

Ysgol Maes Hyfryd

Healthcare Needs Policy September 2017

School	Ysgol Maes Hyfryd
Date policy approved and adopted	November 17
Review frequency	Annually
Next review date	November 2018
Head teacher	Mrs Helen Millard
Designated Governor	
Designated Teacher	Erica Harwood
Website	In progress

This policy has been written in response to Welsh Government guidance no: 215/2017 (Supporting Learners with Healthcare Needs).

The governing body ensures that arrangements are in place to support learners with healthcare needs and that appropriate staff consult the relevant professionals, learners and parents. This is to ensure the needs of the learner with healthcare needs are properly understood and effectively supported.

Ysgol Maes Hyfryd is a specialist secondary school which caters for students with a range of learning difficulties, including those with associated medical /complex / health care needs. All students at YMH have a statement of special educational needs.

The NHS provides a term time school nurse based on site to meet the needs of our students with all health matters.

Key Principles

- Staff will understand and work within the principles of inclusivity.
- Lessons and activities are designed in a way which allows those with healthcare needs to participate fully.
- Staff understand their role in supporting learners with healthcare needs and appropriate training is provided.
- Staff are supported to feel confident in a healthcare emergency.
- Staff are aware of the needs of their students through the appropriate and lawful sharing of the individual healthcare needs.
- Whenever appropriate, learners are encouraged and supported to take responsibility for the management of their own healthcare needs.
- Learners with healthcare needs are properly supported so that they have full access to education, including trips and physical education where is practicably possible.

Roles and Responsibilities:

a. Governing bodies

Governing bodies should oversee the development and implementation of arrangements, which will 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 well-being of learners. Schools should give consideration to how they can meet these needs, including providing learners access to information and material aimed at promoting spiritual and moral well-being and physical and mental health (Article 17 of the UNCRC)
- considering how they 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 a headteacher, 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, i.e. IHPs 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.
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities.
- 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.

- implementing an infection prevention policy that fully reflects the procedures laid out in current guidance. Refer to Appendix 1.

b. Headteachers

The headteacher ensures arrangements to meet the healthcare needs of the learners are sufficiently developed and effectively implemented through working in partnership with the school nurse. This can 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.
- ensuring the support put in place focuses on and meets the individual learner's needs, also known as person-centred planning
- extending awareness of healthcare needs across the education setting in line with the learner's right to privacy.
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs.
- 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 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, i.e. information sharing staff meetings, transition, updated IHP when needed.
- notifying the local authority when a learner is likely to be away from the education setting for a significant period due to their healthcare needs.
- being mindful of the Social Services and Well-being (Wales) Act 2014. Education settings should be fully aware of this approach and ensure assistance to learners is provided using a holistic approach.

c. Teachers and support staff

Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. Staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. No staff member can 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, the education setting should ensure staff:

- fully understand the school's healthcare needs policies and arrangements and 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, such 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 education setting'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 staff is present to assist where required
- are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the school's 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.

d. Learners and parents

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 and learners should:

- receive updates regarding healthcare issues/changes that occur within school.
- update and inform the school of any health care issues that occur outside of school, i.e. seizures.
- 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 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. 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 contactable at all times 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.

BCUHB school health nursing service, third sector organisations and other specialist services

Healthcare and practical support can be found from a number of organisations in addition to the school nurse to support each learner's healthcare needs. These specialist health professionals include GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians, Diana team and other specialist nurses. Proactively engaging with specialist services can provide practical help to school when writing and implementing IHPs.

Paediatric reviews take place in school for each learner, though the frequency will vary for each depending on their healthcare needs. Those without healthcare needs are reviewed every 3 years. Learners with some healthcare needs are reviewed every 2 years. Learners with ADHD, complex health or those who require medication are reviewed annually. Physiotherapists, occupational therapists and speech and language therapists visit school regularly to monitor learners on their caseload and provide advice, support, individual programmes and review equipment.

Individual Healthcare Plans (IHPs)

Overview

The aim of the Individual Healthcare Plan is to help a learner manage their condition and overcome any potential barriers to participating fully in education. The school nurse has responsibility for devising healthcare plans, however, it is the duty of school staff to implement the plans.

