Supporting pupils with medical needsopticy



## **Document Management Information**

Applicable to:

All staff inall Academies and Central Support Servicelsuding individuals



## 1. Introduction

- 1.1. This Trust is committed to fulfilling its statutory duties to support pupils with medical conditions at school. This includes during activities taking place off site as part of the DRET curriculum as well as during physical education on site. The Trust establish effective relationships with health and social care professional, parents and pupils in ensuring the needs of individual children are properly understood, effectively supported and that pupils feel safe.
- 1.2. The Trust will ensure that academy **\$taf**e suitably prepared to help pupils with lotter and complex medical conditions that require ongoing support, medicines and care while they are at school, as well as those requiring monitoring and intervention in emergency circumstances.
- 1.3. The Trust is ware of the social and emotional implications for children with medical conditions. They may be selfed actions about their 80 (18) to 18 The selfed action at the social and emotional implications for children with medical conditions. They may be selfed action about their 80 (18) to 18 The selfed action at the selfed action at



- x Automated external defibrillators (AEDs): a guide for maintained schools and academies 2014 (updated 2019)
- x Standards for school premises 2013 (updated 2015)
- x DfE and ACPO drug advice for schools 2012
- x Ensuring a Good Education for Children who cannot attend school because of health needs Jan 2013
- 4. Definitions
- 4.1. Trustmeans all Academies within the David Ross Education Trust, as well as Head Office and central services operations.
- 4.2. Executive Leadership Teameans the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").
- 4.3. Pupils' medical needs may be broadly summarise **Slas**rt-term affecting their participation in school activities, whilst they are on a course of medication bong term potentially limiting their access to education and requiring extra care and suppotented special medical needs). R
- 4.4. Individual Health Care Plan (HCP) provide clarity about what needs to be done, when and by whom. They will often be essential, such as sess where condition for the such as high risk that emergency intervention will be needed, and are likely to be helpful in the majority of



- x other treatments, time, facilities, equipment, testing,
- x access to food and drink whereishis used to manage their condition, dietary requirements environmental issues, e.g. crowded corridors, travel time between lessons;
- x support for the pupil's educational, social and emotional neetites example, how absences fipits be managed, requirements

willq trirepwon [(w)-3.72 (l)-33 (ag)2.7 q d rs -Tf 0( )Tj2.5 ( )]TJ -0.172 91c 0.006 (e)-3 ( )10.6 (m)-6.1.4

xwe3 (ag)211.re bhe2.7 (.71n)-0..71n (24.3 ripg)211.ewir s .71np( (24.3 itr)5.3 ( 5 (e)-i(p)-0.we (e)-3 41)I1.wjE



should have to give up working because the school is failing to support their child's medical needs; or

- x prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trip**g**, **b**y requiring parents to accompany the child.
- 11.3 Appendix C A Full suite of templates is available in the Medication Templa**teks**ler in the sharedarea of the Google Drive