



Healthcare Needs Policy

Policy: Healthcare Needs Policy for Barry Comprehensive School

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1. Key Principle

In Barry Comprehensive School we are committed to ensuring that learners with healthcare needs are properly supported so that they have full access to education, including trips and physical education.

We will ensure that arrangements are in place to support learners with healthcare needs and that staff consult the relevant professionals, learners and parents to ensure the needs of the learner with healthcare needs are properly understood and effectively supported.

2. Schools Legal Requirements

The school is aware of its legal requirements in regard to supporting learners with healthcare needs. This legislation includes:

Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to make arrangements to ensure their functions are exercised with a view to safeguarding and promoting the welfare of children in school or another place of learning. This includes supporting children with healthcare needs.

Section 21(5) of the Education Act 2002 places a duty on governing bodies to promote the well-being of learners at the school so far as related to the matters mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

All learners with healthcare needs are entitled to a full education. In addition to the duties set out above (Education Act 2002), consideration must also be given to whether the learner is defined as disabled under the Equality Act 2010.

3. Roles and Responsibilities

3a) Governing Body

The governing body will oversee the development and implementation of arrangements, which include:

- complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled, as outlined above);
- having a statutory duty to promote the wellbeing of learners. We will give consideration to how we can meet these needs, including providing learners access to information and material aimed at promoting spiritual and moral wellbeing and physical and mental health (Article 17 of the United Nations Convention on the Rights of the Child (UNCRC));
- Considering how we can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others;
- ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to the Headteacher, a member of staff or professional as appropriate;
- working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner;
- developing and implementing effective arrangements to support learners with healthcare needs. This includes this policy on healthcare needs and where appropriate, Individual Healthcare Plans for particular learners;
- ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements;
- ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures;
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens;
- ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained;
- ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners;

3b) School – Head teacher

The Headteacher will ensure arrangements meet the healthcare needs of their learners are sufficiently developed and effectively implemented. These arrangements include:

- working with the governing body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, including duties under the Equality Act 2010;
- ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon, and such actions maintained. If the Headteacher delegates the day-to-day management of a learner's healthcare needs to another member of staff, they will directly supervise this arrangement as part of the regular reporting and supervision arrangements;
- ensuring the support in place focuses on and meets the individual learner's needs;
- extending awareness of healthcare needs across the School in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners;
- appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's care. At Barry Comprehensive, this is Mr N Emery.
- ensuring a sufficient number of trained staff are available to implement the arrangements set out in IHPs, including contingency plans for emergency situations and staff absence;
- having the overall responsibility for the development of IHPs
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs e.g. private toilet areas for catheterisation;
- checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered;
- ensuring all learners with healthcare needs are appropriately linked with the Schools' health advice service;
- ensuring when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place;
- providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners;
- ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason;

- notifying the local authority when a learner is likely to be away from the education setting for a significant period e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare needs. Ultimately what qualifies a period of absence as 'significant' in this context depends upon the circumstances and whether the setting can provide suitable education for the learner. Shorter periods of absence may be significant depending upon the circumstances;
- being mindful of the Social Services and Wellbeing (Wales) Act 2014. The Headteacher is fully aware of this approach and will ensure assistance to learners is provided using a holistic approach.

3c) School – Teachers and Support Staff

Any staff member within Barry Comprehensive School may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. Staff members will receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. No staff member will be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.

In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, we will ensure staff:

- fully understand the School's healthcare needs policies and arrangements;
- are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs. This includes knowing how to communicate with parents and what the triggers for contacting them are, which as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs;
- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the first aiders are and seeking their assistance if a medical emergency takes place;
- fully understand the School's emergency procedures and be prepared to act in an emergency;
- ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place;
- ensure learners (or their friends) know who to tell if they feel ill, need support or changes to support;
- listen to concerns of learners if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties);

- make sure learners with healthcare needs are not excluded from activities they wish to take part in without a clear evidence-based reason, including any external trips/visits. This includes ensuring learners have access to their medication and that an appropriately trained member of the staff is present to assist where required;
- are aware of bullying issues and emotional wellbeing regarding learners with healthcare needs, and are prepared to intervene in line with school policy;
- are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed;
- support learners who have been absent and assist them with catching up on missed work – this may involve working with parents and specialist services;
- keep parents informed of how the healthcare need is affecting the learner in the education setting. This may include reporting any deterioration, concerns or changes to learner or staff routines.