IHPs 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 IHP and there should be a process in place to decide what interventions are most appropriate.

The following diagram outlines the process for identifying whether an IHP is needed:

Identify learners with healthcare needs

- Learner is identified from transition as having healthcare needs.
- Parent or learner informs the school of healthcare need / sudden change in healthcare needs.
- Transition discussions are held in good time, prior to the learner starting school,



Gather Information

- If there is potential need for an IHP, the school will discuss this with the parent and learner (where appropriate).



Establish if an IHP should be made

- The school will organise a meeting with appropriate staff, the parents, the learner and appropriate clinicians to determine if the learner's healthcare needs require an IHP, 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 complaints procedure.



If an IHP should be made

- The school, under the guidance of the appropriate healthcare professionals, parents and the learner, will develop the IHP in partnership.
- The school, including the school nurse, will identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.
- The school nurse will circulate the IHP to all appropriate staff and ensure they are stored in accordance with school policy, e.g. red file and behind classroom cupboard door.
- The school nurse will set an appropriate review date and define any other triggers for review.

In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, a detailed IHP may not be necessary. In such circumstances the school nurse will complete a medication plan.

Roles and Responsibilities in the Creation and Management of IHPs

The development of detailed IHPs may include:

- the learner
- parents
- School nurse
- input or information from previous school or setting
- appropriate healthcare professionals
- social care professionals
- the head teacher and/or delegated responsible individual for healthcare needs across the setting
- teachers and support staff, including catering staff
- any individuals with relevant roles such as class teachers and support staff.

An IHP should be tailored to each individual learner, and may include the following:

- details of the healthcare need and a description of symptoms
- specific requirements such as dietary requirements, pre-activity precautions (e.g. before physical education classes)
- medication requirements, e.g. dosage, side effects, storage requirements, arrangements for administration
- an impact statement (jointly produced by a healthcare professional and a teacher) on how the learner's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects
- emergency protocols and contact details
- the role the school will play, e.g. a list of things to be aware of review dates and review triggers
- roles of particular staff, e.g. a contact point for parents, staff responsible for administering / supervising medication, and arrangements for cover in their absence consent / privacy / sensitive information-sharing issues
- explain how information is shared and who will do this
- staff training needs, such as with regard to healthcare administration, aids and adaptive technologies
- record keeping – how it will be done, and what information is communicated to others
- A plan if the learner refuses medication
- home-to-school transport – this is the responsibility of the local authority, who may find it helpful to be aware of the learner's IHP and what it contains, especially in respect of emergency situations.
- IHPs to be agreed and signed by parents.

Refer to Appendix 2 for IHP template. The Governing body will ensure the plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed.

Confidentiality

It is important that 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 must comply with the Data Protection Act 1998 and 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 should be encouraged to take responsibility for managing their own medicines and procedures. This is reflected within the learner's IHP, such as signing for their own medication and administering where appropriate. For learners with complex needs, trained class staff or the school nurse will administer medication.

Due to the nature of the school and vulnerable pupils, it is not possible for pupils to carry medications. All medicines are locked in the nurse's room, with the exception of inhalers which are kept in relevant classrooms for quick access. In some cases, medication is kept in a locked cupboard in the classroom. This is done under advice and with consent from the school nurse. Where pupils are offsite, all necessary medications will be taken with the learners and a member of staff will take responsibility for carrying them and overseeing the administration.

If a learner refuses to take their medicine or carry out a necessary procedure, staff will not force them to do so, but follow the school's defined arrangements, agreed in the IHP. Parents should be informed as soon as possible so that an alternative arrangement can be considered and health advice should be sought where appropriate.

Creating an Accessible Environment

Flintshire County Council and the governing body should ensure that YMH is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

- Physical access to education setting buildings
- Reasonable Adjustments

Refer to the school's Accessibility Plan Policy and Disability Inclusion Policy written in response to the Equality Act 2010 for details of the buildings accessibility, identifying strengths, areas of development and links with co-located mainstream secondary school (Flint High School).

- Day Trips and Residential Visits

The Governing body will ensure that staff at YMH actively supports all learners with healthcare needs to participate in trips, visits and residential trips. The Governing body is aware of their legal requirements to make reasonable adjustments to trips and residential visits ensuring full participation from all learners.

Staff at YMH are aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner. Staff will consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy). This may include information about the healthcare needs of learners, what to do in an emergency and any additional support, medication or equipment needed.

- Social Interactions

The Governing body will ensure the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, after school club, productions, curriculum enrichment activities (therapies, inclusion) and residential visits.

- Exercise and Physical Activity

School staff fully understand the importance of all learners taking part in physical activities and make appropriate adjustments to sports and other activities to make them accessible to all learners, including after school clubs and curriculum enrichment activities.

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

School 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

Where food is provided by the school, consideration is given to the dietary needs of learners, e.g. those who have diabetes, celiac disease, allergies and intolerances.

Where a need occurs, the school will inform catering staff of any learners with food allergies, intolerances and any dietary requirements so that appropriate foods can be provided. Parents will also be provided with menus to support their child's needs.

The school endeavours to ensure that food provided for trips and residential visits reflect the dietary and treatment needs of the learners taking part. Food provided by school (or parents/guardians) for snacks in classroom also take the dietary and treatment needs of these learners into account. While healthy school and 'no sweets' policies are recognised as important, learners with healthcare needs may need to be exempted from these policies. Learners needing to eat or drink as part of their condition should not be excluded from the classroom or put in isolation.

- Risk Assessments

Staff should be clear when a risk assessment is required and be aware of the risk assessment systems in place. They should start from the premise of inclusion and have built into them a process of seeking adjustments or alternative activities rather than separate provision.

Procedures and Record Keeping for the Management of Learners' Healthcare Needs

The school/school nurse will ensure procedures to state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs are in place. The following documentation will be collected and maintained, where appropriate:

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

New records should be completed when there are changes to medication or dosage. The school nurse will ensure that the old forms are clearly marked as being no longer relevant and stored in the learner's healthcare file.

All administration of medication must be recorded on the appropriate forms. If a learner refuses their medication, staff should record this and follow the defined procedures where parents will be informed of this non-compliance as soon as possible.

Storage, Access and the Administration of Medication and Devices

All medication brought into school by escort / parent must be given directly to the nurse and signed in / out at the office. On occasions when the school nurse is not available to receive medication, there will be a designated office member of staff to undertake this role. Once all medication has been handed over to the nurse, it will be stored appropriately, i.e. locked medical room. At the end of the school day all medication is distributed to relevant bus escorts / parents.

Refer the school's Administration of Medicine in School Policy (Appendix 4).

Emergency Procedures

At YMH the member of staff responsible for Emergency Procedures is the school nurse. Emergency Procedures for learners with an IHP is documented and kept in classrooms (back of cupboard doors and in red files). The IHP should clearly define what constitutes an emergency and explain what to do. Staff should be made aware

of emergency symptoms and procedures. In the event of an emergency requiring rescue medication, staff can contact the school nurse, deputy head or Head of Department for a key to the medical room.

In situations requiring emergency assistance, 999 should be called immediately. Staff should use a wireless telephone so they can observe the learner and give current information. Staff should refer to guidance (script) for contacting emergency services. Refer to Appendix 5. The location of learners' healthcare records are kept in the medical room and emergency contact details are kept in class and also in the school office.

Where appropriate at YHM, other learners should 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.

Training

YHM ensure staff who volunteer or who are contracted to support those with healthcare needs, are provided with appropriate training from our school nurse. Training takes place for rescue medication, gastrostomy procedures/care and administering medication on an individual or small group basis depending on the needs of the staff annually. 12 staff are first aid trained through external services. Staff undertake this training so they can achieve the competences required to meet the range of healthcare needs. If a learner has complex needs, input may be needed from healthcare services and the local authority who will be able to advise and signpost to further training and support.

The school nurse will ensure records of all health training undertaken by staff will be maintained which include the following details: date and name of training, trainer, staff attended and any certification. Training must be kept up-to-date.

