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# Reading School

## Administration of Medicine

### Responsibilities

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### Responsibilities

| Job title               | Responsible for;      |
|-------------------------|-----------------------|
| Headmaster              | Policy Owner          |
| Chief Operating Officer | Policy Overview       |
| EXPC                    | Committee Responsible |

### Policies Linked

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## Pupils with Medical Conditions

This policy should be read in conjunction with the following;

- [Children and Families Act 2014](#)
- [The Equality Act 2010](#)
- DFE Statutory guidance '[Supporting pupils at school with medical conditions](#)'
- [SEN code of practice](#).

## Background

In September 2014, section 100 of the Children and Families Act 2014 came into force. It requires governing bodies of all maintained schools, including academies and PRUs, to make arrangements for supporting pupils at their school with medical conditions so that such children can access and enjoy the same opportunities at school as any other child. To support these arrangements, schools must have in place a policy that is reviewed regularly and is readily accessible to parents and staff.

In producing that policy, schools must have regard to guidance issued by the Education Secretary. The DFE has now issued statutory guidance 'Supporting pupils at school with medical conditions'.

### **Governing bodies are required in their policy to:**

1. Focus their support on the needs of each individual child through Individual Healthcare Plans (IHP).
2. Be aware of how a pupil's medical condition impacts on their school life. The policy should set out the procedures to be followed whenever a school is notified that a pupil has a medical condition. This will demonstrate that the school understands how medical conditions impact on a child's ability to learn. It will also help to increase the pupil's confidence and promote self-care. This will give parents and pupils confidence in the school's ability to provide effective support.
3. Ensure that sufficient staff have been properly trained and are competent to provide the support that pupils need. Staff must not give prescription medicines or undertake health care procedures without appropriate training (updated to reflect any IHPs).

### **The school's policy should make clear:**

- That any member of school staff providing support to a pupil with medical needs has received suitable training.
- How training needs are assessed.
- How and by whom training will be commissioned and provided and updated.
- How staff will be supported in carrying out their role to support pupils with medical conditions.



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- How their roles will be reviewed.
- Explain the role of IHPs, the roles and responsibilities of all those involved in their development, implementation and review.
- Ensure that individuals involved in the arrangements made to support pupils at school with medical conditions are aware of their own roles and responsibilities.
- Ensure that their arrangements are clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.
- Outline the arrangements for children who are competent to manage their own health needs and medicines, and the procedures to be followed for managing medicines.
- Ensure that written records are kept of all medicines administered to children.
- Set out what should happen in an emergency situation.
- Ensure that insurance for all staff is in place and appropriately reflects the level of risk.
- Ensure that the school's policy is explicit about what practice is not acceptable.
- Explain how complaints concerning the support provided to pupils with medical conditions may be made and will be handled.

No child with a medical condition should be denied admission to a school because arrangements for their medical condition have not been made. However, governing bodies should ensure that pupils' health is not put at unnecessary risk and thus are not obliged to accept a child in school where it would be detrimental to the health of that child or others.

Ofsted's inspection framework emphasises the need to meet the needs of disabled children and pupils with SEN, and to consider the quality of teaching and progress made by these pupils. Inspectors are briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are therefore expected to have a policy dealing with medical needs and to be able to demonstrate that this is implemented effectively.

## Policy

### Introduction

At Reading School, we believe that pupils with medical conditions should be supported, as best we can, to play an active role in school life, enjoy the same opportunities as any other pupil and have full access to all aspects of education. In some cases, this will require flexibility and involve, for example, programmes of study that rely on part time attendance at school in combination with alternative provisions arranged by the local authority. The governing body has arrangements in place to see that this is achieved. It is important that parents feel confident that the school will provide effective support for their child's medical condition and that pupils themselves feel safe. For these reasons, the school will liaise with health and social care professionals, pupils and their parents to achieve this.



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## Objectives and targets

The purpose of this policy is to explain how Reading School implements its procedures on dealing with pupils who have medical conditions, in line with government requirements, with a view that all pupils will receive the best education possible for them, despite any medical conditions that they may have to contend with.

## Action plan

The school's governing body is ultimately responsible for the implementation of this policy. The headmaster is in charge on a day-to-day basis and named individuals are responsible for the provision of support to individual pupils with medical conditions.