3d) *Learners and Parents/Carer*

The school recognises that it is vital that learners and parents are actively involved in the planning of support and management of healthcare needs. Meeting the individual's needs should be at the centre of decision making and processes. The UNCRC states learners should have access to appropriate information essential for their health and development and have opportunities to participate in decisions affecting their health.

Parents/carers and learners should:

- 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). The parent and learner may be best placed to provide information about how their healthcare needs affect them. They should be fully involved in discussions about how the learner's healthcare needs will be met in the education setting, and contribute to the development of, and compliance with, their IHP;
- provide school with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals. Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs;
- inform school 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 school if their child has/had an infectious disease or condition while in attendance.

Learners will:

- inform their parent/carer or a staff member if feeling unwell;
- inform the relevant member of staff of any medication or healthcare needs, or changes;
- participate in drafting and agreeing IHP, where appropriate;
- take care when carrying medicines to and from school, and not share with others
- take part in discussions around sharing/confidentiality of personal information.

3e) *Local authority*

Barry Comprehensive School will work collaboratively with the Local Authority to ensure that:

- education provision is accessible to learners, and that reasonable adjustments are made to ensure inclusivity and accessibility to disabled children and young people so that they are not at a substantial disadvantage compared with their peers.
- Arrangements are made to promote cooperation between various bodies or persons, with a view to improving, among other things, the wellbeing of children in relation to their physical and mental health, their education, training and recreation;
- reasonable provision is made of counselling services for young people aged 11 to 18 and learners in Year 6 of primary school. This provision will complement the different approaches already in place to support the health, emotional and social needs of learners;
- they work with schools to ensure learners with healthcare needs receive a suitable education. Where a learner of compulsory school age would not receive a suitable education for any period because of their health, the local authority has a duty to make arrangements to provide suitable education;
- support is provided, advice and guidance, including how to meet the training needs of school staff, so that governing bodies can ensure the support specified within the individual healthcare plan can be delivered effectively
- arrangements are made to promote co-operation between various bodies or persons, including working with other agencies such as local health boards, health professionals, education professionals, and other relevant professionals,

3f) NHS Wales school health nursing service, health and other professionals, third sector organisations and other specialist services

Barry Comprehensive School will work with health services in order to access support and advice. This may include:

- seeking advice on the development of IHPs;
- requesting help in the identification of the training required for staff to successfully implement IHPs;
- requesting support to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals;
- seeking health advice and support from specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses.

4. Creating an accessible environment

The school and governing body ensures that it is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

Physical access to education setting buildings

The Governing Body carries out accessibility planning to improve where necessary the physical environment of the school to increase the extent to which disabled learners are able to take advantage of education as per the Equality Act 2010.

Reasonable adjustments – auxiliary aids or services

The Governing Body is committed to making 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) are provided for our school when necessary.

Day trips and residential visits

The Governing body ensures the school actively supports all learners with healthcare needs to participate in trips and visits and are aware of their legal requirements as set out in the guidance.

Social interactions

The Governing body ensures that the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits and proactively make staff aware of the social barriers learners with healthcare needs may experience.

Exercise and physical activity

The school fully understands the importance of all learners taking part in physical activities and staff make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Staff are aware of learners' healthcare needs and potential triggers. They know how to respond appropriately and promptly if made aware that a learner feels unwell. They seek guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.

Separate 'special provisions' for particular activities is avoided, with an emphasis instead on activities made accessible for all. Where this is not possible, advice from healthcare or physical education professionals and the learner is sought.

Staff also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity; such learners are encouraged to take the medication or food when needed.

Food management

The school gives consideration to the dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances.

Where a need occurs, the school provides a menu to parents and learners, with complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens are clearly marked. The catering team works collaboratively with staff and parents to ensure this. Consideration is given to availability of snacks. Sugar and gluten-free alternatives are always made available. As some conditions require high calorific intake, there is access to glucose-rich food and drinks.

