

# Policy for supporting pupils with healthcare needs



*Learning together in a changing  
world, creating success for all.*

**Autumn 2018**

<b>Date of issue:</b>	<b>Autumn 2018</b>
<b>Name of person responsible for maintaining this policy</b>	<b>Ian Elliott</b>
<b>Date Policy formally approved by Governing Body</b>	
<b>Review Date</b>	<b>Autumn 2019</b>
<b>Signed (Headteacher)</b>	
<b>Signed (Chair of governors)</b>	
<b>Information about this policy is available to parents/carers</b> <b>Web-site address</b>	Policy available on school website, key information is also available in a parent/carers' guide.  <a href="http://www.trinityfieldsschoolandresourcecentre.co.uk">www.trinityfieldsschoolandresourcecentre.co.uk</a>
<b>Lead member of staff for managing healthcare needs</b>	<b>Leanne Boardman (AHT) in partnership with nursing team</b>
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<b>Date consortia training attended (2018)</b>	

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## TRINITY FIELDS SCHOOL and RESOURCE CENTRE

### Policy for supporting pupils with healthcare needs

## Trinity Fields is a Rights Respecting School and a Healthy School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

## **Trinity Fields is an Inclusive School (IQM Flagship School status)**

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

## **Context**

Trinity Fields School works very closely with the Aneurin Bevan Health Board. Pupils and staff have access to a qualified nurse and a team of healthcare assistants who support pupils with healthcare needs.

## **Principles**

Trinity Fields School is committed to ensuring that all of our pupils including those with healthcare needs are fully supported in accordance with our legal responsibilities and statutory duties. A cooperative and proactive approach to providing effective and individual support is promoted.

We have arrangements in place as outlined in this policy to focus on meeting pupils’ specific needs and consider how this impacts or may impact on their education, achievement and wellbeing. We are committed to ensuring arrangements properly support pupils and minimise disruption or barriers to their education. Our arrangements will also consider any wider safeguarding duties while seeking to ensure all pupils access and enjoy the same opportunities. Where possible, the school is committed to supporting the pupil to build understanding and confidence to increasingly self-manage healthcare needs, depending on their ability to do so.

**This policy links directly to Local Authority and Welsh Government guidance.**

## **Roles and responsibilities**

**The governing body will oversee the development and implementation of arrangements including:**

- complying with statutory duties;
- promoting the wellbeing of pupils;
- supporting pupils to uphold their rights in line with UNCRC;
- ensuring a clear understanding of roles and responsibilities;
- working collaboratively to meet the needs of all pupils;
- developing IHPs and monitoring and reviewing arrangements (**Appendices 3-5**);
- ensuring a policy is in place which covers emergency situations (**Appendix 1**);
- ensuring appropriate training is available;
- ensuring appropriate insurance is in place.

**The headteacher will ensure arrangements are developed and effectively implemented including:**

- working with the governing body to ensure compliance;
- ensuring the school has a relevant policy;
- ensuring there is a clearly understood process of communication;
- ensuring robust processes for record keeping;
- clear emergency arrangements are in place (**Appendix 1**);
- clear monitoring arrangements are in place;
- there is a key member of staff with responsibility for pupils with healthcare needs
- ensuring appropriate training is in place (**Appendix 6**);
- Discuss responsibility for Individual Healthcare Plans (IHP) with partners i.e. health service to decide on the most appropriate lead (**Appendices 3-5**);
- ensure an appropriate environment is available (for example in relation to toileting);
- ensuring appropriate dialogue with the LA in relation to insurance;
- ensuring annual reports to governors regarding arrangements in place;
- ensuring pupils are included in activities unless there is a clear evidenced based reason to the contrary.

**All staff will receive relevant training (from LA and Healthcare professionals as required) to ensure they:**

- understand the policies and procedures in place in the setting;
- understand and follow communication protocols;
- are aware of pupils with more chronic needs and those with IHPs;
- are aware of what to do in an emergency, the schools emergency procedures, and be aware of the signs of common life threatening emergencies;
- listen to the views of pupils and parents/carers when putting support in place;
- ensure pupils know who to tell if they feel unwell;
- ensure pupils are not excluded from activities;
- be aware of the impact of healthcare needs on learning and wellbeing;
- keep parents/carers informed of any impact of the pupil's healthcare needs;

## Parents/carers and pupils will:

- receive updates regarding healthcare issues/changes that occur within the education setting;
- be involved in the creation, development and review of an IHP (if any) this includes health;
- 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. (see Appendices);
- Where appropriate, pupils should be encouraged and enabled to manage their own healthcare needs;
- inform the education setting of any changes such as type of medication, dosage or method of administration;
- 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.

