



# Thomas Estley Community College

## SUPPORTING CHILDREN WITH MEDICAL NEEDS INCLUDING ASTHMA

Approved/reviewed by	
TECC LGC 09/05/2023 V2	
Date of next review	May 2025

This policy is reviewed bi-annually to ensure compliance with current regulations

<b>Version</b>	<b>Date</b>	<b>Updated by</b>	<b>Summary of changes</b>
V1	June 2020	Emilia Plumb	New Policy
V2	May 2023	Emilia Plumb	No changes

## **Thomas Estley Community College: Supporting children with medical conditions including asthma policy**

### **Introduction**

This policy describes how the school will meet the needs of students with long-term conditions including diabetes.

### **1 Thomas Estley Community College is an inclusive community that welcomes and supports students with medical conditions including asthma.**

Students with medical conditions are provided with the same opportunities and access to activities (both school based and out-of-school) as other students. No student will be denied admission or prevented from taking up a place in this school because arrangements for their medical condition have not been made.

Thomas Estley Community College will listen to the views of students and parents/ guardians. Students and parents/ guardians should feel confident in the care we provide and that the level of that care meets their needs.

Teaching staff understand that a medical condition may seriously, adversely affect a student's quality of life and impact on their ability to learn.

All staff understand their duty of care to children and young people and know what to do in an emergency.

The whole school and local health community understand and support the 'supporting children with medical conditions including asthma' policy.

Thomas Estley Community College understands that all students with the same medical condition will not have the same need.

As a school in England we will meet the duties in the latest 'Children and Families Act' and the 'Equality Act' relating to children with disability or medical conditions. We recognise these acts are anticipatory.

### **2 The 'supporting children with medical conditions' policy has been created with input from different groups.**

Students, parents/ guardians, school nurses, school staff, governors, the school employer (in the case of academies and free schools) and relevant local health services have been consulted when appropriate.

### **3 The 'supporting children with medical conditions' policy is supported by a clear communication plan for staff, parents/ guardians and others to make sure it's carried out fully.**

Students, parents/ guardians and relevant local healthcare staff are informed of and reminded about the 'supporting children with medical conditions' policy through our website.

### **4 All teaching staff understand and are trained in what to do in an emergency for children with medical conditions at this school.**

All teaching staff, including temporary or supply staff, are aware which students are attending college with medical conditions, as they are listed in the medical bulletin which is found in the online teachers shared area.

For all students with a medical condition there is an individual healthcare plan (IHP), which explains what help they would need in an emergency. This IHP will accompany the student should they need to attend hospital. Parental permission will have been sought and recorded in the IHP for sharing it within emergency care settings. All teaching staff understand their duty of care to students in an emergency.

Relevant staff receive training in what to do in an emergency and this is refreshed at least once a year.

### **5 All staff understand and are trained in the school's general emergency procedures.**

All staff, including temporary or supply staff, know what action to take in an emergency and receive updates at least yearly.

If a student needs to attend hospital, a member of staff (preferably known to the student) will stay with them until a parent arrives, or accompany a child taken to hospital by ambulance. They will not take a student to hospital in their own car.

## **6 Thomas Estley Community College has clear guidance on providing care and support and administering medication at school.**

The college understands the importance of medication being taken and care received as detailed in the student's IHP.

The college will make sure that there are members of staff who've been trained to administer the medication and meet the care needs of an individual student. This includes escort staff for home to school transport if necessary.

Thomas Estley Community College will make sure there are enough staff trained to cover any absences, staff turnover and other circumstances. Thomas Estley Community college's governing body has made sure that there is the appropriate level of insurance and liability cover in place.

Thomas Estley Community College will not give medication (prescription or non-prescription) to a child under 16 without a parent's written consent except in exceptional circumstances. Every effort will be made to encourage the student to involve their parent, while respecting their confidentiality.

When giving medication, for example pain relief, Thomas Estley Community College will check the maximum dosage and when the previous dose was given. Parents/ guardians will be informed. This college will not give a pupil under 16 aspirin unless prescribed by a doctor.

Thomas Estley Community College will make sure that a trained member of staff is available to accompany a student with a medical condition on any off-site visit, including overnight stays. Parents/ guardians of students at this school understand that they should let the school know immediately if their child's needs change.