Food provided for trips reflect the dietary and treatment needs of the learners taking part. Food provided for snacks in classroom settings also take the dietary and treatment needs of these learners into account.

Risk assessments

Staff are clear when a risk assessment is required and are aware of the risk assessment systems in place. The school is aware that there are duties under the Equality Act 2010 to prepare and implement accessibility strategies and plans. These strategies and plans deal with matters related to increasing participation by disabled learners.

5. Sharing information

The Governing body ensures healthcare needs arrangements, which are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. All information is kept up to date by designated staff. All information-sharing techniques such as staff noticeboards and school intranets are agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) have access to the relevant information, particularly if there is a possibility of an emergency situation arising. This includes:

- where suitable, and following appropriate consent, a noticeboard in a staff room used to display information on high-risk health needs, first aiders and certificates, emergency procedures, etc. At all times the learner's right to privacy is taken into account;
- the school's staff meetings are utilised to help ensure staff are aware of the healthcare needs of learners they have or may have contact with. This information is stored safely on the school's information management systems.

Parents and learners are active partners at our school, and parents are made fully aware of the care their children receive. Parents and learners are also made aware of their own rights and responsibilities. To achieve this, the school:

- make healthcare needs policies easily available and accessible, online and in hard copy;
- provide the learner/parents with a copy of our information sharing policy. This states the type of bodies and individuals with whom the learner's medical information may be shared;
- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared. Sharing medical information can be a sensitive issue and the learner should be involved in any decisions;
- the school keeps a list of what information has been shared with whom and why, for the learner/parent to view on request;
- consider including a weblink to the healthcare needs policies in relevant communications sent to parents, and within the learner's IHP;
- include student councils, 'healthy schools' and other learner groups in the development of the setting's healthcare needs arrangements, where appropriate;
- consider how friendship groups and peers may be able to assist learners, e.g. they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. This is discussed with the learner and parents first and they decide if information can be shared.

6. Procedures and record keeping for the management of learners' healthcare needs

The school has created procedures which state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs. The following documentation should be collected and maintained, where appropriate:

1. Contact details for emergency services
2. Parental agreement for educational setting to administer medicine
3. Head of educational setting agreement to administer medicine
4. Record of medicine stored for and administered to an individual learner
5. Record of medicines administered to all learners by date
6. Request for learner to administer own medicine
7. Staff training record – administration of medicines
8. Medication incident report

New records should be completed when there are changes to medication or dosage. The learning setting should ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy. Details of the pupils' medical needs should also be recorded on SIMS.

7. Storage, access and the administration of medication and devices

The Governing body ensures that the school's policy is clear regarding the procedures to follow for managing medicines and devices. This is according to the needs of the learner. However, the following general principles are followed:

Supply of medication or devices

We do not store surplus medication. Parents are asked to provide appropriate supplies of medication. These should be in their original container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. We only accept prescribed medicines and devices that:

- are in date;
- have contents correctly and clearly labelled;
- are labelled with the learner's name;
- are accompanied with written instructions for administration, dosage and storage;
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Non-prescribed medicine such as e.g. liquid paracetamol will:

- be in date;
- have its contents correctly and clearly labelled;
- be labelled with the learner's name;
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent;
- be in its original container/packaging.

Storage, access and disposal

While all medicines are stored safely, the type and use of the medication will determine how this takes place. The learners know where their medication is stored and how to access it.

Refrigeration

Some medicines need to be refrigerated. The refrigerator temperature is regularly monitored to ensure it is in line with storage requirements. Medicines may be kept in a refrigerator containing food, but would be in an airtight container and clearly labelled. A lockable medical refrigerator is used if there are large quantities of medicine.

Emergency medication

Emergency medication is readily available to learners who require it at all times during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) are available to learners and not locked away. This is always considered when outside of the school premises, e.g. on trips. A learner who has been prescribed a controlled drug may legally have it in their possession, if they are competent to do

so, and they must not pass it to another learner or other unauthorised person. Monitoring may be necessary. Where staff administer emergency medication to a learner, this should be recorded.

Non-emergency medication

All non-emergency medication is kept in a secure place with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls are necessary.