IHPs may reflect complex needs requiring staff to have specific information and training. This training may also be in the use of aids such as hearing aids (staff could be shown how to change batteries) and supporting dietary needs, such as those who are fed and receive medication via gastrostomy.

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. It is therefore advisable that all staff have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance. All staff at YMH will be made aware of learners will healthcare needs and common conditions by information provided at transition, staff meetings, communication passports and one page profiles.

New and temporary staff should especially be made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

If the trained staff who are usually responsible for administering medication are not available, the IHP will set out alternative arrangements, such as the school nurse. This will also be detailed in risk assessment and planning of off-site activities.

Education Other Than At School (EOTAS)

A learner who is unable to attend school because of their healthcare needs will have their educational needs identified, and receive educational support quickly (where appropriate) so they continue to be provided with suitable education.

In the case of a short absence (likely to last for less than 15 school days) school will provide work to be completed at home if deemed appropriate. If the learner's condition permits, school will support the learner to catch up on their return.

YMH will liaise with Flintshire County Council to make arrangements for learners in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, whether consecutive or cumulative over the course of an academic year. Flintshire County Council will provide as many lessons as the learner's condition allows, and as is beneficial, taking into account what is suitable for the learner. 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.

Learners with complex healthcare needs may be discharged from hospital with a written care plan. Where this happens, the written care plan should be integrated into any IHP.

School Transport

Nearly all learners at YMH are transported to and from school via mini bus/taxi provided by the local authority. For learners with healthcare needs requiring emergency medication, the school nurse will provide any necessary training to our bus escorts and drivers as requested. As a school, we acknowledge the importance of ensuring that the escorts and drivers are appropriately trained and feel confident to undertake any healthcare emergencies that may occur when on transport.

Reviewing policies, arrangements and procedures

Learners with an IHP, including an emergency plan are reviewed annually. Any changes to the learner's condition or plan will result in the IHP being updated. This can occur at any time. All IHPs are agreed by the parents, community paediatrician and school nurse on an annual or more frequent basis, depending on any changes.

School policies that support the healthcare needs of the learners are reviewed by the governing body every two years.

Insurance Arrangements

The school has ensured that there is an appropriate level of cover in place to support learners with healthcare needs. The school have Public Liability Insurance and offsite insurance to provide additional cover for learning opportunities beyond the classroom.

Staff dealing with medical needs are appropriately trained and authorised to perform procedures. Onsite support is also provided by the school nurse.

Complaints Procedure

If the learner or parent is not satisfied with the schools health care arrangements they are entitled to make a complaint. Please refer to the school's Complaints Procedure Policy located on the intranet (policies).

Monitoring

This policy will be reviewed annually by the head teacher, staff and governors, or if any amendments occur in legislation, or in consideration of changes in working practices. IHPs may 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.

Declaration:

This policy was approved by the School's Governing Body on:

Date: _____

Signed _____ Chair of Governors

References

- Welsh Government: Statutory Guidance: Supporting Learners with Healthcare Needs. Guidance. Welsh Government 215/2017.
- Welsh Government: Healthcare Needs Template Policy 2017
- Welsh Government: Healthcare Needs Templates 2017
- Denbighshire County Council Managing Healthcare Needs Model Policy 2017
- Department for Education: Supporting pupils at school with medical conditions
- Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Department for Education: Templates Supporting pupils with medical conditions May 2014

Appendix 1

Ysgol Maes Hyfryd
Flintshire
Intimate Care and Infection
Control Policy



Introduction

Ysgol Maes Hyfryd is a specialist high school for students with a range of additional needs. Some students experience a significant developmental delay and may have personal care needs with specific targets in this area. There may be a need for intimate care, toilet training and personal care in the form of feeding and meeting medical needs throughout a student's school life.

Aims

- To treat every student with equal respect as valued members of the school community.
- To ensure the privacy and dignity of every student is safeguarded and respected during all personal care procedures.
- To develop the personal independence of students.
- To encourage equal access to activities whilst ensuring health and safety is not compromised.
- To ensure there are procedures in place for infection control.

