

Healthcare Needs Policy

St. Illtyd's Catholic High School

This policy is subject to Governor approval

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Name of person responsible for maintaining this policy: Dawn Jenkins /Gareth Dyer

Key principles

Staff in St Illtyds are committed to:

- understanding and working within the principles of inclusivity.
- lessons and activities designed in a way which allows those with healthcare needs to participate fully.
- understanding their role in supporting learners with healthcare needs and appropriate training will be provided.
- feeling confident they know what to do in a healthcare emergency.
- being aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.
- encouraging learners to take responsibility for the management of their own healthcare needs.

Roles and responsibilities

Local authorities

Local authorities should 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. .
- 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 recreations.
- must make reasonable provision of counselling services for young people aged 11–18 .
- should work with St. Illtyd's to ensure learners with healthcare needs receive a suitable education.
- should provide support, advice and guidance, including how to meet the training needs of St. Illtyd's' staff, so that Governing body can ensure the support specified within the individual healthcare plan (IHP)

Governors at St Illtyds are committed to:

- complying with applicable statutory duties, including those under the Equality Act 2010.
- Ensuring arrangements are in place to support pupils with medical conditions.
- Ensuring the arrangements focus on meeting the needs specific to the learner and consider how this impacts on their education.
 - Ensuring that the school Healthcare Policy does not discriminate on any grounds including, but not limited to protected characteristics: ethnicity/national/origin, religion or belief,, sex, gender reassignment, pregnancy and maternity, disability or sexual orientation.
 - Ensuring the policy covers arrangements for pupils who are competent to manage their own health needs.
 - Ensuring that all pupils with medical conditions are able to play a full and active role in all aspects of school life, participate in school visits/trips/sporting activities, remain healthy and achieve their academic potential.
 - Ensuring that relevant training is delivered to a sufficient member of staff who will have responsibility to support children with medical conditions and that they are signed off as competent to do so. Staff to have access to information, resources and materials.
 - Ensuring written records are kept and that any medicines are administered to pupils
 - Ensuring the policy sets out procedures in place for emergency situations.
 - Ensuring the level of insurance in place reflects the level of risk.
 - Handling complaints regarding this policy as outlined in the school's Complaints Policy.

The Head teacher is responsible for:

- Ensuring the policy is developed effectively with partner agencies and then making staff aware of this policy.
- Ensuring the day-to-day implementation and management of this policy.
- 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 education setting in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners
 - 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.
 - 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.
 - Having the overall responsibility for the implementation and updating of IHPs as they develop.

- Ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs, e.g. private toilet areas
- Checking with the local authority 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 when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place.
- Notifying the local authority when a learner is likely to be away from St. Illtyd's for a significant period, e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare needs.

Teachers and support staff should ensure that they:

- fully understand the education setting's healthcare needs policies and arrangements.
- 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. All staff will be sent a termly reminder of who the pupils are in school with significant medical needs.
- 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.
- fully understand the education setting's emergency procedures and be prepared to act in an emergency.
- 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.
- 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 St. Illtyds 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.

Learners and parents

Parents and learners should:

- receive updates regarding healthcare issues/changes that occur within the education setting.
- be involved in the creation, development and review of an IHP (if any).
- provide St. Illtyd's with sufficient and up-to-date information about healthcare needs. Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.
- inform St. Illtyd's 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 St. Illtyd's if their child has / had an infectious disease or condition while in attendance.

f. School Nurses are responsible for::

- assisting in the identification of the training required for the education setting to successfully implement IHPs.
- supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.
- Notifying the school when a child has been identified as requiring support in school due to a medical condition at any time during their school career.
- Liaising locally with lead clinicians on appropriate support. Assisting the Head Teacher in identifying training needs and providers of training.

Creating an accessible learning environment

The Governing Body is committed to ensuring St. Illtyds is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

• Physical access to education setting buildings

The school regularly completes accessibility plans and reviews them to ensure all parts of the building and premises can be accessed by all pupils and staff regardless of their needs. This forms part of the school's Strategic Equality Plan which is available on the school's website.

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. The school is equipped with two passenger lifts as well as mobile and fixed hoists.

- **Day trips and residential visits**

The Governing body will ensure the education setting actively supports all learners with healthcare needs to participate in trips and visits. Governing bodies must be aware of their legal requirements (see 'Annex 1: Outline of legal framework' on page 28) to make reasonable adjustments to trips and residential visits ensuring full participation from all learners. Staff should be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner. Staff should consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy). This may include information about the healthcare needs of learners, what to do in an emergency and any additional support, medication or equipment needed.

- **Social interactions**

The Governing Body should 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. The school 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.

- **Exercise and physical activity**

St. Illtyd's fully understand the importance of all learners taking part in physical activities and staff will make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports. Staff will be 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 should 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 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 will be encouraged to take the medication or food when needed.

• **Food management**

Where food is provided by or through St. Illtyd's, consideration will be given to dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances. Where a need occurs, St. Illtyd's will in advance 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 will 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 must reflect 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 will not be excluded from the classroom or put in isolation.

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. 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. They are described in more detail in 'Annex 1: Outline of legal framework' on page 28.

Sharing information

The Governing Body will ensure healthcare needs arrangements, both wider St. Illtyd's policies and IHPs, are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. It is essential that all information is kept up to date. All information-sharing techniques such as staff noticeboards and school intranets must be agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) should have access to the relevant information, particularly if there is a possibility of an emergency situation arising. How this is done will depend on the type and size of the setting and could include:

- where suitable, and following appropriate consent, a noticeboard in a staff room used to display information on high-risk health needs, first aiders and certificates, emergency procedures, etc. It should be noted that not all staff use their staff room, that the size of some educational settings could make this form of information-sharing impractical, and that at all times the learner's right to privacy must be taken into account.
- St. Illtyd's' secure intranet area and staff meetings are utilised to help ensure staff are aware of the healthcare needs of learners they have or may have contact with. Staff provided with access to SIMS and the Inclusion Booklet detailing information on all pupils with medical needs and how to assist them.

Parents and learners

Parents will be active partners, and to achieve this St. Illtyd's will make parents fully aware of the care their children receive. Parents and learners should also be made aware of their own rights and responsibilities. To help achieve this St. Illtyd's will:

- make healthcare needs policies easily available and accessible, online and in hard copy.
- provide the learner/parents with a copy of their information sharing and data protection policies. These 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. St. Illtyd's will keep a list of what information has been shared with whom and why, for the learner/parent to view on request
- include student councils, 'healthy schools' and other learner groups in the development of St. Illtyd'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. St. Illtyd's will discuss with the learner and parents first and decide if information can be shared.

6. Procedures and record keeping for the management of learners' healthcare needs

St Illtyd's has created a set of documented procedures which state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs. These procedures have been formally approved by the Governing Body in a variety of policies, including:

1. First Aid Policy
2. Managing Medicines Policy
3. Evacuation Policy & Procedure
4. Health & Safety Policy

As part of the above, the following documentation should 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 will be completed when there are changes to medication or dosage. St. Illtyd's will ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy. These forms/templates can be found in 'Annex 2: Form templates' on page 32. Electronic versions can be found on the Welsh Government website.

7. Storage, access and the administration of medication and devices

Medication and other medical devices can be brought to school. They should be delivered to Reception by the parent or guardian, where the dosage and consent is recorded. Full details of the procedure are documented in the Managing Medicines Policy.

Supply of medication or devices

The school should not store surplus medication. Parents will be asked to provide appropriate supplies of medication. These should be in their original container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. St. Illtyd's will only accept prescribed medicines and devices that:

- are in date
- have contents correctly and clearly labelled
- are labelled with the learner's name
- are accompanied with written instructions for administration, dosage and storage
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Where non-prescribed medicine is held by the education setting, e.g. liquid paracetamol, it should:

- be in date
- have its contents correctly and clearly labelled
- be labelled with the learner's name
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent
- be in its original container/packaging.

Storage, access and disposal

While all medicines will 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.

• 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 will be considered if there is a need to store large quantities of medicine.

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.

• **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.

• **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.

Administration of medicines

- Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines require written parental consent, unless Gillick competence is recorded. 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 (16 years and above or Gillick competent), 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.
- The education setting should have an intimate care policy. It should be followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.
- 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 education setting should 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 learners consent to treatment. Further information on this from the Welsh Government can be found in the *Patient Consent to Examination and Treatment – Revised Guidance* (NHS, 2008).

- 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

8. Emergency procedures (page 17) - outline your school's emergency procedure,

The school is well prepared to deal with any emergency situations. The procedures for dealing with these are outlined as follows:

- First Aid Policy
- Managing Medicines Policy
- Strategic Equality Plan
- Evacuation Procedure
- PEEPs
- IHPs
- Inclusion and first aid trained staff aware of specific pupil healthcare needs and how to deal with any emergency situation.

Staff should know who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. In situations requiring emergency assistance, 999 should be called immediately. 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.

Training

The Governing body must ensure staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training. The Governing Body will also ensure their policies clearly set out how a sufficient number of these staff will be identified and supported. 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. 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.

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

10. Qualifications and assessments (pages 18-19)

The school has plans in place to support pupils through qualifications and assessments, including when pupils are not able to attend the school or performance in assessments may be affected by healthcare issues.

- access arrangements are applied for in advance of any examinations and will represent the pupils' normal way of working in the school
- special consideration will be applied for where performance in an examination is affected by illness or circumstances outside of the pupil's control. Additional evidence will be required by the school to apply for this, and should be provided to the Exams Officer.
- provision of home or hospital tuition to support ongoing learning
- facilitate options to sit examinations at an alternative centre where attendance at school is not possible
- adjustments, adaptations or additional time required. Teachers are expected to use their professional judgement to support learners with healthcare needs.

Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help learners to keep up with their peers. The home and hospital teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend. Liaison between St. Illtyd's and the hospital, teacher or home teacher is most important, especially where the learner is moving from education setting or home to the hospital on a regular basis.

Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations such as GCSEs or A levels. Applications for special arrangements should be submitted by schools to the awarding bodies as early as possible. Full guidance on the range of special arrangements available and the procedures for making applications is given in the Joint Council for Qualifications' circulars *Adjustments for candidates with disabilities and learning difficulties* (2016)

11. Education other than at school (EOTAS)

This section describes the support available to learners of compulsory school age who, due to their healthcare needs, may not for any period attend a mainstream education setting. The support they receive during an episode of illness could be in hospital, a PRU or at home. Local authorities have a duty (sections 19(1) and 19(4) of the Education Act 1996) to make arrangements for the provision of suitable education for all children and young people of compulsory school age.

A learner who is unable to attend their education setting because of their healthcare needs should have their educational needs identified, and receive educational support quickly so they continue to be provided with suitable education. This means education suitable to the age, ability, aptitude of the learner and any special educational needs (SEN) they may have. The nature of the provision should be responsive, reflecting the needs of what may be a changing health status. The local authority is unlikely to provide education at home for learners who are ill for very short periods of time, as their education setting should be able to provide appropriate support. However, they should take into account the way in which the absence is likely to affect the learner on their return to education. In the case of a short absence (likely to last for less than 15 school days) the learner's school should provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return. The local authority should be ready to make arrangements for learners in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, whether consecutive or cumulative over the course of an academic year. However, the local authority might still need to make arrangements if a shorter absence is anticipated, depending upon the circumstances.

Close liaison between home/hospital teachers and mainstream teachers underpins the provision of an effective educational programme for the learners. However, parents can also act as a valuable link.

Integration

St. Illtyd's have a key role to play in the successful integration after diagnosis or reintegration of learners with healthcare needs. Settings should be proactive in working with all agencies, including involving other learners in supporting the transition. Staff should be trained in a timely manner to assist the learner's return. The support should be considered by key parties, including the parent and learner and should be reflected in the IHP.

Discharge from hospital

When a learner is discharged from hospital, appropriate information should be provided to parents, which could then be shared with St. Illtyds. This will help ensure a smooth return to the education setting. The education setting should liaise with the home tuition service or the hospital's tuition service as appropriate. Those working closely with the learner should be available to give advice as necessary or appropriate ways to best support the learner. Where hospitals give advance notice of discharge, it is helpful if parents communicate this as soon as possible, together with any information about the learner's achievements and educational progress in the hospital. Hospitals which have a liaison nurse can offer advice to prepare the learner's education setting on how best to manage their return. This may enable teachers without experience of dealing with a particular condition or disease to handle reintegration effectively. It can also promote understanding that some illnesses or treatments can create behaviour problems or cognitive difficulties. Contact with a nurse

specialising in the learner's specific condition may also be beneficial following any discharge from hospital.

Reviewing policies, arrangements and procedures

The Governing Body will ensure all policies, arrangements and procedures are reviewed regularly by St. Illtyds. IHPs may require frequent reviews depending on the healthcare need – this should involve all key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies.

14. Insurance arrangements

The Governing Body of St. Illtyd's ensures 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. Insurance is provided to cover the following:

- Employer Liability
- Public Liability
- School Journeys and Trips

Additional cover may need to be purchased for any overseas trips, but it must be ensured that existing medical needs of staff and pupils covered is made clear at policy inception to ensure continued cover in the event of any medical emergencies.

Complaints

If the learner or parent is not satisfied with the education setting's health care arrangements they are entitled to make a complaint. The governing body has a formal Complaints Procedure which is outlined on the school website. The procedure also outlines how complaints can be escalated from teacher to head teacher, then to the governing body, and then to the local authority.

If the complaint is Equality Act 2010-/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

16. Individual healthcare plans

- **Where necessary an IHP will be developed in collaboration with the pupil, parents/carers, Headteacher, ALNCo and medical professionals.**
- **IHPs will be easily accessible to all relevant staff, including supply staff whilst preserving confidentiality.**
- **The IHPs will be stored securely in a locked filing cabinet in the main school office and also in a secure location in the AHT for Inclusion's office.**
- **All staff will be sent details on a termly basis of pupils with complex medical needs and these pupils will each have an IHP (if required)**
- **IHPs will be reviewed annually or when a child's medical circumstances change, whichever is sooner.**
- **Where a pupil with a Healthcare Plan also has a Statement of SEN, IEP or IDP, the IHP will be linked to it or become part of it.**

Unacceptable practice

The following behaviour is unacceptable in St. Illtyd's Catholic High School:

- preventing learners from easily accessing their inhalers or other medication, and preventing them from taking their medication when and where necessary
- assuming every learner with the same condition requires the same treatment
- ignoring the views of the learner or their parents, or ignoring healthcare evidence or opinion
- sending learners with healthcare needs home frequently or preventing them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- sending a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them
- penalising 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
- preventing learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively
- making parents/carers feel obliged to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues
- expecting or causing a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs
- asking a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs
- preventing or creating 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.