

John Ruskin Primary School and Language Classes

# Medical Conditions Policy

Co-ordinators: Donna Brooks, Main school SENCO  
Suzy Gregory, Teacher in charge of the Language Unit

Last review: June 2017

Next review: June 2020



***“Be responsible, be fair, stay positive and care”***

# **John Ruskin Primary School**

## ***Whole School Medical Conditions Policy***

### **POLICY STATEMENT**

**This school is an inclusive community that welcomes and supports pupils with medical conditions. This school provides all pupils with any medical condition the same opportunities as others at school.**

We will help to ensure they can:

- **be healthy**
- **stay safe**
- **enjoy and achieve**
- **make a positive contribution**
- **achieve economic wellbeing once they leave school.**

The school makes sure all staff understand their duty of care to children and young people in the event of an emergency.

All staff feel confident in knowing what to do in an emergency.

This school understands that certain medical conditions are debilitating and potentially life threatening, particularly if poorly managed or misunderstood.

This school understands the importance of medication and care being taken as directed by healthcare professionals and parents.

All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils.

#### **This school is an inclusive community that supports pupils with medical conditions.**

- This school is supportive of pupils with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other pupils.
- This school will listen to the views of pupils and parents.
- Pupils and parents feel confident in the care they receive from this school and the level of that care meets their needs.
- Staff understand the medical conditions of pupils at this school and that they may be serious, adversely affect a child's quality of life and impact on their ability to learn.
- All staff understand their duty of care to children and young people and know what to do in the event of an emergency.
- The whole school and local health community understand and support the medical conditions policy.
- This school understands that all children with the same medical condition will not have the same needs.
- The school recognises that duties in the Children and Families Act (England only), the Equality Act (England, Wales and Scotland) and the Disability Discrimination Act (Northern Ireland only) relate to children with disability or medical conditions and are anticipatory.

**All children with a medical condition should have a care plan.**

- A care plan details exactly what care a child needs in school, when they need it and who is going to give it.
- It should also include information on the impact any health condition may have on a child's learning, behaviour or classroom performance.
- This should be drawn up with input from the child (if appropriate) their parent/carer, relevant school staff and healthcare professionals, ideally a specialist if the child has one.

**Staff understand and are trained in what to do in an emergency for children with medical conditions at this school.**

- All school staff, including temporary or supply staff, are aware of the medical conditions at this school and understand their duty of care to pupils in an emergency.
- All staff receive training in what to do in an emergency and this is refreshed according to NHS school nurse guidance.
- A child's care plan or according to the NHS school nurse guidance should, explain what help they need in an emergency. The care plan will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded in the care plan for sharing the care plan within emergency care settings.

**Staff understand and are trained in the school's general emergency procedures.**

- All staff, including temporary or supply staff, know what action to take in an emergency and receive updates at least yearly.
- If a pupil needs to attend hospital, a member of staff (preferably known to the pupil) will stay with them until a parent arrives, or accompany a child taken to hospital by ambulance. They will not take pupils to hospital in their own car.

**This school has clear guidance on providing care and support and administering medication at school.**

- This school understands the importance of medication being taken and care received as detailed in the pupil's care plan.
- This school will make sure that there are more than one members of staff who have been trained to administer the medication and meet the care needs of an individual child. This includes escort staff for home to school transport if necessary. This school will ensure that there are sufficient numbers of staff trained to cover any absences, staff turnover and other contingencies. This school's governing body has made sure that there is the appropriate level of insurance and liability cover in place.
- This school will not give medication (prescription) to a child without a parent's written consent.
- This school will make sure that a trained member of staff is available to accompany a pupil with a medical condition on an off-site visit.
- Parents at this school understand that they should let the school know immediately if their child's needs change.

**This school has clear guidance on the storage of medication and equipment at school.**

- This school makes sure that all staff understand what constitutes an emergency for an individual child and makes sure that emergency medication/equipment is readily available wherever the child is in the school and on off-site activities, and is not locked away. Pupils may carry their emergency medication with them if they wish/this is appropriate.
- Pupils may carry their own medication/equipment, or they should know exactly where to access it.

- Pupils can carry controlled drugs if they are competent, otherwise this school will keep controlled drugs stored securely, but accessibly, with only named staff having access. Staff at this school can administer a controlled drug to a pupil once they have had specialist training.
- This school will make sure that all medication is stored safely, and that pupils with medical conditions know where they are at all times and have access to them immediately.
- This school will store medication that is in date and labelled in its original container where possible, in accordance with its instructions. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.
- Parents are asked to collect all medications/equipment at the end of the school term, and to provide new and in-date medication at the start of each term.
- This school disposes of needles and other sharps in line with local policies. Sharps boxes are kept securely at school and will accompany a child on off-site visits. They are collected and disposed of in line with local authority procedures.

