



## **HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

# **SUPPORTING PUPILS WITH MEDICAL CONDITIONS POLICY**

**November 2025**

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	November 2025
Next Review Date	November 2026
Ratified by	FGB
Ratified on	12.11.2025
Lead Person	Rachel Forward

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## Introduction

This policy is written in line with the requirements of:

- Supporting pupils at school with medical conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England 2015
- Templates: Supporting Pupils with Medical Conditions 2014
- SEND Code of Practice 2014 (updated 2015)
- Mental Health and Behaviour in Schools: Departmental Advice for School Staff 2014
- KCC Policy on Supporting Children and Young People with Medical Conditions including Mental Health Needs 2014
- Children and Families Act 2014
- Children Act 2004
- Equality Act 2010
- Ensuring a Good Education for Children who Cannot Attend School because of Health Needs: Statutory Guidance for Local Authorities 2013
- Guidance on the Use of Adrenaline Auto-Injectors in schools 2017
- Schools Admissions Code 2014

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Behaviour and Discipline Policy
- Equality Policy
- Equal Opportunities Policy
- Child Protection Policy
- Home Learning Policy
- Complaints Policy
- E-Safety Policy
- Anti-bullying Policy
- Inclusion and SEND Policy
- SEND Information Report
- Pupil Premium Policy Review Statement

This policy has been written and adapted by the SENCO, with input from staff and Governors and will be reviewed annually.

The SENCO at Hildenborough C of E Primary School is Rachel Forward. She is available on 01732 833394 or [rachel.forward@hildenborough.kent.sch.uk](mailto:rachel.forward@hildenborough.kent.sch.uk). She is available Monday, Wednesday and Thursday.

Rachel is currently on maternity leave so Caroline Stone is covering her duties. She is available on 01732 833394 or [caroline.stone@hildenborough.kent.sch.uk](mailto:caroline.stone@hildenborough.kent.sch.uk). She is available Monday, Tuesday, Thursday and Friday.

## Definitions of medical Conditions

Pupils' medical needs may be broadly summarised as being of two types –

**Short-term:** affecting their participation at school because they are in treatment, accessing an intervention and/ or on a course of medication.

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**Long-term:** potentially limiting access to education and requiring on-going support, medicines or care while at school to help them to manage their condition and keep them well, including monitoring and intervention in emergency circumstances. It is important that parents feel confident that the school will provide effective support for their child's medical condition and that pupils feel safe.

It is important that short and long term care is provided in a non-stigmatising way wherever possible. For example, agreed subtle communication queues about medical health needs between pupils and staff.

Some children with medical conditions may be considered disabled. Where this is the case governing bodies **must** comply with their duties under the Equality Act 2010 e.g. to make ‘reasonable adjustments’ to make sure disabled students are not discriminated against. The duty to make reasonable adjustments in education is 'anticipatory'. This means schools must consider in advance what they need to do to make sure all disabled pupils can access and participate in the education and other benefits, facilities and services they provide for their pupils.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP). Where this is the case, this policy should be read in conjunction with the SEND Code of Practice 2015 and the school's Inclusion and SEND policy and SEND Information Report. The child's individual healthcare plan will become part of the EHCP.

#### **This policy answers the following questions:**

1. *The statutory duty of the governing body*
2. *Policy implementation*
3. *Procedure to be followed when notification is received that a pupil has a medical condition*
4. *Individual healthcare plans*
5. *Roles and responsibilities*
6. *Staff training and support*
7. *The child's role in managing their own medical needs*
8. *Managing medicines on school premises and record keeping*
9. *Emergency procedures*
10. *Day trips, residential visits, and sporting activities*
11. *Other issues for consideration*
12. *Unacceptable practice*
13. *Liability and indemnity*
14. *Complaints*

#### **1. The statutory duty of the governing body**

The governing body at Hildenborough CE Primary School remains legally responsible and accountable for fulfilling their statutory duty in supporting the pupils with medical conditions. They fulfil this responsibility by –

- Ensuring that arrangements are in place to support pupils with medical conditions. In doing so, they will ensure that such children can access and enjoy the same opportunities at school as any other child;
- Ensuring that where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

