



## **Beech Green Primary School**

### **Supporting Pupils with Medical Conditions Policy**

December 2020

## **Policy statement**

- **Beech Green Primary School ("This school") is an inclusive community that aims to support and welcome pupils with medical conditions.**
- **This school aims to provide all pupils with all medical conditions the same opportunities as others at school.**

## **We will help to ensure they can:**

- be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well-being.
- 
- The school ensures all staff understand their duty of care to children and young people in the event of an emergency.
  - All staff feel confident in knowing what to do in an emergency.
  - This school understands that certain medical conditions are serious and can be potentially life threatening, particularly if ill managed or misunderstood.
  - This school understands the importance of medication being taken as prescribed.
  - All staff understand the common medical conditions that affect children at this school.

# Policy and guidelines

## **1. This school is an inclusive community that aims to support and welcome pupils with medical conditions**

- a. This school understands that it has a responsibility to make the school welcoming and supportive to pupils with medical conditions who currently attend and to those who may enroll in the future.
- b. This school aims to provide all children with all medical conditions the same opportunities as others at school. We will help to ensure they can:
  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well-being.
- c. Pupils with medical conditions are encouraged to take control of their condition. Pupils should feel confident in the support they receive from the school to help them do this.
- d. This school aims to include all pupils with medical conditions in all school activities.
- e. Parents of pupils with medical conditions should feel secure in the care their children receive at this school.
- f. The school ensures all staff understand their duty of care to children and young people in the event of an emergency.
- g. All staff feel confident in knowing what to do in an emergency.
- h. This school understands that certain medical conditions are serious and can be potentially life-threatening, particularly if ill managed or misunderstood.

## **2. The medical conditions policy is supported by a clear communication plan for staff, parents and other key stakeholders to ensure its full implementation**

- a. Parents are informed and regularly reminded about the medical conditions policy:
  - when a child is diagnosed with a medical condition
  - by including the policy statement on the school's website and signposting access to the policy

- b. School staff are informed and reminded about the medical conditions policy on an annual basis, or when a child in their class is diagnosed with a medical condition.

**3. First Aid trained staff understand and are trained in what to do in an emergency for the most common serious medical conditions at this school**

- Staff at this school understand their duty of care to pupils in the event of an emergency. In an emergency situation school staff members are required under common law duty of care to act like any reasonably prudent parent. This may include administering medication.
- All staff who work with pupils with specific medical conditions at this school receive training (if applicable) and know what to do in an emergency for the pupils in their care.
- Staff are given a list of the medical conditions of pupils in their class at the beginning of the academic year.
- The following Appendices give advice on what action should be taken with these common conditions

See appendix 1 – form 1: Asthma attack

See appendix 2 – form 2: Epilepsy awareness

See appendix 3 – form 3: Anaphylaxis (severe allergic reaction)

See appendix 4 – form 4: Diabetes awareness

#### **4. The school has clear guidance on the administration of medication at school**

##### *Administration – emergency medication*

- All pupils at this school with medical conditions have easy access to their emergency medication.
- All pupils are encouraged to carry and administer their own emergency medication, when their parents and health specialists determine they are able to start taking responsibility for their condition. In other cases medication is stored either in the classroom or in the school first aid cabinet – the pupil and staff working with that particular child should be aware of where the medication is and how to access it. There is also a similar arrangement on any off-site or residential visits.

##### *Administration – general*

- All use of medication, even if the pupil can administer the medication themselves, is done under the supervision of an adult and the dose and name of the medication is recorded on medication sheets along with the date, time and signature of the member of staff.
- This school understands the importance of medication being taken as prescribed.
- All staff members are aware that there is no legal or contractual duty for any member of staff to administer medication or supervise a pupil taking medication unless they have been specifically contracted to do so.
- For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to pupils under the age of 16, but only with the written (or in the case of an emergency, oral) consent of the pupil's parent.
- Training is given to all staff members who agree to administer medication to pupils, where specific training is needed. The local authority provides full indemnity.
- Parents at this school understand that if their child's medication changes or is discontinued, or the dose or administration method changes, that they should notify the school immediately.
- All staff members attending off-site visits are aware of any pupils with medical conditions on the visit. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.

## **5. This school has clear guidance on the storage of medication at school**

### *Safe storage – emergency medication*

- Emergency medication is readily available to pupils who require it at all times during the school day or at off-site activities. If the emergency medication is a controlled drug and needs to be locked up, the keys are readily available and not held personally by members of staff.
- Epipens are kept in the school office first aid cabinet and are readily available if needed.

