



South Gloucestershire and Stroud Academy Trust (SGSAT)

Supporting students with medical conditions Policy

This policy has been renewed for one year, subject to full review during that time. Any changes to DFE or other guidance prior to the full review should be assumed to supersede the relevant parts of the policy.

Prepared by:	Alan Dane
Job Title/Role:	Director of Education
Ref. No.: Q/P 008	Date of this version: 01/01/2024 Review date: 01/01/2025 (Subject to any legislative changes) Upload to website? Yes
Approved by:	SGSAT Trust Board
Date:	31/01/2024

Supporting students with medical conditions Policy

1. Intent

SGSAT is committed to ensuring that each of our schools is inclusive in their education of children with medical conditions and supports them to have full access to the curriculum and wider school life. Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require ongoing support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that students feel safe. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and students.

SGSAT will welcome and support students with medical needs and ensure that all students with medical conditions have the same opportunities within the Trust.

2. Scope

This policy complies with 'Supporting pupils at school with medical conditions: statutory guidance' (2015) and the legal duty enshrined in Section 100 of the 'Children and Families Act (2014) on the Trust Board to make arrangements for supporting pupils at their schools with medical conditions.

While the Trustees have overall legal accountability for meeting statutory guidance for supporting pupils with medical conditions, school level responsibility is delegated to the Headteachers of each school.

In addition to the educational impacts, there are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition and some may develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health.

Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil's medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Some may also have special educational

needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. This guidance should be read in conjunction with the appropriate Trust policies, particularly relating to Equality, SEND and safeguarding.

3. Implementation

Each school must develop its own procedures to meet its own specific context and the needs of the student body. It is the responsibility of the Headteacher to ensure that those procedures:

- fulfil the requirements of this policy and of national legislation,
- are known and understood by to parents/carers, students and staff, and
- are updated regularly.

4. Impact

In order to fulfil their responsibilities, Headteachers must:

- ensure that medical professionals, parents/carers and students have been consulted;
- ensure that the school is fully aware of the child's condition and the support required
- be satisfied that the schools understand the impact of medical conditions on students' wellbeing and ability to achieve;
- know there is an appropriately trained named person with lead responsibility for implementation of the policy in each school; and that other staff are suitably trained also cover arrangements are in place for when the designated member of staff is unavailable;
- know how training needs are assessed and how training is commissioned and provided;
- ensure that the procedures and arrangements for managing medical conditions and medical emergencies are detailed in the staff handbook and understood by all staff. Details of these arrangements will be made available to parents who need them;
- ensure that there is clear identification of the roles and responsibilities of all those involved in implementing the policy;
- be aware of the role of individual healthcare plans and who is responsible for their development, implementation; and are reviewed annually or earlier if the student's needs have changed;
- ensure healthcare plans consider the medical condition, its triggers, signs, symptoms and treatments;

- consider the student's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons;
- where confidentiality issues are raised by the parent/child, designated individuals are to be entrusted with information about the child's condition
- provide specific support for the student's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- ensure that they are developed with the student's best interests in mind and ensure that the school assesses and manages risks to the student's education, health and social wellbeing and minimises disruption;
- be satisfied that students are encouraged and supported in managing their own health needs and medicines, as appropriate;
- ensure that written records are promptly and accurately maintained;
- ensure that staff have been made aware of unacceptable practice;
- ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

A school will not wait for a formal medical diagnosis to put plans and procedures in place, however these may be amended when a formal diagnosis is given and/or after advice is taken from appropriate healthcare professionals.

All staff in our schools are also accountable and responsible for supporting pupils with all medical needs, including asthma, diabetes, epilepsy and anaphylaxis. Our schools also ensure that there are clear procedures in place for managing medicines on and off school premises and the written records of administered medicines, including storage and handling of epi pens, insulin pens and inhalers.

5. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name Alan Dane	Title Director of Education	01/01/2024
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	Commit to making reasonable adjustments to support learners to achieve their potential and progress.	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	No appreciable impact	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	×
		If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 24 Access to health & health services Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>