



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A
city on a hill cannot be hidden.
- Matthew 5:14b

Medical Needs Policy

Approved by:	Board	Date: October 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	
Related Documents	Medication Policy	
Guidance	Education policy 2003, Health & Safety at work etc act & first aid regulations 1981 Guidance on Health protection in schools and other childcare settings Statutory framework for the Early Years Foundation	
Author	Sara Torrance/Rebecca Whiteley	

Table of Contents

❖ 1	Introduction and Aims:	4
❖ 2	Legislation and statutory guidance:	4
❖ 3	Policy implementation	6
❖ 4	Procedure	7
❖ to be followed when notification is received that a pupil has a medical condition		7
❖ 5	Access to the academy	9
❖ 6	Individual Health Care Plans	9
❖ 7	Roles and responsibilities	11
❖ 8	Staff training and support	13
❖ 9	Training approach of the Academy	14
❖ 10	The child's role in managing their own medical needs	15
❖ 11	Managing medicines on school premises and record keeping	15
❖ 12	Dietary and allergen requirements	16
❖ 13	Day trips, residential visits, and sporting activities	16
❖ Attendance		16
❖ 14	Unacceptable practice	17
❖ 15	Lost medication	17

❖ 16	Equipment and Hygiene	18
❖ 17	Kitt Medical & Anaphylaxis	18
❖ 18	Asthma	19
❖ 19	Other medical conditions.	20
❖ 20	Short term medical needs	20
❖ 21	Complaints	22
❖ 22	Monitoring arrangements	22



1 Introduction and Aims:

This policy sets out how Bradford Academy will support Children with Medical Needs, in line with statutory legislation and guidance.

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of the school community. In September 2014 a new duty was introduced for governing bodies to make arrangements to support pupils at school with medical conditions, in terms of both physical and mental health, to enable them to play a full and active role in school life, remain healthy and achieve their academic potential. The Executive Principal will have overall responsibility for ensuring that this, and other policies and procedures, are regularly reviewed and fully implemented.

Some pupils with medical conditions may be disabled as defined in the Equality Act 2010. The Act defines disability as when a person has 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.' Some specified medical conditions are all considered as disabilities, regardless of their effect. Bradford Academy aims to adhere to the requirements of the Equalities Act by implementing this policy.

2 Legislation and statutory guidance:

This policy is written in line with the requirements of:

- ❖ Children and Families Act 2014 - section 100:
- ❖ <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- ❖ Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE DEC 2015:
- ❖ <https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>
- ❖ 0-25 SEND Code of Practice, DfE 2015:
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

- ❖ Mental Health and behaviour in schools: departmental advice for school staff, DfE June
- ❖ 2018:https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf
- ❖ Equalities Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- ❖ Schools Admissions Code, DfE 2021:
- ❖ https://assets.publishing.service.gov.uk/media/60ebfeb08fa8f50c76838685/School_admissions_code_2021.pdf
- ❖ Keeping Children Safe in Education (KCSIE), DfE

This policy should be read in conjunction with other policies including Special Educational Needs and Disabilities (SEND) Policy; Safeguarding Policy; Trips Policy; Attendance Policy, medication policy, Allergy policy and Complaints Policy.

3 Policy implementation

The statutory duty for making arrangements for supporting pupils at school with medical conditions rests with the executive principal (EP). The EP has conferred the following functions of the implementation of this policy to the staff below, however, the EP remains legally responsible and accountable for fulfilling our statutory duty.

- ❖ The overall responsibility for the implementation of this policy is given to the principal of each phase at the Academy. They will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone is always available and on-site with an appropriate level of training. This will be discussed during the induction of all teaching and support staff.
- ❖ Senior Staff including the SENDCo and cover supervisor will be responsible for briefing supply staff
- ❖ Senior Staff including the SENDCo / trip leader as appropriate are responsible for preparing risk assessments for school visits and other school activities outside of the normal timetable
- ❖ The Special educational Needs and Disabilities Coordinator (SENDCO) in conjunction with key staff including the deputy SENDCo's and Resource provision managers will be responsible in conjunction with parents/carers, for drawing up, implementing and keeping under review the individual healthcare plan for each pupil and making sure relevant staff are aware of these plans. These duties may be disseminated to other capable staff members as the SENDCo sees fit.
- ❖ The SENDCo has overall responsibility for the development of individual healthcare plans.
- ❖ SENDCo's will have overall responsibility for the monitoring of individual healthcare plans.

