

 	THE COOPER SCHOOL <u>SUPPORTING STUDENTS</u> <u>WITH MEDICAL CONDITIONS POLICY</u>			Written by: I Tweed – Assistant Headteacher (TCS)
	Applicable to: ALL STAFF & STUDENTS	Accountable Officer: Headteacher: R Whannel (TCS)	Date Adopted: Summer Term 2021	Date To Be Reviewed: Summer Term 2022 (Every year)

Bernwode School Trust (BST) is a Multi-Academy Trust which incorporates The Cooper School (TCS) and Glory Farm Primary School (GFPS). It is a company limited by guarantee, registered in England and Wales with registered company number 09053713 and its registered address at Churchill Road, Bicester, Oxon, OX26 4RS.

The Cooper School Medical Conditions Policy

This policy has been developed in accordance with the principles established by “**Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England.**” December 2015

Furthermore, **Section 100 of the Children and Families Act 2014** places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.

The Cooper School is an inclusive community that welcomes and supports students with medical conditions. The school provides all students with any medical condition the same opportunities as others at school.

We will help to ensure they can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing once they leave school.

The Cooper School makes sure all staff understand their duty of care to children and young people in the event of an emergency. All staff feel confident in knowing what to do in an emergency.

The school understands that certain medical conditions are debilitating and potentially life threatening, particularly if poorly managed or misunderstood.

The school understands the importance of medication and care being taken as directed by healthcare professionals and parents.

All staff understand the medical conditions that affect students at the school.

The named member of school staff responsible for this medical conditions policy and its implementation is: **Ian Tweed (Assistant Headteacher, Director of Inclusion)**

Policy

This policy describes the essential criteria for how The Cooper School will meet the needs of children and young people with long-term medical conditions.

1. The Cooper School is an inclusive community that supports and welcomes students with medical conditions.

- The school is welcoming and supportive of students with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other students. No child will be denied admission or prevented from taking up a place in the school because arrangements for their medical condition have not been made.
- The school will listen to the views of students and parents.
- Students and parents feel confident in the care they receive from the school and the level of that care meets their needs.
- Staff understand the medical conditions of students and that they may be serious and adversely affect a child's quality of life and impact on their ability to learn.
- All staff understand their duty of care to children and young people and know what to do in the event of an emergency.
- The whole school and local health community understand and support the medical conditions policy.
- The school understands that all children with the same medical condition will not have the same needs.
- The school recognises that duties in the Children and Families Act (England only), the Equality Act (England, Wales and Scotland) and the Disability Discrimination Act (Northern Ireland only) relate to children with disability or medical conditions and are anticipatory.

2. The school's medical conditions policy is drawn up in consultation with a wide range of local key stakeholders within both the school and health settings.

- Stakeholders include students, parents, school nurse, school staff, governors, relevant local health services and relevant supporter organisations.

3. All children with a medical condition at The Cooper School will have an individual healthcare plan (IHCP)

- The IHCP details exactly what care the student needs in school, when they need it and who is going to give it.
- It will include information on the impact any health condition may have on the student's learning, behaviour or classroom performance.
- It will be drawn up with input from the child (if appropriate), their parent/carer, relevant school staff, the School Nurse and any other appropriate healthcare professionals.
- The school has a team of first aid trained staff who can support a student in the case of an emergency until the emergency services are on site.
- A child's IHCP should explain what help they need in an emergency. The IHCP will accompany a student should they need to attend hospital. Parental permission will be sought and recorded in the IHCP for sharing the IHCP within emergency care settings in line with GDPR.

4. School's general emergency procedures

- All staff, including temporary or supply staff, know what action to take in an emergency and receive annual updates.
- If a student needs to attend hospital, a member of staff (preferably known to the student) will stay with them until a parent arrives, or accompany a student taken to hospital by ambulance. They will not take students to hospital in their own car.

5. The school has clear guidance on providing care and support for students with medical conditions

- The school understands the importance of medication being taken and care received as detailed in the student's IHCP.
- The school will ensure that there are more than one member of staff who have been first aid trained. The school will ensure that there are sufficient numbers of staff trained to cover any absences, staff turnover and other contingencies. The school's governing body will make sure that there is the appropriate level of insurance and liability cover in place.
- The school does not hold any pain relief for general use. The only medication we are able to hold is that which is prescribed by a medical professional to an individual student.
- The school will make sure that a trained member of staff is available to accompany a student with a medical condition on an off-site visit, including overnight stays.
- Parents at the school understand that they should let the school know immediately if their child's needs change.
- If a student misuses their medication, or anyone else's, their parents are informed as soon as possible and the school's disciplinary procedures are followed.

