

# **CHEPSTOW SCHOOL**

# **SUPPORTING HEALTH CARE**

# **NEEDS POLICY**

**Approved by:** Full Governing Body

**Date of Approval:** 03.12.2025

**Next Review Date:** Annually

## **1. Context and Purpose**

Chepstow School is committed to ensuring that all our learners including those with healthcare needs are fully supported in accordance with our legal responsibilities and statutory duties. A cooperative and proactive approach to providing effective and individual support is promoted.

Chepstow School has arrangements in place as outlined in this policy to focus on meeting the needs specific to the learner and consider how this impacts their education, attainment and well-being.

The School is committed to ensuring arrangements properly support learners and minimise disruption or barriers to their education. Arrangements should also consider any wider safeguarding duties while seeking to ensure all learners can access and enjoy the same opportunities. Where possible, the school is committed to supporting the learner to build understanding and confidence to increasingly self-manage healthcare needs, depending on their ability to do so.

**This policy links directly to Local Authority and Welsh Government guidance.**

## **2. Roles and Responsibilities**

### **The Governing Body**

The Governing Body will oversee the development and implementation of arrangements including:

- complying with statutory duties
- promoting the wellbeing of learners
- supporting learners to uphold their rights
- ensuring a clear understanding of roles and responsibilities
- working collaboratively to meet the needs of the learner
- developing Medical Plans and monitoring and reviewing arrangements (Appendix 3-5)
- ensuring a policy is in place which covers emergency situations (Appendix 1)
- ensuring appropriate training is available
- ensuring appropriate insurance is in place

### **The Headteacher**

The Headteacher will ensure arrangements are developed and effectively implemented including:

- working with the governing body to ensure compliance
- ensuring the school has a relevant policy
- ensuring there is a clearly understood process of communication
- ensuring robust processes for record keeping
- clear emergency arrangements are in place (Appendix 1)
- clear monitoring arrangements are in place

- there is a key member of staff with responsibility for learners with healthcare needs
- ensuring appropriate training is in place (Appendix 6)
- Discuss responsibility for Medical Plans with partners i.e., Health to decide on the most appropriate lead (Appendix 3-5)
- ensure appropriate environment is available (for example in relation to toileting)
- ensuring appropriate dialogue with the LA in relation to insurance
- ensuring annual reports to Governors regarding arrangements in place
- ensuring learners are included in activities unless there is a clear evidenced based reason to the contrary

## **School Staff**

Teachers and support staff will receive relevant training (from LA and Healthcare professionals or an accredited training provider) and ensure they:

- understand the policies and procedures in place in the setting
- understand and follow communication protocols
- are aware of learners with more chronic needs and those with Medical Plans
- are aware of what to do in an emergency, the schools emergency procedures, and be aware of the signs of common life-threatening emergencies
- listen to the views of learners and parents when putting support in place
- ensure learners know who to tell if they feel unwell
- ensure learners are not excluded from activities
- be aware of the impact of healthcare needs on learning and wellbeing
- keep parents informed of any impact of the learner's healthcare needs

## **Parents, Carers and Pupils**

Parents, carers and pupils will:

- receive updates regarding healthcare issues/changes that occur within the education setting
- be involved in the creation, development, and review of an Medical Plan (if any) this includes health.
- provide the education setting with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals. (See Appendices)
- Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs
- inform the education setting 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 always contactable and all necessary forms are completed and signed
- inform the education setting if their child has/had an infectious disease or condition while in attendance.

### **3. Policy Statements**

#### **Accessibility**

Chepstow School will ensure that all learners are supported to participate in trips and visits, structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs, and residential visits. Dietary requirements of learners with healthcare needs are considered as necessary. Risk assessments and accessibility plans are in place for all learners as appropriate.

(See Equalities Act 2010 and School's Individual Strategic Equality Plan)

(See the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064).

#### **Information Sharing**

Chepstow School will ensure that all information is kept up to date and there is a clear information sharing protocol in place agreed and signed by parents and the learner. Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) should have access to the relevant information, particularly if there is a possibility of an emergency arising. For example:

- Use staff meetings to help ensure staff are aware of the healthcare needs of pupils they have or may have contact with
- If a pupil has said they feel ill, all appropriate staff are made aware, e.g., a pupil had an asthma attack in morning, all other staff the pupil would see later that day are made aware to look out for any signs of deterioration/further illness. This could include non-teaching staff such as lunchtime staff or reception staff, where appropriate. (**State whose responsibility this is;**

#### **Head of Year; Subject Teacher; Form Tutor)**

- The school make healthcare needs policies easily available and accessible.
- The school will provide the learner/parents with a copy of our information sharing policy. (This should state 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. Education settings should keep a list of what information has been shared with whom and why, for the learner/parent to view on request

- The school may include student councils, 'healthy schools' and other learner groups in the development of the setting's healthcare needs arrangements, where appropriate
- The school will 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. (The education setting should discuss with the learner and parents first and decide if information can be shared.)
- The school will ensure that our pupils (or their friends) know who to tell if they feel ill, need support or changes to support them.
- The school will listen to concerns of pupils' (or their friends) if they feel ill at **any** point and consider the need for medical assistance (especially in the case of reported breathing difficulties).

#### **4. Implementation and Procedures**

Chepstow School **collects and maintains the following as appropriate:**

- Contact details for emergency services
- Parental agreement for educational setting to administer medicine (Appendix 2)
- Head of educational setting agreement to administer medicine (Appendix 2)
- Record of medicine stored for and administered to an individual learner (Appendix 7)
- Request for learner to administer own medicine (Appendix 2)
- Staff training record – administration of medicines (Appendix 6)
- Storage and access and administration of medication

Information can be found in the Appendices

#### **Storage, Access and Administration**

All medicines are stored securely and safely. Chepstow School does not store surplus medication except in the case of salbutamol inhalers and auto immune injectors (Epi-pens) purchased in case of emergency for specific pupils. Medicines should be in their original dispensed container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. Chepstow School only accepts prescribed medicines and devices. Over the counter medication will not be administered.

Learners will know where their medication is stored and in the case of Asthma inhalers and auto-immune injectors(epi-pens), they should be encouraged to always carry them with them. Administration of medication for any learners under the age of 16 requires parental consent.

## **Emergency Procedures**

All staff including temporary staff are aware of medical conditions and understand their duty in an emergency.

Where a learner has a Medical Plan, this will clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures. Where there is no Medical Plan or where there is no diagnosis regular first aid will be administered.

All staff know what action to take in an emergency and receive updates annually as a minimum by The Headteacher.

If a learner needs to attend hospital, a member of staff will stay with them until the parent / carer arrives or accompany a child taken to hospital in an ambulance. Staff will not take pupils to hospital in their own car and will use the school minibus.

## **Training**

Training provided will ensure staff are competent, have confidence in their ability to support learners and fulfil Medical Plan. We keep a training log to ensure we are up to date with all requirements.

## **Qualifications and Assessments**

- Teachers are expected to use their professional judgement to support learners with healthcare needs.
- We recognise that 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, hospital and teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend.)** Liaison between the school and the hospital teacher or home teacher is important, especially where the learner is moving from education setting or home to the hospital on a regular basis.
- We will ensure that applications for special arrangements will be submitted by school to the awarding bodies as early as possible. (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 National Tests, GCSEs, or A levels).

- We recognise it is unacceptable practice to request adjustments or additional time at a late stage. They will have to be applied for in good time. Consideration must also be given to mock examinations or other tests.

Full guidance on the range of special arrangements available and the procedure for making applications is given in the Joint Council for Qualifications which is accessible from the Joint Council for Qualifications' website.

**(Adjustments, adaptations, or additional time for learners taking the National Reading and Numeracy Tests should be based on normal classroom practice for particular needs.**

**Guidance is provided in the current National Reading and Numeracy Tests – Test administration handbook and at: [JCQ Access Arrangements and Special Consideration](#)**

### **Education Otherwise Than at School (EOTAS)**

- In the case of a short absence from school (less than 15 days), we will provide work to be completed at home, if the pupil's condition permits, and will support the pupil to catch up on their return.
- In the eventuality that a pupil is absent for more than 15 days (consecutive or cumulative) we will work with the local authority to ensure the needs of the pupil are met.

### **Integration**

Chepstow School recognise that we have a key role to play in the successful integration after diagnosis or reintegration of pupils with healthcare needs. We will be proactive and work with health professionals and the local authority as appropriate, as well as other pupils in supporting the transition. We will train staff in a timely manner to assist the pupils return. The support will be considered by key parties including the pupil and parent/carer and will be reflected in the pupil's Medical Plan.

When a pupil is discharged from hospital, appropriate information should be provided to parents / carers, which should be shared with the school. We will work with parents/carers and the hospital to manage the pupils return. We will work with the local authority to follow up with the pupil after reintegration.

