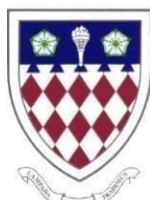


# SPALDING HIGH SCHOOL



## **POLICY FOR SUPPORTING STUDENTS WITH MEDICAL NEEDS IN SCHOOL**

<b>HEADMISTRESS:</b>	<b>Mrs M K ANDERSON</b>
<b>SCHOOL MEDICAL OFFICER:</b>	<b>Mrs E LAMBE</b>
<b>SEND CO:</b>	<b>Mrs V HICKMAN</b>
<b>LINK GOVERNOR:</b>	<b>Mrs F HAUNCH</b>
<b>(SAFEGUARDING)</b>	<b>Mr J SMITH</b>
<b>(HEALTH &amp; SAFETY)</b>	<b>Mrs D MULLEY</b>
<b>(SEND)</b>	
<b>DATE AGREED:</b>	<b>June 2025</b>
<b>REVIEW FREQUENCY:</b>	<b>Biennial</b>

### **Executive Summary:**

This policy sets out the statutory regulations and government/Local Authority advice regarding the support of students with medical needs in school. SHS fully supports the guidance and practices set out within the 2017 Statutory Guidance "Supporting Students with Medical Conditions" and the principles laid down within the Equality Act 2010 and the Children and Families Act 2014. This policy has been written to adhere with "Supporting Students with Medical Conditions" and full credit is given to this source in addition to with Lincolnshire County Council Guidance Section A20 Medical Matters Relating to Students (April 2015) in the creation of this policy.

### **Related Policies:**

Attendance Policy  
Health and Safety Policy  
Drugs Related Incidents in School Policy  
First Aid & Administration of Drugs/Medicine In School Policy

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**Chair of Governors**

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**Date**

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**Headmistress**

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**Date**

## **Section 1: Introduction**

- 1.1 Students at school with medical conditions should be properly supported so that they can have full access to education and play a full and active role in school life, remain healthy and achieve their academic potential. Schools are expected to make reasonable adjustments to achieve this.
- 1.2 It is the responsibility of Governing Bodies in maintained schools to ensure that arrangements (including reasonable adjustments) are in place to support students at school with medical conditions. Governing Bodies should also ensure that school leaders consult health and social care professionals, students and parents/carers to ensure that the needs of students with medical conditions are effectively supported.
- 1.3 Due to our duty of care to all students, including those above the age of 16, this policy applies to **all students** and their parents/carers from Year 7 to Year 13.
- 1.4 The named person to oversee the implementation of this policy is the School SENDCo, who is supported by the School Medical Officer. The Headmistress has overall responsibility for all students within the School and for the implementation of all School policies.

## **Section 2: Identification and information**

- 2.1 If students are to be supported effectively, it is paramount that parents/carers inform the School of pre-existing medical conditions prior to a student joining the School. Transitional medical plans will be put in place to ensure that the student is supported as soon as they arrive at Spalding High School. It is essential that parents/carers keep the School fully informed of any changes to medical needs or health issues so that the School can continue to support the student effectively. If parents/carers refuse to share information with the School, then we may seek advice from the Local Authority.
- 2.2 In the majority of cases, the transitional information shared between parents and the School at Year 7 will be the main source of information in addition to transition of transferees in Y12. However, parents should notify the School as soon as medical needs or health information changes or develops in students who have previously been healthy.
- 2.3 Schools do not need to wait for a formal diagnosis before providing support to a student.

## **Section 3: Medical Needs Support Plans/Risk Assessments (for Emotional Wellbeing and general)**

- 3.1 Many students will not require a Medical Needs Support Plan. Where medical and health needs are agreed to be long term, significant (high risk / emergency) or fluctuating, an individual Medical Needs Support Plan will be created. The majority of our students will have the maturity and competence to be proactively involved in self-managing their health and medical needs within their Medical Needs Support Plan. In some cases, pupils may have a Risk Assessment to support them with emotional wellbeing. In other cases a short term Risk Assessment may be needed, for example for the use of crutches. The SENDCo will oversee all Risk Assessments for Emotional Wellbeing, and these will be produced in collaboration with the support of Pastoral Staff. We will monitor whether these needs fall within the Social, Emotional and Mental Health area of SEN (special, educational need) and if so, they would be added to our SEND register. Please refer to the SEND and Inclusion policy for more information.
- 3.2 Where a Medical Needs Support Plan is deemed disproportionate or inappropriate, the medical information will remain on the student's electronic and paper file and included on the School's Medical List to ensure that staff are able to best support the child.
- 3.3 Confidentiality and sensitivity are important to all staff at Spalding High School. All medical and health needs information is assessed on a "need to know" basis. However, in the majority of cases, it would be unusual not

to share medical and health needs information with staff. This is a decision based on securing the health and safety of the child as they work with a number of colleagues across the school day in a variety of settings. Supporting a student with a medical condition is not the sole responsibility of one person. Staff receive regular training on safeguarding and confidentiality issues as part of their training.