6. The school has clear guidance on the storage of medication and equipment at school

- The school makes sure that all staff understand what constitutes an emergency for an individual student and makes sure that emergency medication/equipment is readily available wherever the student is in the school and on off-site activities, and is not locked away. Students may carry their emergency medication with them if they wish/this is appropriate.
- Students may carry their own medication/equipment, or they should know exactly where to access it.
- Students can carry controlled drugs if they are competent, otherwise the school will keep controlled drugs stored securely, but accessible, with only named staff having access.
- The school will make sure that all medication is stored safely in the school Reception, and that students with medical conditions know where they are at all times and have access to them immediately.
- The school will store medication that is in date and labelled in its original packaging, in accordance with its instructions. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.
- Parents are asked to collect all medications/equipment at the end of the school term, and to provide new and in-date medication at the start of each term.

7. The school has clear guidance about record keeping

- Parents at the school are asked if their child has any medical conditions on the enrolment

form.

- The school uses an IHCP to record the support an individual student needs around their medical condition. The IHCP is developed with the student (where appropriate), parent, school staff, school nurse (where appropriate) and relevant healthcare services.
- The school has a centralised register of IHCPs, and the Assistant Headteacher, Director of Inclusion has the responsibility for this register.
- IHCPs are regularly reviewed, at least every year or whenever the student's needs change.
- The student (where appropriate), parents, school nurse (where appropriate) and relevant healthcare services hold a copy of the IHCP. Other school staff are made aware of and have access to the IHCP for the students in their care via BromCom (the school's MIS).
- The school will ensure that the student's confidentiality is protected.
- The school will seek permission from parents before sharing any medical information with any other party.
- The school will meet with the student (where appropriate), parent, school nurse (where appropriate) and relevant healthcare services prior to any overnight or extended day visit to discuss and make a plan for any extra care requirements that may be needed. This is recorded in the student's IHCP which accompanies them on the visit.
- The school does not administer any non-prescription or prescription drugs.
- In the case of prescription drugs, the students will self-administer. The prescription drugs are kept in a secure cabinet in the school's reception. When a student self-medicates a record of this is kept.
- The school makes sure that all staff providing support to a student and other relevant teams have received suitable training and ongoing support, to make sure that they have confidence to provide the necessary support and that they fulfil the requirements set out in the student's IHCP. This should be provided by the school nurse and/or other suitably qualified healthcare professional and/or the parent. The school nurse/other suitably qualified healthcare professional will confirm their competence.
- The school keeps an up-to-date record of all training undertaken and by whom.

8. The school ensures that the whole school environment is inclusive and favourable to students with medical conditions. This includes the physical environment, as well as social, sporting and educational activities

- The school is committed to providing a physical environment accessible to students with medical conditions and students are consulted to ensure this accessibility. The school is also committed to an accessible physical environment for out-of-school activities.
- The school makes sure the needs of students with medical conditions are adequately considered to ensure their involvement in structured and unstructured activities, extended school activities and residential visits.
- All staff are aware of the potential social problems that students with medical conditions may experience and use this knowledge, alongside the school's bullying policy, to help prevent and deal with any problems. They use opportunities such as PSHE and science lessons to raise awareness of medical conditions to help promote a positive environment.
- Students are also given the opportunity to communicate their medical conditions and the difficulties they experience as a result to staff and their peers via presentations.
- The school understands the importance of all students taking part in physical activity and that all relevant staff make appropriate adjustments to physical activity sessions to make sure they are accessible to all students. This includes out-of-school clubs and team sports.
- The school understands that all relevant staff are aware that students should not be forced to take part in activities if they are unwell. They should also be aware of students who have been advised to avoid/take special precautions during activity, and the potential triggers for a student's medical condition when exercising and how to minimise these.
- The school makes sure that students have the appropriate medication/equipment/food with them during physical activity.