### *Safe storage – non-emergency medication*

- All non-emergency medication is kept in a secure place, in a lockable cupboard in a cool dry place. Staff and pupils with medical conditions know where their medication is stored and how to access it.
- Staff ensure that medication is only accessible to those for whom it is prescribed.

### *Safe storage – general*

- The Secretary (First Aider) checks the names and expiry dates on all medicines stored in the school office at the end of every academic year and returns any unused to either the parent or the local pharmacy. Medication is not stored in the summer holidays.
- All emergency and non-emergency medicines brought into school must be clearly labelled with the child's name, the name of the medicine and the dosage (including frequency). It should be in the original packaging from the pharmacy.
- Antibiotics or medicines requiring refrigeration are stored in the fridge located in the staffroom, clearly labelled with the child's name.
- It is the parent's responsibility to ensure new and in date medication comes into school on the first day of the new academic year.

### *Safe disposal*

- Parents at this school are asked to collect out-of-date medication.
- If parents do not pick up out-of-date medication, or at the end of the school year, medication is taken to a local pharmacy for safe disposal.

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

### *Registration forms*

- Parents at this school are asked if their child has any health conditions or health issues on the registration form, which is filled out at the start of school. Parents of new pupils starting at other times during the year are also asked to provide this information on registration forms. Data checking sheets are sent out, at least annually, for parents to check and add any missing information.

### *Healthcare Plans*

- a. This school uses a Healthcare Plan to record important details about individual children's medical needs at school, their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the Healthcare Plan if required.
- b. A Healthcare Plan, accompanied by an explanation of why and how it is used, is discussed and set up with parents of any child with a long term medical condition. This is reviewed and agreed:
  - at the start of the school year
  - at enrolment
  - when a diagnosis is first communicated to the school.
  - the Healthcare Plans are stored in the Emergency Medical File in the First Aid Room.
- c. If a pupil has a short-term medical condition that requires medication during school hours, parents are asked to provide exact details of medication, dosage and frequency and give written permission for a member of staff to administer medicine if needed. The school also asks for written details of any adaptations needed (if necessary) for the child to attend school.
- d. Parents are reminded to inform the school office or child's teacher if their child has a medical emergency or if there have been changes to their symptoms, or their medication and treatments change. This is to ensure the healthcare plans can be updated accordingly.

### **School Medical details register**

- Medical details and conditions are recorded on the child's record held centrally on the SIMs system. A list of children in each class is printed off and handed to the class teacher at the beginning of each academic year and teachers are notified of any changes or additions throughout the year.

### *Residential visits*

- Parents are sent a residential visit form to be completed and returned to school shortly before their child leaves for an overnight visit. This form requests up-to-date information about the pupil's current condition and their overall health. This provides essential and up-to-date information to relevant staff and school supervisors to help the pupil manage their condition while they are away. This includes information about medication not normally taken during school hours.
- All residential visit forms are taken by the relevant staff member on visits and for all out-of-school hours activities where medication is required. These are accompanied by a copy of the pupil's Healthcare Plan if appropriate.
- All parents of pupils with a medical condition attending a school trip or overnight visit are asked for consent, giving staff permission to administer medication at night or in the morning if required.
- Parents of children attending a residential visit are asked to also detail what medication and what dose the pupil is currently taking at different times of the day. It helps to provide up-to-date information to relevant staff and supervisors to help the pupil manage their condition while they are away.

### *Other record keeping*

- This school keeps an accurate record of each occasion an individual pupil is given or supervised taking medication. Details of the supervising staff member, pupil, dose, date and time are recorded. If a pupil refuses to have medication administered, this is also recorded and parents are informed as soon as possible.

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

### *Physical environment*

- This school is committed to providing a physical environment that is accessible to pupils with medical conditions.
- Parents of pupils with medical conditions are included in the consultation process to ensure the physical environment at this school is accessible.

### *Social interactions*

- This school ensures the needs of pupils with medical conditions are adequately considered to ensure their involvement in structured and unstructured social

activities, including during breaks and before and after school.