3.4 At Spalding High School, individual health care plans are called **Medical Needs Support Plan**.

- These are written in collaboration between the student, school and health care professions where appropriate;
- The Medical Needs Support Plans provide clarity about the medical needs, agreed support, what needs to be done, when and by whom, and what to do in an emergency;
- They will be created in all cases where conditions are: Significant, long term, fluctuate, high-risk;
- Not all students with diagnosed medical conditions will need a Medical Needs Support Plan;
- The School, parents/carers and health care professionals should agree, based on evidence, when a Medical Needs Support Plan would be inappropriate or disproportionate. If a consensus is not reached, the Headteacher is best placed to take the final view;
- The Medical Concerns Flowchart (Appendix A) will be followed in the creation of a Medical Needs Support Plan (Appendix B);
- The Medical Needs Support Plan should be easily accessible, preserve confidentiality, not be a burden to the School but should capture key information and actions that are needed to support the student effectively;
- Where students also have a Special Educational Needs Educational Health Care Plan (EHCP), the Medical Needs Support Plan will be subsumed within that process;
- Where a student has SEND needs but no EHC, the SEND issues will be considered within the Medical Needs Support Plan;
- Medical Needs Support Plans will typically be reviewed annually or more regularly if medical needs change or fluctuate.

3.5 Staff receive regular medical training updates. Transitional information provided by parents is the primary source of identifying training needs but medical needs that develop during the academic year which require further staff training are also addressed.

#### **Section 4: The role of Parents/Carers**

Parents should:

- Inform the School of any particular medical needs of their son/daughter before he/she enters the School;
- Work collaboratively with the School to ensure effective and appropriate transition to the School;
- Ensure that the School is updated as soon as possible if medical conditions change or develop;
- Work collaboratively with the School, in cases of significant, long term, high risk or emergency medical needs, to create, implement and review, the personal and individual Medical Needs Support Plan; Carry out the actions they have agreed to within the individual Medical Needs Support Plan; Follow the School Policy on Administration of Drugs and Medicines (if appropriate).

#### **Section 5: The role of Students**

Students should:

- Work collaboratively with the School, in cases of significant, long term, fluctuating or high risk medical needs, to create, implement and review, their individual Medical Needs Support Plan;
- Provide information about how their condition affects them at school;
- Be fully involved in the development of and compliant with their Medical Needs Support Plan;
- Engage with the School positively to help increase their confidence and engagement;
- Be sensitive to the needs of those with medical conditions;
- Follow the School Policy on the administration of drugs and medicines;
- Not give **ANY** medicines to **ANY** other student.

## **Section 6: The role of Staff**

Staff must:

- Be given appropriate training for students with specific medical needs;
- Engage with the students, parents/carers and agencies positively to help increase the student's confidence and engagement;
- Know what to do and respond accordingly when they become aware that a student with a medical condition needs help;
- Know how a student's medical condition will impact upon their participation in activities, trips and visits and make reasonable adjustments in order for the student to participate according to their own ability;
- Carry out risk assessments when planning arrangements and reasonable adjustment to take account of any steps needed to ensure that students with medical conditions are included;
- Collect medical information and contact details for all students attending activities, trips and visits;
- Assume the role of School Medical Officer (Group Leader or designated person) whilst on the trip or visit;
- Ensure that they adhere to Medical Needs Support Plans if they apply to any student on the trip/visit/activity. Staff should ensure they have contacted the SENDCO and Medical Officer to discuss any medical needs for pupil in advance of the trip/visit/activity. Staff should also provide a follow up to the SENDCO and Medical Officer after the trip;
- Apply duty of care to all students they are responsible for;
- Work to ensure that reasonable adjustment is made to School activities and trips so that students can participate as fully as is reasonably expected;
- Follow the Medical Concerns Flowchart to identify any medical needs, which may or may not be SEND, to the School SENDCO as early as possible.
- Follow the School Policy on Administration of Drugs and Medicines.

## **Section 7: The role of the Medical Officer**

The Medical Officer must:

- Maintain an accurate Medical Needs Register, as directed by the SENDCO;
- Work with students and parents to implement Medical Needs Support Plans for all students who have medical needs, but are not considered as SEND, as directed by the SENDCO;
- Ensure Medical Needs Support Plans are circulated to all staff and are saved in a central location (SIMS and T drive/Whole School/SEND);
- Ensure Medical Needs Support Plans are reviewed annually, taking into account the views of the pupil and parents;
- Collaborate with the SEND and Pastoral team where appropriate;
- Follow the Graduated Approach by identifying any potential SEND needs, as early as possible to the School SENDCO.