If a student misuses their medication, or anyone else's, their parent is informed as soon as possible and the school's disciplinary procedures are followed.

## **7 Thomas Estley Community College has clear guidance on the storage of medication and equipment at school.**

Thomas Estley Community College makes sure that all staff understand what constitutes an emergency for an individual student and makes sure that emergency medication or equipment is easily accessible wherever the student is (in college or on off-site activities), and is not locked away. Students may carry their emergency medication with them if they wish and if it's appropriate.

Students may carry their own medication and equipment, or they should know exactly where to get it from.

Students can carry controlled drugs if they're able to look after them properly. If not, the school will store them securely but accessibly. Only named staff should have access to them. Only specially trained staff can give a controlled drug to a student.

The college will make sure that all medication is stored safely, and that students with medical conditions know where it's stored and have immediate access to it at all times.

Medication will be stored that is in-date and labelled in its original container where possible, in accordance with its instructions. The exception to this is insulin, which must still be in date, but will generally be supplied in an insulin injector pen or a pump.

Parents/guardians are asked to collect all medication and equipment at the end of the school term, and to provide new and in-date medication at the start of each new term.

Disposal of needles and other sharps will be in line with local policies. Sharps boxes are kept in college (securely in the medical room) and will accompany a student on off-site visits. Used sharps boxes are collected and disposed of in line with local authority procedures.

## **8 Thomas Estley Community College has clear guidance about record keeping.**

Parents/guardians are asked to specify any medical condition that their child has on the college admission form.

The college uses an IHP to record the support an individual student needs around their medical condition. The IHP is developed with the student (where appropriate), parent, school staff, specialist nurse (where appropriate) and relevant healthcare services.

A central register of IHPs is maintained which an identified member of staff has the responsibility for. IHPs are regularly reviewed, at least every year or whenever the student's needs change. The student (where appropriate) parents/guardians, specialist nurse (where appropriate) and relevant healthcare services hold a copy of the IHP. Other school staff are made aware of and have access to the IHP for the students in their care.

Student confidentiality is protected at all times and the college seeks permission from parents/guardians before sharing any medical information with any other party.

Staff meet with the student (where appropriate), parent, specialist nurse (where appropriate) and relevant healthcare services prior to any overnight or extended day visit to discuss and make a plan for any extra care requirements that may be needed. This is recorded in the student's IHP which accompanies them on the visit.

Accurate records are kept of all medication administered, including the dose, time, date and supervising staff.

All staff providing support to a student have received suitable training and ongoing support, to make sure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the student's IHP. This should be provided by the specialist nurse, school nurse or other suitably qualified healthcare professional or the parent.

The specialist nurse, school nurse or other suitably qualified healthcare professional will confirm their competence, and the college will keep an up-to-date record of all training undertaken and by whom.

## **9 Thomas Estley Community College makes sure the whole school environment is welcoming and suitable to a student with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.**

The college is committed to providing a physical environment accessible to students with medical conditions and students are asked about what will help make the school accessible to them. Thomas Estley Community College is also committed to providing an accessible physical environment for out-of-school activities.

Thomas Estley Community College makes sure the needs of students with medical conditions are adequately considered so they can take part in structured and unstructured activities, extended school activities and residential visits.

All staff are aware of the potential social problems that students with medical conditions may experience and use this knowledge, alongside the school's bullying policy, to help prevent and deal with any problems. They use opportunities in lessons to raise awareness of medical conditions to help promote a positive environment.

Staff understand the importance of all students taking part in physical activity and that all relevant staff make appropriate adjustments to physical activity sessions to make sure they are accessible to all students. This includes out-of-school clubs and team sports.

All relevant staff are aware that students should not be forced to take part in activities if they are unwell. They should also be aware of students who have been advised to avoid/take special

precautions during activity, and the potential triggers for a student's medical condition when exercising and how to minimise these.

Staff make sure that students have the appropriate medication, equipment and food with them during physical activity.

The college makes sure that students with medical conditions can participate fully in all aspects of the curriculum and enjoy the same opportunities at school as any other child, and that appropriate adjustments and extra support are provided.