**This school has clear guidance about record keeping.**

- Parents at this school are asked if their child has any medical conditions on the enrolment form.
- This school uses a care plan to record the support an individual pupil needs around their medical condition. The care plan is developed with the pupil (where appropriate), parent, school staff, specialist nurse (where appropriate) and relevant healthcare services.
- Care plans are reviewed whenever the pupil's needs change.
- The pupil (where appropriate) parents, specialist nurse (where appropriate) and relevant healthcare services hold a copy of the care plan. Other school staff are made aware of and have access to the care plan for the pupils in their care.
- This school makes sure that the pupil's confidentiality is protected.
- This school seeks permission from parents before sharing any medical information with any other party.
- This school meets with the pupil (where appropriate), parent, specialist nurse (where appropriate) and relevant healthcare services prior to any overnight or extended day visit to discuss and make a plan for any extra care requirements that may be needed. This is recorded in the pupil's care plan which accompanies them on the visit.
- This school keeps an accurate record of all medication administered, including the dose, time, date and supervising staff.
- This school makes sure that all staff providing support to a pupil and other relevant teams have received suitable training and ongoing support, to make sure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the pupil's care plan. This should be provided by the specialist nurse/school nurse/other suitably qualified healthcare professional and/or the parent. The specialist nurse/school nurse/other suitably qualified healthcare professional will confirm their competence, and this school keeps an up-to-date record of all training undertaken and by whom.

**This school ensures that the whole school environment is inclusive and favourable to pupils with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.**

- This school is committed to providing a physical environment accessible to pupils with medical conditions and pupils are consulted to ensure this accessibility. This school is also committed to an accessible physical environment for out-of-school activities.
- This school makes sure the needs of pupils with medical conditions are adequately considered to ensure their involvement in structured and unstructured activities, extended school activities and residential visits.

- All staff are aware of the potential social problems that pupils with medical conditions may experience and use this knowledge, alongside the school's bullying policy, to help prevent and deal with any problems. They use opportunities such as PSHE and science lessons to raise awareness of medical conditions to help promote a positive environment.
- This school understands the importance of all pupils taking part in physical activity and that all relevant staff make appropriate adjustments to physical activity sessions to make sure they are accessible to all pupils. This includes out-of-school clubs and team sports.
- This school makes sure that pupils have the appropriate medication/equipment/food with them during physical activity.
- This school makes sure that pupils with medical conditions can participate fully in all aspects of the curriculum and enjoy the same opportunities at school as any other child, and that appropriate adjustments and extra support are provided.
- This school will refer pupils with medical conditions who are finding it difficult to keep up educationally to the SENCO/Teacher in Charge of the LU and EWO who will liaise with the parent and the pupil's healthcare professional.
- This school makes sure that a risk assessment is carried out before any out-of-school visit. The needs of pupils with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required.

**Where a child is returning to school following a period of hospital education or alternative provision (including home tuition), this school will work with the local authority and education provider to ensure that the child receives the support they need to reintegrate effectively.**

- This school works in partnership with all relevant parties including the pupil (where appropriate), parent, school's governing body, all school staff, catering staff, employers and healthcare professionals to ensure that the policy is planned, implemented and maintained successfully.

**The medical conditions policy is reviewed, evaluated and updated in accordance with the whole school policy updating procedures (every three years).**

- In evaluating the policy, this school seeks feedback from pupils, parents, school healthcare professionals, specialist nurses and other relevant healthcare professionals, school staff, local emergency care services, governors and the school employer. The views of pupils with medical conditions are central to the evaluation process.

\*The term 'parent' implies any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

## John Ruskin School and Language Classes - Equality Impact Assessment Form

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

### Section 1 - General Information

1. Title of the policy or practice being assessed:

Medical Conditions

2. Aim(s) of the policy or practice being assessed:

To ensure that all children with medical conditions have access to support for their condition so that they can succeed, stay safe, be healthy, enjoy school and make a positive contribution.

3. Type of policy or practice being assessed:

Existing

Proposed

4. Department and/or name of person responsible for the policy or practice:

Donna Brooks

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils

Staff

Parents and carers

Governors

School volunteers

Visitors to the school

Wider school community

Other – (please list) \_\_\_\_\_

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence

6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list) Review of care plans by appropriate professional, staff, parents and children
- None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:

- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

Yes    No     Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

No – Go to Section 3

No – insufficient evidence to make a judgement–  Go to Section 3

Yes  - these being:

children or people from different ethnic backgrounds

disabled children or people

boys or girls, men or women, people who identify as transgender

people of different ages

children or people with different religions or belief

children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

No

Yes 

Not sure 

Please describe any potential issues here:

## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- There are no red flags or issues identified. No further action is required.  
Go to Section 7 - Completion
- The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.  
  
Or we have identified an objective, lawful reason to justify the issue(s).  
Go to Section 5 - Improvement Actions
- Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.  
Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>	
<b>The conclusions and agreed actions:</b>	

### Section 7 - Completion

Name and job title:	Donna Brooks AHT and SENDCo
Names and titles of any other people who assisted with this assessment:	
Date:	January 2018
Date of next review:	June 2020
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	