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- Taking into account that many medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others and therefore the focus is on the needs of each individual child and how their medical condition impacts on their school life;
- Ensuring that the arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions, should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. They will ensure that staff are properly trained to provide the support that pupils need;
- Ensuring that no child with a medical condition is denied admission, or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with safeguarding duties, they will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases, and reserve the right to refuse admittance to a child at times where it would be detrimental to the health of that child or others to do so;
- Ensuring that the arrangements put in place are sufficient to meet our statutory duties and ensure that policies, plans, procedures and systems are properly and effectively implemented;
- Developing a policy for supporting pupils with medical conditions that is reviewed regularly and accessible to parents and school staff (this policy);
- Ensuring that the policy includes details on how the policy will be implemented effectively, including a named person who has overall responsibility for policy implementation (see section below on policy implementation);
- Ensuring that the policy sets out the procedures to be followed whenever the school is notified that a pupil has a medical condition (see section below on procedure to be followed when notification is received that a pupil has a medical condition);
- Ensuring that the policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions (see section below on individual healthcare plans);
- Ensuring that the school policy clearly identifies the roles and responsibilities of all those involved in arrangements for supporting pupils at school with medical conditions and how they will be supported, how their training needs will be assessed and how and by whom training will be commissioned and provided (see section below on staff training and support);
- Ensuring that the school policy names the Emotional Wellbeing and Mental Health school lead, the school contact for School Health and the member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
- Ensuring that the school policy covers arrangements for children who are competent to manage their own health needs and medicines (see section below on the child's role in managing their own medical needs);
- Ensuring that the policy is clear about the procedures to be followed for managing medicines including the completion of written records (see section below on managing medicines on school premises);
- Ensuring that the policy sets out what should happen in an emergency situation (see section below on emergency procedures);

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- Ensuring that robust risk assessments are completed, and appropriate arrangements are clear and unambiguous to actively support pupils with medical health needs to participate in school trips and visits, or in sporting activities, and not prevent them from doing so (see section on day trips, residential trips and sporting activities);
- Considering whether to:
  - develop transport healthcare plans in conjunction with the LA for pupils with life-threatening conditions who use home-to-school transport
  - Purchase and train staff in the use of defibrillators
  - anaphylaxis – preventative approaches e.g., nut free school and access to medication
  - Holding a generic asthma inhaler for emergency use;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416468/emergency\\_inhalers\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416468/emergency_inhalers_in_schools.pdf)
- Ensuring that the policy is explicit about what practice is not acceptable (see section on unacceptable practice);
- Ensuring that the appropriate level of insurance is in place and appropriate to the level of risk (see section on Liability and Indemnity);
- Ensuring that the policy sets out how complaints may be made and will be handled concerning the support to pupils with medical conditions (see section on complaints).

## 2. Policy implementation

The statutory duty for making arrangements for supporting pupils at school with medical conditions rests with the governing Body. A member of the governing body or a sub-committee must have specific oversight of the school's arrangements for SEN and disability.

The governing body have conferred the following functions of the implementation of this policy to the staff below, however, the governing body remains legally responsible and accountable for fulfilling our statutory duty.

The overall responsibility for the implementation of this policy is given to Ruth Ardrey, Headteacher. She will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone with an appropriate level of training is always on-site and available.

Rachel Forward, SENCO, will be responsible for briefing supply teachers, preparing risk assessments for school visits and other school activities outside of the normal timetable (alongside class teachers) and for the monitoring of individual healthcare plans. She will also be responsible, in conjunction with parents/carers, for drawing up, implementing and keeping under review the individual healthcare plan for each pupil and making sure relevant staff are aware of these plans. Whilst Rachel is on Maternity Leave, Caroline Stone, Inclusion Manager, will fulfil this responsibility.

All members of staff are expected to show a commitment and awareness of children's medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

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### **3. Procedure to be followed when notification is received that a pupil has a medical condition**

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when pupils' needs change. For children being admitted to Hildenborough C of E Primary School for the first time with good notification given, the arrangements will be in place for the start of the relevant school term. In other cases, such as a new diagnosis or a child moving to Hildenborough C of E Primary school mid-term, we will make sure no child is prevented from attending school because arrangements for supporting medical condition have not been put in place.

In making the arrangements, we will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. We also acknowledge that some may be more obvious than others. Therefore, we will ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. We aim to ensure that parents/carers and pupils have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self-care.