All staff are aware that frequent absences, or symptoms, such as limited concentration and frequent tiredness, may be due to a student's medical condition.

A student will not be penalised for their attendance if their absences relate to their medical condition.

Teaching staff will refer students with medical conditions who are finding it difficult to keep up educationally to the school's special educational needs coordinator (known as a SENCO) or equivalent who will liaise with the student (where appropriate), parent and the student's healthcare professional.

Thomas Estley Community College makes sure that a risk assessment is carried out before any out-of-school visit, including work experience and educational placements. The needs of students with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required.

**10 The college is aware of the common triggers that can make medical conditions worse or can bring on an emergency and is actively working towards reducing or eliminating these health and safety risks and has a written schedule of reducing specific triggers to support this.**

The college is committed to identifying and reducing triggers both at school and on out-of-school visits. School staff have been given training and written information on medical conditions which includes avoiding or at least reducing exposure to common triggers. The college holds a list of the triggers for students with medical conditions at this school, has a plan to reduce potential triggers and is actively working towards reducing and trying to eliminate these health and safety risks.

The IHP details an individual student's triggers and details how to make sure the student remains safe throughout the whole school day and on out-of-school activities.

Risk assessments are carried out on all out-of-school activities, taking into account the needs of students with medical needs.

Thomas Estley Community College reviews all medical emergencies and incidents to see how they could have been avoided, and changes school policy according to these reviews.

**11 Each member of the school and health community knows their roles and responsibilities in maintaining and carrying out an effective 'supporting children with medical conditions' policy.**

Thomas Estley Community College works in partnership with all relevant parties including the students (where appropriate), parent, school's governing body, all school staff, employers and healthcare professionals to make sure that the policy is planned, carried out and maintained successfully.

**12 Supplementary Care Plan Information for Students with Type 1 Diabetes during the COVID-19 Outbreak**

In accordance with British Society of Paediatric Endocrinology and Diabetes (BSPED) Guidelines, students with diabetes can return to school with their school year group **unless they are in the vulnerable/ extremely vulnerable groups, namely:**

- They have had a solid organ transplant – kidney, liver, pancreas, heart or lung
- Are having treatment for Cancer
- Have long term chronic lung disease including cystic fibrosis and severe asthma
- Have rare diseases that increase their risk of infection

- They are symptomatic of COVID-19 or are / have recently been in contact with symptomatic individuals
- They have vulnerable / extremely vulnerable shielded family members (living in the same house)

In addition to the general precautions being taken in school in line with government advice, precautions sensitive to the needs of the students with Type 1 Diabetes will differ in accordance to the level of responsibility they are able to take in managing their condition. The following offers some guidance in relation to this:

- **Students that requires full support to check their blood glucose and administer insulin**  
Students who require an adult to fully carry out interventions / care to support them in managing their diabetes in school will fit into this category. Interventions may include blood glucose testing and insulin administration.  
**close contact required – less than 2 metres therefore unable to adhere to social distancing. Therefore PPE advised**
- **Students that requires supervision**  
2 metre social distancing can be adhered to  
In this situation the student is able to complete the practical aspects of their care independently but will require support to check that they are following the correct process/technique and that they are entering information into the meter correctly and taking the correct insulin dose. The meter and insulin pen can be passed to the supporting staff member maintaining the 2 meter social distance at each stage of the process so the key information can be checked:  
Blood glucose level (this should be documented)  
Amount of carbohydrate entered into the meter and dose advised by meter (this should be documented)  
Dose dialed up on insulin pen (this should be documented)
- **Students are able to carry out their care needs independently**  
No Additional support required

This guidance has been supplied by Emma Green, Paediatric Diabetes Specialist Nurse, Leicester Royal Infirmary.

THOMAS ESTLEY COMMUNITY COLLEGE  
Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Supporting children with medical needs including Asthma Policy
Date of impact assessment:	24 <sup>th</sup> June 2020
Is this a proposed or existing policy, procedure or practice?	Proposed
Is this model LA policy, procedure or practice for local adoption?	Yes / <b>In Part</b> / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To ensure the college is accessible to children with medical needs and safe working practices are in place
Who is intended to benefit from the policy, procedure or practice?	students

Equality Strand	Does the policy/procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: .....(Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.