- The school makes sure that students with medical conditions can participate fully in all aspects of the curriculum and enjoy the same opportunities at school as any other child, and that appropriate adjustments and extra support are provided.
- All school staff understand that frequent absences, or symptoms, such as limited concentration and frequent tiredness, may be due to a student's medical condition. The school will not penalise students for their attendance if their absences relate to their medical condition.
- The school will refer students with medical conditions who are finding it difficult to keep up educationally to the SENCO/ Deputy SENCO who will liaise with the student (where appropriate), parent and the student's healthcare professional.
- The school makes sure that a risk assessment is carried out before any out-of-school visit, including work experience and educational placements. The needs of students with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required.

9. The school is aware of the common triggers that can make common medical conditions worse or can bring on an emergency

- The school is committed to identifying and reducing triggers both at school and on out-of-school visits.
- The IHCP details an individual student's triggers and details how to make sure the student remains safe throughout the whole school day and on out-of-school activities. Risk assessments are carried out on all out-of-school activities, taking into account the needs of students with medical needs.
- The school reviews all medical emergencies and incidents to see how they could have been avoided, and changes school policy according to these reviews.
- Where a child is returning to school following a period of hospital education or alternative provision (including home tuition), the school will work with the student and parents to ensure that the child receives the support they need to reintegrate effectively.

10. Each member of the school and health community knows their roles and responsibilities in maintaining and implementing an effective medical conditions policy

- The school works in partnership with all relevant parties including the student (where appropriate), parent, school's governing body, all school staff, and healthcare professionals to ensure that the policy is planned, implemented and maintained successfully.
- The school is committed to keeping in touch with a child when they are unable to attend school because of their condition.

11. Linked policies and guidelines

This procedure is linked to and must be used in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Single Equality Policy including School Accessibility Policy and Plan
- Behaviour Policy
- Fitness to Study Policy (Post-16)

***The term 'parent' implies any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.**

The Cooper School Fitness to Study Policy (Post-16)

1. Introduction

The Cooper School is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement. Fitness to study relates to an individual's capacity to participate fully as a student, in relation to academic studies and life generally at school.

2. Purpose

The purpose of this policy is to provide a suitable, co-ordinated response by academic and support staff in circumstances where a student's fitness to study is a cause for concern.

3. Fitness to Study

- A student's fitness to study may be a cause for concern as a result of a wide range of circumstances, including (but not restricted to) the following:
 - Where a student is affected by medical conditions that require long periods of absence and treatment.
 - Where there are doubts from staff regarding a student's fitness to study due to a preexisting medical condition.
 - Where participation in a programme related activity or assessment would jeopardise the long term health and wellbeing of a student due to a pre-existing medical condition.
 - When there is a disruption to teaching, learning and support of other students or where unreasonable demands are being made on staff or students due to deterioration in the physical or mental health of a student.
 - Where there is a potential risk to a student or others due to deterioration in the student's physical or mental health.
 - Behaviour which would usually be dealt with as a disciplinary matter, which may be known to be or suspected to be the result of an underlying physical or mental health difficulty.
 - The student's academic performance or personal conduct is not acceptable and may be known to be or suspected to be the result of an underlying physical or mental health problem.

- This policy is intended for use where the situation is deemed to be serious and has not been resolved through intervention of the existing teaching and support staff within the school.

4. Scope

This policy applies to all students studying a Post-16 course at The Cooper School and has been developed to manage situations where, in light of concerns regarding a student's health or wellbeing, it is not considered appropriate to implement other student processes such as the school's behaviour policy. There may, however, be situations where it is appropriate to implement alternative procedures and the school is not prevented from doing so, notwithstanding concerns regarding the student's health or wellbeing.

5. Overall responsibility

The Assistant Headteacher, Director of Post 16 Studies has overall responsibility for this policy.

6. Equality and Diversity

- In responding to and managing situations where a student's fitness to study is a concern, the school remains mindful of its duty of care and of its obligations under the Equality Act 2010, including its duty to make reasonable adjustments to teaching and learning, assessment and other activities, as appropriate. In dealing with cases The Cooper School also remains mindful of its duties under the Data Protection Act 1998.
- In implementing the procedure The Cooper School will ensure that it offers and encourages students to seek appropriate support from the outset for example by referring students to the Post-16 Student Support Manager, the School Counsellor or the School Health Nurse.
- When implementing this procedure, each matter will be dealt with in a supportive manner and on an individual basis. Any decision reached about a student's fitness to study will be made, wherever possible, through a process involving the student and other relevant parties such as teaching staff, parents and internal and external agencies, such as social workers and local authorities, as appropriate in the circumstances.
- The Cooper School is committed to equal opportunities and our aim is to make our procedures easy to use and accessible. We will take reasonable steps to accommodate any reasonable adjustments to enable access to this procedure or receive responses in other formats, and provide such assistance, as may be reasonably required.