Disposal of medicines

When no longer required, medicines are returned to parents to arrange safe disposal. Sharp boxes are always used for the disposal of needles and other sharp instruments, and disposed of appropriately.

Administration of medicines

- Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines requires written parental consent, unless Gillick competence is recorded. The administration of all medication should be recorded.
- Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school and in the evening. There will be instances where this is not appropriate.
- Learners under 16 should never be given aspirin or its derivatives unless prescribed to them.
- Unless there is an agreed plan for the learner to self-medicate (16 years and above or Gillick competent), all medication should be administered by an appropriate member of staff. In other cases, it may need to be supervised in accordance with the IHP.
- Medication is only administered by suitably trained staff. The movement and location of these trained staff should always be in conjunction with the learners they support.
- Staff should check the maximum dosage and the amount and time of any prior dosage administered.
- Certain medical procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care. There is no requirement in law for there to be more than one person assisting. This should be agreed and reflected in the IHP and risk assessment.
- The education setting should have an individual care plan. It should be followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.
- If a learner refuses their medication, staff should record this and follow their defined procedures informing parents as soon as possible. If a learner misuses any medication, their parents should be informed as soon as possible. The education setting should ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, staff will seek immediate healthcare advice.
- Staff involved in the administration of medication should be familiar with how learners consent to treatment. Further information on this from the Welsh Government can be found in the *Patient Consent to Examination and Treatment – Revised Guidance* (NHS, 2008).

- All staff supporting off-site visits will be made aware of learners who have healthcare needs. They receive the required information to ensure staff are able to facilitate an equal experience for the learner. This information may include health and safety issues, what to do in an emergency and any other additional necessary support that the learner requires, including medication and equipment.

8. Emergency procedures

Staff know who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. In situations requiring emergency assistance, 999 will be called immediately. The location of learners' healthcare records and emergency contact details are known to staff.

Where a learner has an IHP, the staff understands what constitutes an emergency and explains what to do. Staff are aware of emergency symptoms and procedures.

Other learners in the school also know what to do in general terms in an emergency, such as to inform a member of staff immediately. If a learner needs to be taken to hospital, a staff member should stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff should have details of any known healthcare needs and medication.

9. Training

The Governing body ensure staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training and their policies clearly set out how a sufficient number of these staff will be identified and supported.

If a learner has complex needs, input is needed from healthcare services and the local authority who will be able to advise and signpost to further training and support. Records of all staff training should be kept on site at the individual school.

All staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. All staff have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance.

Our policy includes a procedure on how to raise awareness of common conditions, a healthcare needs policy and staff roles in carrying out arrangements. New and temporary staff are made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

10. Qualifications and assessments

Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help learners to keep up with their peers. The home and hospital teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend.

Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations such as GCSEs or A levels. Applications for special arrangements are submitted by schools to the awarding bodies early so that their needs can be met. See *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 are 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*.

11. Education other than at school (EOTAS)

Where absences are anticipated or known in advance, close liaison between the School and local authority should enable the EOTAS service to be provided from the start of absence.

12. School transport

There are statutory duties in relation to learners travelling to the place where they receive their education or training. Information and guidance on this is set out in the *Learner Travel: Statutory Provision and Operational Guidance* (2014) document.

13. Reviewing policies, arrangements and procedures

The Governing body ensures all policies, arrangements and procedures are reviewed regularly by our school. IHPs require frequent reviews depending on the healthcare need – this should involve all key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies.

14. Roles and responsibilities in the creation and management of Individual Healthcare Plans (IHPs)

The school understands that the IHPs show how the learner's needs can be met. An IHP is easily accessible to all who need to refer to it, while maintaining the required levels of privacy. Each plan should capture key information and actions required to support the learner effectively. The development of detailed IHPs will follow the procedure as set out in the guidance.

The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education. Those devising the plan will take the lead, but responsibility for ensuring it is finalised and implemented rests with the designated person in school.

The Governing body ensures that the plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed. They should be developed with the best interests of the learner in mind and ensure that we as a school, with specialist services (if required), assess the risks to the learner's education, health and social well-being.

Where a learner has an SEN the IHP will be linked or attached to any individual education plan, Statement of SEN, or learning and skills plan.

