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## 1. Aims

The overarching purpose of the policy and the school's commitment to supporting pupils with medical conditions safely and effectively is outlined below.

Storybrook School is committed to ensuring that pupils with medical conditions are properly supported so that they can play a full and active role in school life, remain healthy, and achieve their academic potential.

**The aims of this policy are to:**

- ensure that all pupils receive appropriate, safe and effective support
- ensure compliance with statutory requirements and best practice guidance
- minimise disruption to learning and school participation
- provide a consistent, inclusive and child-centred approach
- embed safeguarding as a “golden thread” across all medical provision

Storybrook are aware that medical conditions may impact attendance and will be considered within attendance monitoring systems.

## 2. Safeguarding alignment

This section explains how supporting pupils with medical conditions forms part of the school's safeguarding responsibilities.

Supporting pupils with medical conditions is an integral part of safeguarding at Storybrook. In a specialist SEMH setting, medical needs may be closely linked to wider vulnerabilities, and changes in a pupil's health, presentation or behaviour may indicate emerging safeguarding concerns.

**Staff must recognise that:**

- medical needs may indicate wider safeguarding concerns
- deterioration, non-compliance, or patterns of illness may require DSL review
- all incidents must be recorded and, where appropriate, escalated

## 3. Legislation and statutory duties

Storybrook School operates within a clear statutory framework that places a duty on schools to support pupils with medical conditions. This includes ensuring that appropriate arrangements are in place to meet individual needs and that no pupil is disadvantaged due to their condition.





**This policy is based on:**

- Section 100 of the Children and Families Act 2014
- DfE statutory guidance: Supporting pupils at school with medical conditions
- Equality Act 2010
- Health and Safety at Work Act 1974

#### **4. Principles**

The school adopts a child-centred, inclusive and proactive approach to supporting pupils with medical conditions. Provision is based on individual needs, with a focus on enabling pupils to access education safely while maintaining dignity and independence.

**The school will ensure that:**

- pupils are fully included in school life
- support is individualised and responsive
- staff are trained and confident
- risks are assessed and managed proportionately

#### **5. Roles and responsibilities**

Effective support for medical conditions relies on clear accountability and shared understanding across the school community. Roles are defined to ensure that responsibilities are understood, systems are implemented consistently, and communication is effective.

#### **6. Identification of medical needs**

Early identification of medical needs is essential to ensuring appropriate support is put in place. The school works closely with parents, carers and professionals to ensure that all relevant information is gathered and acted upon promptly.

The school maintains an overview of medical needs across the cohort and reviews provision regularly to ensure that appropriate support is in place.

**The school will ensure that:**

- medical conditions are identified on admission or diagnosis
- systems are in place to capture and update information
- staff are informed appropriately





## **7. Individual healthcare plans (IHPs)**

Individual Healthcare Plans (IHPs) are a key mechanism for ensuring that pupils with medical conditions receive consistent and appropriate support. They provide clear, detailed guidance for staff and ensure that risks are managed effectively.

**IHPs will:**

- be developed collaboratively
- clearly set out needs, support and procedures
- be reviewed regularly

## **8. Managing medicines**

The safe management of medicines is critical to supporting pupils with medical conditions. The school ensures that robust systems are in place to store, administer and record medication safely, while maintaining accessibility where needed.

**The school will ensure that:**

- medicines are administered safely
- consent is obtained
- records are maintained

## **9. Emergency procedures**

Clear and well-understood emergency procedures are essential to ensuring a rapid and effective response to medical incidents. Staff must be confident in recognising symptoms and acting appropriately to minimise risk.

**In an emergency:**

- staff will respond immediately
- emergency services will be contacted where required
- parents will be informed

## **10. Staff training and competence**

Staff competence is essential to ensuring that medical needs are met safely and effectively. The school ensures that training is appropriate, up to date and responsive to pupil needs.

**Training will be:**

- role-specific
- regularly refreshed





- monitored and recorded

### **11. Record keeping and reporting**

Accurate and timely record keeping is essential for ensuring continuity of care, identifying patterns, and supporting safeguarding. Records provide evidence of provision and support ongoing monitoring.

#### **The school will:**

- maintain accurate records
- review incidents and patterns
- integrate findings into safeguarding systems

### **12. Inclusion and participation**

Storyybrook is committed to ensuring that pupils with medical conditions are not disadvantaged. The school promotes inclusion by making reasonable adjustments and enabling full participation in all aspects of school life.

#### **The school will ensure that pupils:**

- are not excluded unnecessarily
- are supported to participate fully

### **13. Off-site visits**

Off-site activities present additional risks, and careful planning is required to ensure that pupils with medical conditions are supported safely. The school ensures that medical needs are fully considered within risk assessments.

#### **For all visits:**

- medical needs are risk assessed
- staff are informed
- appropriate provision is in place

### **14. Unacceptable practice**

To ensure high standards of care and consistency, it is important to clearly define unacceptable practice. This helps staff understand boundaries and reinforces expectations.

#### **The school will not:**

- prevent access to medication





- ignore medical needs
- exclude pupils unnecessarily

## **15. Complaints**

The school is committed to resolving concerns promptly and effectively. Clear processes are in place to ensure that issues relating to medical provision can be raised and addressed appropriately.

### **Concerns should be raised:**

- initially with the school
- in line with the Complaints Policy

## **16. Monitoring and Review**

Ongoing monitoring ensures that medical provision remains effective, compliant and responsive to pupil needs. The school uses a range of evidence to evaluate practice and identify improvements.

### **Monitoring includes:**

- incident analysis
- training compliance
- audits

## **17. Links to Other Policies**

Supporting pupils with medical conditions is part of a wider system of policies that collectively ensure safety, wellbeing and safeguarding. These policies must be read together to ensure a consistent approach.

## **18. Summary**

Storyybrook School is committed to ensuring that pupils with medical conditions are supported safely, effectively and inclusively. Through strong systems, trained staff and safeguarding integration, the school ensures that all pupils can access education fully and achieve their potential.





## Appendix 1: Individual Healthcare Plan (IHP)

### 1. Pupil information

Pupil Name:

Date of Birth:

Year Group / Class:

Address:

NHS Number (if available):

Parent/Carer Name(s):

Contact Number(s):

Emergency Contact(s):

### 2. Medical condition

Medical condition(s):

Date of Diagnosis (if known):

Description of condition:

(Include how the condition presents, severity, and variability)

Typical symptoms:

(e.g. wheezing, seizures, allergic reaction, fatigue)

Triggers:

(e.g. exercise, stress, allergens, environmental factors, illness)

### 3. Daily management.

Medication required (if any):

- Name of medication
- Dosage
- Frequency
- Method of administration

Storage of medication:

(e.g. office, classroom, carried by pupil)

Self-administration:

Yes  No

If yes, outline arrangements and supervision level:





**Routine support required:**

(e.g. rest breaks, hydration, monitoring, supervision)

**Adjustments to school day:**

(e.g. PE adaptations, timetable adjustments)

**4. Roles and responsibilities**

**Medical Needs Lead / First Aid Lead:**

**Trained staff supporting this plan:**

- Name:
- Name:

**Responsibilities of staff:**

- follow this plan
- monitor symptoms
- administer medication if required
- respond to emergencies

**Responsibilities of parents/carers:**

- provide up-to-date information
- supply medication
- inform school of changes

**5. Risk assessment and SEMH considerations**

**Identified risks:**

(e.g. risk during dysregulation, refusal of medication, absconding)

**Behavioural / SEMH factors:**

(e.g. anxiety, trauma triggers, emotional dysregulation)

**Control measures:**

(e.g. supervision, de-escalation strategies, safe space)

**Links to other plans:**

(e.g. behaviour plan, risk assessment, EHCP)





**6. Emergency procedures**

**Signs of deterioration / emergency:**

(e.g. difficulty breathing, loss of consciousness, seizure activity)

**Immediate actions required:**

- 1.
- 2.
- 3.

**Medication to be given in emergency:**

- Name:
- Dose:
- How to administer:

**When to call emergency services (999):**

(e.g. no improvement, severe symptoms, first episode)

**Who will call parents/carers:**

**Post-incident actions:**

- record incident
- inform senior leadership
- review plan

**7. Off-site visits and activities**

Is the pupil safe to attend off-site visits?

Yes  Yes with adjustments  No (explain)

**Additional Arrangements Required:**

(e.g. extra staff, medication access, transport considerations)

**Staff Responsible on Visits:**

**8. Record of Training**

This section ensures staff are competent to support the pupil.

Staff Name	Training Completed	Date	Expiry





**9. Consent and Agreement**

This section confirms agreement from all parties.

**Parent/Carer Name:**

**Signature:**

**Date:**

**Headteacher / Medical Lead:**

**Signature:**

**Date:**

**10. Review Information**

This section ensures the plan remains current and effective.

**Date Created:**

**Review Date:**

**Reviewed Following Incident?**

Yes  No

**Changes Made:**

**Summary (Quick Reference for Staff)**

**Condition:**

**Key Risks:**

**Emergency Action:**

