supervised, quiet areas at unstructured times such as breaktimes and lunchtimes. The School will monitor this provision carefully to ensure a pupil mixes socially when unable to engage in outdoor play.

Staff should also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity; such learners should be encouraged to take the medication or food when needed.

- **Food management**

Where appropriate the School will liaise with the Vale Catering Service in order to meet any dietary requirements associated with a learners' healthcare needs. Many specific types of dietary menus are available on the Vale Catering webpage. Class teachers will make suitable adjustments or allowances where a learner requires access to food or drink during lesson times in order to meet their healthcare needs.

Where food is provided by or through the School, consideration must be given to the dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances. Where a need occurs, the School will in advance provide menus to parents and learners.

Food provided for trips must reflect the dietary and treatment needs of the learners taking part. Food provided for snacks in classroom settings should also take the dietary and treatment needs of these learners into account. While the Healthy School and 'no sweets' policies are recognised as important, learners with healthcare needs may need to be exempted from these policies. Learners needing to eat or drink as part of their condition should not be excluded from the classroom or put in isolation.

- **Risk assessments**

Staff should be clear when a risk assessment is required and be aware of the risk assessment systems in place. These systems should start from the premise of inclusion and have built into them a process of seeking adjustments or alternative activities rather than separate provision.

## ***5. Sharing information***

In order to best support a learner's healthcare needs, arrangements, information will be shared with staff.

Generic information that does not identify an individual, such as the School's procedures for First Aid, is displayed in the staffroom and contained in the policy folder. School staff are made aware of the location of these documents and in some instances are provided with personal copies.

Copies of healthcare plans, risk-assessments etc. are provided to key staff as needed and are kept securely and disposed of in line with local authority procedures. All

staff are briefed at staff meetings. Where a learner's healthcare is more complex or prolonged, specific information-sharing training sessions are provided. Lists of learners with healthcare needs are held by class teachers.

Visitors, supply teachers and staff not-directly employed by the School will be informed as required in order to fully meet a learner's healthcare needs.

During preparation, delivery and review of provision to meet a learner's healthcare needs, the School may need to share information with a third-party including those detailed in the preceding paragraphs. Where this sharing is required, the School will request consent from parents and if appropriate, learners. The School will inform parents and, if appropriate, learners, who the information will be shared with, what will be shared and why.

If needed, the School will share age appropriate information with other pupils to allow them to be vigilant to symptoms if a learner is unwell.

## ***6. Procedures and record keeping for the management of learners' healthcare needs***

Ysgol y Ddraig collects and maintains the following documentation, where appropriate.

1. Contact details for emergency services and contacts.
2. Parental consent forms to administer medicine.
3. A record of medicine stored for and administered to an individual learner.
4. A record of medicines administered to all learners by date.
6. A request for a learner to administer their medicines.
8. Medication incident reports.

Where a learner with healthcare needs has a requirement for long term, on-going administration of medication the School will work with parents and healthcare professionals to establish an individual healthcare plan which will be reviewed periodically and especially in the light of any changes to the plan or School staffing.

There will be occasions where a learner has healthcare needs that require administration of medicines for a short period. The School will administer medicines only following the completion of a parent/carer consent form. Upon receipt of the consent form the Headteacher, Deputy Headteacher or other designated staff member will decide whether the request can be accommodated. If it is deemed appropriate, the Headteacher or other designated staff member will complete Form 3 in Annex 2. Where it is deemed that the School cannot accommodate the administration of the medicine, then the School will contact parents to explain the decision.

Where there is a break in the administration of the medicine, a change in medicine or dosage; parents/carers will complete new forms. These forms will be kept securely and disposed of in accordance with local authority guidelines on record management and retention.

For each pupil receiving medicine in School, a record will detail who has administered, when and the dosage.

### ***7. Storage, access and the administration of medication and devices***

The School will only store medicine that is in current use. The School will only accept prescribed medicines and devices that:

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

Where a parent requests the administration of non-prescribed medicine e.g. liquid paracetamol, the School will only accept such a request provided the medicine:

- is in date.
- has its contents correctly and clearly labelled.
- is labelled with the learner's name.
- is accompanied with written instructions for administration, dosage and storage.
- is in its original container/packaging.