Coordinating information with healthcare professionals, the learner and parents

The school will be a first point of contact for parents and staff and would liaise with external agencies. The IHP should explain how information is shared and who will do this.

Confidentiality

All relevant staff (including temporary staff) are aware of the healthcare needs of their learners, including changes to IHPs. IHPs will likely contain sensitive or confidential information. The sharing and storing of information complies with the Data Protection Act 1998 and does not breach the privacy rights of or duty of confidence owed to the individuals.

The learner's role in managing their own healthcare needs

Learners who are competent to do so are encouraged to take responsibility for managing their own medicines and procedures. This is reflected within the learner's IHP. Where possible, learners are allowed to carry their own medication and relevant devices, or be able to quickly access their medication. Some learners may require an appropriate level of supervision. If a learner refuses to take their medicine or carry out a necessary procedure, staff should not force them to do so, but follow the school's arrangements, which is agreed in the IHP. Parents will be informed as soon as possible so that an alternative arrangement can be considered and health advice should be sought where appropriate.

Record keeping

All administration of medication is recorded on the appropriate forms. If a learner refuses their medication, staff record this and follow the defined procedures where parents will be informed of this non-compliance as soon as possible and ensure they comply with the Data Protection Act 1998.

15. Insurance arrangements

The Governing body will ensure that an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance appropriately reflects the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

16. Complaints procedure

If the learner or parent is not satisfied with the school's health care arrangements they are entitled to make a complaint. The governing body publicises their formal complaints procedure, including how complaints can be escalated from teacher to headteacher, then to the governing body, and then to the local authority. The complaints procedure is summarised in their policy for supporting learners with healthcare needs.

If the complaint is Equality Act 2010-/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

17. Unacceptable practice

It is not acceptable practice to:

- prevent learners from attending school due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others;
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary;
- assume every learner with the same condition requires the same treatment;
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly);
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP;
- send a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them;
- penalise a learner for their attendance record if the absence is related to their healthcare needs. 'Authorised absences' including healthcare appointments, time to travel to hospital or appointment, and recovery time from treatment or illness should not be used to penalise a learner in any way. This includes, but is not limited to, participation in activities, trips or awards which are incentivised around attendance records;
- request adjustments or additional time for a learner at a late stage. They should be applied for in good time. Consideration should also be given to adjustments or additional time needed in mock examinations or other tests;
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively;
- require parents, or otherwise make them feel obliged, to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues;
- expect or cause a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs;
- ask a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs;

- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

Appendix A: Useful Contacts

Asthma

1. Asthma UK Cymru
Helpline: 0300 222 5800
www.asthma.org.uk/
2. Guidance on the use of emergency salbutamol inhalers in schools in Wales (Welsh Government, 2014)
learning.gov.wales/resources/browse-all/use-of-emergency-salbutamol-inhalers-inschools-in-wales/?lang=en

Anaphylactic shock

3. Allergy UK
Helpline: 01322 619898
www.allergyuk.org/
4. Anaphylaxis Campaign
Helpline: 01252 542029
www.anaphylaxis.org.uk/

Child support organisations

5. Action for Children
Tel: 0300 123 2112
www.actionforchildren.org.uk/
6. Action for Sick Children
Helpline: 0800 074 4519
www.actionforsickchildren.org.uk/
7. Barnardo's Cymru
Tel: 02920 493387
www.barnardos.org.uk/wales
8. Children in Wales

Tel: 02920 342434
www.childreninwales.org.uk/

Diabetes

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- 9. Diabetes UK Cymru
Tel: 02920 668276
www.diabetes.org.uk/
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Diabetes IHP template

www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-achilds-individual-healthcare-plan/

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Diabetes UK school and parent resource packs
www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/Diabetesin-schools-resources

Epilepsy

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- 10. Epilepsy Action Wales
Tel: 01633 253407
Helpline: 0808 800 5050
www.epilepsy.org.uk/involved/branches/cymru

- 11. Epilepsy Wales
Helpline: 0800 228 9016
www.epilepsy-wales.org.uk

- 12. Young Epilepsy
Helpline: 01342 831342
www.youngpilepsy.org.uk
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Learning difficulties