## Accessibility

Trinity Fields School will ensure that all pupils are supported to participate in trips and visits, structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits. Dietary requirements of pupils with healthcare needs are considered as necessary. Risk assessments and accessibility plans are in place for all pupils as appropriate. (See Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064: [gov.wales/topics/people-and-communities/equality-diversity](http://gov.wales/topics/people-and-communities/equality-diversity) and School's Strategic Equality Plan).

## Information Sharing

Trinity Fields school will ensure that all information is kept up to date and there is a clear information sharing protocol in place agreed/signed by parents/carers and where relevant the pupil. Teachers, supply teachers and support staff (this may include catering staff) should have access to the relevant information, particularly if there is a possibility of an emergency situation arising. Our class teams, supported by our nursing team have accurate and highly specific information about the healthcare needs of our pupils.

- Medical information on individual pupils will be stored in their individual files in class and with the nursing team.
- We also use staff meetings to help ensure staff are aware of the healthcare needs of pupils they have or may have contact with.
- If a pupil becomes unwell, all appropriate staff are made aware; e.g. a pupil had a seizure before coming to school, all relevant staff are made aware to look out for any signs of deterioration/further illness. **In the event that the emergency services need to be called senior leaders are made aware of this and provide support as required. A member of admin or site staff will meet the emergency services at the school gate.**
- Where appropriate we provide information to pupils/parents/carers about our information sharing processes.

- Parents/carers are asked to sign a consent form which clearly details the bodies, individuals and methods through which their child's medical information will be shared. Sharing medical information can be a sensitive issue and pupils should be involved in any decisions, where appropriate. We will keep a list of what information has been shared with whom and why, for the pupil/parent/carer to view on request
- As a **Rights Respecting and a Healthy School** we include pupils in the development of our healthcare needs arrangements and other related policies, where appropriate.
- Where appropriate we will ensure that our pupils (or their friends) know who to tell if they feel ill, need support or changes to support them.
- We will always listen to pupils' concerns (or their friends) if they feel ill at **any** point and consider the need for medical assistance (especially in the case of reported breathing difficulties).
- Our highly experienced staff teams are acutely aware of pupils' individual healthcare needs and always follow agreed procedures and protocols in the event of any pupil becoming unwell.

## Procedures and record keeping

Trinity Fields School collects and maintains the following as appropriate:

- Contact details for emergency services;
- Parental/carer agreement for school to administer medicine (**Appendix 2**);
- Headteacher's agreement to administer medicine (**Appendix 2**);
- Record of medicine stored for and administered to an individual learner (**Appendix 7**);
- Request for pupil to administer own medicine;
- Staff training record: administration of medicines (**Appendix 6**);
- Storage and access and administration of medication.

**Additional information can be found in the Appendices.**

## Storage, access and administration

All medicines are stored securely and safely. We do not store surplus medication. Medicines **MUST** be in their original dispensed container, labelled with the pupil's name, medicine name, dosage and frequency and expiry date. We will only accept prescribed medicines and devices.

Over the counter medication will only be administered if there are written requests are made to the school and nursing teams. Where appropriate pupils will know where their medication is stored. Administration of medication for any of our pupils requires parental/carer consent.

## Emergency procedures

All staff including temporary staff are aware of medical conditions and understand their duty in an emergency.

Where a pupil has an IHP, this will clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures. Where there is no IHP or where there is no diagnosis regular first aid will be administered.



All staff know what action to take in an emergency and receive updates annually as a minimum; this is provided by our nursing team or by other medical professionals from the Aneurin Bevan Health Board. If a pupil needs to attend hospital a member of staff will stay with them until the parent/carer arrives or accompany a child taken to hospital in an ambulance. Staff will only take pupils to hospital in their own car where there is no alternative. There will be a minimum of 2 staff to accompany pupils.

## Training

Training provided will ensure staff are competent, have confidence in their ability to support pupils and fulfil IHP requirements. We keep a training log to ensure we are up to date with all requirements.

## Qualifications and assessments

- Teachers are expected to use their professional judgement to support pupils with healthcare needs.

Where relevant full guidance on the range of special arrangements available and the procedures for making applications is given in the Joint Council for Qualifications' circulars *Adjustments for candidates with disabilities and learning difficulties* (2016) and *A guide to the special consideration process* (2016), which are both accessible from the Joint Council for Qualifications' website.)

***(Adjustments, adaptations or additional time for learners taking the National Reading and Numeracy Tests should be based on normal classroom practice for particular needs.***

***Teachers are expected to use their professional judgement to support learners. Guidance is provided in the current National Reading and Numeracy Tests – Test administration handbook and at:***

[www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017)

[www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017)

[www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)

## EOTAS

- In the case of a short absence from school (less than 15 days), we will provide work to be completed at home, if the pupils condition permits, and will support the pupil to catch up on their return.
- In the eventuality that a pupil is absent for more than 15 days (consecutive or cumulative) we will work with the local authority to ensure the needs of the pupil are met.

## Re-integration into school after a significant absence

At Trinity Fields School we recognise that we have a key role to play in the successful integration after diagnosis or reintegration of pupils with healthcare needs. We will be proactive and work

with health professionals and the local authority as appropriate, as well as other pupils in supporting the transition. We will train staff in a timely manner to assist the pupils return. The support will be considered by key parties including the pupil and parent/carer, and will be reflected in the pupil's IHP.

When a pupil is discharged from hospital appropriate information should be provided to parent/carers **which** should be shared with us. We will work with the parent/carer and the hospital to manage the pupils return. We will work with the local authority to follow up with the pupil after reintegration

## Complaints

Complaints can be made in line with the schools policy and details can be found on **our school web-site**

## Unacceptable practice

We will ensure that staff are made aware of this by bringing the policy to the attention of all staff and Governors on a regular basis

(Please see the 'Unacceptable Practice' section in the Welsh Government's 'Supporting Learners with Healthcare Needs' statutory guidance: <http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>) ***Additional Guidance is available in the Welsh Government publication as above***

## Policy monitoring and review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes. This will be annually or more often where there are changes to the medical condition. IHPs are reviewed in line with the healthcare need and relevant medical guidance.

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 19:** Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.

# Appendices

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## APPENDIX 1A: Main school site

### Main school site

## 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: **01443 866000**.
2. Give your location as follows: **Trinity Fields School and Resource Centre, Caerphilly Road, Ystrad Mynach, Hengoed, CF82 7XW**.
3. State that the postcode is: **CF82 7XW**.
4. Give the exact location in the education setting: **member of admin team or one of the site staff will meet the paramedics and escort them to the relevant place within the school**.
5. Give your name.
6. Give the name of the pupil 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 the **relevant place within the school**.
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.**



## APPENDIX 1B: Carmarthen Class

### Cwm Ifor Primary School

## 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: **02920 852509 (Direct line: 02920 888339)**.
2. Give your location as follows: **Cwm Ifor Primary School, Heol Aneurin, Caerphilly**.
3. State that the postcode is: **CF83 2AJ**.
4. Give the exact location in the education setting: the school's senior staff/admin staff will be notified and a **member of class team will meet the paramedics and escort them to the relevant place within the school**.
5. Give your name.
6. Give the name of the pupil 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 the **relevant place within the school**.
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.**



## APPENDIX 1C: Cenydd Class

# St. Cenydd Community School

## 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: **02920 852504 (direct line)**.
2. Give your location as follows: **St. Cenydd Community School, St. Cenydd Road, Trecenydd, Caerphilly**.
3. State that the postcode is: **CF83 2RP**.
4. Give the exact location in the education setting: the school's senior staff/admin staff will be notified and a **member of class team will meet the paramedics and escort them to the relevant place within the school**.
5. Give your name.
6. Give the name of the pupil 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 the **relevant place within the school**.
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.**



## APPENDIX 2a: Main school site



### Parent/Carer consent for health/delegated school staff to administer medication

<b>Child's Name</b>	
<b>Date of Birth</b>	
<b>Allergies</b>	

**Medication to be administered in school**

Drug Name	Time	Dosage and Route

**All medication must be provided by parents and must be in the original container, clearly labelled by your pharmacy with your child's name and the correct dose.**

- I hereby consent to the nursing staff and/or from Trinity Fields School to administer the above medication to my child whilst in school.
- I understand that it is my responsibility to replenish the medication supply in the school and to collect expired or unused medication.
- Where correct medication is not readily available on a given day and places my child at risk, the headteacher has the right to refuse to admit my child into school until the said medication is provided.
- If my child has received any emergency medication prior to coming into school, I will inform the school.