### The role of the headmaster

The headmaster will ensure that:

- Sufficient staff are suitably trained and available to implement the policy.
- All staff are aware of the policy and their role in implementing it. Relevant staff will be made aware of any child with a medical condition.
- Cover arrangements are in place in case of staff absence, staff turnover and in emergency and contingency situations, to ensure someone is always available.
- Any supply teachers are aware of the medical condition where appropriate.
- Staff are appropriately insured and are aware that they are insured to support pupils with medical conditions.
- The Student Services First Aider is aware of any child who has a medical condition that may require support at school, and is also aware of any child with a medical condition who has not yet had a formal diagnosis. Where relevant, other staff members including the SENDCO, form tutors and other teachers should be informed
- Risk assessments for school visits, holidays, and other school activities outside of the normal timetable include consideration for any child with a medical condition.
- Individual healthcare plans (IHPs) are initiated, monitored and reviewed at least annually.
- The focus of support is on the needs of each individual child and how their medical condition impacts on their school life.

Consideration is given as to how children will be reintegrated back into school after periods of absence due to their medical condition.

### The role of school staff

Any member of staff may be asked to provide support to pupils with medical conditions. Administering medicines is not part of teachers' professional duties but they are expected to consider the needs of pupils with medical conditions that they teach. All school staff will receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. Any member of school staff should know what to



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do, and respond accordingly, when they become aware that a pupil with a medical condition needs help.

### **The role Student Services First Aider**

Reading School employs a Student Services First Aider along with boarding Matrons and also has access to the school nursing service which is responsible for notifying the school when a child has already been identified as having a medical condition which will require support in school. Wherever possible, this will be done before the child starts at the school. The school nursing service will liaise between medical practitioners and school staff on implementing a child's IHP and provide advice and training.

### **The role of other healthcare professionals, including GPs and paediatricians**

Healthcare professionals should liaise with the school nursing service when a child has been identified as having a medical condition that will require support at school. That service will then liaise with the Reading School Student Services First Aider and may be involved in drawing up IHPs. Specialist local health teams are also available to provide support for children with particular conditions (e.g. asthma, diabetes).

### **The role of the individual pupil**

Pupils with medical conditions will be fully involved in discussions about their medical support needs and expected to comply with their IHP.

After discussion with parents, children who are competent are encouraged to take responsibility for managing their own medicines and procedures and this will be reflected within their IHP. Wherever possible, children will be allowed to carry their own medicines and relevant devices or will be able to access their medicines for self-medication quickly and easily. Children who can take their medicines themselves or manage procedures may require an appropriate level of supervision.

If it is not appropriate for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them. If a child refuses to take medicine or carry out a necessary procedure, staff will not force them to do so, but follow the procedure agreed in the IHP. Parents will be informed so that alternative options can be considered.

### **The role of the parents**

Parents are expected to provide the school with sufficient and up-to-date information about their child's medical needs. Parents are key partners and will be involved in the drafting, development and review of their child's IHP. They are expected to carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment, and must ensure they or another nominated adult are contactable at all times.



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## The role of the local authority

Local authorities (LAs) provide school nurses for maintained schools and academies. The LA provides support, advice and guidance, including suitable training for school staff, to ensure that the support specified within IHPs can be delivered effectively. The LA works with Reading School to support pupils with medical conditions to attend full time but has a duty to make other arrangements when it is clear that a child will be away from schools for 15 days or more because of health needs (whether consecutive or cumulative across the school year).

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

Where possible the school will not wait for a formal diagnosis before providing support to a pupil with medical needs. Support will be provided based on the available medical evidence and after consultation with parents. For children starting at Reading School, arrangements should be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or changed circumstances, every effort will be made to ensure that arrangements are put in place within two weeks. For children moving on to another school, relevant information will be passed to the new school as soon as possible.

## Individual healthcare plans (IHPs)

Many pupils with medical conditions will require an IHP which will help to ensure that each pupil's medical conditions are supported. The school, healthcare professionals and parents will agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached, the headmaster will take a final view.

- IHPs may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Those involved will agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.
- IHPs will be developed with the child's best interests in mind
- IHPs will ensure that the school assesses and manages risks to the child's education, health and social well-being and minimise disruption
- IHPs will be drawn up in partnership between the school, parents, and a named relevant healthcare professional who can best advise on the particular needs of the child. Pupils will also be involved whenever appropriate.
- When a child is returning to school following a period of hospital education or alternative provision (including home tuition) the school will work to ensure that the IHP identifies the support the child will need to reintegrate effectively
- The IHP will state the steps which the school will take to help the child manage their condition and overcome any potential barriers to getting the most from their education. The format of IHPs will vary to enable the school to choose what is most effective for the specific needs of each pupil, and the level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. However, all will contain the following information:
  - The medical condition, its triggers, signs, symptoms and treatments.



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- 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 – e.g. 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.
  - Level of support needed including in emergencies. If a child is self-managing their medication this will be clearly stated with appropriate arrangements for monitoring.
  - Who will provide this support, their training needs, and expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional.
  - Cover arrangements for when the usual support person is unavailable.
  - Who in the school needs to be aware of the child's condition and the support required.
  - Arrangements for written permission from parents and the headmaster for medication to be administered by a member of staff, or self-administered by the pupil during school hours. Parents will have a copy of the procedures to be followed when administering medicines.
  - 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 assessments.
  - Where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition.
  - 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 could be used to inform development of their IHP).
- 
- IHPs will be easily accessible to all who need to refer to them while preserving confidentiality.
  - Where a child has SEN but does not have a statement or education, health and care (EHC) plan, their SEN needs will be mentioned in their IHP.
  - Plans will be reviewed at least annually or earlier if evidence is presented that the child's needs have changed.
  - A flow chart for identifying and agreeing the support a child needs and developing an IHP is provided at appendix A. A template for a pupil's healthcare plan is provided at appendix B.

### Staff training

Periodical training is undertaken so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing that policy and to keep them up-to-date with procedures to be followed. New staff will receive training through their induction process. The named relevant healthcare professional advises the school on training that will help ensure that all medical conditions affecting pupils in the school are understood fully. This includes preventative and



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emergency measures so that staff can recognise and act quickly when a problem occurs.

During the development or review of IHPs suitable training requirements for staff who will be involved with the individual pupil will be discussed. The relevant healthcare professional will normally lead on identifying, and agreeing with the school, the type and level of training required, and how this can be obtained. Once trained, the healthcare professional will provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

The family of a child will be able to provide relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. However, they will not be the sole trainer.

### Managing medicines in the school

Details of how the school manages medicines in school can be found in the school's policy on administration of medicines. Medicines are carefully labelled and stored. Access is readily available when the need arises. The school ensures that written records are kept of all medicines administered to children, and parents are informed if their child has been unwell at school.

### School trips and sports activities

At Reading School pupils with medical conditions are encouraged to participate in school trips and visits, or in sporting activities, and will not be prevented from doing so wherever possible. Teachers will be aware of how a child's medical condition will impact on their participation. A risk assessment will be undertaken so that planning arrangements with any reasonable adjustments, take account of any steps needed to allow all children to participate according to their own abilities. Parents and pupils will be consulted and advice taken from the relevant healthcare professional to ensure that pupils can participate safely, if at all.

### Emergency situations

Where a child has an IHP, it will clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures.

If a child needs to be taken to hospital, staff will stay with the child until the parent arrives, or, if an ambulance needs to be called, will accompany the child to hospital and stay until a parent arrives there.

### Unacceptable practice

It is considered as unacceptable to:

- Prevent children from easily accessing their inhalers and medication and from administering their medication when and where necessary.
- Assume that every child with the same condition requires the same treatment.
- Ignore the views of the child or their parents; or ignore medical evidence or opinion, (although this may be challenged).



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- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHP.
- Send a child with a medical condition to the school office or medical room without being accompanied, 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 or other breaks whenever they need to in order to manage their medical condition effectively.
- Require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. (No parent should have to give up working because the school is failing to support their child's medical needs).
- Prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips.

Staff may face disciplinary action if any such instances are brought to the attention of the headmaster.

### Complaints

If parents or pupils are dissatisfied with the support provided they should discuss their concerns informally with the appropriate member of staff (this would be the Form Tutor in the first instance), then the Head of House followed by the Assistant Head with oversight of the relevant year. If, however, this does not resolve the situation then they should make a formal complaint using the school's complaints procedure.

### Monitoring and evaluation

The policy will be monitored by the headmaster and governors for its effectiveness in implementation, and evaluated and reviewed at least annually, or sooner in the light of any incidents that may occur or any changes to legislation.



# Appendix



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## Reading School - Model process for developing individual healthcare plans

