



South Gloucestershire and Stroud Academy Trust (SGSAT)
Supporting students with medical conditions
policy and procedure

If you would like this document in an alternate format
 Please contact the SGS-GS Human Resources Department

Prepared by:	Moira Foster-Fitzgerald
Job Title/Role:	Chief Group Services Officer
Ref. No.: QPG 008	Date of this Version: June 2017 Review date: January 2022 (Subject to any legislative changes) Upload to SGSAT website? Yes
Approved by:	SGSAT Board of Trustees
Date:	20 th May 2020

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out the Trust's arrangements for supporting students with medical conditions				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified Groups?	Implementation of this policy will promote equal opportunities for identified Groups?	Implementation of this policy will promote positive attitudes and participation between Groups?	Implementation of this policy will promote good relations between Groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any Groups for which there is evidence or reason to believe that some Groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: Moira Foster-Fitzgerald Position: Chief Group Services Officer Date: May 2016					

Supporting students with medical conditions policy and procedure

SGSAT comprises academies, free and studio schools and UTCs - for ease of reference, they are referred to generically as 'schools' throughout this document.

The term 'Principal' is used throughout this document to refer to a school senior leader (e.g. Headteacher, Associate Headteacher, Associate Principal, Group Principal).

1. Purpose of the Policy

- 1.1 The Children & Families Act 2014 places a statutory duty on trustees and governors to make arrangements to support students with medical conditions. Trustees and governors are legally responsible and accountable for fulfilling this duty.
- 1.2 Long term or chronic medical conditions can have a substantial and long-term adverse impact on a student's ability to participate in normal day to day activities. Under the terms of the Equality Act, trustees and governors must make reasonable adjustments to enable the student to participate fully in school activities and make at least expected progress in learning.
- 1.3 Where a student's medical conditions may be considered disabled under the definition set out in the Equalities Act 2010, trustees and governors must comply with the duties under this act. For students who have medical conditions that require education, health and care plans there must be compliance with the SEND code of practice.
- 1.4 In order to fulfil their responsibilities, trustees and governors must:
 - 1.4.1 ensure that medical professionals, parents/carers and students have been consulted;
 - 1.4.2 ensure that the school is fully aware of the child's condition and the support required
 - 1.4.3 be satisfied that the schools understand the impact of medical conditions on students' wellbeing and ability to achieve;
 - 1.4.4 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;
 - 1.4.5 know how training needs are assessed and how training is commissioned and provided;
 - 1.4.6 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;
 - 1.4.7 ensure that there is clear identification of the roles and responsibilities of all those involved in implementing the policy;

- 1.4.8 be satisfied that the Staff Handbook is readily available to all staff and parents who need it and that staff and teachers are fully briefed;
 - 1.4.9 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;
 - 1.4.10 ensure healthcare plans consider the medical condition, its triggers, signs, symptoms and treatments;
 - 1.4.11 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;
 - 1.4.12 where confidentiality issues are raised by the parent/child, designated individuals are to be entrusted with information about the child's condition
 - 1.4.13 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;
 - 1.4.14 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;
 - 1.4.15 be satisfied that students are encouraged and supported in managing their own health needs and medicines, as appropriate;
 - 1.4.16 ensure that written records are promptly and accurately maintained;
 - 1.4.17 ensure that staff have been made aware of unacceptable practice;
 - 1.4.18 ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.
- 1.5 The Board of Trustees and the SGSAT will welcome and support students with medical needs and ensure that all students with medical conditions have the same opportunities within the Trust.
- 1.6 Where a medical condition is impacting on a student's progress in school, trustees and governors expect that the student will be classes as 'disadvantages' in order to receive additional support and intervention promptly. This helps governors and trustees monitor progress more closely.

2. Relationship to other policies:

- Health and Safety Policy
- Single Equalities Policy
- SEND and Inclusion Policy

- Attendance Policy
- Admissions Policy
- Complaints Policy

3. Consultation Process:

- 3.1 This policy was developed in conjunction with staff who work with students with medical needs, governors and school nurses across the Trust.
- 3.2 The DfE statutory guidance 'Supporting pupils at school with medical conditions' was used as a reference document in the development of this policy.