The School will store medicines securely and will ensure that learners know to whom to speak for their medicine. Where required, medicines will be stored in a refrigerator. However the School may ask parents to provide an air tight container for this purpose.

Emergency medication (such asthma inhalers, blood glucose testing meters and auto--injectors) will be easily accessible for learners.

Controlled medication will be kept in the School office where it will be secure but readily available.

When no longer required medicines will be returned to the parents for disposal.

Sharps boxes will be used as required.

## Administration of Medicines

Where medicines are prescribed to be taken at frequencies of the day, parents/carers should seek to do so out of school hours. However, where this is not possible the School will:

- only administer medicines following written consent (unless Gillick competence is recorded).
- **not** administer aspirin unless prescribed by a doctor.
- record any medication administered.
- inform parents promptly if a learner refuses their medication.<sup>1</sup>
- ensure all staff in contact with the learner are aware of their medical needs particularly in off-site excursions.

## 8. Emergency procedures

In the event of a medical emergency designated staff will adhere to the procedures indicated in an individual healthcare plan.

Where a learner without an individual healthcare plan is exhibiting signs that emergency treatment is required, School staff will administer any required treatment.

Where this is not suitable or relevant, School staff will immediately call 999 and inform a senior leader. The senior leader will:

- ensure the learner is treated as required by one of the designated staff or first aiders.
- ensure the learner is moved to a comfortable location within the School to provide privacy.
- ensure attempts are made to contact parents/carers using the provided contacts list.
- ensure a member of staff is present with the learner at all times until the arrival of family member.
- ensure a member of staff accompanies the learner to hospital in the absence of a parents/carers and remains with the learner until they arrive.

The School will ensure that senior leaders and office staff are aware of the location of healthcare records and emergency contact details.

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<sup>1</sup> Where parents cannot be contacted, the School will seek immediate healthcare advice.

Where parents cannot be contacted, the School will seek immediate healthcare advice.

School staff will remind learners with healthcare needs to report to any member of staff when they are feeling unwell. School staff will remind the peers of learners with healthcare needs of how to report any concerns immediately.

## **9. Training**

Staff who volunteer or who are contracted to support those with healthcare needs will be provided with appropriate training. Sufficient numbers of staff will be identified and supported.

When assisting learners with their healthcare needs, it is recognised that for many interventions no specialist training is required and the role of staff will be to facilitate the learner to meet their own healthcare needs.

IHPs may reflect complex needs requiring staff to have specific information and training.

Training provided should be sufficient to ensure staff are competent, have confidence in their ability to support learners and fulfil IHP requirements. Crucially this training should involve input from the learner and parents/carers, who often play a major role in providing information on how needs can be met. However, parents/carers should not be solely relied upon to provide training about the healthcare needs of their child.

If a learner has complex needs, input may be needed from healthcare services and the local authority who will be able to advise and signpost to further training and support.

All staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. Therefore all staff will receive basic information of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance.

Awareness of common conditions, the Healthcare Needs Policy and staff roles in carrying out arrangements will be discussed in INSET sessions and recorded, as appropriate in the minutes of the meeting.

If the trained staff who are usually responsible for administering medication are not available, the IHP should set out alternative arrangements. This also needs to be addressed in risk assessment and planning of off-site activities.

## **10. Qualification examinations and national curriculum assessments**

Class teachers will use professional judgement to ensure learners with healthcare needs are supported in class and at unstructured times (e.g. break-times).

The School will follow guidance as outlined in the current National Reading and Numeracy Tests - Test administration handbook to determine any adaptations, adjustments or additional time for a learner with healthcare needs. Any alterations will be based on classroom practice.

### ***11. Education other than at school (EOTAS)***

Local authorities have a duty (sections 19(1) and 19(4) of the Education Act 1996) to make arrangements for the provision of suitable education for all children and young people of compulsory school age.

A learner who is unable to attend School for a short period of time will have their educational needs provided for by the School. School staff, in consultation with parents, will provide work to be completed at home.