7. General

- Any member of staff who has a concern about a student's fitness to study, or has had a concern reported to them, should discuss those concerns with the Assistant Headteacher, Director of Post 16, remaining mindful of the confidential and sensitive nature of the matter being discussed.
- All members of staff must ensure that they consider the school's safeguarding procedures alongside this procedure. If an incident occurs where there is critical concern regarding immediate risk to self or others, the Designated Safeguarding Lead must be informed.
- Where there is no critical concern of immediate risk to self or others, this fitness to study procedure has 3 stages. The student would usually enter the process at stage 1. However, if the school considers the level of concern to be serious and immediate it may decide that the student needs to immediately enter the process at stage 2 or 3, as appropriate.

N.B Where there is reference in the procedure to any named role, such references are to be read as including reference to their nominees.

8. Stage 1 – Initial Concern: Informal action

- Concerns at this stage may include deterioration in health, appearance, behaviour, attendance, or the ability to meet deadlines, succeed academically or participate in normal student life.
- It is the responsibility of the student's form tutor/student support manager/deputy head of Post 16 (as deemed most suitable) to discuss initial concerns with the student
- In providing support, this member of staff should be liaising with other relevant parties such as teaching staff, parents, student support, the Inclusion Team and external agencies, such as social workers and local authorities, as appropriate in relation to the student's age and individual circumstances.
- The student should be encouraged to use one or more of the support services offered by the school, (e.g. Student Support, School Counsellor, School Health Nurse). Specific academic arrangements, or reasonable adjustments, should be considered and action plans agreed with the student. A review date should be set no later than 4 weeks hence.

9. Stage 2 – Continuing Concern or Sudden Deterioration: Case Review Meeting

- Stage 2 will be initiated where concerns are continuing or the review date agreed at the stage 1 discussion has passed and the student is still experiencing difficulties. It may also be initiated

when there is a significant initial concern which is felt to be too serious to be handled informally at Stage 1.

- The Assistant Headteacher: Director of Post 16 must be informed of the continuing concern. It is their responsibility to ensure that Stage 2 of this procedure is followed.
- The Assistant Headteacher: Director of Post 16 will arrange a Case Review meeting with the student, the student's form tutor, the Student Support Manager and any other staff as is considered appropriate in the individual circumstances.
- The student should be made aware of the purpose of the meeting and that they may be accompanied at the meeting by a parent. In the event that the student is unable or unwilling to attend, the meeting may go ahead in his or her absence, if the school considers it reasonable to do so.
- The Assistant Headteacher: Director of Post 16 must consider whether any others should also be informed and/or invited to attend based on their ability to best provide expert advice, or those who need to be there because of their relationship with the student. Depending on the circumstances this could include other members of the school staff, social workers and local authorities.
- In the case of a looked after student or a student with an Education, Health and Care Plan, the Case Review will be in consultation with the Local Authority.
- The Case Review meeting will consider whether the student is able to participate as a student, in relation to academic studies and life generally at The Cooper School and whether any support needs can be met by the school.
- If this is considered possible, an action plan will be agreed with the student detailing any steps the student will need to take and the support to be provided to the student. This action plan will normally detail different actions to any plan previously agreed. Regular review meetings will be arranged with the student and a nominated member of staff. The student should be made aware of what will happen if the action plan is breached, which will normally involve their case moving to stage 3.
- If this is not considered possible, stage 3 of the procedure will be initiated.

