



# celtic cross education

CCE Medical Needs & Pupil Wellbeing  
Policy

March 2022



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Wellbeing Policy

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Celtic Cross Education recognises that it has a responsibility to support pupils with medical and mental health needs.

### **Medical Needs**

Celtic Cross Education follows the Department for Education's guidance on managing medicines in schools and early year's settings:-

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf))

Celtic cross Education have regard to the statutory guidance issued. We take account of it, carefully consider it, and make all efforts to comply with the guidance.

For pupils who have medical conditions that require Education Health Care Plans, compliance with the SEND code of practice (part 3 of the Children and Families Act 2014) will ensure compliance with this guidance.

(<https://www.gov.uk/government/publications/send-code-of-practice-o-to-25>)

Ofsted places a clear emphasis on meeting the needs of pupils with SEN and disabilities, also including pupils with medical conditions. Disabilities also including those pupils with medical conditions.

### **Responsible Person**

Caroline Jarrett is responsible for ensuring that the arrangements below are effectively implemented and maintained.

### **Medicine in Grampound with Creed School**

Medicines will only be administered at school when it would be detrimental to a student's health not to do so. The school will store and dispense medication to students as long as:-

- It is prescription medication which has been prescribed by a medical practitioner with written instructions for its use; or
- It is non-prescription medication which has been supplied by the parent/guardian with written instructions for its use; and
- Written parental consent has been given.

A maximum of four weeks' supply of the medication may be provided to the school at one time.

The school does not keep or dispense any other medication [other than salbutamol for use with the emergency asthma kit (see below)].

Medication brought into school must be clearly labelled with the student's name, dosage, method of administration and be in-date.

Medication will be available to identified students at all times of the school day.

Celtic Cross Education cannot be held responsible for side effects that occur when medication is taken correctly.

### **Self-Management of Medication**

In certain circumstances the school will allow students to manage their own medication. In each case this will be discussed with the parent/guardian and appropriate health professionals - and an assessment of risk will be completed.

The assessment of risk will include an evaluation of the risk to the student and others through inappropriate use of the medication, loss of the medication or failure to take the medication]

## **Emergency Asthma Kits**

Grampound with Creed School's procedures for managing the use of the emergency asthma kit is based on Department of Health guidance:-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/350640/guidance\\_on\\_use\\_of\\_emergency\\_inhalers\\_in\\_schools\\_September\\_2014\\_3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350640/guidance_on_use_of_emergency_inhalers_in_schools_September_2014_3.pdf)

Staff authorised to dispense this medication have read the above guidance and have been given instruction in the recognition of the symptoms of an asthma attack and the appropriate procedures to follow.

The emergency inhaler contains Salbutamol and will only be available to students who have been

- diagnosed with asthma and prescribed an inhaler OR
- prescribed an inhaler as reliever medication.

In addition parental consent must be obtained for use of the emergency inhaler.

Grampound with Creed School keeps a register of students who have been diagnosed with asthma or prescribed a reliever inhaler.

The emergency asthma kit will be stored and managed in the same way as any other prescription medication following the procedures above.]

## **Storage of Medicine**

Medicines will be securely stored in the staff room / classroom bubbles

All medicines must be signed in in the Medicines Log.

Any medicine given out or administered must be recorded in the Medicines Log.

Medicines can only be given out by Caroline Jarrett or the classroom staff.

## **Facilities for Medical Procedures**

A room has been provided for medications and medical treatments to be administered in the school office or staff room.

## **Emergencies**

- a) Medical emergencies will be dealt with under the school's emergency procedures which will be communicated to all relevant staff so they are aware of signs and symptoms.
- b) Pupils will be informed in general terms of what to do in an emergency, such as telling a teacher.
- c) If a pupil needs to be taken to hospital, a member of staff will remain with the child until their parents arrive.

## **Training**

The responsible person will ensure that sufficient staff are suitably trained in the administration of medication and support of students with medical needs.

The responsible person will keep a record of all medical needs training.