Upon the learner's return to school, class teachers will ensure support is provided so that the learner can catch up on work missed.

Where the learner with healthcare needs will be absent for a prolonged period (usually more than 15 school days) the School will make contact with the local authority designated person for Education other than at school (EOTAS).

### ***12. Integration***

Education settings have a key role to play in the successful integration after diagnosis or reintegration of learners with healthcare needs. The School will be proactive in working with all agencies and involve other learners in supporting the transition. Staff should be trained in a timely manner to assist the learner's return. The support should be considered by key parties, including the parent and learner and should be reflected in the IHP.

### ***13. School transport***

The School will liaise with the local authority where this is a requirement.

### ***14. Insurance arrangements***

The School maintains public liability insurance. This covers on and off-site activities. The School is also covered by further levels of insurance for specific activities or eventualities. Further details can be obtained by contacting the School.

Where a learner's healthcare needs are significantly complex, the School will consult with the local authority to ascertain its insurance cover and responsibilities.

## **15. Individual healthcare plans (IHPs)**

*IHPs set out what support is required by a learner. They do not need to be long or complicated.*

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. The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education.

The School retains responsibility for finalising and implementing the plan but will liaise with learners, parents, health professionals and local authority as required.

The School will ensure the plan retains the best interests of the learner in mind and it assesses the risks to the learner's education, health and social well-being. Where a learner has an additional learning need the IHP will be linked or attached to any individual development plan (IDP).

The School will review at least annually or more frequently the IHP should there be new evidence that the needs of the learner have changed.

In formulating a plan, the School will organise a meeting with appropriate staff, the parents, the learner and appropriate clinicians to determine if the learner's healthcare needs require an IHP, or whether this would be inappropriate or disproportionate. If consensus cannot be reached, the Headteacher will make the final decision. This can be challenged through the Complaints Procedure.

As part of finalising the IHP the School will:

- consider guidance from the learner (as appropriate), the parents, appropriate healthcare professionals, local authority, catering services and School staff.
- endeavour to identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.
- circulate the IHP to all appropriate individuals.
- set an appropriate review date and define any other triggers for review.

Relevant staff (including temporary staff) will be made aware of the healthcare needs of their learners, including changes to IHPs. IHPs are likely to contain sensitive or confidential information. The sharing and storing of information must comply with the Data Protection Act 1998 and not breach the privacy rights of or duty of confidence owed to the individuals.

Learners who are competent to do so should be encouraged to take responsibility for managing their own medicines and procedures. This should be reflected within the learner's IHP.

If a learner refuses to take their medicine or carry out a necessary procedure, staff should not force them to do so, but follow the School's defined arrangements, agreed in the IHP. Parents should be informed as soon as possible so that an alternative arrangement can be considered and health advice should be sought where appropriate.

### ***16. Record keeping***

All administration of medications will be recorded on the appropriate forms. If a learner refuses their medication, staff should record this and follow the defined procedures; parents will be informed of this non-compliance as soon as possible.

### ***17. Complaints procedure***

Occasionally there may be times when parents have a concern or issue that they wish to raise. The School would welcome the opportunity to deal with such matters and would ask that parents contact the School as soon as possible.

A copy of the full Complaints Procedure is available from the Headteacher and is on the School website.

### ***18. Reviewing policies, arrangements and procedures***

The School will assess its implementation and the effectiveness of this Policy which will be promoted and implemented throughout the School.

The School will review its practices at least annually and update the Policy accordingly.

The School will work with parents, healthcare professionals, local authority and other relevant bodies to review and update any healthcare plans as changes are needed. IHPs may require frequent reviews depending on the healthcare.

