



Newnham Croft Primary School

Supporting Pupils with Medical Conditions

Approved by the Teaching and Learning Committee:

June 2025

To be reviewed:

June 2027

Rationale

This policy is written with regard to Section 100 of the Children and Families Act 2014 which places a duty on governing bodies to make arrangements for supporting pupils at their school with medical conditions, and the associated statutory guidance¹ published in September 2014.

Aims

- To ensure pupils at school with medical conditions, in terms of both physical and mental health, are properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.
- To ensure the needs of children with medical conditions are effectively supported in consultation with health and social care professionals, their parents and the pupils themselves.

Procedure

The head teacher/SENCo are responsible for ensuring that whenever the school is notified that a pupil has a medical condition:

- sufficient staff are suitably trained
- all relevant staff are made aware of a child's condition
- cover arrangements in case of staff absence/turnover is always available
- supply teachers are briefed
- risk assessments for visits and activities out of the normal timetable are carried out
- individual healthcare plans are monitored (at least annually)
- transitional arrangements between schools are carried out
- if a child's needs change, the above measures are adjusted accordingly

Where pupils are joining Newnham Croft at the start of a new academic year, these arrangements should be in place for the start of term. Where a pupil joins mid-term or a new diagnosis is given, arrangements should be in place as soon as possible, ideally within two weeks.

Any pupil with a medical condition requiring medication or support in school should have an individual healthcare plan which details the support that child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate or disproportionate, a record of the child's medical condition and any implications for the child will be kept in the school's medical record and the child's individual record.

Health Care Plans

The following information should be considered when writing an individual healthcare plan:

- the medical condition, its triggers, signs, symptoms and treatments
- the pupil's resulting needs, including medication and other treatments, times, facilities, equipment, testing, dietary requirements and environmental issues
- specific support for the pupil's educational, social and emotional needs
- the level of support needed including in emergencies

¹ DfE (2014), Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- who will provide support, their training needs, expectation of their role, confirmation of their proficiency and cover arrangements
- who in school needs to be aware of the child's condition and the support required
- arrangements for written permission from parents and the head teacher for medication to be administered by a member of staff or self-administered (children who are competent should be encouraged to take responsibility for managing their own medicines and procedures, with an appropriate level of supervision)
- 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
- confidentiality
- what to do if a child refuses to take medicine or carry out a necessary procedure
- what to do in an emergency, who to contact and contingency arrangements
- where a child has SEN but does not have an Education, Health and Care Plan (EHCP), their special educational needs should be mentioned in their individual healthcare plan

Roles and Responsibilities

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. The school will work collaboratively with any relevant person or agency to provide effective support for the child.

The Governing Body

- must make arrangements to support pupils with medical conditions and ensure this policy is developed and implemented
- must ensure sufficient staff receive suitable training and are competent to support children with medical conditions
- must ensure the appropriate level of insurance is in place and appropriately reflects the level of risk

The Head Teacher

- should ensure relevant staff are aware of this policy and understand their role in its implementation
- should ensure all staff who need to know are informed of a child's condition
- should ensure sufficient numbers of staff are trained to implement the policy and deliver their individual health care plan, including in emergency and contingency situations, and they are appropriately insured
- is responsible for ensuring the development of an appropriate health care plan, in conjunction with other, appropriate professionals
- should contact the school nursing service in the case of any child with a medical condition who has not been brought to the attention of the school nurse

School Staff

- any staff member may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so
- should receive sufficient and suitable training and achieve the necessary level of competency before taking on the responsibility of supporting children with medical conditions
- any staff member should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help

First Aid Lead

- are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school
- may support staff on implementing a child's Health Care Plan and provide advice and liaison

Other healthcare professionals

- should notify the school nurse when a child has been identified as having a medical condition that will require support at school
- may provide advice on developing healthcare plans
- specialist local teams may be able to provide support for particular conditions (e.g. asthma, diabetes)

Pupils

- should, wherever possible, be fully involved in discussions about their medical support needs and contribute to, and comply with, their individual health care plan

Parents

- must provide the school with sufficient and up-to-date information about their child's medical needs
- are the key partners and should be involved in the development and review of their child's Health Care Plan
- should carry out any action they have agreed to as part of the Health Care Plan implementation

Complaints

Should parents or pupils be dissatisfied with the support provided they should discuss their concerns directly with the school. If this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

Notes

The school does not have to accept a child identified as having a medical condition at times when it would be detrimental to the health of that child or others to do so.

The following practice is considered not acceptable:

- preventing children from easily accessing their medication and administering it when and where necessary
- assuming children with the same condition require the same treatment
- ignoring the views of the child, their parents; ignoring medical advice or opinion
- sending children with medical conditions home frequently or prevent them from staying for normal school activities (unless specified in Health Care Plan)
- penalising children for their attendance record if their absences are related to their medical condition that is recognized under this policy
- preventing children from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively
- to require parents to attend school to administer medication or provide medical support to their child, including toileting issues (no parent should have to give up working because the school is failing to support their child's medical needs)
- preventing children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips (such as requiring parents to accompany the child)

For further information, please refer to [Arranging education for children who cannot attend school because of health needs 2023](#)

(The above link was recommended by the LA safeguarding audit (June 2023))

■ Glossary:

- **DBS (Disclosure and Barring Service)** – A background check on staff and volunteers working with children or vulnerable adults.
- **DSL (Designated Safeguarding Lead)** – Senior staff member responsible for child protection within a school
- **EAL (English as an Additional Language)** – Pupils whose first language is not English.
- **EHCP (Education, Health and Care Plan)** – A legal document for pupils with significant special educational needs.
- **FSM (Free School Meals)** – A benefit provided to eligible pupils; often used as a proxy indicator for disadvantage.
- **Foundation Stage** – Refers to the Early Years Foundation Stage (EYFS) for children aged 0–5.
- **GLD (Good Level of Development)** – A measure of children’s development at the end of the EYFS.
- **Key Stages (KS)** – National curriculum stages: KS1 (ages 5–7), KS2 (7–11)
- **LAC (Looked-After Child)** – A child in the care of the local authority.
- **Local Offer** – Information on SEND provision available in a local area, published by the local authority.
- **Management Information System (MIS)** - software used by schools to manage, store, and analyse data related to pupils, staff, attendance, assessment, behaviour, safeguarding, communication, and more.
- **Pupil Premium** – Additional funding to raise the attainment of disadvantaged pupils.
- **RSE (Relationships and Sex Education)** – Statutory curriculum requirement in primary and secondary schools.
- **Reasonable Adjustments** – Changes schools must make to avoid disadvantaging pupils with disabilities (Equality Act 2010).
- **SEN (Special Educational Needs)** – Learning difficulties or disabilities requiring special support.
- **SENCo (Special Educational Needs and Disabilities Coordinator)** – Responsible for overseeing SEND provision in a school.