4. Policy Guideline

- 4.1 Transition, welcome and support arrangements on entry
- 4.1.1 The SGSAT is an inclusive community that aims to welcome and support students with medical conditions
- 4.2 Inclusive practice and re-integration after long term absence
- 4.2.1 Schools within the SGSAT will ensure that students with medical conditions are included in all activities within the school and appropriate adjustments are made to the activities where possible.
- 4.2.2 Students will have a planned re-integration after a long absence with appropriate key staff.
- 4.3 School trips and residential visits
- 4.3.1 Schools within the SGSAT will ensure that students with medical conditions can participate fully in all aspects of the curriculum and provide appropriate adjustments and additional support where this has been identified.
- 4.4 Roles and responsibilities
- 4.4.1 The SGSAT has a duty of care for all students and will ensure that all staff are aware of their roles and responsibilities by sharing and communicating the policy with staff.
- 4.5 Communication plans
- 4.5.1 Parents/Carers, staff and the school nurse will be informed of the policy and reminded of the policy on a regular basis throughout the academic year by electronic means and it will be displayed in a prominent area.
- 4.6 Training and information requirements (to include potential emotional impact of some medical conditions; whole school awareness training)

- 4.6.1 The SGSAT instigates a training schedule for all staff to be aware of the most serious medical conditions and the effects of the condition on the student.
- 4.6.2 Identified staff members are trained as first aiders to meet the requirements of the Health and Safety at Work Act 1974 together with training for administrators of medicines.

5. Management, administration and storage of medication

- 5.1 Medication will be stored in a lockable cupboard in a central location and will only be administered by trained staff. Records will be maintained of any medication that is administered.
- 5.2 All students will have easy access to their emergency medication, but will be encouraged to carry and administer their own medication if they are deemed responsible by medical professionals. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring.
- 5.3 Managing specialist equipment
 - 5.3.1 Any specialist equipment within each school within the SGSAT will be regularly maintained in accordance with manufacturers' instructions.
- 5.4 Record keeping
 - 5.4.1 Each school within the SGSAT will maintain accurate and timely records for all students where medication needs to be administered by trained staff. This will include updated information on doses and timings received from parent completed forms.
- 5.5 Individual healthcare plans
 - 5.5.1 Each school within the SGSAT will maintain a central record of healthcare plans and these will be shared with staff.
 - 5.5.2 Any student with a serious medical condition will be highlighted to staff via a briefing and photographic information cards displayed in key locations.
- 5.6 Dealing with emergencies
 - 5.6.1 All staff understand and are trained in the school's emergency procedures. They will know what to do in an emergency, including whom to contact, and contingency arrangements.
 - 5.6.2 Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.
- 5.7 Unacceptable practice

5.7.1 Each school within the SGSAT will ensure that staff do not create barriers for students with medical needs which will unnecessarily disrupt their learning and that medical advice that has been provided will be acted upon.

5.8 Risk assessments

5.8.1 Each school within the SGSAT will carry out individual risk assessments for students who participate in out of school activities, work placements and trips to ensure that appropriate provision is made for the health, safety, and wellbeing of both students and staff.

5.9 Complaints

5.9.1 Where there is a complaint regarding the support provided to a student with medical conditions the school's complaints policy sets out how complaints will be handled.

6. Monitoring and Review

6.1 Each Local Governing Body will:

6.1.1 receive regular reports on any issues which arise for students with medical conditions and recommend action/procedural changes as appropriate;

6.1.2 ask for confidential and anonymised feedback from a selection of students with medical conditions;

6.1.3 be notified of all relevant staff training and briefings which have taken place;

6.1.4 delegate the above tasks to an LGB committee if thought appropriate.

6.2 The policy and Staff Handbook will be reviewed every two years. In addition to the information gathered above, key staff, parents of students with medical conditions and key health professionals will be asked for their views on the school's practice and adherence to the procedures.