Policy Agreed by Governors: November 2017

## **ANNEX 1: OUTLINE OF LEGAL FRAMEWORK**

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

### **Statutory duties on governing bodies of maintained schools**

- *In discharging their functions relating to the conduct of the school, governing bodies of maintained schools (including maintained nursery schools) must promote the well-being of learners at the school. (Section 21(5) of the Education Act 2002). This duty relates to all learners, including those with healthcare needs.*
- *Governing bodies of maintained schools (including maintained nursery schools) must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children (i.e. those under 18) who are learners at the school (see section 175(2) of the Education Act 2002).*
- *Governing bodies are also subject to duties under the Equality Act 2010 – see below.*

### **The Equality Act 2010**

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

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

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

- *increasing the extent to which disabled learners can participate in the schools' curriculum*
- *improving the physical environment of the schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by the schools*

- *improving the delivery to disabled learners of information which is readily accessible to learners who are not disabled.*

**The responsible body of a school must prepare and implement an accessibility plan.**

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

*Local authorities and the governing body of local authority-maintained educational establishments (e.g. maintained schools) are subject to the public sector equality duty.*

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

### **Social Services and Well-being (Wales) Act 2014**

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

- *From a Welsh policy and delivery perspective, the 2014 Act seeks to ensure that care and support provided to young people is delivered in accordance with the principles outlined in the UNCRC.*
- *Local authorities in Wales have a duty under section 15 of the 2014 Act to provide preventative services in their area. The purpose of these services would be to prevent or delay people developing a need for care and support.*
- *The 2014 Act was developed using the 'people model' which focuses on providing sustainable social services to people (being children, adults and carers) in line with their unique needs. This means that children are not treated in isolation but instead as part of families and communities. This has allowed the 2014 Act to provide a cohesive and more integrated care system.*
- *Well-being and the outcomes people wish to achieve are at the centre of the legislation; the definition of well-being in the Act, and the well-being statement, both recognise that securing rights and entitlements is key to ensuring that children can speak for themselves or have someone who can do it for them so that they are involved in the decisions that affect their life.*

### **Common law**

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

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

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

- *children have a right to an education (Article 28).  
adults should think about the best interests of children and young people when making choices that affect them (Article 3).*
- *children who have any kind of disability should have the care and support required so that they can lead full and decent lives (Article 23).*
- *every child has the right to say what they think in all matters affecting them, and to have their views taken seriously (Article 12).*

### ***Other relevant provisions***

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

*The Learner Travel (Wales) Measure 2008 places duties on local authorities and governing bodies in relation to home school transport.*

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

## **ANNEX 2: FORM TEMPLATES**

*The School will use the forms listed below according to their particular policies on supporting learners with healthcare needs.*

*.Form 1. Contacting emergency services*

*.Form 2. Parental agreement for the School to administer medicine*

*.Form 3. Headteacher agreement to administer medicine*

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

*.Form 5. Record of medicines administered to all learners, by date*

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

*.Form 7. Staff training record, administration of medicines*

*.Form 8. Medication/healthcare incident report*

## **FORM 1: CONTACTING EMERGENCY SERVICES**

### ***Request for an Ambulance***

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

- 1. State your telephone number.***
- 2. Give your location as follows [Ysgol y Ddraig, Ham Lane East, Llantwit Major](#)***
- 3. State that the postcode is: [CF61 1TQ](#)***
- 4. Give the exact location in the School.***
- 5. Give your name.***
- 6. Give the name of the learner and a brief description of symptoms.***
- 7. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to [name location].***
- 8. Don't hang up until the information has been repeated back.***

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

***A completed copy of this form has been placed by all the telephones in the education setting.***

**FORM 2: PARENTAL AGREEMENT FOR YSGOL Y DDRAIG TO ADMINISTER MEDICINE**

***Ysgol Y Ddraig needs your permission to give your child medicine. Please complete and sign this form to allow this.***

***Name of child***

***Date of birth***

***Group/class***

***Healthcare need***

***Medicine***

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

***Date dispensed Expiry date***

***Agreed review date to be initiated by [name of member of staff]***

***Dosage and method***

***Timing***

***Special precautions***

***Are there any side effects that the School setting needs to know about?***

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

***Procedures to take in an emergency***

***Contact details***

***Name***

***Daytime telephone no.***

***Relationship to child***

***Address***

***I understand that I must deliver the medicine personally to [agreed member of staff]. I understand that I must notify the setting of any changes in writing.***

***Date Signature(s) .....***

**FORM 3: HEADTEACHER AGREEMENT TO ADMINISTER MEDICINE**

**YSGOL Y DDRAIG**

***It is agreed that [name of learner] ..... will receive***

***[quantity or quantity range and name of medicine] .....***

***every day at ..... [time medicine to be administered, e.g. lunchtime/afternoon break]***

***[Name of learner] ..... will be given/supervised while they take their medication by [name of member of staff] .....***

***This arrangement will continue until [either end date of course of medicine or until instructed by parents/carers] .....***

***Date***

***Signed .....***

***[The Headteacher/named member of staff]***

**FORM 4: RECORD OF MEDICINE STORED FOR AND ADMINISTERED TO AN INDIVIDUAL LEARNER**

**YSGOL Y DDRAIG**

***Name of learner***

***Date medicine provided by parent***

***Group/class***

***Quantity received***

***Name and strength of medicine***

***Expiry date***

***Quantity returned***

***Dose and frequency of medicine***

***Staff signature .....***

***Signature of parent/carer .....***

*Date*

*Time given*

*Dose given*

*Name of member of staff*

*Staff initials*

*Date*

*Time given*

*Dose given*

*Name of member of staff*

*Staff initials*

*Date*

*Time given*

*Dose given*

*Name of member of staff*

*Staff initials*

*Date*

*Time given*

*Dose given*

*Name of member of staff*

*Staff initials*

**FORM 5: RECORD OF MEDICINES ADMINISTERED TO ALL LEARNERS, BY DATE**

**YSGOL Y DDRAIG**

***Date***

***Learner's name***

***Time***

***Name of medicine***

***Dose given***

***Any reactions***

***Signature of staff***

***Print name***

**FORM 6: REQUEST FOR LEARNER TO CARRY/ADMINISTER THEIR OWN MEDICINE**

***This form must be completed by the parent/carer. If staff have any concerns discuss this request with healthcare professionals.***

**YSGOL Y DDRAIG**

***Learner's name***

***Group/class***

***Address***

***Name of medicine***

***Carry and administer***

***Administer from stored location***

***Procedures to be taken in an emergency***

***Contact information***

***Name***

***Daytime telephone no.***

***Relationship to learner***

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

***Signed parent/carer ..... Date***

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

***Learner's signature..... Date***

**FORM 7: STAFF TRAINING RECORD, ADMINISTRATION OF MEDICINES**

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

**YSGOL Y DDRAIG**

**Name**

**Type of training received**

**Date of training completed**

**Training provided by**

**Profession and title**

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

**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**

**FORM 8: MEDICATION/HEALTHCARE INCIDENT REPORT**

**Learner's name** \_\_\_\_\_

**Home address** \_\_\_\_\_

**Telephone no.** \_\_\_\_\_

**Date of incident** \_\_\_\_\_

**Time of incident** \_\_\_\_\_

**Correct medication and dosage:**

---

**Medication normally administered by: Learner .**

**Learner with staff supervision .**

**Nurse/school staff member .**

---

**Type of error:**

**Dose administered 30 minutes after scheduled time .Omission .Wrong dose .  
Additional dose . Wrong learner .**

**Dose given without permissions on file . Dietary .**

**Dose administered by unauthorised person .**

---

**Description of incident:**

---

**Action taken:**

---

**Parent notified: name, date and time** \_\_\_\_\_

**School nurse notified: name, date and time** \_\_\_\_\_

**Physician notified: name, date and time** \_\_\_\_\_

**Poison control notified. Learner taken home. Learner sent to hospital.  
Other:**

\_\_\_\_\_

**Note:**

\_\_\_\_\_

## **ANNEX 3: USEFUL CONTACTS**

### **1. Asthma UK Cymru**

**Helpline: 0300 222 5800**

**[www.asthma.org.uk/](http://www.asthma.org.uk/)**

### **2. Guidance on the use of emergency salbutamol inhalers in schools in Wales (Welsh Government, 2014)**

**[learning.gov.wales/resources/browse-all/use-of-emergency-salbutamol-inhalers-inschools-in-wales/?lang=en](http://learning.gov.wales/resources/browse-all/use-of-emergency-salbutamol-inhalers-inschools-in-wales/?lang=en)**

### **3. Allergy UK**

**Helpline: 01322 619898**

**[www.allergyuk.org/](http://www.allergyuk.org/)**

### **4. Anaphylaxis Campaign**

**Helpline: 01252 542029**

**[www.anaphylaxis.org.uk/](http://www.anaphylaxis.org.uk/)**

### **Child support organisations**

#### **5. Action for Children**

**Tel: 0300 123 2112**

**[www.actionforchildren.org.uk/](http://www.actionforchildren.org.uk/)**

#### **6. Action for Sick Children**

**Helpline: 0800 074 4519**

**[www.actionforsickchildren.org.uk/](http://www.actionforsickchildren.org.uk/)**

**7. Barnardo's Cymru**

**Tel: 02920 493387**

**[www.barnardos.org.uk/wales](http://www.barnardos.org.uk/wales)**

**8. Children in Wales**

**Tel: 02920 342434**

**[www.childreninwales.org.uk/](http://www.childreninwales.org.uk/)**

**Diabetes**

**9. Diabetes UK Cymru**

**Tel: 02920 668276**

**[www.diabetes.org.uk/](http://www.diabetes.org.uk/)**

***Diabetes IHP template***

**[www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/](http://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/)**

***Diabetes UK school and parent resource packs***

**[www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/Diabetes-in-schools-resources](http://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/Diabetes-in-schools-resources)**

**Epilepsy**

**10. Epilepsy Action Wales**

**Tel: 01633 253407**

**Helpline: 0808 800 5050**

**[www.epilepsy.org.uk/involved/branches/cymru](http://www.epilepsy.org.uk/involved/branches/cymru)**

**11. Epilepsy Wales**

**Helpline: 0800 228 9016**

[www.epilepsy-wales.org.uk](http://www.epilepsy-wales.org.uk)

**12. Young Epilepsy**

**Helpline: 01342 831342**

[www.youngepilepsy.org.uk](http://www.youngepilepsy.org.uk)

**Learning difficulties**

**13. Learning Disability Wales**

**Tel: 02920 681160**

[www.ldw.org.uk](http://www.ldw.org.uk)

**14. MENCAP Cymru**

**Helpline: 0808 808 1111**

[www.mencap.org.uk](http://www.mencap.org.uk)

**15. Special Needs Advisory Project (SNAP) Cymru**

**Helpline: 0845 120 3730**

[www.snapcymru.org/](http://www.snapcymru.org/)

**Medical-based support organisation**

**16. The National Autistic Society Cymru**

**Helpline: 0808 800 4104**

[www.autism.org.uk/?nation=wales&sc\\_lang=en-GB](http://www.autism.org.uk/?nation=wales&sc_lang=en-GB)

**17. Bobath Children's Therapy Centre Wales**

**Tel: 029 2052 2600**

[www.bobathwales.org](http://www.bobathwales.org)

**18. Cerebra – for brain-injured children and young people**

***Tel: 01267 244200***

***w3.cerebra.org.uk***

***19. Crohn's in Childhood Research Association (CICRA) . for children with Crohn's and colitis***

***Tel: 0208 949 6209***

***www.cicra.org***

***20. CLIC Sargent – for children with cancer***

***Helpline: 0300 330 0803***

***www.clicsargent.org.uk***

***21. Coeliac UK***

***Helpline: 0333 332 2033***

***www.coeliac.org.uk/local-groups/?region=wales***

***22. Cystic Fibrosis Trust***

***Helpline: 0300 373 1000***

***www.cysticfibrosis.org.uk***

***23. Headway – the brain injury association***

***Helpline: 0808 800 2244***

***www.headway.org.uk/home.aspx***

***24. Migraine Action***

***Tel: 08456 011 033***

***www.migraine.org.uk***

***25. Multiple Sclerosis Society***

***Helpline: 0808 800 8000***

[www.mssociety.org.uk](http://www.mssociety.org.uk)