<b>Signed (parent/carer)</b>	
<b>Date</b>	

**Please inform the Staff in writing of any medication dose changes as they occur.**

**Medication administered at home**

Drug Name	Time	Dosage and Route





**APPENDIX 2b: satellite classes**



**Parent/Carer consent for health/delegated school staff to administer medication**

It is agreed that **(insert child's name)**.....  
will receive **(insert name and quantity of medication)**.....  
at **(insert time medicine is to be administered)**.....

**(Name of pupil)**.....  
will be given their medication /supervised while they take their medication by **(insert name of member of staff)**.....

This arrangement will continue until **(e.g. either end date if course of medication or until instructed by parents/carers)**.....

**Name** (headteacher/delegated person): .....

**Signed:** ..... **Date:** .....

- Individual Healthcare Plan in place; **OR**
- Individual Healthcare Plan not required

## Appendix 3

### Specific Guidance

#### Model Individual Healthcare Plan (IHP)

##### Purpose of an IHP

- IHPs set out what support is required by a pupil. They do not need to be long or complicated.
- Our school will ensure our healthcare needs policy includes information on who has overall responsibility for the development of the IHPs.
- 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 pupils with healthcare needs require an IHP and there should be a process in place to decide what interventions are most appropriate.

##### When an IHP is appropriate

In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, a detailed IHP may not be necessary. In such circumstances it may be sufficient to only complete the form in see **Appendix 2**.

In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures should be confirmed in writing between the learner (where appropriate), the parents and the education setting.

However, when a learner has continual or episodic healthcare needs, then an IHP may be required. If these needs are complex and the learner is changing settings, then preparation should start early to help ensure the IHP is in place at the start of the new term.

##### Links to IHP templates for specific medical conditions:

- <http://medicalconditionsatschool.org.uk/>
- Many third sector organisations have produced condition-specific template IHPs that could be used e.g. Asthma UK <https://www.asthma.org.uk/advice/child/manage/action-plan/> or Diabetes UK <https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/>
- Where a pupil has an additional educational need (ALN) the IHP will be linked or attached to any Statement of ALN/ individual education plan/individual development plan or learning and skills plan (post 16).
- Many third sector organisations have produced condition-specific template IHPs that could be used e.g. Asthma UK <https://www.asthma.org.uk/advice/child/manage/action-plan/> or Diabetes UK <https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/>

- Where a pupil has an additional educational need (ALN) the IHP will be linked or attached to any Statement of ALN/ individual education plan/individual development plan or learning and skills plan (post 16).
- A personal evacuation plan and risk assessment may also be attached
- The governing body will ensure that all IHPs **are reviewed at least annually** or more frequently should the IHP state otherwise or should there be new evidence that the needs of the pupil have changed.
- Our Governing body will ensure that healthcare needs arrangements, both wider education settings' policies and IHPs, are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. It is essential that all information is kept up to date. All information-sharing techniques such as staff noticeboards and school intranets must be agreed by the learner and parent in advance of being used, to protect confidentiality.
- We are compliant in line with the Data Protection Act 1998 and the WASPI Information Sharing Policy ([www.waspi.org](http://www.waspi.org))
- Our managing healthcare needs policy and the information sharing policy is made available to parents/carers via insert details here e.g. website, regular letters to parents/carers, web link in an IHP.

## **APPENDIX 4**

The following diagram (figure 1) outlines the process for identifying whether an IHP is needed

### **Identify learners with healthcare needs**

- Learner is identified from enrolment form or other route.\*
- Parent or learner informs education setting of healthcare need.
- Transition discussions are held in good time, e.g. eight weeks before either the end of term or moving to a new education setting.
- Pupil is identified by healthcare professional



### **Gather information**

If there is a potential need for an IHP; the school should discuss this with the parent/carer and 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.



### **Establish if an IHP should be made**

- The education setting should 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 head teacher should take the final decision, which can be challenged through the complaints procedure.



### **If an IHP should be made**

- The education setting, under the guidance of the appropriate healthcare professionals, parents and the learner, should develop the IHP in partnership.
- The education setting should identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.
- The education setting should circulate the IHP to all appropriate individuals.
- The education setting should set an appropriate review date and define any other triggers for review.