- ❖ All members of staff are expected to show a commitment and awareness of children's relevant medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

4 Procedure

to be followed when notification is received that a pupil has a medical condition

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when pupils' needs change.

- ❖ For children being admitted to our academy for the first time with good notification given, the arrangements will be in place for the start of the relevant school term. In other cases, such as a new diagnosis or a child moving to our school midterm, we will make every effort to ensure that timely arrangements are put in place. Parents / carers are asked to update the school about relevant new diagnoses or changes in a condition or its treatment.
- ❖ Medical information is recorded on Arbor and imported onto medical tracker. This information will be shared with all staff. This information will be dealt with in a sensitive manner. Confidentiality is assured by staff in line with GDPR. Key staff update the register / information and meet regularly with the SENDCo to discuss students' medical needs. Any concerns may be discussed with parents / carers and when appropriate, with students. Other health professionals including the School Nursing service and specialist clinicians may be consulted for advice.
- ❖ In making the arrangements, we will consider that many of the medical conditions that require support in the academy will affect quality of life and may be life threatening. We also acknowledge that some may be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

- ❖ We aim to ensure that parents/carers and pupils can have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self-care. We will:
- ❖ Ensure that staff are properly trained and supervised to support pupils' medical conditions and will be clear and unambiguous about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, where practical, and not prevent them in doing so.
- ❖ Make arrangements for the inclusion of pupils in such activities with any adjustments as required unless there is advice from parents and/or evidence from a clinician stating that this is not possible.
- ❖ Make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all pupils' health is not put at unnecessary risk from, for example infectious disease. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.
- ❖ Bradford Academy will not ask to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents/ carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place while not compromising standards.
- ❖ Such discussions will be led by senior pastoral staff and / the SENDCo or First Aider, following these discussions an individual healthcare plan will be written in conjunction with the parent/carers and put in place.
- ❖ Public examinations: When a pupil is approaching public examinations and may be affected by medical issues, it is the responsibility of parents/carers to inform the SENDCo. The SENDCo will liaise with the Exams Officer to apply for appropriate access arrangements as necessary. Appropriate medical evidence might be requested in certain circumstances.

5 Access to the academy

A car park pass might need to be applied for to ensure all learners can access the building. This process is by completing the barrier pass form which can be collected from reception.

- ❖ **For secondary learners**, they will need to be in receipt of a blue badge to be automatically granted a barrier pass. If they are not blue badge holders but have a significant medical condition which requires them to be driven to and from the Academy each day, medical documents in support of your application will need to be supplied. Decisions will be made on a case-by-case basis by the executive principal.
- ❖ **For primary learners**, the blue badge holder can be either the learner or the parent to be automatically granted a barrier pass. If they are not blue badge holders but have a significant medical condition which requires them to be driven to and from the Academy each day, medical documents in support of your application will need to be supplied. Decisions will be made on a case-by-case basis by the principal.
- ❖ **Learners with mobility difficulty** will have access to the lifts between floors by the use of a lift pass, operated by their student ID card.

6 Individual Health Care Plans

- ❖ Where a child's medical needs are more complex an Individual Healthcare Plan will be developed to ensure that Bradford Academy effectively supports pupils with medical conditions, and that there is clarity about what needs to be done, when and by whom, to support the child.
- ❖ The school, healthcare professionals and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate.
- ❖ Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support. Where a child has SEN but does not have an EHC plan, their special educational needs should be mentioned in their individual medical healthcare plan where this is relevant.

- ❖ Individual medical healthcare plans (and their review) should be drawn up in partnership between the academy, parents/carers and a relevant healthcare professional e.g. school, specialist or children's community nurse, who can best advise on the needs of the child. Pupils should also be involved whenever appropriate. A model process for developing an Individual Healthcare Plan is shown in Appendix A.
- ❖ Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with Bradford Academy. The Academy will ensure that individual medical healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed.

Medical healthcare plans are written on medical tracker, a copy of the process detailed below as Annex B. When a plan is drawn up the following must be considered:

- ❖ The medical condition, its triggers, signs, symptoms and treatments.
- ❖ The pupil's 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. 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 or additional support in catching up with lessons, counselling sessions.
- ❖ The level of support needed (some children will be able to take responsibility for their own health needs). If a child is self-managing medication, this should be stated.
- ❖ Who will provide this support, their training needs, expectations of their role and cover arrangements for when they are unavailable.
- ❖ Who in the school needs to be aware of the child's condition and the support required.