Objectives

- To ensure that this policy is both accepted and upheld by the whole-school community - senior management team, staff, students, governors, parents/carers, caretaker and cleaning staff.
- To keep all toilets open and available to students throughout the school day. While students can use toilet facilities at break and lunchtimes, if they need to, we ensure students have access to facilities as and when required. We recognise that toilet needs are highly individual and do not conform to regimental timetables. We will provide regular and frequent enough toilet breaks. We recognise that some students only feel comfortable going to the toilet when others are not around and will allow them to quietly indicate they are going out of class to use the toilet.

- To ensure that all toilet areas have properly maintained supplies at all times to manage infection control with warm and cold water, liquid soap, gloves, aprons, blue roll, hand drying facilities, toilet tissue in dispensers, provided at a convenient height.
- To ensure sanitary disposal units are serviced on a regular basis and to provide sanitary dispensers in female toilet blocks.
- To implement and maintain an effective toilet cleaning, supervision and inspection regime to ensure proper standards of provision and cleanliness, throughout the school day.

Intimate Personal Care for Students Requiring 1:1 or 2:1 Support

Definition

Intimate care is defined as tasks associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of the genitals.

Intimate personal care tasks may include:

- body bathing other than to arms, face and legs below the knee
toileting, wiping and care in the genital and anal areas
- dressing and undressing
- application of medical treatment, other than to arms, face and legs below the knee
- supporting with the changing of sanitary protection

Organisation

Toileting

Toileting and changing of incontinence pads will take place in the designated toilet areas.

Parents and carers will be requested to send a regular supply of continence pads and wet wipes into school.

Any creams/medication should be sent from home and clearly labelled with the student's name, as with all medication the parental permission form should be completed and staff willing to administer should sign up before doing so (see Policy for administration of medication). On no account should students receive any cream/medication which has not been received from home.

Students requiring specialist manual handling procedures will have been risk assessed by the manual handling trainer and a plan agreed with staff and parents.

Toileting procedures will be carried out by staff who are familiar with and known to the student. In no circumstances will students, voluntary helpers or visitors be involved in a toileting procedure. When supply staff are in school due to staff absence class teams must ensure that unfamiliar staff act as the second person in a toileting programme.

The most appropriate staff ratio for manual handling procedures will be agreed on the plan. Toileting programmes will detail the staff ratio, ensuring safety for students and staff as well as considering the dignity of the student.

Staff will wear protective disposable gloves and aprons throughout toileting procedures.

Changing beds will be covered with disposable protective blue roll before use.

Used pads, blue roll, wipes and gloves will be disposed of in the sanitary bins in the bathrooms.

Staff will wash their hands before and after wearing gloves.

Changing beds will be sprayed with anti bacterial spray after each use.

Staff will follow hand hygiene procedures when washing hands – details on display in each changing bathroom.

When using the local community the risk assessment should note the availability of disabled bathrooms and staff should make every attempt to follow the same procedures as in school. All necessary equipment should be taken from school.

Dressing

Changing for swimming or hydrotherapy will take place in the designated area. Some students will follow individual targets for dressing/undressing, staff should be aware of these targets and support students appropriately.

Changing will be carried out by staff who are familiar with and known to the student. In no circumstances will students, voluntary helpers or visitors be involved in changing procedures.

Equipment - washing

Some pupils receive medication, fluids and feeds via gastrostomy. Maintenance and thorough cleaning procedures are necessary for infection control.

Each pupil's gastrostomy equipment should be individually stored in an air tight container. ALL equipment should be washed in hot soapy water, rinsed and air dried before putting back into the pupil's container. Staff should wear gloves when washing and drying equipment.

Each pupil's gastrostomy equipment must be individually washed in their own container, checked and replaced as necessary. Under no circumstances should pupil's gastrostomy equipment be washed in a shared bowl to ensure infection control.

Equipment – disposal

Staff must ensure they wear gloves when in contact with bodily fluids. This can occur during activities such as gastrostomy feeding, toileting, suctioning and other forms of personal care. For some activities, such as toileting, plastic aprons must also be worn.

Use of non sterile gloves and plastic aprons

Gloves can help reduce the spread of infection if used correctly.

Gloves should be used for tasks where the hands may be contaminated, e.g.

- Dealing with blood/bodily fluids and items soiled by these.
- The gloves should only be used for that task and must be removed as soon as it is completed. Remove them by pulling them inside out, and put them in the clinical waste bin.
- Hands must then be washed (before and after)
- The use of gloves does not replace hand washing.
- Plastic aprons to be used in the same way as gloves (where appropriate)
- Discard aprons into the clinical waste bin after use and wash hands.
- **ALCOHOL HANDRUB** can be used in addition to hand washing before carrying out any invasive procedure, e.g. gastrostomy care / feeding

Date: October 2017

Chair of Governors: Carolyn Worthington

Date of review: October 2019

Appendix 2

You might want to attach a photo of the pupil to the

Ysgol Maes Hyfryd

Model Individual Healthcare Plan (IHP)

(Adapted from www.medicalconditionsatschool.org.uk)

Links to IHP templates for specific medical conditions:
<http://medicalconditionsatschool.org.uk/>

1. PUPIL INFORMATION

1.1 Pupil details

Pupil's name:	
Date of birth:	
Year group:	
Nursery/School/College:	
Address:	
Town:	
Postcode:	
Medical condition(s): <i>Give a brief description of the medical condition(s) including description of signs, symptoms, triggers, behaviours.</i>	
Allergies:	
Date:	
Document to be updated/reviewed:	
Review triggers:	

1.2 Family contact information

Name:			
Relationship:			
Home phone number:			
Mobile phone number:			
Work phone number:			
Email:			

1.3 Essential information concerning this pupils' health needs

	Name	Contact details
Specialist nurse (if applicable):		
Key worker:		
Consultant paediatrician (if applicable):		
GP:		
Headteacher:		
Link person in education:		
Class teacher:		
Health visitor/ school nurse:		
SENCo:		
Other relevant teaching staff:		
Other relevant non-teaching staff:		
Person with overall responsibility for implementing plan:		
Person responsible for administering/supervising medication:		
Arrangements for cover in these two peoples absence:		
Any provider of alternate provision:		

This pupil has the following medical condition(s) requiring the following treatment.	
Medication administration	<p>Please complete parent/carer agreement for school to administer medication form and attach to this IHP.</p> <p>Form 1 =</p> <p>Form 2 =</p>

1.4 Sharing information and record keeping

<p>In the best interests of the pupil the school might need to share information with school staff and other professionals about your child's healthcare needs e.g. nursing staff.</p> <p>Do you consent to this information being shared?</p>	<p>Yes / No (please circle)</p>
<p>What records will be kept about the pupil's healthcare needs, and how it will be communicated with others?</p>	

2. ROUTINE MONITORING (IF APPLICABLE)

Some medical conditions will require monitoring to help manage the pupil's condition.

What monitoring is required?	
When does it need to be done?	
Does it need any equipment?	
How is it done?	
Is there a target? If so what is the target?	

3. EMERGENCY SITUATIONS

An emergency situation occurs whenever a pupil needs urgent treatment to deal with their condition.

What is considered an emergency situation?	
What are the symptoms?	
What are the triggers?	
What action must be taken?	
Are there any follow up actions (e.g. tests or rest) that are required?	

4. IMPACT OF MEDICAL CONDITION AND MEDICATION ON PUPIL'S LEARNING

(Impact statement to be jointly produced by health professional and a teacher)

How does the pupil's medical condition or treatment affect learning? <i>i.e. memory, processing speed, coordination etc.</i>	
Actions to mitigate these effects	
Does the pupil require any further assessment of their learning?	

5. IMPACT ON PUPIL'S LEARNING and CARE AT MEAL TIMES

	Time	Note
Arrive at school		
Morning break		
Lunch		
Afternoon break		
School finish		
After school club (if applicable)		
Other		

- Please refer to home-school communication diary
- Please refer to school planner

6. CARE AT MEAL TIMES

What care is needed?	
When should this care be provided?	
How's it given?	
If it's medication, how much is needed?	
Any other special care required?	

7. PHYSICAL ACTIVITY

Are there any physical restrictions caused by the medical condition(s)?	
Is any extra care needed for physical activity?	
Actions before exercise	
Actions during exercise	
Actions after exercise	

8. TRIPS AND ACTIVITIES AWAY FROM SCHOOL

What care needs to take place?	
When does it need to take place?	
If needed, is there somewhere for care to take place?	
Who will look after medication and equipment?	
Who outside of the school needs to be informed?	
Who will take overall responsibility for the pupil on the trip?	

9. SCHOOL ENVIRONMENT

Can the school environment affect the pupil's medical condition?	
How does the school environment affect the pupil's medical condition?	
What changes can the school make to deal with these issues?	
Location of school medical room	

10. EDUCATIONAL, SOCIAL & EMOTIONAL NEEDS

Pupils with medical conditions may have to attend clinic appointments to review their condition. These appointments may require a full day's absence and should not count towards a pupil's attendance record.

Is the pupil likely to need time off because of their condition?	
What is the process for catching up on missed work caused by absences?	
Does this pupil require extra time for keeping up with work?	
Does this pupil require any additional support in lessons? If so what?	
Is there a situation where the pupil will need to leave the classroom?	
Does this pupil require rest periods?	
Does this pupil require any emotional support?	
Does this pupil have a 'buddy' e.g. help carrying bags to and from lessons?	

11. STAFF TRAINING

Governing bodies are responsible for making sure staff have received appropriate training to look after a pupil with regard to healthcare administration, aids and adaptive technologies. School staff should be released to attend any necessary training sessions it is agreed they need.

What training is required?	
Who needs to be trained?	
Has the training been completed?	
Headteacher/delegated person signature	

13. TRANSPORT TO SCHOOL

What arrangements have been put in place?	
Who will meet the pupil in school?	

14. PERSONAL CARE

For pupils requiring intimate care as part of their IHP, please refer to the schools intimate care policy.

What arrangements have been put in place in relation to any personal care needs across the school day?	
--	--

15. PLEASE USE THIS SECTION FOR ANY ADDITIONAL INFORMATION FOR THE PUPIL.

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We suggest the following are stored together:

- IHP from health
- Medication consent form (if applicable)
- Statement of SEN / individual education plan / learning and skills plan
- One page profile
- Risk assessment
- Personal evacuation plan

16. SIGNATURES

	Name	Signature	Date
Headteacher/delegated person			
Young person			
Parents/ carer			
Health professional			
School representative			
School nurse			

Appendix 3

Form 8: Medication/healthcare incident report

Learner's name _____

Home address _____ Telephone no. _____

Date of incident _____ Time of incident _____

Correct medication and dosage:

Medication normally administered by:

Learner	<input type="checkbox"/>
Learner with staff supervision	<input type="checkbox"/>
Nurse/school staff member	<input type="checkbox"/>

Type of error:

Dose administered 30 minutes after scheduled time

Omission Wrong dose Additional dose

Wrong learner

Dose given without permissions on file Dietary

Dose administered by unauthorised person

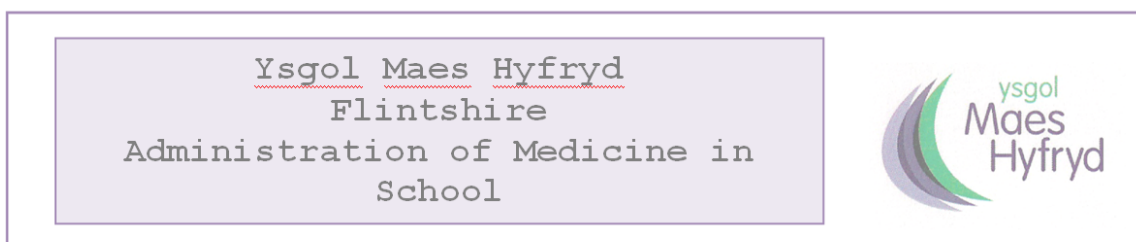
Description of incident:

Action taken:

- Parent notified: name, date and time _____
- School nurse notified: name, date and time _____
- Physician notified: name, date and time _____
- Poison control notified Learner taken home Learner sent to hospital
- Other: _____
-

Note:

Appendix 4



The school believes that medication should only be taken in school if absolutely essential. The school policy is firmly rooted in the Welsh Office Guide 'Supporting Students with Medical Needs' 1997. The school acknowledges that the conditions of employment of staff do not include the giving of medication and staff volunteer to do so following the appropriate training.

Administration of Medicines

- Staff giving any medication must check the details on the medication before administering the drug.
- Check Child's name, prescribed dose, expiry date.
- A second staff member must also check the details and sign the appropriate record sheet.
- When completing record sheet all entries **must** be documented in **full** e.g. Drug, Route, Dose.
- All medication administered by syringe (orally or via gastrostomy) should be drawn up and administered in the medical room when possible. Alternatively whole bottle can be taken to classroom where administration guidelines are to be followed. Medication must then be returned **immediately**.
- All medication given to pupils **must** be individually prescribed and all relevant documentation completed.

Emergency Medication e.g. Diazepam, Midazolam, Adrenaline.

- A care plan must be drawn up agreed and signed by the Parents, School Doctor, and School Nurse.
- The Headteacher/Deputy Headteacher and parent will sign additional form authorising trained members of staff to administer medication.
- The care plan must be reviewed annually or when there is a change to the medication.
- Reviews are scheduled by the school nurse and/or relevant Epilepsy Specialist Nurse.
- Staff who agree to give the medication and have been trained to do so must also sign additional sheet.
- Two members of staff must check the medication and sign the appropriate record sheet.
- Record sheets are kept in medication file located in medical room.
- When Medication is taken out of school staff **MUST** complete register with: DATE, STAFF MEMBERS NAME, PUPILS NAME, TIME OUT and TIME IN.

Regular Medication e.g. Ritalin, Equasym, Epilim

- On request for medication to be administered in school the Form 2 must be completed and signed by the Parents, School Nurse, Headteacher or Deputy Headteacher.
- The Form 2 must be signed by staff who agree to give the medication and have received the appropriate training.
- Two members of staff must check the medication and sign the appropriate record sheet.

Storage of Medication

- All medication brought into school by the escort or the parent must be given directly to the school nurse or designated member of staff. All medications must be signed in / out by escorts or parents.
- All medicine must be presented in its original container, pharmacy labelled with the child's name, drug name, dosage, frequency of administration and expiry date.
- All medication must be stored in the locked medication cupboard located in the medical room.
- Medicines which require refrigeration must be clearly labelled and kept in the locked medicine fridge located in the medical room.

Short Term Medication e.g. Antibiotics, Eye Drops

- Routine administration of short term medication is discouraged and medication prescribed as twice or three times daily can be administered outside the school day.
- On special request medicines prescribed four times daily can be administered at school on completion of a Form 2.
- The Form 2 must be completed and signed by the Parent, School Nurse or Headteacher.
- The Form 2 must be signed by all staff who agree to give the medication and have been trained to do so.
- Two members of staff must always check the medication and sign the appropriate record sheet.
- The record sheet must be crossed through once the course of medication has been completed.

- **All medication taken out of school MUST be signed in and out of school.**
- **Medication File is located in the Medical Room**
- **Keys for Medication Cupboard and Fridge will be held by School Nurse (or cover), Headteacher/Deputy Headteacher and Head of Departments**

Reviewed October 2017

Julia Griffiths

Reviewable at September 2018

School Nurse –

Ysgol Maes Hyfryd

Appendix 5

Form 1: Contacting emergency services

Request for an Ambulance

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

1. State your telephone number.
2. Give your location as follows [insert your address].
3. State that the postcode is [insert your address].
4. Give the exact location in the education setting [insert a brief description].
5. Give your name.
6. Give the name of the learner and a brief description of symptoms.
7. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to [name location].
8. Don't hang up until the information has been repeated back.

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

Put a completed copy of this form by all the telephones in the education setting.