## **Sharing of Information**

The responsible person will ensure that relevant staff are made aware of any student's medical condition. This information will include, where appropriate:-

- Medical condition
- Side effects of medication

- Signs and symptoms
- Modifications and allowances
- Emergency actions

The responsible person will also ensure that relevant information is shared with cover staff etc.

### **Individual Healthcare Plans**

The Head of School/SENDSCO will work with (or identify an appropriate member of staff to work with) healthcare professionals and parent/carers to establish an effective healthcare plans where appropriate.

Healthcare plans will be reviewed if there is reason to suspect that the plan is no longer appropriate and at least annually. A healthcare plan review can be initiated by the school healthcare professional or the parents/carers.

The needs of children with specific medical conditions which require specialist and intimate care as well as adjustments to the fabric of the building are covered by the school's Disability Access Plan, the Intimate Care Policy and within Individual Health Care Plans as they are specific to the needs of the individual child.

### **Risk Assessment**

In addition to the healthcare plan the school will carry out individual risk assessments for any student where the student's medical needs introduce new risks to an activity or increase existing risks. This will include (but may not be limited to) individual risk assessments for off-site activities, sporting activities and practical lessons.

Risk assessment for off-site activities, in particular, will include consideration of:-

- Access to medication
- Appropriate storage of medication
- Staff training in administration of medication
- Emergency procedures

### **Unacceptable practice**

To prevent unacceptable practice the responsible person will ensure that:

- Students have access to their medication at all times during the school day or during educational activities off-site.
- Healthcare plans reflect the needs of the student and take into account the views of parents/carers and advice of healthcare professionals
- Every effort is made to ensure that students with medical needs are able to stay in school for normal school activities (including lunch) unless there is a specific reason detailed in their healthcare by an appropriate person.
- Students with medical needs are not penalised in their attendance record if their absences are related to their medical condition, hospital appointments, etc.
- Toilet, food and drink breaks are provided where necessary in order to manage a student's medical condition.
- Arrangements for administering medication do not include the need for parent/carers to attend school.
- Every effort is made to ensure that students with medical needs are able to take part in every aspect of school life including off-site activities, sporting events and practical lessons.

## Complaints

Parents/carers are encouraged to contact Caroline Jarrett if they are concerned or dissatisfied in any way with the support provided by the [School] for a student with medical needs.

If concerns cannot be resolved in this manner; parents/carers can follow the school's complaint procedure.

## Insurance

- a) Teachers who undertake responsibilities within this policy will be assured by the Head of School that they are covered by Risk Protection Arrangement (RPA) insurance.
- b) The RPA will provide an indemnity (under Third Party Liability) if a Member (Academy/School) becomes legally liable (is negligent) to pay for damages or compensation in respect of or arising out of personal injury in connection with the provision of medicines or medical procedures.
- c) Indemnity will also be provided to any member of staff (other than any doctor, surgeon or dentist while working in a professional capacity) who is providing support to pupils with medical conditions and has received sufficient and suitable training.
- d) Cover provided by the RPA will be subject to adherence with the statutory guidance on supporting pupils at school with medical conditions, December 2015 link provided: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)
- e) Full written insurance policy documents are available to be viewed by members of staff who are providing support to pupils with medical conditions. Those who wish to see the documents should contact Unit(e) 15.

## Mental Health Concerns

Grampound with Creed School uses guidance from:

Public Health England and the Children and Young People's Mental Health Coalition – Promoting children and young people's emotional health and wellbeing – A whole school and college approach – March 2015 [www.gov.uk/phe](http://www.gov.uk/phe)

Mental health and behaviour in schools – March 2016 [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

Future in mind - promoting, protecting and improving our children and young people's mental health and wellbeing – October 2012

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens\\_Mental\\_Health.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

NICE guidance on social and emotional wellbeing in primary education. - September 2016 <https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people#path=view%3A/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education.xml&content=view-index>

TIS

to support this policy on mental health and wellbeing.

The school is aware that there could be children with mental health issues within the school and families for whom mental health is a significant problem.