## **Section 8: The role of the SENDCO**

The SENDCO must:

- Work collaboratively with the student, parents/carers, other agencies, in cases of significant, long term, fluctuating or high risk medical needs, to create, implement and review, the individual Medical Needs Support Plan;
- Oversee and quality assure the Medical Needs Support Plan process;
- Engage with the students positively to help increase their confidence and engagement;
- Use the Medical Needs Support Plan to identify the training needs of staff and ensure that a robust and appropriate training programme is maintained;
- Ensure that staff are properly trained to provide the support that a student needs. This includes the induction of new staff;
- Will follow the School Policy on Administration of Drugs and Medicines.

- Ensure a Medical Needs Register is maintained and kept updated.

## **Section 9 : The role of the Headmistress**

The Headmistress will:

- Ensure that the School Policy is written, reviewed and implemented;
- Ensure that appropriate awareness training takes place regarding this policy and that staff are competent and confident in their ability to support students with medical conditions;
- Ensure that the specific training needed in order to support individuals effectively is completed to a sufficient level including for contingency and emergency situations;
- Ensure that all staff who need to know are aware of the student's condition;
- Have overall responsibility for the development of the individual Medical Needs Support Plans;
- Ensure that appropriate insurance is in place;
- Ensure that information is shared with appropriate agencies such as the School Nursing Service;
- Follow the School Policy on Administration of Drugs and Medicines.

## **Section 10 : The role of the Governing Body**

The Governing Body will:

- Ensure that arrangements are in place to support individual students with medical needs and that the SENDCo is appropriately trained and supported in order to carry out the duties and responsibilities laid down in this policy;
- Ensure that the arrangements give parents/carers and students confidence in the School's ability to provide effective support for medical conditions in school;
- Ensure that no eligible child with a medical condition is denied admission or prevented from taking a place in school because reasonable adjustments for their medical condition have not been made;
- Ensure that the arrangements that are put in place are sufficient to meet their statutory duties;
- Ensure that school policy and practice is reviewed regularly and is accessible to parents/carers and school staff;
- Be responsible, along with the SENDCo, for all Medical Needs Support Plans involving cases where significant, long term, fluctuating or high risk medical care and support is identified. Such plans outline the level of medical support needed and an example can be found in Appendix B;
- Consider any complaints made via the School's Complaints Policy.

## **Appendix A: Medical Needs Flow chart (This model is based on the Annex A: Model process for developing individual healthcare plans, taken from the 2014 DFE Document**

### **“Supporting Students at School with Medical Needs)**

1. Parent/Carer/Teacher/Healthcare professional informs SENDCo of the child with medical needs. This may be to inform us that the child has been newly diagnosed, or is due to attend a new school, or is due to return to school after a long term absence, or that their needs have changed.



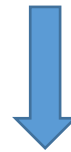
2. The SENDCo coordinates further provision. This may be a Medical Needs Support Plan, a Risk Assessment or SEND Support, if appropriate.



3. Parents and the child will be involved in the creation and implementation of any plan to support them. This will be shared with class teachers and supporting pastoral staff.



4. The SENDCo and Medical Officer may ask for supporting evidence from health professionals as evidence for provision required in school and for any necessary access arrangements for examinations.



5. Plans will be reviewed annually at least, or as and when the condition changes.

<b>Student's Full Name:</b>				<b>Named Person(s) Staff:</b>	Mrs V Hickman, SENDCo Mrs Lambe, Medical Officer
<b>Form Group and Tutor's Name:</b>			<b>UPN</b>		<b>Review Date:</b>
<b>Key medical information:</b>					
Condition	Triggers	Signs & Symptoms	Medication & Dose	Medication Administration & Storage (inc details of signed parental consent)	Treatment/Emergency Response
<b>Details of other agencies/professionals involved (N/A if not relevant):</b>					
<b>Staff Training Needs:</b>  (Who & what?)			<b>Details of training provided:</b> (When?)		
<b>Circle of Knowledge:</b> (Who should know about this Medical Pen Profile?)					

**Strategies & support for managing known conditions(N/A if not relevant):**

	<b>What outcomes do I need to achieve?</b>	<b>What support do I need to achieve these outcomes and how often will I need the support?</b>	<b>Who will help me?</b>	<b>When will we review this and who will help me review it?</b>	<b>Associated funding and additional costs?</b>
<b>Journey to and from school:</b>					
<b>Normal school day:</b>					
<b>Unsupervised times eg breaks and lunch:</b>					
<b>Physical Education &amp; games:</b>					
<b>Specialist rooms eg Science/Tech:</b>					
<b>School trips:</b>					
<b>School attendance:</b>					
<b>Examinations:</b>					
<b>Other: (Please state)</b>					



**Additional Information:**

<b>Signed:</b>			
<b>Date:</b>	<b>Student.</b>	<b>Parent:</b>	<b>Staff:</b> Mrs Hickman, SENDCo

(Children’s & Families Act 2014: Individual Medical Needs/Health Care Plan/LCC EHC Plans)