**26. Muscular Dystrophy UK**

**Helpline: 0800 652 6352**

[www.muscular dystrophyuk.org](http://www.muscular dystrophyuk.org)

**27. National Attention Deficit Disorder Information and Support Service (ADDiSS)**

**Tel: 0208 952 2800**

[www.addiss.co.uk](http://www.addiss.co.uk)

**28. National Eczema Society**

**Helpline: 0800 089 1122**

[www.eczema.org](http://www.eczema.org)

**29. Prader-Willi Syndrome Association UK**

**Helpline: 01332 365676**

[www.pwsa.co.uk](http://www.pwsa.co.uk)

**30. Spina Bifida and Hydrocephalus Information (Shine)**

**Tel: 01733 555988**

[www.shinecharity.org.uk](http://www.shinecharity.org.uk)

**31. Welsh Association of ME and CFS Support**

**Helpline: 029 2051 5061**

[www.wames.org.uk](http://www.wames.org.uk)

**Mental health**

**32. Child and Adolescent Mental Health Service (CAMHS)**

[www.mental-health-matters.org.uk/page7.html](http://www.mental-health-matters.org.uk/page7.html)

**33. Mind Cymru**

**Tel: 02920 395123**

**[www.mind.org.uk/about-us/mind-cymru](http://www.mind.org.uk/about-us/mind-cymru)**

**Public bodies**

**34. Contact a Family – for families with disabled children**

**Helpline: 0808 808 3555**

**[www.cafamily.org.uk](http://www.cafamily.org.uk)**

**35. Children's Commissioner for Wales**

**Tel: 01792 765600**

**[www.childcomwales.org.uk](http://www.childcomwales.org.uk)**

**36. Equality and Human Rights Commission**

**Helpline: 0808 800 0082**

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

**37. Health and Safety Executive**

**Tel: 02920 263120**

**[www.hse.gov.uk](http://www.hse.gov.uk)**

**38. National Children's Bureau Council for Disabled Children**

**Tel: 020 78436000**

**[www.ncb.org.uk](http://www.ncb.org.uk)**

**39. National Health Service Direct Wales**

**Tel: 0845 46 47**

**[www.nhsdirect.wales.nhs.uk/contactus/feelingunwell](http://www.nhsdirect.wales.nhs.uk/contactus/feelingunwell)**

#### ***40. Information Commissioner's Office Wales***

***Tel: 029 2067 8400***

***Helpline: 0303 123 1113***

***[ico.org.uk/for-organisations/education](http://ico.org.uk/for-organisations/education)***

#### ***Children's rights***

#### ***41. Children's Rights Wales***

***The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children and young people, no matter who they are or where they live.***

***These rights are the things that they need to be safe, healthy and happy.***

***[www.childrensrights.wales](http://www.childrensrights.wales)***

#### ***Sensory impairment***

#### ***42. Action on Hearing Loss***

***Helpline: 0808 808 0123***

***Textphone: 0808 808 9000***

***[www.actiononhearingloss.org.uk/default.aspx](http://www.actiononhearingloss.org.uk/default.aspx)***

#### ***43. The National Deaf Children's Society (NDCS) Cymru***

***Tel: 0808 800 8880***

***[www.ndcs.org.uk/family\\_support/support\\_in\\_your\\_area/wales](http://www.ndcs.org.uk/family_support/support_in_your_area/wales)***

#### ***44. Royal National Institute of Blind People (RNIB)***

***Helpline: 0303 123 9999***

***[www.rnib.org.uk/wales-cymru-1](http://www.rnib.org.uk/wales-cymru-1)***

#### ***45. Sense Cymru - services across Wales for deafblind people and their families***

***Tel: 0300 330 9280***

***Textphone: 0300 330 9282***

***[www.sense.org.uk/content/sense-cymru-wales](http://www.sense.org.uk/content/sense-cymru-wales)***

***Speech and language***

***46. Afasic Cymru - helping children who have difficulty speaking and understanding***

***Helpline: 0300 666 9410***

***[www.afasiccymru.org.uk](http://www.afasiccymru.org.uk)***