



Catch22 Independent School Policy

Supporting pupils with medical conditions policy Catch 22 Include Norfolk

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This policy will be reviewed 2 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Jamie Nielsen
Date created:	August 2020
Date of last review:	August 2025
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	n/a

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools/academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ X
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓
Things about you, built with you, are for you - Understand pupils' unique needs and help them overcome their barriers to learning - Engage pupils with a broad and rich curriculum so they can realise their ambitions - Make our pupils' voices heard and harness participation to benefit pupils and help our schools/academies to improve.	✓ X ✓
Unleash Greatness - Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. - Instil belief in pupils so they can progress and succeed in education, training and employment	✓ ✓
Let robots be robots and humans be human - Ensure pupils have a rounded understanding of themselves and the world around them. - Harness curiosity and nurture a love of learning. - Support and protect our pupils to be safe and feel safe online and offline.	X X X
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools/Academies'; helping pupils thrive as individuals both as members of their school and the wider community.	✓

1. What is the policy about?

This policy aims to ensure that:

- Pupils, staff and parents understand how our school will support pupils with medical conditions.
- Pupils with medical conditions are supported to enable them to access the full education provision we offer, including school trips and sporting activities.
- This policy will be implemented by:
- Making sure sufficient staff are suitably trained.
- Making staff (including supply) aware of pupils' conditions, where relevant to the fulfilment of this duty.
- Establishing cover arrangements to ensure a member of staff is always available to support pupils with medical conditions.
- Developing and monitoring individual healthcare plans (IHPs).

2. Who does this policy apply to?

Pupils who have chronic medical conditions.

3. Policy requirements

This policy meets the requirements under [Section 100 of the Children and Families Act 2014](#), which places a duty on the trustees to make arrangements for supporting pupils at their school with medical conditions. It is also based on the Department for Education's statutory guidance: [Supporting pupils at school with medical conditions](#).

3.1 The governing board

The governing board has ultimate responsibility to make arrangements to support pupils with medical conditions. The governing board will ensure that sufficient staff have received suitable training and are competent before they are responsible for supporting children with medical conditions.

3.2 The Headteacher

The Headteacher will:

- Make sure all staff are aware of this policy and understand their role in its implementation
- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual healthcare plans (IHPs), including in contingency and emergency situations
- Take overall responsibility for the development of IHPs
- Make sure that staff are insured (and aware that they are) to support pupils with their medical needs
- Ensure the school nursing service have records of all pupils who have a medical condition
- Ensure that systems are in place for obtaining information about a child's medical needs and that this information is kept up to date and secure – this should be included in pupils' induction process.

3.3 Staff

Supporting pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not be required to do so.

- This includes the administration of medicines.
- Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.
- Staff will take into account the needs of pupils with medical conditions, and the impact of those on their ability to participate, in the planning and facilitation of all lessons and school activities.
- All staff working with a pupil with a medical condition will know how to respond to their medical need

3.4 Parents

Parents will:

- Provide the school with sufficient and up-to-date information about their child's medical needs
- Be involved in the development and review of their child's IHP and may be involved in its drafting
- Carry out any action they have agreed to as part of the implementation of the IHP e.g. provide medicines and equipment

3.5 Pupils

Pupils with medical conditions will often be best placed to provide information about how their condition affects them.

- Pupils will contribute as much as possible to the development of their IHPs.
- Pupils are expected to comply with their IHPs.

3.6 School nurses and other healthcare professionals

Our school nursing service will notify the school when a pupil has been identified as having a medical condition that will require support in school. This will be before the pupil starts school, wherever possible.

Healthcare professionals, such as GPs and paediatricians, will liaise with the school's nurses and notify them of any pupils identified as having a medical condition.

4. Equal opportunities

Catch22 Education actively supports pupils with medical conditions to participate in school trips, visits and/or in sporting activities.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely in all school activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

5. Being notified that a child has a medical condition

When the school is notified that a pupil has a medical condition, the process outlined in Appendix 1 will be followed to decide whether the pupil requires an IHP.

The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for pupils who are new to our school.

6. Individual healthcare plans

The Headteacher has overall responsibility for the development of IHPs for pupils with medical conditions.

The member of staff coordinating their writing and implementation is Hannah Howell SENCo.