We will ensure that staff are properly trained and supervised to support pupils' medical conditions and will be clear and unambiguous about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them in doing so. We will make arrangements for the inclusion of pupils in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible. We will make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all pupils' health is not put at unnecessary risk from, for example, infectious disease or sickness and diarrhoea. If a child is considered to be too unwell to be in school, parents will be contacted. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

Hildenborough C of E Primary School does not have to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on available evidence. This would normally involve some form of medical evidence and consultation with parents/carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. These discussions will be led by Ruth Ardrey (Headteacher) and following these discussions an individual healthcare plan will be written in conjunction with the parent/carers by Rachel Forward (SENCO), and be put in place.

### **4. Individual healthcare plans**

*Individual healthcare plans are not the same as education, health and care (EHC) plans which set out the support needed by children with SEND, although some children may have both types of plan. As stated below where the child has an EHCP the individual healthcare plan should be linked to or become part of the EHC plan.*

Individual healthcare plans will help to ensure that Hildenborough C of E Primary School effectively supports pupils with medical conditions. They will provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases too, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Headteacher is best

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placed to take a final view. A flow chart for identifying and agreeing the support a child needs and developing an individual healthcare plan is provided in annex A (see below).

Individual healthcare plans will be easily accessible to all who need to refer to them, while preserving confidentiality. Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support. Where a child has SEN but does not have an EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Individual healthcare plans (and their review) should be drawn up in partnership between the school, parents/carers and a relevant healthcare professional e.g. school, specialist or children's community nurse, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which Hildenborough C of E Primary School should take to help manage their condition and overcome any potential barriers to getting the most from their education. Parents should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

Hildenborough CE Primary School will ensure that individual healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. They will be developed and reviewed with the child's best interests in mind and ensure that school assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption. Where a child is returning to school following a period of hospital education or alternative provision, we will work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively.

Template A (see below) provides a basic template for the individual healthcare plan, and although this format may be varied slightly to suit the specific needs of each pupil, they should include the following information –

- The medical condition, its triggers, signs, symptoms and treatments;
- The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- Specific support for the pupil's educational, social and emotional needs - for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions (if appropriate for medical condition);
- The level of support needed (some children will be able to take responsibility for their own health needs) including in emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring;
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional (and cover arrangements for when they are unavailable);
- Who in the school needs to be aware of the child's condition and the support required;

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- Arrangements for written permission from parents/carer and the Headteacher, Ruth Ardrey, for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate e.g. risk assessment, responsibility for medication off-site, etc.;
- Where confidentiality issues are raised by the parent/child, the designated individual to be entrusted with information about the child's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.

## 5. Roles and responsibilities

Please refer to the section on policy implementation for the functions that have been delegated to different, named members of staff at Hildenborough CE Primary School.

In addition **the health professional involved in their care** can support with drawing up Individual Healthcare Plans, provide or commission specialist medical training, liaison with lead clinicians and advice or support in relation to pupils with medical conditions.

Other **healthcare professionals, including GPs and paediatricians** should notify the Community Nursing Team when a child has been identified as having a medical condition that will require support at school. Children's community health teams e.g. Children's community nursing teams which includes specialist practitioners for asthma, epilepsy or diabetes, may be able to provide support, and training to staff, for children with particular needs.

**School Health** provide virtual generic awareness updates for Asthma, Epilepsy and Anaphylaxis. The service is not notified when an individual child is identified as having medical condition requiring support in school. Schools can contact the service directly.

**Pupils** with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Other pupils will often be sensitive to the needs of those with medical conditions, and can, for example, alert staff to the deteriorating condition or emergency need of pupils with medical conditions.

**Parents/carers** should provide the school with sufficient and up-to-date information about their child's medical needs. In many cases, they may be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

**Local authorities** are commissioners of school nurses for maintained schools and academies in Kent. Under Section 10 of the Children Act 2004, they have a duty to promote co-operation between relevant partners such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England, with a view to improving the well-being of children with regard to their physical and mental health, and their education, training and recreation. KCC will work with us to support pupils with medical

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conditions to attend full time. Where pupils would not receive a suitable education in a mainstream school because of their health needs, The local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of health needs (whether consecutive or cumulative across the year).

**Providers of health services** should co-operate with schools that are supporting children with medical conditions. They can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

**The Integrated Care Board (ICB)** commission other healthcare professionals such as specialist nurses. They have a reciprocal duty to co-operate under Section 10 of the Children Act 2004 (as described above for local authorities). The local Health and Well-being Board provides a forum for the local authority and ICB to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

The **Ofsted** inspection framework places a clear emphasis on meeting the needs of disabled children and pupils with SEN, and considering the quality of teaching and the progress made by these pupils. Inspectors are already briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are expected to have a policy dealing with medical needs and to be able to demonstrate that it is being implemented effectively.