- This school ensures the needs of pupils with medical conditions are adequately considered to ensure they have full access to extended school activities such as school discos, breakfast club, school productions, after school clubs and residential visits.
- All staff members at this school are aware of the potential social problems that pupils with medical conditions may experience. Staff members use this knowledge to try to prevent and deal with problems in accordance with the school's anti-bullying and behaviour policies.
- Staff members use opportunities such as personal, social and health education (PSHE) lessons to raise awareness of medical conditions amongst pupils and to help create a positive social environment.

#### *Exercise and physical activity*

- This school understands the importance of all pupils taking part in sports, games and activities.
- This school ensures all classroom teachers, PE staff and sports coaches make appropriate adjustments to sports, games and other activities to make physical activity accessible to all pupils.
- Teachers and sports coaches are aware of pupils in their care who have been advised to avoid or to take special precautions with particular activities.
- This school ensures all PE teachers, classroom teachers and school sports coaches are aware of the potential triggers for pupils' medical conditions when exercising and how to minimize these triggers.
- This school ensures all pupils with medical conditions are actively encouraged to take part in out-of-school clubs and team sports.

#### *Education and learning*

- This school ensures that pupils with medical conditions can participate fully in all aspects of the curriculum and ensures that appropriate adjustments and extra support are provided.
- Teachers at this school are aware of the potential for pupils with medical conditions to have special educational needs (SEN). Pupils with medical conditions who are finding it difficult to keep up with their studies are referred to the SEN coordinator. The school's SEN coordinator consults the pupil, parents and the pupil's healthcare professional to ensure the effect of the pupil's condition on their schoolwork is properly considered.

### *Residential visits*

- Risk assessments are carried out by this school prior to any out-of-school visit and medical conditions are considered during this process. Factors this school considers include: how all pupils will be able to access the activities proposed, how routine and emergency medication will be stored and administered, and where help can be obtained in an emergency.

### **8. Each member of the school and health community know their roles and responsibilities in maintaining an effective medical conditions policy**

- This school works in partnership with all interested and relevant parties including all school staff, parents and community healthcare professionals to ensure the policy is planned, implemented and maintained successfully.
- The following roles and responsibilities are used for the medical conditions policy at this school. These roles are understood and communicated regularly.

### *Employer*

#### **This school's governing body has a responsibility to:**

- ensure the health and safety of their employees and anyone else on the premises or taking part in school activities (this includes all pupils). This responsibility extends to those staff and others leading activities taking place off-site, such as visits, outings or field trips.
- ensure health and safety policies and risk assessments are inclusive of the needs of pupils with medical conditions.
- make sure the medical conditions policy is effectively monitored and evaluated and regularly updated.
- provide indemnity for staff who volunteer to administer medication to pupils with medical conditions.

### *Head teacher*

#### **This school's head teacher has a responsibility to:**

- ensure the school is inclusive and welcoming and that the medical conditions policy is in line with local and national guidance and policy frameworks.
- liaise between interested parties including pupils, school staff, special educational needs coordinators, pastoral support/welfare officers, teaching assistants, school nurses, parents and governors.
- ensure the policy is put into action, with good communication of the policy to all.

- ensure every aspect of the policy is maintained.
- ensure that information held by the school is accurate and up to date and that there are good information sharing systems in place using pupils' Healthcare Plans.
- ensure pupil confidentiality
- assess the training and development needs of staff and arrange for them to be met.
- ensure all supply teachers and new staff know the medical conditions policy.
- update the policy regularly according to review recommendations and recent local and national guidance and legislation.

#### *All school staff*

##### **All staff members at this school have a responsibility to:**

- be aware of the potential triggers, signs and symptoms of common medical conditions and know what to do in an emergency
- understand the school's medical conditions policy
- know which pupils in their care have a medical condition and be familiar with the content of the pupil's Healthcare Plan
- allow all pupils to have immediate access to their emergency medication
- maintain effective communication with parents including informing them if their child has been unwell at school
- ensure pupils who carry their medication with them have it when they go on a school visit or out of the classroom
- be aware of pupils with medical conditions who may be experiencing bullying or need extra social support
- ensure all pupils with medical conditions are not excluded unnecessarily from activities they wish to take part in
- ensure pupils have the appropriate medication or food with them during any exercise and are allowed to take it when needed.

#### *Teaching staff*

##### **Teachers at this school have a responsibility to:**

- ensure pupils who have been unwell catch up on missed school work
- be aware that medical conditions can affect a pupil's learning and provide extra help when pupils need it
- liaise with parents, the pupil's healthcare professionals and special educational needs coordinator if a child is falling behind with their work because of their condition

### *First aiders*

#### **First aiders at this school have a responsibility to:**

- give immediate help to casualties with common injuries or illnesses and those arising from specific hazards with the school.
- when necessary ensure that an ambulance or other professional medical help is called.

### *Special educational needs coordinator*

#### **The Special educational needs coordinator at this school has the responsibility to:**

- help update the school's medical condition policy
- know which pupils have a medical condition and which have special educational needs because of their condition
- ensure teachers make the necessary arrangements if a pupil needs special consideration or access arrangements in exams or course work.

### *Pupils*

#### **The pupils at this school have a responsibility to:**

- treat other pupils with and without a medical condition equally
- tell their parents, teacher or nearest staff member when they are not feeling well
- let a member of staff know if another pupil is feeling unwell
- know how to gain access to their medication in an emergency
- ensure a member of staff is called in an emergency situation.

### *Parents*

#### **The parents of a child at this school have a responsibility to:**

- tell the school if their child has a medical condition
- ensure the school has a complete and up-to-date Healthcare Plan for their child
- inform the school about the medication their child requires during school hours
- inform the school of any medication their child requires while taking part in visits, outings or field trips and other out-of-school activities
- tell the school about any changes to their child's medication, what they take, when, and how much
- inform the school of any changes to their child's condition
- ensure their child's medication and medical devices are labelled with their child's full name
- provide the school with appropriate spare medication labelled with their child's name
- ensure that their child's medication is within expiry dates
- keep their child at home if they are not well enough to attend school

- ensure their child catches up on any school work they have missed
- ensure their child has regular reviews about their condition with their doctor or specialist healthcare professional

The term 'parent' implies any person or body with parental responsibility such as foster parent or carer.

## **Appendix 1 - Form 1**

Asthma awareness for school staff

### **What to do in an asthma attack**

- Keep calm
- Encourage the child or young person to sit up and slightly forward
- Make sure the child or young person takes two puffs of reliever inhaler (usually blue) Immediately - preferably through a spacer
- Ensure tight clothing is loosened
- Reassure the child
- Send someone for a First Aider

### **If there is no immediate improvement**

- Continue to make sure the child takes one puff of reliever inhaler every minute for five minutes or until their symptoms improve.

### **Call 999 or a doctor urgently if:**

- The child's symptoms do not improve In 5-10 minutes
- The child is too breathless or exhausted to talk.
- The child's lips are blue.
- You are in doubt.

Ensure the child or young person takes one puff of their reliever inhaler every minute until the ambulance or doctor arrives.

It is essential for people who work with children with asthma to know how to recognize the signs of an asthma attack and what to do if they have an asthma attack.

### **Common signs of an asthma attack are;**

- Coughing
- Shortness of breath
- Wheezing
- Tightness in the chest
- Being unusually quiet
- Difficulty speaking in full sentences
- Sometime younger children express feeling tight in the chest as tummy ache.

### **After a minor asthma attack**

- Minor attacks should not interrupt the involvement of a pupil with asthma in school.
- When the pupil feels better they can return to school activities.
- The parents/carers must always be told if their child has had an asthma attack.

### **Important things to remember in asthma attack**

- Never leave a pupil having an asthma attack.
- If the pupil does not have their inhaler and/or spacer with them, send another teacher or pupil to their classroom or office to get their spare inhaler and/or spacer.
- In an emergency situation school staff are required under common law, duty of care, to act like any reasonably prudent parent.
- Reliever medicine is very safe. During an asthma attack do not worry about a pupil overdosing.
- Send another pupil to get another teacher/adult if an ambulance needs to be called.
- Contact the pupil's parents or carers immediately after calling the ambulance/doctor.
- A member of staff should always accompany a pupil take to hospital but ambulance and stay with them until their parent or carer arrives.

## **Appendix 1 – Form 2**

Epilepsy awareness or school staff

### **Complex partial seizures**

#### **Common symptoms**

- The person is not aware of their surroundings or of what they are doing.
- Plucking at their clothes.
- Smacking their lips.
- Swallowing repeatedly.
- Wandering around.

#### **Send for a first aider to come to the student**

#### **Call 999 for an ambulance if ...**

- You know it is the person's first seizure
- The seizure continues for more than five minutes
- The person is injured during the seizure
- You believe the person needs urgent medical attention.

