



## Healthcare Needs Policy for **Llanfair Primary School**

### **1. Key principles**

Llanfair Primary School 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 suitable arrangements are in place to support learners with healthcare needs.
- Consult the relevant professionals, learners and parents to ensure the needs of the learner with healthcare needs are properly understood and effectively supported.
- Ensure staff understand and work within the principles of inclusivity.
- Lessons and activities are designed 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 the 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 Llanfair Primary School 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 related to the matters mentioned 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 of Llanfair Primary 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 to how the school can meet learners' needs, including providing learners access to information and material aimed at promoting spiritual and moral well-being and physical and mental health (Article 17 of the UNCRC)
- considering how they 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 a headteacher, member of staff or 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.
- ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements
- ensuring the arrangements 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 of Llanfair Primary School 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

- extending awareness of healthcare needs across the education setting 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 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 education setting'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 education setting for a significant period
- being mindful of the Social Services and Well-being (Wales) Act 2014.

### **Teachers, support staff and other members of staff<sup>1</sup>**

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

---

<sup>1</sup> Any staff member within the education setting 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.

In addition to the training provided to those staff designated to support learners' healthcare, Llanfair Primary School will ensure staff:

- fully understand the education setting's healthcare needs policies 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 if a medical emergency takes place
- fully understand the education setting'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 they wish to take part in without a clear evidence-based reason, including any external trips/visits. 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 school policy
- are aware that healthcare needs can 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 if required
- keep parents informed of how the healthcare need is affecting the learner in the education setting. This may include reporting any deterioration, concerns or changes to learner or staff routines.
- are familiarised with what constitutes unacceptable practice

## **Parents**

Parents of learners with healthcare needs should:

- be involved in the creation, development and review of an Individual Healthcare Plan (IHP) if required.

- provide the education setting 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 education setting of any changes such as type of medication, dosage or method of administration (using school templates if requested)
- provide 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 education setting if their child has/had an infectious disease or condition while in attendance.

**Learners with healthcare needs should:**

- inform parent/carer or staff member/s if feeling unwell
- inform relevant staff member/s of any medication or healthcare needs, or changes; participate in drafting and agreeing individual healthcare plan (IHP), where appropriate
- take care when carrying medicines to and from school, and not sharing 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 Llanfair Primary will proactively seek advice as required from specialist services.

Healthcare and practical support is provided in our school by a number of organisations and this includes:

- advice on the development of IHPs
- assisting in the identification of the training required for the school to successfully implement IHPs
- supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.

Health advice and support is also provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses.

Where the advice sought is outside of the local authority 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 learners' healthcare provision.

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

##### **Physical Access**

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

Access to all main use school buildings is via ramped surfaces and wide access doors. Low level door bells exist on the Foundation building.

##### **Adapting learning**

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

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

##### **Food Management**

Where appropriate school will liaise with 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. Their website provides complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens are clearly marked. Copies of these are displayed outside the school kitchen.

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.

##### **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. School may seek advice from specialists if required.

When a learner with healthcare needs is unable to engage in outdoor play, school will provide appropriately supervised, quiet areas at unstructured times such as breaktimes and lunchtimes. School will monitor this provision carefully to ensure a pupil mixes socially.

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

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

Generic information that does not identify an individual such as the school's procedures for First Aid are displayed in the staffroom and contained in a policy folder. School staff are made aware as to 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. A list of learners with healthcare needs are held by class teachers and may be discreetly displayed in the staffroom/classroom to ensure all staff are aware of the learners' needs.

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, school may need to share information with a third-party including those detailed in the preceding paragraphs. Where this sharing is required, school will request consent from parents and if appropriate, learners. School will inform parents and if appropriate, learners who the information will be shared with, what will be shared and why.

If needed, school will share age appropriate information with other pupils to allow them to be vigilant to symptoms of when a learner is unwell.

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

Where a learner with healthcare needs has a requirement for long term, on-going administration of medication, school will work with parents and healthcare professionals to establish an individual healthcare plan which will be reviewed periodically and especially in 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. School will administer medicines only following the completion of parental agreement for education setting to administer medicine (Form 2 in appendix). Upon receipt of the agreement the headteacher, deputy headteacher or other designated staff member will decide whether the request can be accommodated. If it is deemed appropriate then the headteacher or other designated staff member will complete the section on Form 2 to authorise. Where it is deemed that the setting cannot accommodate the administration of the medicine, then the school will contact parents to explain their decision.

