Healthcare Needs Policy

1.Key Principles

Bryn Coch Club is committed to ensuring that learners with healthcare needs are properly supported so that they have full access to education, including trips and Physical Education. The Governing body will ensure that arrangements are in place to support learners with healthcare needs.
Healthcare issues affect each learner individually therefore, we are committed to ensuring arrangements focus on meeting the needs specific to the learner and how these impacts on their education, attainment and well-being.

We aim to ensure arrangements properly support learners and minimise disruption or barriers to their education. Arrangements also consider any wider safeguarding duties while seeking to ensure all learners can access and enjoy the same opportunities.

Many learners will have a short-term healthcare need at some point. With appropriate support they should be able to regularly attend and take part in most activities. However, some learners may have significant or long-term healthcare needs affecting their cognitive or physical abilities, their behaviour or their emotional state, which may require additional support.

A collaborative approach when making decisions around support is crucial. We aim to listen to the wishes and advice of the learner, parent / carer, education and health professionals.

2.Legal Context

This policy must be read in accordance with the Welsh Government **Statutory Guidance**: Supporting Learners with Healthcare Needs. Guidance. Welsh Government 215/2017. Follow the link below:

http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?skip=1&lang=en

3.Roles and Responsibilities

3.1 Governing body

The Governing body at Bryn Coch Club will 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. Bryn Coch Club 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 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. This should include a policy on healthcare needs and where appropriate, 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 such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens
- 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 having an infection prevention policy that fully reflects the procedures laid out in current guidance – refer to Section 15 for further details.

3.2 Registered Person

The head teacher at Bryn Coch School will ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented. 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 (as included within the Strategic Equality Plan / Accessibility Plan)
- 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 school in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners. Health Care plans are kept in the class in which the child is taught, playscheme and the Manager's room.
- appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's care. In Bryn Coch Club this will be Miss C Murphy (Club Manager).
- ensuring a sufficient number of trained staff are available to implement the arrangements set out in all IHPs, including contingency plans for emergency situations and staff absence. Staff training is held once a year. In addition, training for contact staff of specific children is held at least annually. Evacuation plans are in place for those children who need, and all contact staff are aware of the procedures in place. These are kept in the class in which the child is taught.
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs.
- checking with Flintshire County Council 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 all learners with healthcare needs are appropriately linked with the club's health advice service
- ensuring when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place
- being mindful of the Social Services and Well-being (Wales) Act 2014. Bryn Coch Club is aware of the legislation and ensure assistance to learners is provided using a holistic approach.

3.3 Person in charge, Playworkers and Childcare Practioner's and all other members of staff (e.g. catering staff or reception staff);
Any staff member at Bryn Coch Club may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines on a voluntary basis.

Whilst it may form part of the job role for some employees (one to one staff), staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, Bryn Coch Club will ensure that staff:

- fully understand the club's healthcare needs policies and arrangements through whole childcare provision and school, and year group staff meetings.
- 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. In these instances, the person in charge would communicate with the parents, either during or at the end of the day as appropriate. This communication may take the form of a telephone call, face to face meeting. If necessary advice from senior management may be sought.

- 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. All these details are kept in the child's care plans.
- fully understand the club's emergency procedures and be prepared to act in an emergency. Staff will follow emergency procedures stated in health care plans. they will follow the school's procedures as practiced e.g. fire alarm practice and if necessary follow guidance given in evacuation plans.
- 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. In some instances, children have designated one to one support with whom they can communicate. Otherwise they or their friends will be encouraged to communicate with the person in charge.
- 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 school. This may include reporting any deterioration, concerns or changes to learner or staff routines. The club manager and person in charge or designated one to one support, will communicate this information to parents, either informally or during arranged review meetings.

3.4 Parents / Carers

Parents and carers of Bryn Coch School will:

- receive updates regarding healthcare issues/changes that occur within the Club.
- 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 club with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals.
- inform Bryn Coch Club 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 Club if their child has/had an infectious disease or condition while in attendance.