Mental health and wellbeing is a term which covers a wide range of difficulties/situations faced by children and their families and include:

- Learning difficulties
- Emotional trauma
- Autism
- Attachment Disorder
- Attention Deficit Disorder
- Depression
- Anxiety
- Bipolar Disorder
- Obsessive Compulsive Disorder
- Bereavement
- Speech and Language Difficulties
- Low Self Esteem
- Poor resilience
- Gender Identity concerns
- Family break down
- Domestic Violence

All these conditions and situations, and many more, have a devastating impact upon the overall wellbeing of children in school, either directly or indirectly and they also impact upon their educational success. The Department for Education recognises that schools have a key role to play in supporting children to have resilience and to be mentally healthy.

Schools have a duty to promote the wellbeing of children.

Grampound with Creed School recognises the eight key principles outlined in government advice in promoting good emotional health and wellbeing:

- Good leadership and management which sees this as a whole school issue and recognises its importance for both children and staff
- An ethos and environment which promotes respect and values diversity
- Curriculum teaching and learning which promotes and supports resilience and social and emotional learning
- Recognition of the power of the student voice in influencing decisions
- Staff development and training which supports personal wellbeing as well as that of children
- Effective identification and recognition of need
- Targeted and effective support
- Close working with parents and carers

At this school the following is in place to ensure that these principles underpin practice:

- Training: TIS

| Staff member             | Training                 | Date       |
|--------------------------|--------------------------|------------|
| <b>Clare Hayes</b>       | TIS practitioner 10 days | March 2019 |
| <b>Caroline Jarrett</b>  | TIS 2 day senior leaders | March 2019 |
| <b>Caroline Jarrett</b>  | TIS Zoom Training        | May 2020   |
| <b>Catherine Humpage</b> | TIS Zoom Training        | May 2020   |
| <b>Elaine Pryer</b>      | TIS Zoom Training        | May 2020   |
| <b>Elliott Wells</b>     | TIS Zoom Training        | May 2020   |

- Identification Processes  
Class teachers will use 'Motional' software to identify needs within the class as a whole. The software gives suggested activities for the class to complete based on the needs

identified. Motional can also be used to create an assessment for individuals where necessary.

- Interventions:

| Strategy   | Delivered by                                   |
|--|--|
| Trauma Informed Schools TIS<br>'Motional' activities | Class Teachers, TIS practitioner: Clare Hayes. |

- Professional advice

| Professional           | Service                                      |
|------------------------|--|
| Educational Psychology | Kim Boddy<br>kimberley.boddy@cornwall.gov.uk |

- Personal, Social, Health and Emotional Development

| Curriculum resources used to support PHSED       |
|--|
| Growing up with Yasmin and Tom – online resource |

Other available resource links:

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

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

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

#### Evaluation:

The effectiveness of this policy is monitored by Caroline Jarrett and Safeguarding SMC Zoe Nixon to ensure that it:

- Continues to effectively meet the needs of the children, staff and wider stakeholders of the school
- Responds to any issues that have arisen which may impact upon the ability of the school to follow the principles of the policy
- Meets the needs of legislation and it changes and requires amendments to policy and procedures
- Meets the very particular needs of children and staff joining the school whose condition requires them to be recognised within the parameters of this policy.

This policy is reviewed annually by the Trust SENDCOs and Directors to ensure that it meets the needs of the Academy.

#### **Roles and responsibilities:**

##### **Celtic Cross Education Trustees are responsible for:**

- 1) Ensuring arrangements are in place to support pupils with medical conditions.
- 2) Ensuring the policy is developed collaboratively across services, clearly identifies roles and responsibilities and is implemented effectively.
- 3) Ensuring that the Supporting Pupils with Medical Conditions Policy does not discriminate on any grounds including, but not limited to protected characteristics: ethnicity/national/origin, religion or belief, sex, gender reassignment, pregnancy & maternity, disability or sexual orientation.
- 4) Ensuring the policy covers arrangements for pupils who are competent to manage their own health needs.