Where there is a break in the administration of the medicine, a change in medicine or dosage; parents will need to 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**

School will only store medicine that is in current use. 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 (such as liquid paracetamol), school will only accept provided the above criteria are met.

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

Emergency medication (such as 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 is secure but readily available.

When no longer required medicines will be returned to the parents for disposal. Sharps boxes will be used as required. In the event that the parents/carers are unavailable, then we will seek advice from our school nurse on the disposal of unused medication left in school. If they are unavailable, the medication will be handed into a local pharmacy.

### **Administration of Medicines**

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

- only administer medicines following written parental consent
- **not** administer aspirin unless prescribed by a doctor
- record any medication administered
- inform parents promptly if a learner refuses their medication

- ensure all staff in contact with the learner are aware of their medical needs particularly in off-site excursions.

Certain medical procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care. There is no requirement in law for there to be more than one person assisting. This should be agreed and reflected in the IHP and risk assessment.

Intimate care can be defined as any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some learners are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as day-to-day tasks such as help with washing, toileting or dressing. It also includes supervision of learners involved in intimate self-care.

## **8. Emergency procedures**

In the event of a medical emergency designated staff will adhere to the procedures indicated in the 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 school to provide privacy
- ensure attempts are made to contact parents using the provided contacts list
- ensure a member of staff is present with the learner at all times until the arrival of parents
- ensure a member of staff accompanies the learner to hospital in the absence of a parent and remains with the learner until the parent arrives

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

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

In an emergency situation that may involve evacuating the school, medication of learners with healthcare needs should be taken with the staff member responsible for them.

## **9. Training**

Where a learner with healthcare needs has an individual healthcare plan, designated staff will be identified to support the learner.

A risk assessment will be devised in conjunction with parents, the learner (as appropriate), staff and corporate health and safety. As a result of the risk assessment, any training needs will be identified.

School will liaise with parents, healthcare professionals and corporate health and safety to source appropriate training for designated staff and a briefing session for all staff. Training will be refreshed when there are changes to the healthcare plan, risk assessment or adaptive technologies.

The headteacher or deputy headteacher will document the training in the school's safeguarding records.

The headteacher will periodically provide training on common medical conditions (such as asthma) detailing symptoms and treatments. At staff meetings the headteacher will remind staff of learners with healthcare needs and procedures for emergencies.

## **10. Qualifications and 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).

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 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) school will make contact with the local authority designated person for Education other than at school (EOTAS).

## **12. School transport**

There are statutory duties in relation to learners travelling to the place where they receive their education or training. School will liaise with the local authority where this is a requirement.

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

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

School will work with parents, healthcare professionals, local authority and other relevant bodies to review and update any healthcare plans as changes are needed.

### **14. Insurance arrangements**

School maintains public liability insurance to the level of forty million pounds. This covers on and off site activities. School is also covered by further levels of insurance for specific activities or eventualities. Further details can be obtained by contacting school.

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

### **15. Complaints procedure**

Occasionally there may be times when you have a concern or issue that you wish to raise. We would welcome the opportunity to deal with this matter and ask that you contact school as soon as possible.

A copy of the full complaints procedure is available from the Headteacher and on the school website.

### **16. Individual Healthcare Plans (IHPs)**

#### **Definitions**

#### **a). School based Individual Healthcare Plan (IHP):**

This plan is instigated by the school when it is identified that a pupil has a healthcare need (with or without a diagnosis). This is a plan for the care of the individual pupil whilst in school and may include input from a health professional and a medical healthcare plan.

#### **b). Medical Healthcare Plan:**

This is a healthcare plan provided by a health professional.

IHPs set out what support is required by a learner. 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.

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

School will ensure the plan retains the best interests of the learner in mind and ensure it assesses the risks to the learner's education, health and social well-being. Where a learner has a SEN the IHP will be linked or attached to any individual education plan, Statement of SEN, or learning and skills plan.

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

In formulating a plan 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 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

## **17. Unacceptable practice**

School recognises that it is not acceptable practice to:

- prevent learners from attending an education setting due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary
- assume every learner with the same condition requires the same treatment
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly)
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- send a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them
- penalise a learner for their attendance record if the absence is related to their healthcare needs.
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively

- require parents, or otherwise make them feel obliged, to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues (unless specified in their IHP)
- expect or cause a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs
- ask a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs (unless specified their IHP or in agreement with learner/parents)
- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

School will ensure that all staff are made aware of the policy and this will be reviewed in staff meetings periodically.

School will audit its provision for supporting learners with healthcare needs when revising this policy or reviewing IHP.

### **Appendix 1: Form templates**

Education settings may wish to use or adapt the forms listed below according to their particular policies on supporting learners with healthcare needs.

- Form 1 – Contacting emergency services
- Form 2 – Parental request for education setting to administer medicine
- Form 2 – Headteacher/head of setting agreement to administer medicine
- Form 3 – Record of medicine stored for and administered to an individual learner
- Form 4 – Request for learner to carry/administer their own medicine
- Form 5 – Staff training record – administration of medicines
- Form 6 – Medication/healthcare incident report

### **Appendix 2: Stages in formulating an IHP**

## **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 [insert your address].
3. State that the postcode is [insert your address].
4. Give the exact location in the education setting [insert a brief description].
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 to.

Put a completed copy of this form by all the telephones in the education setting.

## Form 2: Parental request for education setting to administer medicine

**Please complete and sign this form to request Llanfair Primary School to administer medicine.**

Name of child

Date of birth

Group/class/form

Healthcare need

### Medicine

Name/type of medicine

(as described on the container)

Date dispensed

Expiry date

Agreed review date to be initiated by Mr. JP. Guy

Dosage and method

Timing

Special precautions

Are there any side effects that the 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 the school office or staff member

I understand that I must notify the setting of any changes in writing

I agree to the school discreetly displaying my child's medical information to ensure staff are aware as required.

Date

Signature(s) .....

**Office Use Only**

**School agrees to administer the above detailed medication to the named learner.**

**This will continue until the end of the course of medication or until instructed by parents/carers.**

Signed \_\_\_\_\_ Date \_\_\_\_\_ Designation \_\_\_\_\_



**Form 3: Record of medicine stored for and administered to an individual learner**

**Llanfair Primary School**

**Record of Administration of Medicine**

Name of pupil	Medicine	Dosage	Additional notes

Date	Time	Dosage	Notes	Staff name/initials



## Form 4: 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.**

Name of setting

Learner's name

Group/class/form

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 5: Staff training record – administration of medicines

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

Name of setting

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 6: 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	<input type="checkbox"/>
Learner with staff supervision	<input type="checkbox"/>
Nurse/school staff member	<input type="checkbox"/>

---

### 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

**D**

---

### 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:**

---

## Appendix 2: Stages in developing an IHP

### Stage 1: Identify pupils with healthcare needs:

- Pupil is identified from enquiry form/admission booklet or other route (or annual pupil data collection form).
- Parent/carer or pupil informs school of a healthcare need or change in healthcare need.
- Healthcare professional identifies.
- Transition discussions are held in good time, e.g. 8 weeks before either the end of term or moving to comprehensive school.

### Stage 2: Gather information:

- If there is a potential need for an IHP; the school should discuss this with the parent/carer and if appropriate, the pupil themselves.
- This must be done where appropriate in conjunction with the relevant healthcare professional. This will support the decision making process about whether an IHP is needed.

### Stage 3: Establish if an IHP should be made:

- The headteacher or delegated person should organise a meeting with appropriate staff, parents/carers, the pupil, and appropriate clinicians to determine if the healthcare needs of the pupil require an IHP, or whether this would be inappropriate or disproportionate.
- If there is a contentious issue with a parent/carer, then the headteacher will take the decision on how to take this forward; which can be challenged through the complaints procedure.

### Stage 4: If an IHP is needed:

- The headteacher or delegated person, under the guidance of the appropriate healthcare professionals, parents/carers and the pupil should develop the IHP in partnership. This includes instigating, coordinating, facilitating meetings, documentation and overall communication in the school. ***(The school may use some third sector organisations online condition-specific IHPs to tailor for learners' needs.)***
- The headteacher or delegated person to facilitate necessary risk assessments and interventions are done to ensure the child's safety.
- The headteacher or the delegated person will identify appropriate staff to support the pupil including identifying any training needs and the source of training.
- The headteacher or the delegated person will make arrangements for training by relevant and appropriately qualified specialists.
- The headteacher or delegated person will circulate the IHP and any subsequent updates to: parent/carer, headteacher, class teacher/ALNCo (as appropriate), and the relevant healthcare professional. NB consent from parent/carer and pupil must be obtained to do this.
- The headteacher or delegated person will set appropriate review date and define any other triggers for review.