3.5 Learners

Learners at Bryn Coch School will:

- inform a parent/carer or staff member/s if feeling unwell
- inform relevant staff member/s of any medication or healthcare needs, or changes
- participate in drafting and agreeing individual healthcare plan (IHP), where appropriate;
- take care when carrying medicines to and from school, and not sharing with others
- participate in discussions around sharing/confidentiality of personal information
- *Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.*

3.6 Local Authority

Flintshire County Council will ensure education provision is available to learners, and:

- must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory.
- must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the well-being of children in relation to their physical and mental health, their education, training and recreation.
- should provide support, advice and guidance, including how to meet the training needs of school staff, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP).

Health advice and support can also be provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support. Proactively engaging with specialist services can provide practical help when writing and implementing IHPs. They can also provide training and awareness-raising resources, including video links.

4. Individual Healthcare Plans (IHPs)

4.1 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. Those devising the plan should agree who will take the lead, but responsibility for ensuring it is finalised and implemented rests with the club/school.

IHP's 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 enrolment form or another route.
- Parent or learner informs the club of healthcare need.

Gather Information

- If there is potential need for an IHP, the club should discuss this with the parent and learner.

Establish if an IHP should be made

- The Club should 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 an IHP should be made

- The club, under the guidance of the appropriate healthcare professionals, parents and the learner, should develop the IHP in partnership.
- The club should identify appropriate staff to support the learner, including identifying any training needs and the source of training, and implement training.
- The club should circulate the IHP to all appropriate individuals.
- The club should 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 it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures should be confirmed in writing between the learner (where appropriate), the parents and Bryn Coch Club.
However, when a learner has continual or episodic healthcare needs, then an IHP may be required. If these needs are complex and the learner is changing settings, then preparation should start early to help ensure the IHP is in place at the start of the new term.

4.2 Roles and Responsibilities in the Creation and Management of IHPs
The development of detailed IHPs may include:

- the learner
- parents
- appropriate healthcare professionals
- social care professionals
- delegated responsible individual for healthcare needs across the setting
- support staff, including catering staff
- any individuals with relevant roles such as a first aid coordinator, a well-being officer, and special educational needs coordinator.

4.3 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 person in charge) on how the learner's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects
- actions required
- emergency protocols and contact details

- the role the club 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

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.
All administration of medication must be recorded on the appropriate forms, either hard copy or electronically and comply with the Data Protection Act 1998.
Please refer to **Appendix 9** for a template IHP. ***NOTE:*** *Many third sector organisations have online condition-specific IHPs that could be useful to tailor for your learners' needs. For example;*
https://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/
https://www.asthma.org.uk/advice/child/manage/action-plan/

4.4 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.

4.5 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 should be reflected within the learner's IHP.
Where possible, learners should be allowed to carry their own medication and relevant devices, or be able to quickly access their medication. Some learners may require an appropriate level of supervision.
If a learner refuses to take their medicine or carry out a necessary procedure, staff should 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.

5. Creating an Accessible Environment

5.1 The governing body should ensure that Bryn Coch Club is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

5.2 Reasonable Adjustments – Auxiliary Aids or Services
The Equality Act 2010 places a duty on learning establishments to make 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) must be provided.
In addition, there are duties under the Equality Act 2010 to prepare and implement accessibility strategies and plans. These strategies and plans deal with matters related to increasing participation by disabled learners

5.3 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, breakfast club, productions, after-hours clubs and residential visits.
Bryn Coch Club will make all staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion. A proactive approach is needed to remove any barriers.

5.5 Exercise and Physical Activity
Bryn Coch Club/School will fully understand the importance of all learners taking part in physical activities and staff should make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.
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 should always seek guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.
Separate 'special provisions' for particular activities will be avoided, with an emphasis instead on activities made accessible for all. Where this might not be possible, advice from healthcare or physical education professionals and the learner should be sought.
Staff at Bryn Coch School 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.

5.6 Food Management
Where food is provided by or through the club/school, consideration is given to the dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances. Where a need occurs, the school will provide menus to parents and learners, with complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens must be clearly marked. Providing information will help facilitate parent and catering teams' collaborative working. This is especially important when carbohydrate counting is required.