Plans will be developed with the pupil's best interests in mind and will set out:

- What needs to be done
- When
- By whom
- Any anticipated emergency response

Not all pupils with a medical condition will require an IHP. The necessity of an IHC will be agreed, based on evidence, in consultation between, the school, healthcare professional, pupil and their parents/carer. In cases where consensus isn't reached, the Headteacher will make the final decision.

Plans will be drawn up in partnership with the school parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the pupil's specific needs. The pupil will be involved wherever possible.

IHPs will be linked to, or become part of, any statement of special educational needs (SEN) or education, health and care plan (EHCP). If a pupil has SEN but does not have a statement or EHCP, their SEN will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed.

The following information will be considered when deciding what to record on IHPs:

- The medical condition, its triggers, signs, symptoms and treatments and resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. classroom setting, crowded corridors, travel time between lessons
- Specific support for the pupil's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods, support in catching up with lessons and counselling sessions
- Clear monitoring arrangements when a pupil is self-managing their medication
- The staff member designated to support the child, their training needs, expectations of their role and confirmation of proficiency as well as cover arrangements for when they are unavailable
- The people in the school who need to be aware of the pupil's condition and any data protection implications
- Arrangement for supply and written permission from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g. risk assessments
- What to do in an emergency, including who to contact, and contingency arrangements

The IHP will be reviewed annually or earlier if there is evidence that the pupil's needs have changed.

7. Managing medicines

Prescription and non-prescription medicines will only be administered at school when it would be detrimental to the pupil's health or school attendance not to do so **and** where parents' have given written consent

The only exception to this is where the medicine has been prescribed to the pupil without the knowledge of the parents, in which case a written confirmation from the doctor will be sought.

Pupils under 16 will not be given medicine containing aspirin unless prescribed by a doctor.

Anyone giving a pupil any medication (for example, for pain relief) will first check maximum dosages and when a previous dosage might have been taken. Parents will always be informed.

The school will only accept prescribed medicines that are:

- In-date
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage

The school will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

All medicines will be stored safely. Pupils will be informed about where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to pupils and not locked away.

Medicines will be returned to parents to arrange for safe disposal when no longer required.

7.1 Controlled drugs

[Controlled drugs](#) are prescription medicines that are controlled under the [Misuse of Drugs Regulations 2001](#) and subsequent amendments, such as morphine or methadone.

All controlled drugs are kept in a secure cupboard in the school office and only named staff have access.

Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

7.2 Pupils managing their own needs

Pupils who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents and it will be reflected in their IHPs.

Pupils will be allowed to carry their own medicines and relevant devices wherever possible. Staff will not force a pupil to take a medicine or carry out a necessary procedure if they refuse, but will follow the procedure agreed in the IHP and inform parents so that an alternative option can be considered, if necessary.

7.3 Unacceptable practice

School staff should use their discretion and judge each case individually with reference to the pupil's IHP, but it is generally not acceptable to:

- Prevent pupils from easily accessing their inhalers and medication for self-administering where this is agreed in their IHP
- Assume that every pupil with the same condition requires the same treatment
- Ignore the views of the pupil or their parents (although this may be challenged)
- Ignore medical evidence or opinion (although this may be challenged)
- Send children with medical conditions home frequently for reasons associated with their medical condition or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHPs
- If the pupil becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable
- Penalise pupils for their attendance record if their absences are related to their medical condition, e.g. hospital appointments
- Prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their pupil, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs
- Prevent pupils from participating, or create unnecessary barriers to pupils participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany their child
- Administer, or ask pupils to administer, medicine in school toilets

8. Emergency procedures

Staff will follow the school's normal emergency procedures (for example, calling 999). All pupils' IHPs will clearly set out what constitutes an emergency and will be explained what to do.

If a pupil needs to be taken to hospital, staff will stay with the pupil until the parent arrives or accompany the pupil to hospital by ambulance.

9. Training

Staff who are responsible for supporting pupils with medical needs will receive suitable and sufficient training to do so. The training will be identified during the development and/or review of IHPs.

Staff who provide support to pupils with medical conditions will be included in meetings where this is discussed.

The relevant healthcare professionals will lead on identifying the type and level of training required and will agree this with the Jamie Nielsen, Headteacher.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the pupils
- Fulfil the requirements in the IHPs
- Help staff to have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures

Healthcare professionals will provide confirmation of the proficiency of staff in a medical procedure, and/or in providing medication.