## Appendix 5



<b>Trinity Fields School and Resource Centre</b> <b>Health Care Plan for a Pupil with Medical Needs</b>
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<b>Name</b>	
<b>Address</b>	
<b>Date of birth</b>	

### Contact Information

Contact 1		Contact 2	
<b>Name</b>		<b>Name</b>	
<b>Address</b>		<b>Address</b>	

Telephone Numbers			
Home		Home	
Work		Work	
Mobile		Mobile	
Relationship		Relationship	

### GP details

Name	
Tel. No	

### Lead consultant details

Name	
Tel. No	

<b>Nature of pupil's condition</b>	
<b>Allergies</b>	
<b>Daily care requirements</b>	
<b>Implications of pupil's condition and daily care requirements</b>	
<b>Action to be taken in the light of these implications and by whom</b>	
<b>Onsite</b>	
<b>Offsite</b>	

## Emergency Contact Numbers


I/We have read both pages of the Health Care Plan and agree to its contents. I/We will keep the school updated on any changes. The information contained in this assessment may be shared with people involved in my child's care

## Signatures

Name	Signature	Date	
			Parent/carer
			Nurse
			Headteacher

This Plan will be reviewed at the Annual Review Meeting and as necessary in medicals.

## Review Date:

cc Ty Hapus (if applicable).

cc Geraldine Smallman: Saturday club/Summerscheme (if applicable).





## APPENDIX 6

### STAFF TRAINING RECORD: ADMINISTRATION OF MEDICATION/ TREATMENT

Please ensure that the Education Workforce Council registration is updated accordingly (if appropriate).

<b>Name (s)</b>	
<b>Type of training received</b>	
<b>Date training received</b>	
<b>Date training completed</b>	
<b>Training provided by</b>	
<b>Profession and title</b>	

I confirm that the above staff member(s) have received the training detailed above and is competent to carry out any necessary treatment / administration of medication.

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:** .....



Good practice suggests that this form should be contained in a bound and numbered book to avoid a threat of tampering.

## APPENDIX 7

Good practice suggests that only one form is used per child in case a parent/carer wishes to see it.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Amount of controlled drugs received: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Amount of controlled drugs handed back to parent/carer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **CHECKS:**

- a) Check consent form first;
- b) Medication must be in its original container with the label attached;
- c) If prescribed, it must have been dispensed by a pharmacist;
- d) Must have the expiry date and be in date;
- e) Must have the name of the child;
- f) Must have the name of the drug;
- g) Must have the dosage size and frequency;
- h) The medication has been stored according to the storage instructions;
- i) How much medication is left;
- j) Check the maximum dosage;
- k) Check the amount and time of any prior dosage administered. If there is a problem, contact head teacher/delegated person and then parent/carer.

Date	Time	Name of medication	All checks above undertaken	Dose Given	Controlled drugs only: amount remaining	Any reactions	Medication refused/not administered	Reason	Parent/carer informed & how	Staff 1 signature	Staff 2 signature

**In the 4 SLD/Complex Needs special schools across the ABHB nursing staff record the administration of controlled medication on pupils' individual medication charts.**



Name:

DOB:

Allergies:

<b>Drug:</b>	<b>Special Instructions</b>	<b>Transcribers Signature</b>	<b>Time</b>	<b>W/C</b>						<b>W/C</b>						<b>W/C</b>							
<b>Dose:</b>		1		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
<b>Frequency:</b>		2																					
<b>Route:</b>		-																					
		Tablets in stock																					
<b>Drug:</b>	<b>Special Instructions</b>	<b>Transcribers Signature</b>	<b>Time</b>	<b>W/C</b>						<b>W/C</b>						<b>W/C</b>							
<b>Dose:</b>		1		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
<b>Frequency:</b>		2																					
<b>Route:</b>		-																					
		Tablets in stock																					
<b>Drug:</b>	<b>Special Instructions</b>	<b>Transcribers Signature</b>	<b>Time</b>	<b>W/C</b>						<b>W/C</b>						<b>W/C</b>							
<b>Dose:</b>		1		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
<b>Frequency:</b>		2																					
<b>Route:</b>		-																					
		Tablets in stock																					
<b>Drug:</b>	<b>Special Instructions</b>	<b>Transcribers Signature</b>	<b>Time</b>	<b>W/C</b>						<b>W/C</b>						<b>W/C</b>							
<b>Dose:</b>		1		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
<b>Frequency:</b>		2																					

Route:		-																											
		Tablets in stock																											

REASONS FOR REFUSAL OF MEDICATION: (1) REFUSED (2) OMITTED (3) DISCARDED (4) ABSENT (5) VOMITING (6) NO STOCK (7) EDUCATION STAFF