- 5) Ensuring that all pupils with medical conditions are able to play a full and active role in all aspects of school life, participate in school visits / trips/ sporting activities, remain healthy and achieve their academic potential.
- 6) Ensuring that relevant training is delivered to a sufficient number of staff who will have responsibility to support children with medical conditions and that they are signed off as competent to do so. Staff to have access to information, resources and materials.
- 7) Ensuring written records are kept of, any and all, medicines administered to pupils.
- 8) Ensuring the policy sets out procedures in place for emergency situations.
- 9) Ensuring the level of insurance in place reflects the level of risk.
- 10) Handling complaints regarding this policy as outlined in the school's Complaints Policy.

**The Head of School/SENCO is responsible for:**

- 1) Ensuring the policy is developed effectively with partner agencies and then making staff aware of this policy.
- 2) The day-to-day implementation and management of the Supporting Pupils with Medical Conditions Policy and Procedures of Celtic Cross Education.
- 3) Liaising with healthcare professionals regarding the training required for staff.
- 4) Identifying staff who need to be aware of a child's medical condition.
- 5) Developing Individual Healthcare Plans (IHPs).
- 6) Ensuring a sufficient number of trained members of staff are available to implement the policy and deliver IHPs in normal, contingency and emergency situations.
- 7) If necessary, facilitating the recruitment of staff for the purpose of delivering the promises made in this policy. Ensuring more than one staff member is identified, to cover holidays / absences and emergencies.
- 8) Ensuring the correct level of insurance is in place for teachers who support pupils, in line with this policy.
- 9) Continuous two way liaison with school nurses and school in the case of any child who has or develops an identified medical condition.
- 10) Ensuring confidentiality and data protection
- 11) Assigning appropriate facilities for medical treatment/ care
- 12) Voluntarily holding 'spare' salbutamol asthma inhalers for emergency

**Staff members are responsible for:**

- 1) Taking appropriate steps to support children with medical conditions and familiarising themselves with procedures which detail how to respond when they become aware that a pupil with a medical condition needs help. A first-aid certificate is not sufficient.
- 2) Knowing where controlled drugs are stored and where the key is held.

- 3) Knowing who is allocated as a key person to identified children with medical needs. Where this person is absent, their absence is communicated and another trained staff member is responsible for the child's care.
- 4) Taking account of the needs of pupils with medical conditions in lessons and on educational visits.
- 5) Undertaking training to achieve the necessary competency for supporting pupils with medical conditions, with particular specialist training if they have agreed to undertake a medication responsibility.
- 6) Allowing inhalers, adrenalin pens and blood glucose testers to be held in an accessible location, following DfE guidance.

#### **Parents and carers are responsible for:**

- 1) Keeping the school informed about any new medical condition or changes to their child/children's health.
- 2) Participating in the development and regular reviews of their child's IHP.
- 3) Completing a parental consent form to administer medicine or treatment before bringing medication into school.
- 4) Providing the school with the medication their child requires and keeping it up to date, including collecting leftover medicine.
- 5) Carrying out actions assigned to them in the IHP with particular emphasis on parents/carers or a nominated adult being contactable at all times.

#### **Pupils are responsible for:**

- 1) Providing information on how their medical condition affects them.
- 2) Contributing to their IHP
- 3) Complying with the IHP and self-managing their medication or health needs, including carrying medicines or devices, if judged competent to do so by a healthcare professional and agreed by parents.

#### **Definitions**

- a) 'Parent(s)' is a wide reference not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.
- b) 'Medical condition' for these purposes is either a physical or mental health medical condition as diagnosed by a healthcare professional which results in the child or young person requiring special adjustments for the school day, either ongoing or intermittently. This includes; a chronic or short-term condition, a long-term health need or disability, an illness, injury or recovery from treatment or surgery. Being 'unwell' and common childhood diseases are not covered.
- c) 'Medication' is defined as any prescribed or over the counter treatment.
- d) 'Prescription medication' is defined as any drug or device prescribed by a doctor, prescribing nurse or dentist and dispensed by a pharmacist with instructions for administration, dose and storage.

e) A 'staff member' is defined as any member of staff employed at Celtic Cross Education

**Being notified that a child has a medical condition:**