### **5. Review and Amendments**

All policies arrangements, and procedures are reviewed regularly. This will be annually or more often where there are changes to the medical condition. Medical Plans are reviewed in line with the healthcare need and relevant medical guidance.

## **6. Supporting Documents and References**

### **Complaints**

Complaints can be made in line with the school's policy, found on **our school website**.

### **Unacceptable practice**

We will ensure that staff are made aware of this by bringing the policy to the attention of all staff and Governors on a regular basis. (Please see the 'Unacceptable Practice' section in the Welsh Government's '[Supporting Learners with Healthcare Needs](#)' statutory guidance.

**Additional Guidance is available in the Welsh Government publication as above.**

## Appendix 1: Contacting Emergency Services

### **Request for an Ambulance**



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INSPIRING LEARNING  
YSBRYDOLI DYSGU

Dial **999**, ask for an ambulance, and be ready with the following information where possible.

1. State your telephone number 01291 635777, or your direct line.
2. State that the postcode is NP16 5LR
3. Give the exact location in the education setting next to the Leisure Centre.
4. Give your name.
5. Give the name of the pupil and a brief description of symptoms.
6. Inform Ambulance Control of the **best entrance** and state that the crew will be met and taken to \*relevant location
7. Don't hang up until the information has been repeated back.

**Speak clearly and slowly and be ready to repeat information if asked to.**

## **Appendix 2: Model Medical Plan Specific Guidance**

### **Purpose of a Medical Plan**

- Medical Plans set out what support is required by a learner. They do not need to be long or complicated.
- Our school will ensure our healthcare needs policy include information on who has overall responsibility for the development of the Medical Plan.
- Medical Plans are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention will be needed.
- However, not all learners with healthcare needs require an Medical Plan and there should be a process in place to decide what interventions are most appropriate.

### **When a Medical Plan is appropriate**

In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, a detailed Medical Plan may not be necessary. In such circumstances it may be sufficient to only complete the form in see **Appendix 2**.

In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures should be confirmed in writing between the learner (where appropriate), the parents and the education setting.

However, when a learner has continual or episodic healthcare needs, then an Medical Plan may be required. If these needs are complex and the learner is changing settings, then preparation should start early to help ensure the Medical Plan is in place at the start of the new term.

### **Links to Medical Plan templates for specific medical conditions:**

- <http://medicalconditionsatschool.org.uk/>
- Where a pupil has an additional educational need (ALN) the Medical Plan will be linked or attached to any Individual Development Plan or learning and skills plan (post 16).
- The governing body will ensure that all Medical Plans **are reviewed at least annually** or more frequently should the Medical Plan state otherwise or should there be new evidence that the needs of the pupil have changed.
- Our Governing body will ensure that healthcare needs arrangements, both wider education settings' policies and Medical Plans, are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. It is essential that all information is kept up to date. (All information-sharing techniques such as staff noticeboards and school

intranets must be agreed by the learner and parent in advance of being used, to protect confidentiality.)

- We are compliant in line with the [Data Protection Act 2018](#) and the [WASPI information sharing protocol](#)
- Our managing healthcare needs policy and the information sharing policy is made available to parents/carers via our School Website.

## **Appendix 3: Medical Plan Flow Chart**

**The following diagram (figure 1) outlines the process for identifying whether a Medical Plan is needed**

### **Identify learners with healthcare needs**

- Learner is identified from enrolment form or another route. \*
- Parent or learner informs education setting of healthcare need.
- Transition discussions are held in good time, e.g., eight weeks before either the end of term or moving to a new education setting.
- Pupil is identified by healthcare professional



### **Gather information**

If there is a potential need for a Medical Plan; the school should discuss this with the parent/carer and the learner themselves. This must be done where appropriate in conjunction with the relevant healthcare professional. This will support the decision-making process about whether a Medical Plan is needed.



### **Establish if a Medical Plan should be made**

The education setting should organise a meeting with appropriate staff, the parents, the learner, and appropriate clinicians to determine if the learner's healthcare needs require a Medical Plan, or whether this would be inappropriate or disproportionate. If consensus cannot be reached, the head teacher should take the final decision, which can be challenged through the complaint's procedure.



### **If a Medical Plan should be made**

- The education setting, under the guidance of the appropriate healthcare professionals, parents, and the learner, should develop the Medical Plan in partnership.
- The education setting should identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.
- The education setting should circulate the Medical Plan to all appropriate individuals.
- The education setting should set an appropriate review date and define any other triggers for review.