## 6. Staff training and support

The following staff have received first aid training:

Mrs Maria Barnett 12 Hour Paediatric First Aid	Exp: 28/09/2027
Mrs Emily Wood 12 Hour Paediatric First Aid	Exp: 06/09/2027
Mrs Rachel Forward 12 Hour Paediatric First Aid	Exp: 01/02/2027
Mr Joe Kenward 12 Hour Paediatric First Aid	Exp: 01/02/2027
Mrs Cassie Francis 12 Hour Paediatric First Aid	Exp: 28/11/2026
Mrs Johanna Morrish 2 hr Immediate Action	Exp: 23/01/2026
Mrs Collette Wiseman Jones 2 hr Immediate Action	Exp: 23/01/2026

The following staff are due to receive first aid training in the 2025/26 academic year:

Miss Kathy Harber Forest School First Aid	Booked for: Nov 2025
Mrs Ruth Ardrey First Aid at Work	Booked for: Feb 2026

Named people for administering medicines:

- All staff who are first aid trained
- Office staff
- Rachel Forward and Caroline Stone

This may vary if specific medication needs administering according to a child’s care plan e.g. buccal midazolam for epilepsy.

A record will be kept on Arbor of all staff training for administration of medicines and/or medical procedures.

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All staff who are required to provide support to pupils for medical conditions will be trained by healthcare professional qualified to do so. The training need will be identified by the healthcare professional during the development or review of the individual healthcare plan. We may choose to arrange training ourselves, e.g. general first aid, and will ensure that it remains up-to-date.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements set out in the individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff must not give prescription medicines or undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans). A first aid certificate does not constitute appropriate training in supporting children with medical conditions. Healthcare professionals, including the school nurse, can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.

All staff will receive induction training and regular whole school awareness training so they are aware of the school's policy for supporting pupils with medical conditions (including safe storage and handling of medication) and their role in implementing the policy. Rachel Forward (SENCO) will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a medical problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice, but should not be the sole trainer.

## **7. The child's role in managing their own medical needs**

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, they will be encouraged to do so. This will be reflected in the individual healthcare plan.

Wherever possible children will be allowed to carry their own medicines and relevant devices or should be able to access their medication for self-medication quickly and easily; these will be named and stored in their classroom cupboard, or the school office (dependent on the type of medication), to ensure that the safeguarding of other children is not compromised. Hildenborough C of E Primary School does also recognise that children who take their medicines themselves and/or manage procedures may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

## **8. Managing medicines on school premises and record keeping**

At Hildenborough CE Primary School the following procedures are to be followed:

- Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so;
- No child under 16 should be given prescription or non-prescription medicines without their parents written consent (see template B below) - except in exceptional circumstances where the medicine

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has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;

- With parental written consent we will administer non-prescription medicines. However, never aspirin or medicines containing aspirin unless prescribed by a doctor. Medication, e.g. for pain relief, should never be administered without first checking maximum dosage and when previous dose was taken. Parents should be informed;
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
- Hildenborough C of E Primary School will only accept prescribed medicines, with written permission from parent/carer that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date, but will generally be available to schools inside an insulin pen or a pump, rather than its original container;
- Most medicines will be stored safely in the School Office (with the exception of inhalers). Children should know where their medicines are at all times and be able to access them immediately. Where appropriate, the children should know who holds the key to the storage facility, to support them in gaining access/administering their medication. Those people are: Kelly Roberts, Julie Brooks, Rachel Forward and Caroline Stone;
- Medicines and devices such as asthma inhalers and blood glucose testing kits should be always readily available in the classroom and not locked away. They should go with the child for any off-site PE, events or visits. Asthma inhalers should be marked with the child's name;
- During school trips the first aid trained member of staff will carry all medical devices and medicines required;
- A child who had been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements will be necessary. Otherwise, we will keep all controlled drugs that have been prescribed for a pupil securely stored in a non-portable container and only named staff will have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in the school;
- Staff administering medicines should do so in accordance with the prescriber's instructions. Hildenborough C of E Primary School will keep a record (see template C below) of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted. Written records are kept of all medicines administered to children. These records offer protection to staff and children, and provide evidence that agreed procedures have been followed;
- When no longer required, medicines should be returned to the parent/carer to arrange safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.