10. Stage 3 – Serious, persistent and/or critical concerns: Fitness to Study Panel

- The most serious level of concern can be reached either through progression from Stages 1 and 2 or directly if the concerns identified by a member of staff are serious, persistent or have become critical i.e. the student's behaviour is putting health and safety, well-being or academic progression of self or others at risk.
- In such cases The Assistant Headteacher: Director of Post 16 must be informed.
- The Assistant Headteacher: Director of Post 16 will call a Stage 3 Fitness to Study Panel meeting. The Fitness to Study Panel will be chaired by The Assistant Headteacher: Director of Post 16. At the discretion of the panel Chair, the panel may include relevant members of teaching staff as well as support staff. The membership of the panel will be at the discretion of the Chair as is most appropriate taking into account the circumstances. A minute taker will also be present. Parents will be invited to attend.
- The Assistant Headteacher: Director of Post 16 must consider whether others should also be invited to attend based on their ability to best provide expert advice or those who need to be there because of their relationship with the student. Depending on the circumstances this could include other members of the school staff, the school's safeguarding lead, social workers or local authorities.
- In the case of a looked after student or a student with an Education, Health and Care Plan, the Fitness to Study Panel will be in consultation with the Local Authority.
- The Panel may request medical evidence.
- In the event that the student is unable or unwilling to attend, the meeting may go ahead in his or her absence.
- At the Fitness to Study Panel, the student's support needs will be discussed and various options considered including a break from study, study from home, a period of postponement or a

recommendation for withdrawal from a course or from Post 16 completely.

- In cases where postponement of studies is agreed, a clear time frame must be given to the student. The provision of appropriate documentation/medical evidence within that time frame will be a condition of re-entry to the programme of study.
- The decision made by the Fitness to Study Panel will be notified to the student within 5 working days of the meeting. The student will be advised of his/her right to appeal against the decision and informed how that appeal should be lodged and in what timescale.
- Whilst it is envisaged that such cases will be exceptional, the The Cooper School reserves the right, at any stage and level of this procedure, to vary the process it follows in the interests of fairness and/or health and safety (for example, where there are concerns that the attendance of the student at a meeting or the provision of information to the student could have a detrimental effect on the student e.g. if the student is self-harming or the student is in hospital)
- Should a student be unwilling or unable to take part at any stage of the procedure or to attend a meeting, the school may nonetheless follow the procedure where it is reasonable to do so. In addition, the school will consider any request from the student to proceed with a meeting in his or her absence on the basis of written reports and/or a written statement from the student.

11. Right of appeal

- The student may appeal against a decision of the Fitness to Study Panel on the following grounds:
 - The school has failed to follow its own procedure.
 - The decision is unreasonable.
 - There is further material evidence which could not reasonably have been expected to have been submitted for consideration by the panel.
- Any request for an appeal should set out the grounds for appeal and be submitted within 10 working days of notification in writing to the Headteacher. An appeal hearing with the Headteacher or their nominee will be arranged to take place normally within 21 working days of receiving notice of the request for an appeal. The student will normally be given at least 5 working days' notice of the time and place of the appeal interview and will be entitled to be accompanied by a parent or another suitable adult.
- At the appeal hearing the student or companion will explain his or her case and any special circumstances which may exist. The hearing will review the case, taking into account the original fitness to study decision and the student's representations from the appeal hearing.
- The decision by the Headteacher or their nominee will be confirmed in writing to the student normally within 5 working days
- The right of appeal in the case of a looked after student or a student with an Education, Health and Care Plan will be in consultation with the Local Authority.

12. Return to study

- In all circumstances, when a postponement of studies has been recommended or agreed, the process for considering a return to study should be made clear to the student at the time of postponement. The particular process to be followed will be at the discretion of the The Assistant Headteacher: Director of Post 16 or the Headteacher (if a decision is upheld after appeal) and will depend upon the context and specific circumstances of the original concern.
- In all cases, return to study will depend on evidence of fitness to study. The precise nature of the evidence required from the student will depend on the individual circumstances of each case, but in all cases it is expected that this will involve a report from a recognised independent health professional with sufficient knowledge about the health and wellbeing of the student during the period of suspension and, specifically, the student's capacity to return to study.
- The decision to allow a student to return will be made by the The Assistant Headteacher: Director of Post 16 or the Headteacher, in compliance with academic regulations and availability

of support upon return. Their decision is final and will be communicated in writing to the student prior to his or her return, clarifying any necessary requirements and special arrangements.

- On the student's return, the school may decide that there should be regular review meetings with the student that can be used to support and monitor a return to study plan and provide staff with an agreed context in which to provide on-going pastoral care. If so, the student is expected to take personal responsibility for fully engaging with this support.

13. Linked policies and guidelines

This procedure is linked to and must be used in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Single Equality Policy including School Accessibility Policy and Plan
- Behaviour Policy
- Admissions Policy
- Medical Conditions Policy

*The term 'parent' implies any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

Policy/Procedure Title	Support Students with Medical Needs Policy
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