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- 13. Learning Disability Wales
Tel: 02920 681160
www.ldw.org.uk

- 14. MENCAP Cymru

Helpline: 0808 808 1111
www.mencap.org.uk

15. Special Needs Advisory Project (SNAP) Cymru
Helpline: 0845 120 3730
www.snapcymru.org/

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Medical-based support organisation

16. The National Autistic Society Cymru
Helpline: 0808 800 4104
www.autism.org.uk/?nation=wales&sc_lang=en-GB
17. Bobath Children's Therapy Centre Wales
Tel: 029 2052 2600
www.bobathwales.org
18. Cerebra – for brain-injured children and young people
Tel: 01267 244200
w3.cerebra.org.uk
19. Crohn's in Childhood Research Association (CICRA) – for children with Crohn's and colitis
Tel: 0208 949 6209
www.cicra.org
20. CLIC Sargent – for children with cancer
Helpline: 0300 330 0803
www.clicsargent.org.uk
21. Coeliac UK
Helpline: 0333 332 2033
www.coeliac.org.uk/local-groups/?region=wales
22. Cystic Fibrosis Trust
Helpline: 0300 373 1000
www.cysticfibrosis.org.uk
23. Headway – the brain injury association
Helpline: 0808 800 2244
www.headway.org.uk/home.aspx
24. Migraine Action
Tel: 08456 011 033
www.migraine.org.uk
25. Multiple Sclerosis Society

Helpline: 0808 800 8000
www.mssociety.org.uk

26. Muscular Dystrophy UK
Helpline: 0800 652 6352
www.musculardystrophyuk.org

27. National Attention Deficit Disorder Information and Support Service (ADDiSS)
Tel: 0208 952 2800
www.addiss.co.uk

28. National Eczema Society
Helpline: 0800 089 1122
www.eczema.org

29. Prader-Willi Syndrome Association UK
Helpline: 01332 365676
www.pwsa.co.uk

30. Spina Bifida and Hydrocephalus Information (Shine)
Tel: 01733 555988
www.shinecharity.org.uk

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31. Welsh Association of ME and CFS Support
Helpline: 029 2051 5061
www.wames.org.uk

Mental health

32. Child and Adolescent Mental Health Service (CAMHS)
www.mental-health-matters.org.uk/page7.html

33. Mind Cymru
Tel: 02920 395123
www.mind.org.uk/about-us/mind-cymru

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Public bodies

34. Contact a Family – for families with disabled children
Helpline: 0808 808 3555
www.cafamily.org.uk

35. Children's Commissioner for Wales
Tel: 01792 765600

www.childcomwales.org.uk

36. Equality and Human Rights Commission
Helpline: 0808 800 0082
www.equalityhumanrights.com

37. Health and Safety Executive
Tel: 02920 263120
www.hse.gov.uk

38. National Children's Bureau Council for Disabled Children
Tel: 020 78436000
www.ncb.org.uk

39. National Health Service Direct Wales
Tel: 0845 46 47
www.nhsdirect.wales.nhs.uk/contactus/feelingunwell

40. Information Commissioner's Office Wales
Tel: 029 2067 8400
Helpline: 0303 123 1113
ico.org.uk/for-organisations/education

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Children's rights

41. Children's Rights Wales
The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children and young people, no matter who they are or where they live. These rights are the things that they need to be safe, healthy and happy.
www.childrensrights.wales

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Sensory impairment

42. Action on Hearing Loss
Helpline: 0808 808 0123
Textphone: 0808 808 9000
www.actiononhearingloss.org.uk/default.aspx

43. The National Deaf Children's Society (NDCS) Cymru
Tel: 0808 800 8880
www.ndcs.org.uk/family_support/support_in_your_area/wales

44. Royal National Institute of Blind People (RNIB)
Helpline: 0303 123 9999
www.rnib.org.uk/wales-cymru-1

45. Sense Cymru – services across Wales for deafblind people and their families
Tel: 0300 330 9280
Textphone: 0300 330 9282

www.sense.org.uk/content/sense-cymru-wales

Speech and language

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- 46. Afasic Cymru – helping children who have difficulty speaking and understanding
Helpline: 0300 666 9410
www.afasiccymru.org.uk