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## 9. Emergency procedures

Ruth Ardrey (Headteacher) will ensure that arrangements are in place for dealing with emergencies for all school activities wherever they take place, including school trips within and outside the UK, as part of the general risk management process.

Where a child has an individual healthcare plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the school should know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. All staff need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems.

## 10. Day trips, residential visits, and sporting activities

We will actively support pupils with medical conditions to participate in day trips, residential visits and sporting activities by being flexible and making reasonable adjustments unless there is evidence from a clinician such as a paediatrician that this is not possible.

We will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This will involve consultation with parents/carers and relevant healthcare professions, and will be informed by Health and Safety Executive (HSE) guidance on school trips.

## 11. Other issues for consideration

Where a pupil uses home-to-school transport arranged by the LA, and they also have a medical condition which is life-threatening, we will share the pupil's individual healthcare plan with the local authority.

The Governing Body have decided to obtain a defibrillator for the school. This is stored in the School Office. There is also a defibrillator available in the Village Hall, opposite the school, which can be accessed. Jonathan Kenward, Ruth Ardrey and Rachel Forward have been trained in how to operate a defibrillator.

The Governing Body have decided to hold a 'spare' asthma kit (salbutamol inhaler and spacer) obtained without prescription, on-site for use in emergencies. **The school may only use it to a pupil at risk of asthma attack**, where both medical authorisation and written parental consent (see template 1) for use of the spare asthma kit has been provided.

The Governing Body have decided not to hold a 'spare' adrenaline auto-injector (AAI), obtained without prescription, on-site for use in emergencies.

## 12. Unacceptable practice

Although staff at Hildenborough CE Primary School should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- assume that every child with the same condition requires the same treatment;

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- ignore the views of the child or their parents\carers; or ignore medical evidence or opinion (although this may be challenged);
- send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;
- send a child whom has become unwell to the school office or medical room unaccompanied or with someone unsuitable;
- penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments;
- prevent pupils from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively;
- require parents/carers, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child’s medical needs; or
- prevent children from participating, or creating unnecessary barriers to children participating in any aspect of school life, including school trips e.g. by requiring parents to accompany the child.