- ❖ Arrangements for written permission from parents/carer 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 child can participate e.g., risk assessment.
- ❖ Where confidentiality issues are raised by the parent/child, the designated individual of the student's choice to be entrusted with information about the child's condition; and
- ❖ What to do in an emergency, including whom to contact, and contingency arrangements.
- ❖ Some children may have an emergency healthcare plan prepared by their lead clinician that should be used.
- ❖ Communication related to supporting the student's care will be documented and added on a case-by-case basis as needs arise.

7 Roles and responsibilities

1 The Academy

Ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. No child with a medical condition will be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made.

- ❖ consider that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. They will often be long-term, on-going and complex and some will be more obvious than others. The governing body will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.
- ❖ ensure that their arrangements give parents confidence in the school's ability to support their child's medical needs effectively. The arrangements will show an understanding of how medical conditions impact on a child's ability to learn, increase their confidence and promote self-care. in line with their safeguarding duties, not

place other pupils at risk or accept a child in school where it would be detrimental to the child and others to do so.

- ❖ ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented. The EP should ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions. They should also ensure that any members of Academy staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Ensure that written records are kept of all medicines administered to children, and of medical events.

- ❖ Ensure medicine dates and quantity are checked annually and ask parents to update where necessary.
- ❖ Bradford Academy will liaise with medical professionals for some support with drawing up Individual Healthcare Plans, providing or commissioning specialist medical training, liaising with lead clinicians and providing advice and support in relation to pupils with medical conditions.

2 Healthcare Professionals

including GPs and paediatricians should notify the Community Nursing Team when a child has been identified as having a medical condition that will require support at school. Specialist local health teams may be able to provide support, and training to staff, for children with conditions (e.g. asthma, diabetes, epilepsy)

3 Pupils

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. This also helps pupils 'take control' of their conditions.

4 Parent / carers

Parents/carers have prime responsibility for their son/daughter's health and should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a

medical condition. Parents are key partners and should be involved in the development and review of their individual healthcare plan and may be involved in its drafting.

They should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are always contactable; and let the school know of any changes to the prescription or support needed.

Parents can make some supportive changes to uniforms for neurodivergent learners by purchasing sensory wear school uniforms from either high street stores (ASDA – M&S) or other outfitters, reducing the need for learners to dress differently from their peers.

❖ [Sensory Outerwear / Schoolwear — Sensory Smart](#)

❖ [Sensory & Adaptive School Uniform | Fledglings](#)

❖ [Amazon.co.uk : sensory school uniform](#)

8 Staff training and support

A record will be kept by the school of staff training for administration of medicines and /or medical procedures & First aid.

- ❖ All staff who are required to provide support to pupils for medical conditions will be trained by healthcare professionals qualified to do so. The training need will be identified by the healthcare professional / RP managers or SENDCo / Assistant SENDCo or first aid lead during the development or review of the individual healthcare plan.
- ❖ Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements set out in the individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

- ❖ Staff must not give medicines or undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans) except in extreme situations where life safety is an issue. A first aid certificate does not constitute appropriate training in supporting children with medical conditions. Healthcare professionals can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.
- ❖ All staff will receive induction training and regular whole school awareness training will be held so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing the policy. The Academy will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.
- ❖ The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice and should be able to provide clinic letters and advice but should usually not be the sole adviser.

9 Training approach of the Academy

All staff are aware of the medical conditions policy, emergency procedures and are encouraged to undergo further training.

The academy carries out a first aid needs assessments as appropriate and has sufficient numbers of trained first aiders. The First Aider list is shared with all staff and placed in key locations around the school.

- ❖ The first aiders (including paediatric first aiders as appropriate) are trained in the management of common medical emergencies and Basic Life Support, including Cardiopulmonary Resuscitation (CPR)
- ❖ The academy has three Automatic External Defibrillators (AED) on site which all staff are aware of; one is in the first aid room and the second is located in the John Craig Sports centre. A third is in the Primary office.
- ❖ Staff who give medication training are trained currently by Opus Pharmserve.

10 The child's role in managing their own medical needs

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, s/he will be encouraged to do so. This will be reflected in the individual healthcare plan.

- ❖ Wherever possible children will be allowed to carry their own medicines and relevant devices or should be able to access their medication for self-medication quickly and easily.
- ❖ Bradford Academy also recognise that children who take their medicines themselves and/or manage procedures may require an appropriate level of supervision. This applies to AAI's and Salbutamol and not to tablets / liquids brought in by the learner.
- ❖ If it is not appropriate for a child to self-manage, then relevant staff can help to administer medicines and manage procedures for them with parental permission and as per their medical care plan. A child can deteriorate quickly and should not be left unsupervised.
- ❖ If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

11 Managing medicines on school premises and record keeping

the following procedures are to be followed:

- ❖ Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- ❖ No child under 16 should be given prescription or non-prescription medicines without their parents written consent.
- ❖ Children under 16 should never be given aspirin or anything containing aspirin unless it has been prescribed by a doctor.
- ❖ Students should carry their own EpiPen / Jext / and / or inhalers unless parents / carers have informed school of the reason why the student cannot do so. If possible, staff should be alerted immediately if this medication is needed.

- ❖ Please consult the medication policy for further information.

12 Dietary and allergen requirements

- ❖ Bradford Academy aims to cater for all pupils' dietary and allergen requirements.
- ❖ The Academy operates a Food Allergy and Food Intolerance Policy to protect the health and welfare of those students who suffer from food allergies or food intolerance. The policy is under constant review and is regularly update based on experience, industry best practice, FSA technical guidance, legislative requirements and codes of practice. This includes the 2021 'Natasha's Law.'
- ❖ The staff who are involved in the preparation of food are briefed on the dietary and allergen requirements of a current pupils and the information is also displayed from Arbor data on the canteen payment system.

13 Day trips, residential visits, and sporting activities

- ❖ Medical issues would not prevent a student from joining a trip or residential visit if parents wish it. If a student with a specific illness is taken away, parents must provide in writing all the information necessary for staff to act should the student become ill on the visit.
- ❖ If there are concerns about a student being able to access the trip because of their needs or lack of physical ability, the matter will be referred to the SENDCo. The nature, rigour and type of trip will be taken into consideration along with any previous history of the student going on trips. The SENDCo will work with the Trip Leader to determine if the trip can be made accessible. Their decision in this matter is final.
- ❖ If students with medical conditions are taken away, we will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This may involve consultation with parents / carers/students and relevant healthcare professions and will be informed by Health and Safety Executive (HSE) guidance on school trips.

Attendance

The attendance team, Form tutors and pastoral team monitor the attendance of all students closely including those with medical needs. Students whose attendance is affected by a medical need will have strategies put in place to help ensure they make expected progress. Consideration will also be given to reintegrating the student back to school after periods of absence.

14 Unacceptable practice

Although staff at Bradford Academy should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- ❖ Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary.
- ❖ Assume that every child with the same condition requires the same treatment.
- ❖ Administer prescribed medication to anyone other than the named child on the prescription.
- ❖ Ignore the views of the child or their parents/carers; or ignore medical evidence or opinion (although this may be challenged);
- ❖ Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans.
- ❖ If the child becomes ill, to send them to the school office or medical room unaccompanied or with someone unsuitable.
- ❖ Penalise children 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 breaks whenever they need, to manage their medical condition effectively;
- ❖ Require parents/carers, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child. No parent should have to give up working or be present in school because the school is failing to support their child's medical needs; or
- ❖ Prevent children from participating or creating unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

15 Lost medication

If a learner loses their medication (lost or stolen) during school, they are must to report this to the school office immediately. This is to help ensure a suitable replacement is

supplied as soon as possible and due to the risk of self-harm or 'horseplay' by other students who may have/find the medication. The school will take suitable action.

16 Equipment and Hygiene

The school will ensure it has suitable equipment to help students and staff. This includes the following (This list is not exhaustive):

- ❖ Sharps bins (to dispose of needles etc.)
- ❖ Medication fridge
- ❖ Suitable containers in which to urinate (where a toilet is inaccessible)
- ❖ First Aid Kits
- ❖ Bed / couches
- ❖ Hoists
- ❖ Medical room
- ❖ Defibrillators
- ❖ Cleaning, disinfecting, decontaminating and sterilizing equipment and products.
- ❖ The school will ensure that the equipment is kept clean and the medical room suitable for use.
- ❖ PPE

17 Kitt Medical & Anaphylaxis

We have partnered with Kitt Medical as part of a five-year plan beginning September 2025 and can be accessed by admins here. portal.kittmedical.com/login They will supply, replenish and upkeep -

- ❖ X2 Jext AAI's @ 150mgs
- ❖ X2 Jext AAI's @ 300mgs
- ❖ On-line training package – all staff to do annually.

- ❖ The kit is in the staff room.

Anaphylaxis can be triggered by foods (nuts, shellfish, dairy products) or non-foods (wasps and bee stings, certain medicines, even exercise). The symptoms of anaphylaxis can be identified by effects on the respiratory system, cardiovascular system, gastrointestinal system, skin, nervous system, genitourinary system. In the event of an attack, it is important to administer an AAI as soon as possible and then call 999 for an ambulance.

After receiving advice from the NHS allergy nursing team, it has been agreed that each child should have two AAIs in Academy, supplied by their GP. These will be kept in the medical room, in a box labelled clearly with the learner's name and photograph. The date of the AAI's will be checked at regular intervals by the main First Aider

- ❖ The Academy has purchased a spare AAI, which should only be used on learners known to be at risk of anaphylaxis, for whom both medical authorisation and written parental consent for use of the spare AAI has been provided. It can be administered to a pupil whose own prescribed AAI cannot be administered correctly without delay.
- ❖ Any AAI(s) held by an Academy should be considered a spare / back-up device and not a replacement for a pupil's own AAI(s). Current guidance from the Medicines and Healthcare Products Regulatory Agency (MHRA) is that anyone prescribed an AAI should carry two of the devices at all times. Any spare AAI(s) held by the Academy should be in addition to those already prescribed to a pupil.

18 Asthma

The Academy's emergency inhaler kits will be kept in the first aid room medicine cupboard on the ground floor and should include:

- ❖ A salbutamol metered dose inhaler
- ❖ At least two plastic spacers compatible with the inhaler or disposable spacers.
- ❖ Instructions on using the inhaler and spacer.
- ❖ Instructions on cleaning and storing the inhaler.

From 1st October 2014 the Human Medicines (Amendment) (No. 2) Regulations 2014 will allow Academy's to buy salbutamol inhalers, without a prescription, for use in emergencies.

The emergency salbutamol inhaler should only be used by children, for whom written parental consent for use of the emergency inhaler has been given, who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as

reliever medication. The inhaler can be used if the pupil's prescribed inhaler is not available (for example, because it is broken, or empty).

- ❖ **If a learner's parents cannot be contacted, or if any casualties condition worsens, an emergency ambulance may need to be called.**
- ❖ **Casualties should continue taking the reliever inhaler in the usual way whilst waiting for emergency services.**

19 Other medical conditions.

Kidney / Bladder / bowel conditions – Epilepsy & Diabetes

Where a learner has been diagnosed with any of the conditions named above, they will be issued a toilet pass.

We must have a letter from the hospital from their consultant / team or paediatrician. Or in the case of epilepsy & diabetes a care plan from the relevant nursing team,

Podiatry / other permanent foot condition

Where a learner has been diagnosed with any of the conditions named above, they will be issued a footwear pass if required and may wear plain black trainers, with no logo. Crocs / flip flops – sliders are not acceptable.

We must have a letter from the hospital from their consultant / team or paediatrician

A doctor's note for all these conditions is not sufficient for a permanent toilet or footwear pass.

20 Short term medical needs

- ❖ Confirmation We will need to see at least one of the following:
- ❖ Hospital admission or discharge
- ❖ Accident & emergency attendance
- ❖ Letter from the Fracture clinic
- ❖ Letter from a Physiotherapist
- ❖ Doctors' letter / consultation notes
- ❖ In some circumstances a PATCHES screenshot can be accepted

- ❖ If a learner is on antibiotics, a screenshot or to bring in the box / bottle which shows the pharmacy label
- ❖ A risk assessment will need to be carried out by the Academy main first aider to ensure that the learner is safe to be on site such as walking and movement around the Academy (for limb injury)
- ❖ Where we deem a learner not safe to be in the Academy, we will invite a member of attendance to join our conversation and ensure the learner can access work from home.
- ❖ Use of crutches: Will only be allowed on site providing the injured person has seen a medical professional. This usually means they have sought the services of an emergency department or minor injuries department / physiotherapist. In the interest of safety and stability we will not allow use of a single crutch. Where possible, a medical note should be produced, such as your discharge notes. Learners must not come into the Academy using crutches they may have had from previous injuries or that have been borrowed.
- ❖ Footwear: Learners **must** be able to wear appropriate footwear to be in the Academy which may mean the learner wearing trainers for appropriate grip while using crutches. Flip flops, sliders and crocs are **not** suitable.
- ❖ Lift pass: This may be granted where the ability to travel the levels of the Academy would otherwise prove problematic. (such as being on crutches) The learner must give priority to users with wheelchairs or mobility aids.
- ❖ Corridor pass: this can be provided if the learner needs to avoid crowds. The learner will finish lesson at the same time as other learners but may wait by the door until the corridors are less busy before moving to their next lesson. They can be up to five minutes late, but before close of registers. They must not be consistently late.
- ❖ Temporary toilet pass: for infections, will be given for the duration of the antibiotics.
- ❖ The lift pass, footwear pass and corridor pass will initially be given for a period of 6 weeks. This can be extended with documentation from fracture clinic / physiotherapist.

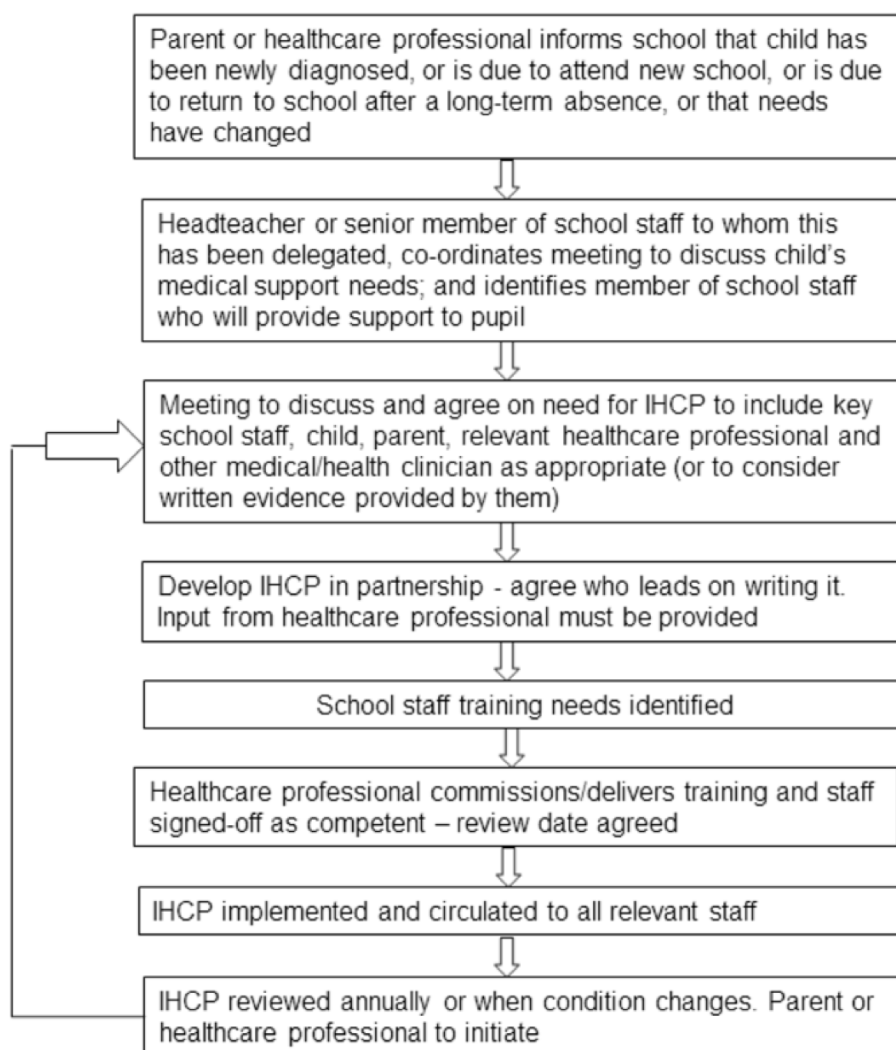
21 Complaints

Should parents be dissatisfied with the support provided to their child they should discuss their concerns directly with the academy. If for whatever reason this does not resolve the issue, they may make a formal complaint via the academy complaints procedure.

22 Monitoring arrangements

This policy was developed by the SENDCo, with input from the lead first aid, and will be reviewed annually.

APPENDIX A: model process for developing Individual Healthcare Plans



- ❖ <https://www.nhs.uk/conditions/inflammatory-bowel-disease/>
- ❖ <https://www.nhs.uk/conditions/diabetes/>
- ❖ <https://www.nhs.uk/conditions/asthma/#close>
- ❖ <https://www.nhs.uk/conditions/allergies/>
- ❖ <https://www.nhs.uk/conditions/anaphylaxis/>
- ❖ <https://www.nhs.uk/conditions/epilepsy/>
- ❖ <https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/anxiety-disorders-in-children/>
- ❖ <https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/children-depressed-signs/>
- ❖ <https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/overview/>
- ❖ <https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>