#### **Do ....**

- Guide the person from danger
- Stay with the person until recovery is complete
- Be calmly reassuring

#### **Don't ....**

- Restrain the person
- Act in a way that could frighten them, such as making abrupt movements or shouting at them
- Assume the person is aware of what is happening, or what has happened
- Give the person anything to eat or drink until they are fully recovered
- Attempt to bring them round
- Explain anything that they may have missed.

## **Tonic-clonic seizures**

### **Common symptoms**

- The person goes still
- Loss of consciousness
- Falls to the floor

### **Do ....**

- Protect the person from injury (remove harmful objects from nearby)
- Cushion their head
- Look for an epilepsy identify card/identity jewellery
- Aid breathing by gently placing the person in the recovery position when the seizure has finished
- Stay with them until recovery is complete
- Be calmly reassuring.

### **Don't ....**

- Restrain the person's movements
- Put anything in their mouth
- Try to move them unless they are in danger
- Give them anything to eat or drink until they are fully recovered
- Attempt to bring them round.

### **Call 999 for an ambulance if ...**

- You know it is the person's first seizure
- The seizure continues for more than five minutes
- One seizure follows another without the person regaining consciousness between seizures
- The person is injured during the seizure
- You believe the person needs urgent medical attention.

## **Appendix 1 – Form 3**

Anaphylaxis

### **Symptoms of allergic reactions:**

#### **Ear/Nose/Throat – Symptoms:**

Runny or blocked nose, itchy nose, sneezing, painful sinuses, headaches, post nasal drip, loss of sense of smell/taste, sore throat/swollen larynx (voice box), itchy mouth and/or throat and blocked ears.

#### **Eye – Symptoms:**

Watery, itchy, prickly, red, swollen eyes. Allergic “shiners” (dark areas under the eyes due to blocked sinuses).

#### **Airways – Symptoms:**

Wheezy breathing, difficulty in breathing and or coughing (especially at night time).

#### **Digestion:**

Swollen lips, tongue, itchy tongue, stomach ache, feeling sick, vomiting, constipation and or diarrhea.

#### **Skin:**

Urticaria – wheals or hives – bumpy, itchy raised areas and or rashes.

Eczema – cracked, dry, weepy or broken skin. Red cheeks.

Angiodema – painful swelling of the deep layers of the skin.

### **Symptoms of Severe Reaction/Anaphylaxis:**

These could include any of the above together with:

- Difficulty in swallowing or speaking
- Difficulty in breathing –severe asthma
- Swelling in the throat and mouth
- Hives anywhere on the body or generalized flushing of the skin
- Abdominal cramps, nausea and vomiting
- Sudden feeling of weakness (drop in blood pressure)
- Alterations in heart rate (fast pulse)
- Sense of impending doom (anxiety/panic)
- Collapse and unconsciousness

## **Treatment**

Send for a first aider to come to the student

If a spare epipen is held in school sent a member of staff or pupil to get it and ask the office to call an ambulance and parents.

If the student is conscious keep them in an upright position to aid breathing. If unconscious then place in recovery position.

If student is conscious and alert, ask them to self-administer their epipen. If student is unconscious, trained member of staff to administer epipen as per training. Record time of giving.

If no improvement within 5 minutes then 2<sup>nd</sup> epipen to be administered.

Keep used epipens to give to paramedics when they arrive.

## **Appendix 1 – Form 4**

### **Diabetes awareness and treatment for staff**

#### **What is it?**

Abnormal fluctuations in blood sugar can lead to someone with diabetes becoming unwell and, if untreated, losing consciousness.

There are two conditions associated with diabetes – hyperglycaemia (high blood sugar) and hypoglycaemia (low blood sugar).

Hypoglycaemia is the more common emergency which affects brain function and can lead to unconsciousness if untreated.

#### **Signs and symptoms:**

##### **Hypoglycaemia:**

- Hunger
- Feeling weak and confused
- Sweating
- Dry, pale skin
- Shallow breathing

##### **Hyperglycaemia:**

- Thirst
- Vomiting
- Fruity/sweet breath
- Rapid, weak pulse

#### **First aid aims**

##### **Hypoglycaemia:**

- Raise blood sugar level as quickly as possible
- Get casualty to hospital if necessary

##### **Hyperglycaemia:**

- Get casualty to hospital as soon as possible

## **Treatment**

### **Hypoglycaemia:**

**Call 999 immediately**

### **Further actions**

If the casualty loses consciousness

- Open the airway and check breathing
- Place them in recovery position
- Prepare to give resuscitation