### 13. Liability and indemnity

QBE UK Limited: Kent County Council

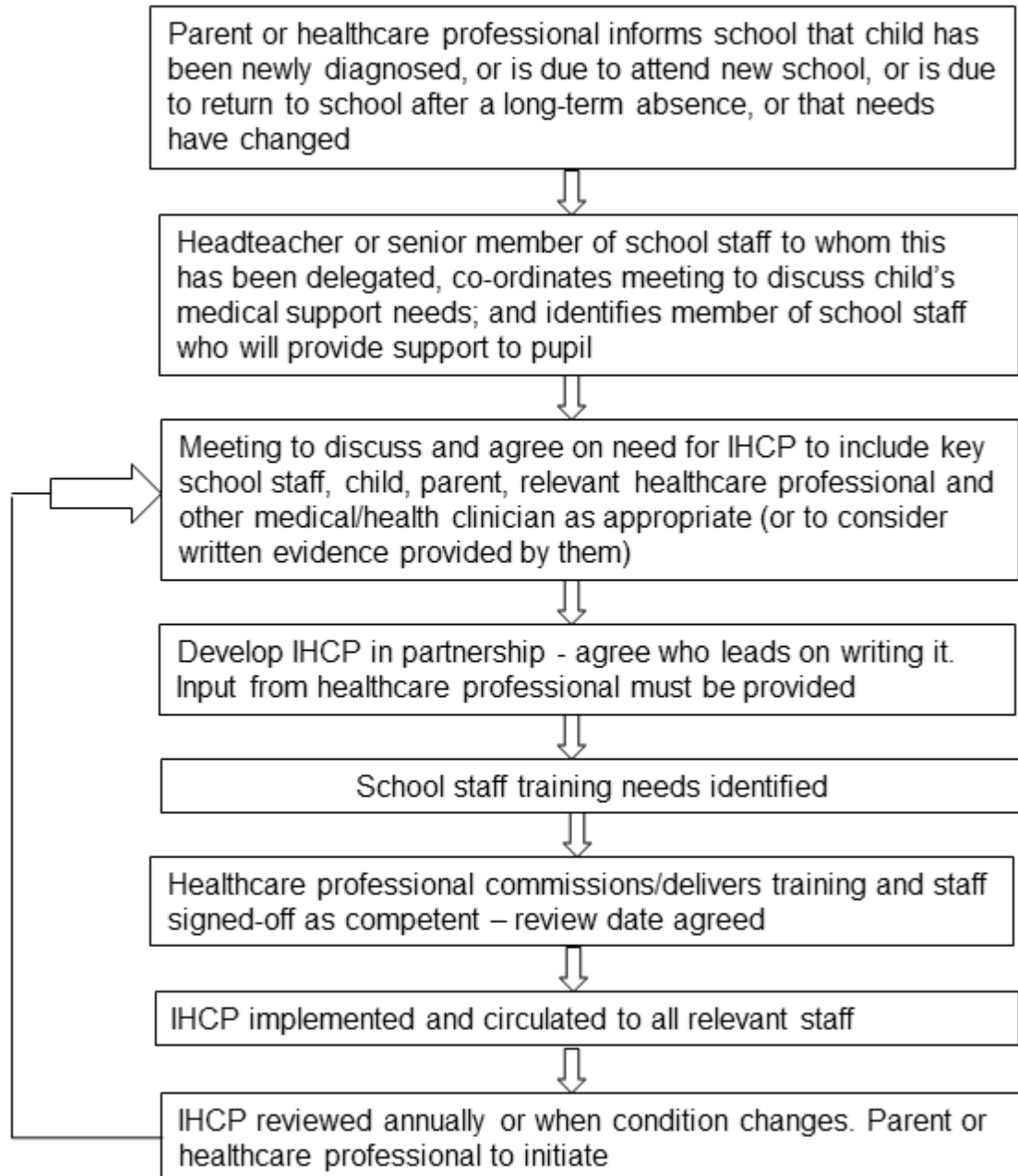
Policy No: Y143005QBE

### 14. Complaints

The normal arrangements for the treatment of complaints at Hildenborough C of E Primary School are used for complaints about provision made for pupils with medical conditions (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcomed to make contact with a member of the senior leadership team, namely Rachel Forward (the SENCO). The Headteacher (Ruth Ardrey) can also be contacted to resolve the issue before making a formal complaint to the Chair of the governing body.

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

#### Annex A: Model process for developing individual healthcare plans



*Supporting pupils at school with medical conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (2015, p28)*

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

### Template A: Individual Health Care Plan

**Date completed:**

**Review date:**

**Completed by:**

---

#### Health Care Plan for Pupils with Medical Needs

**Name:**

**Date of Birth:**

**Condition:**

**Class:**

---

#### Contact Information

Family Contact

Home Address

---

#### Medical Information

**GP:**

**Describe condition and any routine medication:**

Condition and treatment

Medication in school

**Daily care and other requirements:**

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

**Describe what constitutes an emergency for the pupil, and the action to be taken if this occurs:**

**Follow up care:**

**Who is responsible in an emergency: (including for activities off site)**

**Form copied to and signed:**

**Parent:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **SENCO:** \_\_\_\_\_

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

**Template B: parental agreement for setting to administer medicine**

**Parental agreement for setting to administer medicine**

The school will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Name of school

--

Name of child

--

Date of birth

--

Year Group

--

Medical condition or illness

--

Trigger *(if applicable)*

--

**Medicine**

Name/type of medicine  
*(as described on the container)*

--

Expiry date

--

Dosage and method

--

Timing

--

Special precautions/other instructions

--

Are there any side effects that the school/setting needs to know about?

--

Self-administration – y/n

--

Procedures to take in an emergency

--

**NB: Medicines must be in the original container as dispensed by the pharmacy**

**Contact Details**

Name

--

Daytime telephone no.

--

Relationship to child

--

Address

--

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

**Template 1: consent form: use of emergency salbutamol inhaler and spacer**

**Consent form: use of emergency salbutamol inhaler and spacer**

Hildenborough CE Primary School

**Child showing symptoms of asthma / having asthma attack**

1. I can confirm that my child has been diagnosed with asthma and has been prescribed an inhaler.
2. My child has a working, in-date inhaler, clearly labelled with their name, which they will have in school every day.
3. In the event of my child displaying symptoms of asthma, and if their inhaler is not available or is unusable, I consent for my child to receive salbutamol from an emergency inhaler held by the school for such emergencies.

Child's name:

Class:

Parent's name:

Signed:

Date:

Parent's address:

Telephone:

E-mail: