



The school's Christian vision

Our five core Christian values

Trust, Honesty, Compassion, Respect and Kindness
are centred on

'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



St Michael's CE VA Primary School

Lyme Regis

SEND Policy and Local Offer

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| Signature of Headteacher: | <i>Middle</i> |
| Signature of Governing body: | <i>Swood</i> |
| Date ratified by the Governing Body: | 26.09.2022 Updated 16.01.2022 (new SENDCo) |
| Next review date: | 26.09.2023 |

St Michael's Primary School, Lyme Regis.

SEND Information Report

Core Details

St Michael's School is committed to supporting the development of all children from 4 to 11 years old. Our dedicated staff has a wide range of experience in making provision to support families and children with additional needs. Our Learning Mentor and ELSA sessions provide additional support across the school in classes and through a weekly Group sessions. The school has full disabled access around the whole site with a newly installed ramp to the KS2 playground, disabled toilet facilities for KS2 and KS1; which incorporate an easy change lifting bed. As a school we work closely with multiple agencies to ensure the best opportunities and support are available. These include; the Children's Centre Staff on site, our Educational Psychologist, The Medical Practice, Health Visitors, and the Locality Team who support Common Assessment Framework (CAF) and Child in Need (CIN) plans.

We aim to make provision for Special Educational Needs under Four broad areas:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrect vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex. Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli (eg certain noises), have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care. A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

How do you know if children and young people need extra help and what should I do if I think my child may have SEND?

We listen to parents and external agencies as soon as we know that a child with any additional need is starting our school.

To identify children within our school, teachers and support staff closely observe and monitor children's development on a daily, weekly and half termly basis. Assessments of children's needs are wide and varied, and may include standardised reading and spelling tests, Maths and English Tasks and profiles are created to help monitor skills and areas of difficulty.

Children's progress, additional needs and potential barriers to learning are discussed in Staff Meetings, Pupil Progress meetings and with the school's SENDCo.

As children enter our school, we gather as much information about their development and skills/confidence as possible. Evidence may be provided by informal and formal assessments from other settings or from conversations with parents and carers.

SENDCo – Miss Freya Bearsford-Walker – is responsible for coordinating support for all children with Special Educational Need and Disabilities – he is your point of contact after your child's class teacher. He liaises with all other people coming into school to help support your child's learning such as the Speech and Language Therapist, Educational Psychologist etc
He ensures that you are:

- ☐ involved in supporting your child's learning
- ☐ kept informed about the support your child is receiving
- ☐ involved in reviewing their progress
- ☐ part of planning ahead for them.

He has responsibility for updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress.

He provides specialist support for teachers and teaching assistants in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.

Headteacher – Mr N Kiddle – responsible for ensuring that your child's needs are met. The day to day organisation is passed to the SENDCO and Class teachers but Mr Kiddle has overall responsibility. He must make sure that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor – Mrs B Wood - is responsible for:

- ☐ making sure that the school has an up to date SEND policy
- ☐ making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- ☐ making sure that the necessary support is made for any child who attends the school who has SEND
- ☐ making sure the Headteacher is allocating the funds correctly to support children.
- ☐ making visits to understand and monitor the support given to children with SEND in the school and to be part of the process to ensure your child achieves his/her potential in school.

Class Teachers - are responsible for ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

These responsibilities may include:

- ☐ monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENDCo/Deputy Head as necessary.
- ☐ writing Personal Learning Plans (PLPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- ☐ ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- ☐ ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ☐ ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants - are usually allocated on a class by class basis, where they will support a range of pupils throughout the day. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and disabilities. All Teaching Assistants play a very valuable role in your child's education. However, we would prefer that questions regarding your child's learning and progress are directed to the class teacher and/or the SENDCo.

- ☐ Teaching Assistants have specialist knowledge in particular areas such as Maths, Speech and Language, reading etc and run interventions groups which have been planned with the class teachers and SENDCO
- ☐ as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we actively encourage this continued feedback.

How will your staff support my child/young person?

Our school cares about each individual and their progress is important every day. The happiness and confidence of your child is vital if they are to learn.

The uniqueness as an individual is celebrated within our inclusive environment. Under the guidance of our SENDCo, we have broad team which includes a Learning Mentor, Teachers and Teaching Assistants with a range of specialisms who work together to support your child through the school day both in class, at break times and with targeted interventions.

The class teachers all have knowledge of the range of Special Educational Needs and the SENDCo is trained to have a deeper knowledge of potential barriers, e.g. dyslexia, ASD, dyspraxia.

Advice is sought from outside agencies to understand a child's needs more clearly when barriers to learning are complex.

How will the curriculum be matched to my child's needs?

As a school we aim for all children to learn the skills and knowledge at the level expected for their age and have high aspirations. Our teaching looks at the needs and current level of your child's

skills and we take a step by step, multi-sensory learning approach, to help your children master the required small achievable successes along their learning journey.

We plan the curriculum to ensure that children find it motivating, relevant and accessible. Some children will have a Personal Learning Plan (PLP – formally known as IEPs). These will highlight the learning priorities and targets for your child. They will be supported both in class, through targeted small group and individual intervention.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We have an open door policy and are happy to meet to discuss your child's progress if you have concerns.

Class teachers are the first person you should speak to. They will talk whether your child is able to access the learning independently or with support and talk to you about how close this is to the level expected for his/her age.

Parent Consultations – with parents happen in the Autumn and Spring Terms and are available upon request following reports in the Summer term.

PLP reviews - All parents need to contribute to the discussion about the next steps and agree that the priorities have been highlighted - depending on your child's stage of development these will be reviewed and the progress towards the targets will be discussed with you.

Reviews of (Educational Health and Care Plan) EHCP - Each Year your child will have a full and detailed review of their needs and you and your child will be at the centre of this review.

They will demonstrate the next steps in learning and the method that is required.

What support will there be for my child's overall well-being?

We believe that being safe and confident is the key to learning.

All staff support our children in every area of their development. However there are staff that have particular skills in a range of areas which can promote well-being, physical development, communication and academic progress.

We work closely with the Children's Centre and all other services to ensure that when help is needed, we know who to talk to and receive the best possible guidance and support.

What specialist services and expertise are available at or accessed by your setting?

Our school works with a range of professionals based on your child's need. These include: Speech and Language Therapist, Health Visitors, the Children's Centre and Family Support Workers, Portage - if your child is just starting Pre-School, Occupational Therapy, Behaviour Support Services, CAHMS.

- ☐ If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make the best possible progress.
- ☐ Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs and be able to support them in school.
- In the case of a specific medical/behavioural issue, a referral through a GP to a specialist team at Dorset County Hospital (DCH) may be discussed.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in class to incorporate/ include the outside professional's advice.
 - support to set targets which will include their specific expertise
 - a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - individual work with an outside professional.

These recommendations will be explained to you in a 'feedback' meeting following the specialist's initial assessment work.

- The school may also suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

What training do staff supporting children and young people with SEND have?

All of our staff experience a range of training opportunities with SEND as the focus. This may include: Coaching workshops, Mind Mapping workshops, Literacy and Phonic difficulties, Attachment Disorder training, Safeguarding training, Medical, First Aid training, training around care plans and any medical equipment, Manual Handling, Dyspraxia, Autistic Spectrum, Speech and Language and Dyslexia training.

How accessible is the setting environment?

Our school has had many adaptations. The site is now fully wheelchair accessible with a new ramp to the KS2 playground.

We have disabled toilet facilities in both KS1 and KS2 areas with an easy lift changing table in KS1.

We have experience of children with a range of physical and emotional difficulties and work closely with the Manual Handling and Occupational Therapy Team, to ensure that our site is ready for your child.

How will the setting prepare and support my child moving on to the next stage of education/life. How will you increase their independence?

If your child is starting with us we will first invite you to visit the school with your child to have a look around and speak to key staff (SENDCo/Deputy Head, Headteacher).

If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's Key Worker may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving child to another school:

- o we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- o we will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have
- p we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- ☐ we plan extra opportunities for children to visit their new class. Teaching Assistants will often create a book with information about the class to which they are moving
- ☐ information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the adults who are to work with your child
- ☐ all children will have the opportunity to spend a session with their new teacher before the summer break.

In Year 6:

- o the SENDCo/Deputy Head will discuss the specific needs of your child
- o she/he might take your child to visit the secondary school, if this is felt to be appropriate.

Where possible your child will visit their new school on a number of occasions and staff from the new school will also visit your child.

How are the school's resources allocated and matched to the children's special educational needs?

We work closely with our SEND and Finance Committee to ensure that we carefully consider the funds that are in our budget for children with SEND. If your child has a Statement or Educational Health and Care Plan, the funding is specifically for them. Our Teaching Assistants, SENDCo, and resources are paid for out of our SEND budget.

Salisbury Diocese work very closely in partnership with us and have made significant contributions to enable us to adapt our building and site, ensuring we can provide disabled access.

How will my child be included in activities outside the setting including trips out?

We plan trips, including residential, with the needs of all children in mind and have been successful in making sure children are able to participate regardless of need. We would talk to you about your child joining after school activities and work towards giving them the opportunities that they need and want.

How is the decision made about what type and how much support my child will receive?

This is a process which is individual to each child. You will be at the centre of decision making.

The school will discuss with you, in a joint meeting, your concerns of your child and the barriers to learning that have been identified; which may be physical, social, emotional or educational. From these discussions we will work together and write a Personal Learning Plan (PLP) and use a Provision Map to show the provision that will be put in place to help your child progress in all areas of his. The school will monitor your child's progress and ask you to do the same. A new PLP may be written with additional interventions or resources. It may be decided to find out further information about your child with an assessment from a specialist agency such as an Educational Psychologist, Paediatrician or Speech and Language Therapist. You will have the opportunity to meet the outside agent before the assessment of your child and afterwards to discuss the outcomes. A joint working action plan would then be written together. If your child has complex needs then it may be decided that a statutory assessment would be carried out by the Local

Authority. This is a legal process and advice and support is usually sought from an Educational Psychologist before this process begins. This may result in an Educational, Health and Care Plan being drawn up. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle. Changes to the plan will be carefully considered when important transitions i.e. Moving to secondary school, are due to take place. In some cases this may result in alternative educational provision being sought.

How can I be involved?

Before starting school you will have been introduced to, and have met, the Head teacher, SENDCo and staff. Within the first two weeks of your child joining the school, there will be a meeting with class teacher and SENDCo so that any concerns can be shared. This will help ensure that you are actively involved your child's educational journey and in the development of your child's Personal Learning Plan (PLP).

Children will also be involved in reviewing their own progress. This might be through informal conversations with their classteacher, more formal interviews or as part of a Child Centred Review in preparation for an EHCP Annual Review.

We have an open door policy where you are always welcome to make appointments to meet staff. Regular coffee mornings allow parents, carers and the SENDCo to keep up to date with each other and share valuable experiences. Workshops are available throughout the year to enable you to understand particular skills taught in the school. A school/ home contact book is used to support communication between you and the class teacher.

Supporting children at School with medical Conditions

St Michael's CE (VA) Primary School

Policy for supporting children with medical conditions and managing medicines

This policy has been structured based upon the most recent government advice "Supporting pupils at school with medical conditions" (DfE-April 2014), the "Guidance and Code of Practice - First Aid at Work" provided by Dorset County Council, guidance from local Health Services, professional teaching associations, Dorset County Council Health and Safety Team.

St Michael's CE (VA) Primary School adheres to the duty as stated in the Children and Families Act 2014 that pupils with medical conditions will have the same right of admission to our school as other pupils and will not be refused admission or excluded from school on medical grounds. Appropriate levels of assessments will be undertaken to establish and determine what support pupils with medical conditions require. This will be done in partnership with parents and health professionals.

The prime responsibility for a pupil's health rests with parents. It is anticipated that parents / carers will ensure that appropriate information is provided for the school that enables proficient management and a good understanding of their child's medical condition; this includes working in partnership in the management of any medicines administered at school.

St Michael's CE (VA) Primary School takes advice and guidance from a range of sources, including the School Nurse, Paediatric Consultants, and other Health professionals in addition to the information provided by parents in the first instance. This enables us to manage support effectively and to minimise any disruption to learning.

St Michael's CE VA Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our children for life in modern Britain and to keep them safe.

Key Personnel

The designated person with overall responsibility to implement this policy is:

Mr Nick Kiddle

This person will also ensure that staff are appropriately aware of the medical condition of children with whom they work and that any confidential information pertinent to the medical condition is entrusted to individual staff.

The persons responsible for developing Individual Healthcare Plans are:

Vikki O'Hare and Sue Wiscombe

The Governor with specific responsibility to oversee the arrangements to support pupils at schools with medical conditions is:

Betty Wood

AIMS

The school is committed to assisting children with long-term or complex medical conditions and working in partnership with their parents /carers.

1. To ensure that pupils at school with short or long term medical conditions, are properly supported so that they have full access to education, including off-site activities and residential visits.
2. Make arrangements for staff to ensure that they receive adequate and appropriate training for them to support children with medical needs.
3. To ensure that parents and children have confidence in the medical support arranged at school.
4. To work in partnership with Health Service colleagues.
5. To be fully compliant with the Equality Act 2010 and its duties.
6. To manage medicines within school in accordance with government and local advice.
7. To keep, maintain and monitor records as detailed in this policy.
8. To write and to monitor Individual Healthcare Plans, in partnership with health professionals.
9. To ensure that the pupils in our school are safe and are able to attend school regularly with their medical condition.
10. To support pupils with complex medical conditions and or long term medical needs in partnership with Health professionals and parents to enable their access to education.
11. To adhere to the statutory guidance contained in "Supporting pupils at school with medical conditions" (DfE April 2014), and "Multi-Agency Guidance for the Management of Long Term Health Conditions for Children and Young People" (DSCB 2011)¹ as set out and agreed with the school's Governing Body.

THE GOVERNING BODY WILL:

- ☐ ensure that arrangements are in place to support children and young people with medical conditions and that support is tailored to individual medical needs;
- ☐ make arrangements for this policy to be published on the school website;
- ☐ review this policy annually;
- ☐ ensure that staff are identified to implement the policy from day to day;
- ☐ monitor the arrangements associated with Individual Healthcare Plans so that they are managed appropriately, reviewed and maintained in partnership with Health professionals;
- ☐ ensure that staff receive appropriate training enabling them to provide bespoke and purposeful support to pupils with medical needs and that the training is refreshed regularly;
- ☐ ensure that specific arrangements are made for the self-management of medicine where applicable and how this will be both monitored and managed by staff;
- ☐ oversee the school's management of medicines to ensure that Health & Safety standards are met and that parents have confidence in the schools ability to support their child's medical needs;

- ☐ ensure that insurance arrangements cover staff in carrying responsibility for medical procedures;
- ☐ have 'due regard' to the rights of pupils who are disabled as set out in the Equality Act 2010;
- ☐ ensure that appropriate arrangements are made to include pupils with medical conditions on off-site activities;
- ☐ ensure that parents / carers are aware of the school's complaints policy.

INDIVIDUAL HEALTHCARE PLANS

Individual Healthcare Plans will be developed for pupils with medical conditions. These will set out the support that is needed so that the impact on school attendance, health, social well-being and learning is minimised. Not all conditions will require an Individual Healthcare Plan. In some cases the agreement request to administer medicines will be sufficient to cover short term conditions and treatment. The plan will include the name of the member of staff who is appropriately trained and providing the agreed support.

St Michael's CE (VA) Primary School will use the recommended Templates (DfE) to capture relevant information that will enable an appropriate plan to be structured. The Templates cover a range of issues for which governors have responsibility. Health professionals will be involved in the development of Individual Healthcare Plans in addition to parents and pupils.

The Individual Healthcare Plans will be tailored to meet the needs of short term, long term and/or complex medical conditions. The plans will be kept under review by the designated person and revised as required, or at least annually, to ensure that they reflect current medical needs (e.g., changes in medication). Individual Healthcare Plans will include details on emergency arrangements and these will be shared with all relevant staff, First Aiders and school office staff as applicable.

Where pupils have been issued with an Education and Health Care Plan (EHC) by the local authority, any Individual Healthcare Plan will be linked to, or become part of that EHC.

ROLES AND RESPONSIBILITIES

Parents

Parents are asked to provide the school with sufficient and up-to-date information about their child's medical needs using a standard form (Template B) so that arrangements to manage their short or long term medical conditions can be implemented in partnership.

Parents are asked to deliver medicine to school if it is not possible for this to be administered outside the school day. Medicine should be provided in the original container(s) ensuring that the medicine is not out of date and that it has been stored correctly. All medicines must be marked with the following information clearly indicated:

- ☐ the child's name on the medicine;
- ☐ when the medicine should be given;
- ☐ the prescribed dose and pharmacist's instruction, e.g., after meals.

Parents are expected to notify the school immediately (in writing) of any changes or alteration to a prescription or recommended treatment so that adjustment can be made to Individual Healthcare Plans or previous agreement. It is important that the school is aware and informed by parents about other issues or symptoms their child may have experienced over night or before school; this is particularly important for asthma conditions.

It must be remembered that the prime responsibility for a child's health rests with parents / carers.

Headteacher will ensure the following:

- ☐ that Governors are informed about the implementation and effectiveness of this policy,
- ☐ that arrangements are made with staff supporting pupils with medical conditions, and for any medicines required in delivering that support to be stored safely and in line with guidance provided by the local authority;
- ☐ suitable arrangements are agreed in partnership and liaison with parents / carers to support the medical needs of pupils;
- ☐ that appropriate training has been provided for staff that enables them to carry out agreed procedures;
- ☐ that staff will not be directed to administer medicines - they can choose to volunteer to do so if they so wish (all staff will be advised to refer to advice from their professional associations before volunteering to administer medicines);
- ☐ liaison with governors in the review of this policy at appropriate intervals, in line with local and national advice;
- ☐ that all staff and parents/carers are aware of this policy and the procedures for dealing with medical needs at St Michael's CE (VA) Primary School;
- ☐ make arrangements through the designated teacher to manage the following:
 - o prescription medicines in school;
 - o prescription medicines on trips and outings, including school transport;
 - o accurate record keeping when administering medicines;
 - o the safe storage of medicines;
 - o procedures for access to medicines during emergency situations;
 - o adhering to risk management procedures involving medicines;
- ☐ that risk assessments and arrangements for off-site visits are checked and that governors are informed of the details.

The Designated Teacher will ensure the following:

- ☐ staff work in partnership with parents/carers to ensure the well-being of child and young people;
- ☐ that interruption to school attendance for medical reasons will be kept to a minimum;
- ☐ staff who have agreed to administer medicines will receive the appropriate training;
- ☐ adherence to Individual Healthcare Plans;
- ☐ all cultural and religious views, made known to the school in writing, will be respected;

STAFF TRAINING AND SUPPORT

Most medicines to be administered will not require professional training; however the school will ensure that staff supervising the administering of medicines will understand that accurate records are to be kept and are completed at the time of being administered.

Staff who maintain these records should be clear about what action to take, (such as referring to the Designated Safeguarding Lead or Person for Child Protection) if they become concerned about the welfare of an individual pupil. If an Individual Healthcare Plan is applied to particular children / young people, additional training must be given by a nominated Health professional, e.g., use of a nebuliser, using Epipens. Training received or cascaded from parents will not be accepted unless otherwise instructed by a health professional. Record of Training Forms must be completed and maintained. (See Template E: staff training record).

(Also see “Multi-Agency Guidance for the Management of Long Term Health Conditions for Children and Young People” (DSCB 2011); section 3.3 and 3.4 including Chart E.)

REASONABLE ADJUSTMENTS

The school understands it's duties under the Equality Act 2010 to make reasonable adjustments and enable children and young people to have equitable access to education. Children and young people with complex or significant medical needs will be included in activities for as much as their health permits.

MANAGING MEDICINES ON SCHOOL PREMISES AND ON OFF-SITE

ACTIVITIES We will ensure that:

- ☐ DC guidance on First Aid is followed
- ☐ records are maintained detailing an accurate history of the administering of medicines as far as possible – this will not include self-administering of over the counter medicines for older pupils for whom parents have requested permission using the appropriate Template;
- ☐ Templates C and/or D will be used to log administering of medicines;
- ☐ suitable back-up systems are in place to cover administering of medicines in the event of staff absence;
- ☐ if there are any doubts or confusion about arrangements for administering medicines, staff must consult with the parents and the designated member of staff;
- ☐ no child or young person under 16 will be given medicines or be permitted to self-medicate without their parents' written request.

STORAGE OF MEDICINES

The school will adhere to the advice contained in “Guidance and Code of Practice - First Aid at Work” and local guidance provided by Dorset County Council's Health & Safety Team and the local authority's Physical and Medical Needs Service.

REFUSAL OR TOO UNWELL TO TAKE MEDICINES

If a child refuses to take medicine as prescribed and as requested by parents the records (Template C or D) must state 'REFUSED' clearly and the parents/carers informed immediately. Children / young people will not be forced to receive medicine if they do not wish to do so.

If a child or young person is ill / injured and therefore unable to receive the agreed prescribed medication, the person designated to supervise the taking of medicine will consult with parents / carers immediately and advise the Headteacher of their actions. If the child vomits or has diarrhoea soon after receiving medication, parents must be contacted so that they can seek further medical advice.

SELF MANAGEMENT OF MEDICINES

In some cases, it might be appropriate that pupils self-administer medicines, e.g., inhalers, epipens. The school will encourage those with long term medical conditions to take responsibility for administering their own medication but continue to ask staff to supervise so that the appropriate records can be completed for safeguarding purposes.

Some pupils may carry 'over the counter medicines' (non-prescribed medicines) for their own use or self-administer prescribed medicines that are appropriate to carry. When this occurs parents should request permission from the Headteacher in writing (using Template B) and provide relevant details about the type and dosage of the medicine. We understand the need for personal dignity in addressing this matter to avoid individual embarrassment. We recommend that only one dose should be brought to school at any one time in order to reduce potential risk of medicines being abused.

OFF-SITE ACTIVITIES / SCHOOL TRIPS

All arrangements for medicines, including the storage of medicines, Individual Healthcare Plans, and Risk Management programmes will apply for all off-site activities or school trips. A member of staff will be designated to ensure there are suitable off-site arrangements for storage, and recording of the medicines when assessing any risks associated for the trip, particularly for those children and young people with long term or complex health conditions. All plans and risk assessments will be discussed with parents/carers in preparation for the activity in advance of the departure day and agreed with the Headteacher (and Governors).

All off-site activities will be evaluated in terms of proximity and accessibility to emergency services and any implications for those with short or long term medical conditions before receiving approval to go ahead from the Headteacher / Governors.

EMERGENCY PROCEDURES

Care is taken to ensure that all pupils are safe. The school has 1 of 'First Aid at Work' qualified first aiders, 7 'Emergency First Aid at Work' qualified first aiders, 3 'Paediatric First Aid' qualified first aiders See DCC's "Guidance and Code of Practice – First Aid at Work" for further information.

Pupils with life threatening medical conditions or that require close monitoring / supervision may have Individual Healthcare Plans developed by school staff and Health professionals that provide contact details for emergency situations, e.g., anaphylaxis, diabetes, or epilepsy.

All cases deemed 'complex' or 'serious' medical conditions have emergency contact details held in the school office.

Asthma can also be life threatening; St Michael's CE (VA) Primary School will follow the "Guidance on the use of emergency salbutamol inhalers in schools" issued by the Department of Health (September 2014).

Pupils who are 'at risk' due to their medical condition hold a *Grab Pack* (collated information to pass to a doctor or ambulance crew in an emergency) that will accompany them at all times. The purpose of the pack is to provide emergency services with up to date information such as: diagnosis of principle conditions, key personnel and medical contacts, medication taken, up to date records of medicines that have been administered together with other relevant medical information and an agreement with parents/carers about what to do in an emergency.

BEST PRACTICE

St Michael's CE (VA) Primary School will endeavour to eliminate unacceptable situations by promoting best practice in supporting pupils with medical conditions. In doing so we will:

- ☐ ensure that pupils have access to the medicine they need as arranged with parents;

- ☐ manage each medical condition through an Individual Healthcare Plan;
 - ☐ listen to the views of pupils and their parents and take advice from medical professionals in planning the support needed;
 - ☐ ensure that pupils with medical conditions are supervised appropriately and not left alone when ill;
 - ☐ support access to the full curriculum or as much as medical consultants recommend;
 - ☐ work in partnership with health services to ensure swift recovery or access to treatment;
 - ☐ facilitate opportunities to manage medical conditions with dignity;
 - ☐ manage medical needs such that parents are not required to support their child in school;
 - ☐ Include all children in school on and off-site activities, meeting their medical needs in the best way possible.
- ☐ **LIABILITY AND INDEMNITY**

St Michael's CE (VA) Primary School is covered by the local authority's medical malpractice insurance policy. This covers all staff in the arrangements made to support pupils with medical conditions for whom particular training has been given. Staff must follow the guidance, procedures and administering of medicines accurately.

COMPLAINTS

St Michael's CE (VA) Primary School holds a Complaints Policy details of which can be found on the school website. Should any complaint be received in respect of the support provided for individual medical conditions, it will be dealt with in accordance with the Complaints Policy.

EQUALITY STATEMENT

St Michael's CE (VA) Primary School is mindful of its Equality Duties; respecting religious belief and ensuring that support is provided for those with disability needs that might be affected by this policy. Where there are language or communication issues, and to avoid any misunderstanding, the parents / carers and Headteacher will agree an appropriate course of action. The Headteacher will engage interpreters or signers when required to ensure that full understanding of a pupil's medical needs are determined accurately.

With regard to off-site visits and residential opportunities, St Michael's CE (VA) Primary School will ensure that reasonable adjustments enabling pupils to be included are appropriate and made in consultation with parents/carers.