Consideration will be given to availability of snacks. Sugar and gluten-free alternatives should always be made available. As some conditions require high calorific intake, there should always be access to glucose-rich food and drinks.
Food provided for trips reflects the dietary and treatment needs of the learners taking part. Food provided for snacks in classroom settings should 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.

5.7 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.

6. Sharing Information

Bryn Coch Club will communicate information effectively and confidentially with teachers, school staff, parents, carers and learners.

6.1 Teachers, Supply Teachers and Support Staff *(this may include other staff such as catering staff or relevant contractors)*
The school will:

- ensure staff have access to the relevant information, particularly if there is a possibility of an emergency situation arising.
- Use a noticeboard in the staff room to display information on high-risk health needs, first aiders and certificates, emergency procedures, etc.

6.2 Parents / Carers and Learners
The school will:

- make healthcare needs policies easily available and accessible.
- Provide the learner/parents with a copy of their information sharing policy. This should state the type of bodies and individuals with whom the learner's medical information may be shared
- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared. Sharing medical information can be a sensitive issue and the learner should be involved in any decisions. The club will keep a list of what information has been shared with whom and why, for the learner/parent to view on request
- consider including a web link to the healthcare needs policies in relevant communications sent to parents, and within the learner's IHP
- include other learner groups in the development of the setting's healthcare needs arrangements, where appropriate
- consider how friendship groups and peers may be able to assist learners, e.g. they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. The club should discuss with the learner and parents first and decide if information can be shared.

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

Bryn Coch Club will ensure procedures which 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. Head of educational setting agreement to administer medicine
4. Record of medicine stored for and administered to an individual learner
5. Record of medicines administered to all learners by date
6. Request for learner to administer own medicine
7. Staff training record – administration of medicines
8. Medication incident report

New records should be completed when there are changes to medication or dosage. The club should ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy.

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.

Refer Appendix 1- 8.

8. Storage, Access and the Administration of Medication and Devices

While all medicines should be stored safely, the type and use of the medication will determine how this takes place. It is important for learners to know where their medication is stored and how to access it.

8.1. Refrigeration

Some medicines need to be refrigerated. The refrigerator temperature will need to be regularly monitored to ensure it is in line with storage requirements. Medicines can be kept in a refrigerator containing food, but should be in an airtight container and clearly labelled. A lockable medical refrigerator should be considered if there is a need to store large quantities of medicine.

8.2 Emergency Medication

Emergency medication must be readily available to learners who require it at all times during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) should be readily available to learners and not locked away. This is particularly important to consider when outside of the education setting's premises, e.g. on trips.

If the emergency medication is a controlled drug it should be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency. For example, keys should not be held personally by a member of staff. A learner who has been prescribed a controlled drug may legally have it in their possession, if they are competent to do so, and they must not pass it to another learner or other unauthorised person. Monitoring may be necessary. Where staff administer emergency medication to a learner, this should be recorded.

8.3 Non-Emergency Medication

All non-emergency medication should be kept in a secure place with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls are advisable.

8.4 Disposal of Medicines

When no longer required, medicines should be returned to parents to arrange safe disposal. Sharp boxes must always be used for the disposal of needles and other sharp instruments, and disposed of appropriately.

8.5 Administration of Medicines

- Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines requires written parental consent. The administration of all medication should be recorded.
- Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school and in the evening. There will be instances where this is not appropriate.
- Learners under 16 should never be given aspirin or its derivatives unless prescribed to them.
- Unless there is an agreed plan for the learner to self-medicate, all medication should be administered by a member of staff. In other cases, it may need to be supervised in accordance with the IHP.
- Medication should only be administered by suitably trained staff. The movement and location of these trained staff should always be in conjuncture with the learners they support.
- Staff should check the maximum dosage and the amount and time of any prior dosage administered.
- Certain medical procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care. There is no requirement in law for there to be more than one person assisting. This should be agreed and reflected in the IHP and risk assessment.
- Bryn Coch Club have an Intimate Care Policy in place. The policy should be followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.

Definition: *Intimate care can be defined as any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some learners are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as day-to-day tasks such as help with washing, toileting or dressing. It also includes supervision of learners involved in intimate self-care.*

- If a learner refuses their medication, staff should record this and follow their defined procedures informing parents as soon as possible.
- If a learner misuses any medication, their parents should be informed as soon as possible. The club will ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, staff need to consider seeking immediate healthcare advice.
- Staff involved in the administration of medication should be familiar with how learner's consent to treatment.
- All staff supporting off-site visits should be made aware of learners who have healthcare needs. They should receive the required information to ensure staff are able to facilitate an equal experience for the learner. This information may include health and safety issues, what to do in an emergency and any other additional necessary support that the learner requires, including medication and equipment.

9. Emergency Procedures

At Bryn Coch Club the members of staff responsible for Emergency Procedures is Mrs L Williams Head teacher and Ms C Murphy (club manager).
In situations requiring emergency assistance, 999 should be called immediately – see **Appendix 1** for guidance. The location of learners' healthcare records and emergency contact details should be known to staff.
Where a learner has an IHP, this should clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures.

Other learners in the education setting 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.

10. Training

The Governing body must ensure staff who volunteer or who are contracted to support those with healthcare needs, are provided with appropriate training. Four members of staff have received Emergency First Aid / Paediatric First Aid training, and ten have received First Aid at Work training.
Bryn Coch Club will ensure records of all 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.

When assisting learners with their healthcare needs, it should be recognised that for many interventions no specialist training is required and the role of staff is to facilitate the learner to meet their own healthcare needs.
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 various adaptive technologies. If these have been instigated by health professionals, they can be asked to provide advice suitable for education settings as well as learners and families.
Training provided should be sufficient to ensure staff are competent, have confidence in their ability to support learners and fulfil IHP requirements. Crucially this training should involve input from the learner and parents, who often play a major role in providing information on how needs can be met. However, parents should not be solely relied upon to provide training about the healthcare needs of their child.
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.
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 Bryn Coch Club will be made aware of learners will healthcare needs and common conditions. Photographs and details about the needs of individual children are displayed in the club building. All staff have a copy of the medical register which is updated twice a year. Regular meetings between staff are to be held to discuss/review needs.
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 should set out alternative arrangements. This also needs to be addressed in risk assessment and planning of off-site activities.

11. Unacceptable Practice

It is not acceptable practice to:

- prevent learners from attending an education setting due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary
- assume every learner with the same condition requires the same treatment
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly)
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- penalise a learner for their attendance record if the absence is related to their healthcare needs. 'Authorised absences' including healthcare appointments, time to

travel to hospital or appointment, and recovery time from treatment or illness should not be used to penalise a learner in any way. This includes, but is not limited to, participation in activities, trips or awards which are incentivised around attendance records

- request adjustments or additional time for a learner at a late stage. They should be applied for in good time. Consideration should also be given to adjustments or additional time needed in mock examinations or other tests
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively
- require parents, or otherwise make them feel obliged, to attend the club, rip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues
- expect or cause a parent to give up work or other commitments because the school is failing to support a learner's healthcare needs
- ask a learner to leave the building or activity if they need to administer non-personal medication or consume food in line with their health needs
- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

15. Insurance Arrangements

The Governing body will ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs. The LEA organises all insurance cover, through Zurich Insurance, policy number QUA-04U011-0023.

16. Complaint Procedure

If the learner or parent is not satisfied with Bryn Coch Club's health care arrangements they are entitled to make a complaint. Please refer to the Complaints Procedure for further information. The policy can be found in Bryn Coch Club's Building.

17. Monitoring

This policy will be reviewed annually by the club manager, 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 and health professionals and other relevant bodies.

Declaration:

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

Date: SPRING 2020

Signed M TANTON Chair of Governors

18. 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

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 Bryn Coch School, Victoria Road
3. State that the postcode is CH7 1EW
4. Give the exact location in the School building
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 the patient.
8. Don't hang up until the information has been repeated back.

BRYN COCH
CLUB

This policy was adopted by	Bryn Coch School/Club
Date	
Review Date	