All staff will receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

10. Record keeping

The School will ensure that written records are kept of all medicine administered to pupils.

Parents will be informed if their pupil has been unwell at school, this will be recorded.

IHPs are kept in a readily accessible place which all staff are aware of.

11. Liability and indemnity

Catch22 will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

The details of the school's insurance policy are:

Policy providers: Zurich Insurance. Policy number: XAO-272093-5823

12. Complaints

Parents with a complaint about the support their child receives for their medical condition should discuss these directly with the Assistant Headteacher in the first instance.

If the Assistant headteacher cannot resolve the matter, they will direct parents to the school's complaints procedure which can be found on our website.

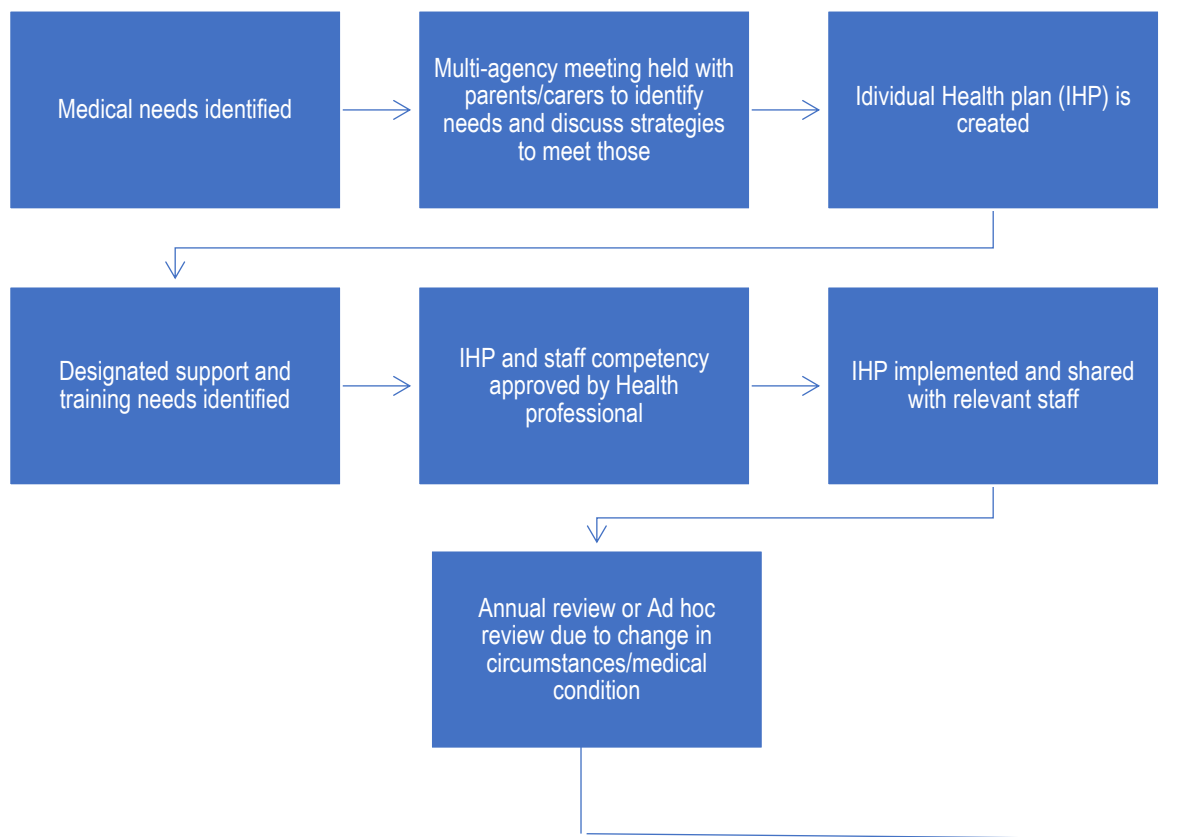
13. Related policies

- Accessibility
- Complaints
- Equality and Diversity
- Health and safety
- Safeguarding
- Special educational needs and disability

14. Appendices

Appendix 1: Being notified a child has a medical condition





Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Supporting pupils with medical conditions policy
EIA completed by:	Head of Personal Development, Behaviour and Attitudes

Date of assessment:	August 2024
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

3. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance

				or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes