

# Thorplands Primary School



## **INCLUSION POLICY**

**Incorporating:**

**Special Educational Needs Information Report and  
Medical Needs Report**

in compliance with  
Statutory Instrument: Special Educational Needs (Information) Regulations  
(Clause 65) and  
Special Educational Needs and Disability Code of Practice (revised 2015)

## Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

## Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential

ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

### **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014)

Early identification of any additional need is vital. Many of the children who join our school have already attended an early education setting and some children join us with their needs already assessed. Nevertheless, all children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all children.

All children on the Special Educational (SEN) Needs Register and those pupils identified in termly pupil progress meetings will be assessed using the Read Write Inc assessment tool. This will be carried out by the Literacy Manager. This assesses gaps in children’s phonic knowledge and programmes can then be put in place to address the gaps. All children in KS2 who are on the SEN register, those involved in intervention programmes and those identified in termly pupil progress meetings will be screened for dyslexia using the Lucid Rapid Screening Test, this gives an indication of whether a child may be dyslexic. It does not formally assess them. Should a child present with dyslexic tendencies, further advice will be given and a decision will be made with parents whether a full assessment needs to be undertaken. The test is not suitable for children under 7 years old.

If a child is experiencing significant delay and their national curriculum levels are well below that expected of them for their age, advice from an Educational Psychologist may be sought. Prior to this the Inclusion Manager, who will have been consulted by class teachers, will have carried out assessments.

The school evaluates the effectiveness of provision for pupils on the SEN register through the provision map, analysing progress data of pupils, Individual Education Plan reviews and evaluating

progress against targets set. All children are assessed by their class teacher termly for their achievements in reading, writing and maths. Effective targets are set for each child each term, with personalised programmes being set, where appropriate.

The co-head teachers and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager. The Inclusion Manager is responsible for reporting regularly to the co-headteachers and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Inclusion Manager has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children, the Inclusion Manager, also has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff within our school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

The Name and contact details of the Inclusion Manager, Looked After Children  
Co-ordinator:

Mrs. Francesca Hallis

01604 493384

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made*

*the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

**SEN Code Of Practice (2015 : Para 1.24)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies : 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2015**

**STAGE 1**

**Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners will be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental and teacher's concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and the Inclusion Manager.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

## Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- peer mentors
- homework/learning support club

## Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the INCLUSION MANAGER and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the INCLUSION MANAGER.
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes).
- monitoring SEN support plans, IEPs and IEP targets and evaluating their impact.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the Inclusion manager, class teacher and head teachers.
- head teacher's report to parents and governors

## Stage 2

### **Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map and inclusion register).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not\_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs / SEN support plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our SEN support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our SEN support plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  - Our SEN support plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.

- Our SEN support plans will be based on informed assessment and will include the input of outside agencies
- Our SEN support plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our SEN support plans will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our SEN support plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our SEN support plans will specify how often the target(s) will be covered
- Our SEN support plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a SEN support plan will be arrived at through:
  - Discussion between teacher and Inclusion Manager
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional.
- Our SEN support plans will be reviewed at least termly by class teachers in consultation with the Inclusion Manager.
- SEN support plans will be accompanied by a one-page profile; enabling the pupil to share their aspirations, views and intended outcomes.

### **Stage 3**

#### **Statement of Special Educational Needs or Education Health and Care Plan**

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## **Roles and Responsibilities**

### **Co-headteachers**

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
  - the head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager
  - the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - pupil progress meetings with individual teachers
    - regular meetings with the Inclusion Manager
    - discussions and consultations with pupils and parents
- Inclusion Manager (Special Educational Needs Coordinator)**

In line with the recommendations in the SEN Code of Practice 2015, the Inclusion Manager will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map

- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Manager to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area Inclusion Manager network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

In accordance with the SEN code of practice (section 6.85) the SENCo will be undertaking the National Award in Special Educational Needs Co-ordination from October 2016.

### **Ethnic Minority Achievement Coordinator**

The EMA co-ordinator (Inclusion Manager) will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the Inclusion Manager, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the Inclusion Manager, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the Inclusion Manager, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### **Class teacher**

- liaising with the Inclusion Manager:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge

- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice)  
ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school’s generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice.
- Parent Consultation Evenings, three-time yearly
- Termly review of SEN support plans

### **Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and

learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

### **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

The school prides itself on its pastoral care and the levels of communication between school and parents/carers who will always be contacted if there is a reason for concern or their child is ill. In order to achieve this the school has in place:

- A Family Support Worker (FSW) who liaises with parents and outside agencies. The FSW will also provide on-site help and advice for children who need pastoral care over and above what is provided within class. This can be needed for a wide variety of reasons.
- The FSW will act as an advocate for pupils who need additional support; ensuring that views and feelings are understood. The FSW will speak on behalf of a pupil, if needed, expressing their views
- The school employs Behaviour Support Assistants who are skilled in meeting the needs of children who may experience difficulties with their social and emotional needs
- A Nurture Group is available for younger members of the school community who may need additional support to help them settle into school life.
- A clear, graded and gradual behaviour policy is in place which stated the consequences of breaking the school rules. Equally, there is also a reward system that is linked to the outcomes pupils achieve in their work.
- The school has an 80 place Breakfast Club available daily between 7.45 and 8.40 a.m. where pupils are encouraged to share a social eating and recreational time.
- Each class undertakes two weekly Personal Social and Health Education lessons which address social and emotional curriculum as well as providing Skills for Life.
- Anti- bullying lessons are included in the PHSE curriculum as well as being addressed in Key Stage assemblies and the school's participation in Anti-Bullying Week, usually in November of each year.
- The school has a Bullying Policy that all staff adhere to.
- Thera-play sessions are available for pupils who need additional help to develop their social and emotional skills.

The Family Support Worker is:

Mrs Charlotte O'Reilly

01604 493384

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

In accordance with the SEN code of practice (section 6.85) the SENCo will be undertaking the National Award in Special Educational Needs Co-ordination from October 2016.

- The Inclusion Manager, will regularly attend local network meetings for SEN, LAC and EAL.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the co-headteachers and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **Arrangements for consulting parents of children with special educational needs and involving them in their child's education Arrangements for consulting young people with SEN and involving them in their education**

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

## **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including:
  - EHA team
  - CAMHS
  - Educational Psychology Service
  - Northamptonshire Parent Partnership Service
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Early Years SEN support service (Inc Portage team)
  - Multi-agency safeguarding hub
  - Specialist educational teachers

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment, dyslexia etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Manager or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

### **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Inclusion Manager will liaise

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

## **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and INCLUSION MANAGER, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

***(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)***

## **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111 <http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

## **INFORMATION REPORT**

**□ Information on where the local authority's local offer is published.**

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/localoffer/Pages/default.aspx>

## Inclusion of pupils with English as an additional language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Manager. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

The Designated Teacher for Looked After  
Children (LAC) is:

Mrs. Francesca Hallis

01604 493384

**This policy will be reviewed annually by the governing body and was last reviewed**

Date: July 2021

# **Medical Needs Provision**

## **Policy for the Education of Children with Medical Needs September 2014**

New legislation came into force from September 1st 2014 under the Children and Families Act 2014, stating that Governing bodies should ensure that the arrangements they set up include details on how the school's policy will be implemented effectively, including a named person who has overall responsibility for policy implementation.

This policy should be read in conjunction with Thorplands Primary School Policy for Special Educational Needs, Access Policy, Equalities Policy, The Teaching and Learning Policy, the Attendance Policy and the Health and Safety Policy.

At Thorplands Primary School we are committed to providing pupils with access to education whatever their medical needs or individual circumstances. We believe that all pupils should have access to as much education as their particular medical condition allows so that they maintain the momentum of their learning whether they are attending school or going through periods of treatment and recuperation.

The Children and Families Act 2014 (section 100) from 1st September 2014, places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. However, teachers and other school staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine.

Some children with medical conditions may be disabled. Where this is the case, the School and Governing Body must comply with their duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this guidance should be read in conjunction with the SEN code of practice 2014.

Under the Children and Families Act 2014, the governing body must ensure that arrangements are in place to support pupils with medical conditions. In doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child.

In making their arrangements, governing bodies will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. The governing body will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

The governing body should ensure that their arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school. The arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care.

They should ensure that staff are properly trained to provide the support that pupils need. Governing bodies must ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented. This aligns with their wider safeguarding duties.

### **Definition of Medical Needs**

For the purpose of this policy, pupils with medical needs are:

- ✚ children with chronic or short term medical conditions involving specific treatments or forms of supervision during the course of the school day, or
- ✚ sick children, including those who are physically ill or injured or are recovering from medical interventions, or
- ✚ children with mental health problems or
- ✚ children who are unable to attend school due to a short term medical condition

### **Named person**

The member of staff responsible for ensuring that pupils with medical needs have proper access to education is the Inclusion Manager. They will be the person with whom parents/carers/health professionals will discuss particular arrangements to be made in connection with the medical needs of a pupil. It will be their responsibility to pass on information to the relevant members of staff.

The School Administrator in the School Office deals with the administration of the medicines and medical procedures which may need to be conducted in school.

The Inclusion manager along with the Senior Leadership Team will ensure that staff are fully trained for the children that are in their care. This will also include Lunchtime Supervisors and staff working in wrap around care at school.

The School Administrator in the school office organises the medical records being shared and the medicines in school are regularly checked to ensure they are in date. All first aid items are stored in a locked cabinet and checked to ensure they are in date.

The school office will ensure that any supply teacher is briefed about medical conditions of the child / children in the class they are covering; these details will be inserted into each class' 'Supply Folder'. They will also ensure cover for children with medical conditions should a staff member trained in their medical condition is absent.

Please see **Medication Policy** for further information.

### **Partnership with parents/carers and pupils**

- ✚ Parents hold key information and knowledge and have a crucial role to play. Parents and pupils will be involved in the process of making decisions.
- ✚ Parents need to keep the school informed about any changes in the treatment their children are receiving, including changes in medication.
- ✚ Parents will be kept informed about arrangements in school with outside agencies.
- ✚ Parents and pupils will be fully involved in discussions and plans before any home teaching can be agreed to if that is deemed to be the best support at any given time.
- ✚ Parents need to provide information in writing about a change to a medical condition.

### **Absence as a result of a medical condition**

- ✚ In cases where pupils are absent for periods less than 15 working days, parents will follow the normal arrangements for informing the school. If the length of the period of absence can be anticipated, then it may be appropriate for the class teacher to provide the pupil with a pack of work to do at home.
- ✚ Where an absence exceeds 15 working days, the school will inform the Education Attendance Service. Parents will need to provide the school with a letter from a medical Consultant containing details of the medical condition or intervention and information about the estimated period of absence.
- ✚ If a pupil is to be admitted to hospital for a period longer than 5 working days or is going to be absent from school due to illness or injury for more than 15 days then the Inclusion Manager will contact Hospital and Outreach Education directly or via the teaching

provision at Kettering or Northampton General Hospital, as appropriate, and will consult with hospital staff about ensuring continuity of education.

### **Arrangements for access to education in the case of long-term absence**

- ✚ It is essential that parents/carers inform the school at the earliest opportunity if an absence is anticipated to be long term (more than 15 school days)
  
- ✚ When an absence of more than 15 working days can be predicted, arrangements for continuing the pupil's education will be made by the Inclusion Manager. After speaking to the parents the Inclusion Manager will contact the Hospital and Outreach Education and then send on documentation that will inform staff about the pupil's needs, enabling them to plan appropriate provision. Information sent will generally include:
  - curriculum targets;
  - a current SEN support plan, if the pupil has either of these; ○ extracts from the latest Annual Review (pupils with statements or Education Health and Care Plans only).

The school, with the parent's cooperation, will maintain contact with pupils unable to attend. It may be appropriate for email to be used and if special events are taking place at school it may be possible for a video to be made and a copy sent to the hospital or home. In certain instances, a child's class teacher may be able to send material to the education provider that will help to keep the absent pupil up to date with topics being covered in class.

The school will continue to monitor the progress of pupils unable to attend. This will be done through discussion with teachers working with the child out of school and by examining work samples (where appropriate). In cases of extended absence, the Inclusion Manager will arrange for a review to be held, attended by the pupil's parents, the education provider and the class teacher.

### **Reintegration following absence for medical treatment**

- ✚ As with the notification of absence, it is very important that parents give the school as much notice as possible about the pupil's date of return to school.

-  The school will draw up an individually tailored reintegration plan including appropriate risk assessments for the pupil's safety being put into place in advance of the pupil's return to school. This plan will set down any new procedures that need to be followed and will ensure that any additional equipment is in place. Particular attention will be given to matters such as handling and lifting and support staff will be given appropriate training. It is essential that all agencies involved with the pupil contribute to the drawing up of the plan. In some cases, it will be necessary to have outside professionals on site when the child first returns.
-  For some children, reintegration will be a gradual process. A pupil may start with a short visit to school and gradually increase the time spent in class as s/he builds up stamina. Where mobility and independence are reduced, or where additional medical procedures are involved, a preliminary visit will help to establish whether there are any safety issues that need to be resolved before a date is fixed for the pupil's return.
-  If it seems as though a pupil will have significant medical needs for the foreseeable future, it may be necessary to consider making a request for statutory assessment under the Code of Practice (Pupils with Medical Needs). There will be consultation with the parents on this matter.

### **Catering for pupils' medical needs in school**

-  The majority of children who have medical needs are able to attend school regularly and do not have to undergo extended periods of treatment.
-  Parents of new pupils are required to complete a form which gives the school information about individual medical needs. It is the duty of parents to return this form promptly so that any necessary preparations can be made. This will be updated annually.
-  Information supplied by parents is transferred to the Medical Alert Forms for individual children. This is co-ordinated by the School office. All medical forms are stored on SIMS and teaching staff are given a copy for their records each year. These are NOT displayed in the staff room or on classroom walls. Support staff are fully informed of the medical conditions of the children they may be supporting. The Medical Alert forms indicate whether there is a care plan or risk assessment in place for a pupil.

- ✚ Staff must familiarise themselves with the medical needs of the pupils they work with. Training is provided in connection with specific medical needs so that staff know what precautions to take and how to react in an emergency.
- ✚ Before taking children off the school premises, the member of staff in charge will check that any medication or equipment that needs to accompany pupils is safely packed and they will discuss this with the parents if necessary.
- ✚ Medication is kept in the school office and or classroom and is taken under supervision. Prescribed medicines are only administered in specific circumstances and parents must complete a form from the school office giving consent for staff in school to administer the medicine. It is the responsibility of parents to ensure that medicines are not out of date. Each classroom has a green medical box to keep inhalers, Epipens etc in and can be accessed quickly. Parents are responsible for supplying information about medicines that their child needs to take at school, for letting the school know of any changes to the prescription or the support needed and for ensuring it is in date. The parent or doctor would provide details including:  
Name of medication
  - Dose
  - Method of administration
  - Time and frequency of administration
  - Other treatment
  - Any side effects
- ✚ Any medication that is considered a 'Controlled Drug' must be kept in a locked cupboard and a register kept when this has been administered by staff trained to do so.
- ✚ Children with more complex medical needs may require a medical emergency protocol form. This will be drawn up in consultation with parents and outside professionals. A delegated member of the support staff will supervise the carrying out of the plan.

## INDIVIDUAL HEALTH CARE PLANS.

When deciding what information should be recorded on individual healthcare plans, the governing body should consider the following:

- ✚ the medical condition, its triggers, signs, symptoms and treatments;
  - ✚ The pupil's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities,
    - ✚ equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions; and environmental issues e.g. crowded corridors, travel time between lessons;
    - ✚ specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed, (some children will be able to take responsibility for their own health needs), including emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring.
- ✚ who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical
  - ✚ named condition from a healthcare professional; and cover arrangements for when they are unavailable;
  - ✚ who in the school needs to be aware of the child's condition and the support required;
  - ✚ arrangements for written permission from parents and a co-headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours;

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, eg risk assessments;

Where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and what to do in an emergency, including whom to contact, and contingency arrangements.

Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan with lessons, counselling sessions;

- ✚ to carry out regular exercise programmes supervised by a member of staff who will have received training from an appropriate professional. Where necessary, pupils will be provided with an exercise bed and a degree of privacy whilst carrying out their exercises

- ✚ Pupils who need special arrangements for toileting will be assisted by a trained member of staff and will use one of the school's disabled toilets. Protective gloves and aprons are provided for staff and there are procedures in place for the disposal of soiled nappies and used catheters. Pupils are encouraged to develop as much independence as possible in connection with toileting. A toileting plan will be drawn up in consultation with parents and professionals, to ensure that both the child and the staff member are comfortable with arrangements.

- ✚ Risk Assessments are completed for children where necessary for activities in school, in wrap around care on day trips and on residential trips. All risk assessments are stored in the school office and overseen by the Educational Visits Co-ordinator. School staff take medical forms on school trips and always carry a mobile phone.

## **Monitoring**

Individual care plans and medical protocol plans are reviewed when necessary and at least annually. Changes of medical conditions must be given to the school office in writing from the parent/s.

## Staff training and support

- ✚ The Governing Body will monitor how staff will be supported in carrying out their role to support pupils with medical conditions, and how this is reviewed. Training needs will be provided by approved providers eg School Nurses, relevant to the child's medical condition.
- ✚ No staff will administer medication without the appropriate training.
- ✚ Epi-pen training is updated by the School Nurse Team every year. The school office keeps a list of the staff trained with the different medications administered in school.

## FIRST AID

- ✚ It is the policy of the School to have at least one member of staff with a 'First Aid at Work' certificate. In addition, some members of staff have Appointed Persons certificates and / or Paediatric Certificates. These certificates are updated every three years.
- ✚ The first aid kits are located in the Key Stage areas and are taken out on the playground each playtime with additional first aid kits for use on educational visits and sports activities. First aid kits are also found in every classroom.
- ✚ The School Administrator is responsible for checking the contents of the first aid kits in the office on a termly basis, ensuring that they are maintained in line with the current regulations. Teachers are responsible for the first aid kits in their classrooms.
- ✚ A School Accident Book is maintained and all injuries are recorded in accordance with the LA's code of practice.
- ✚ If a child becomes unwell or has an accident during school hours, which is considered sufficiently serious to require medical attention, the Head Teacher, or in their absence the Inclusion Manager, should be notified immediately and a parent contacted.

-  In the event of a serious accident an ambulance will be called and a member of staff will accompany the pupil to hospital, staying with the child until parents/carers arrive. Parents are asked to go immediately to the hospital.
-  Occasionally, it may be appropriate to transport a child to hospital without using an ambulance. This should be on a voluntary basis. In such cases staff should ensure they are accompanied by another member of staff.
-  Children who are unwell should be reported to the office and arrangements will be made for a parent to collect the child.
-  If a child has a bumped head at school a letter of advice is completed by a first aider, returned to the appropriate class teacher for signing and sent home with the child.
-  In the event of any medical emergency, the medical flow chart will be used to determine action to be taken.
-  The Governing Body and Headteacher are responsible for regularly reviewing the School's first aid needs to ensure the provision is adequate.

## **MEDICATION**

### Prescribed medication

The administration of medication falls outside the definition of first aid and should only be administered under the following conditions:

1. All staff expected to administer medication must receive specific instructions and training relevant to the medication. The school should request training from the school nurse.
2. The only medications which can be administered by staff in school are medicines prescribed for a child by a doctor and only after the parents have completed a permission form. The medication will be administered by any staff member who is deemed responsible and will ensure that an authorisation form has been completed.

3. When medication is administered by staff, an additional member of staff must act as a witness.
4. Commercially available medications must not be administered in School to children by any member of staff. The child's parent may however come into school to administer the medication. On trips a generic form needs to be completed by the parent for medicines such as Calpol to be given.
5. Children with special medical needs will be considered on an individual basis and a health care plan tailored to their needs will be negotiated.
6. Medicines will be kept in the School Office or in the 'medicine' fridge, as appropriate, and all will be labelled with the child's name.
7. Medicines can only be administered on completion of an authorisation form signed by the parent.
8. Medicines may only be given by the Headteacher, Office Staff, First aider or delegated member of staff.
9. A record should be kept in the school office of all medication administered.
10. Medicines must be clearly named.
11. All medication is sent home with the child at the end of the academic school year.

#### Asthma medication

1. Children using asthma inhalers should be taught by parents to be responsible for their equipment and to use it properly.
2. Asthma medication must be named and is kept in the class medical bag, where it is accessible for the child.
3. Parents should inform their child's class teacher of the required dosage of the medication and the teacher will supervise the administration of the medication.
4. Parents will need to sign an authorisation form at the beginning of each academic year, which is kept in the child's yellow folder in the school office.
5. Parents and the child's doctor should be aware that problems could be encountered if an inhaler is stolen, lost or broken as the school does not carry spare inhalers.
6. Asthma medication must be taken by the child to swimming, school trips and P.E and kept in the same room as the child during any activity.
7. Parents are responsible for keeping their child's medication up to date.

## Epi-pens

1. Children who have epi-pens for use in case of an anaphylactic reaction should have two pens stored in school. Both should be in their classroom in the medical bag with their name on.
2. Only staff that have been trained and signed a generic protocol form, copies of which are kept in the school office and the appropriate child's class medical box, are allowed to administer the Epi-pen, **except in an emergency**. This training is given by the school nurse each year and is reviewed on an annual basis.
3. When going on school trips, both Epi-pens must be taken and a trained member of staff accompany the trip.
4. If an Epi-pen is used, an ambulance must be called.
5. If a child uses an Epi-pen or inhaler it must accompany the child on all school trips. If they are found to be out of date or not on site on the day of the trip, every endeavour will be made to get the medication into school. However, if this is not possible the child will be unable to go on the school trip.

## **Liability and Indemnity**

Within the Children and Families Act 2014 guidance document there is reference to liability and indemnity. Paragraph 44 of the document states that Governing Bodies should ensure that the appropriate level of insurance is in place and appropriately reflects the levels of risk present. Paragraph 45 states that the insurance policies should provide liability cover relating to the administration of medicines. The Northamptonshire Schools insurance scheme cover applies to all school related activities including extracurricular activities and school trips and provides an indemnity to governors, teachers, other employees and volunteers in respect of the administration of medicines and first aid treatment.

The following are items considered to be insured under existing public liability insurance cover where an appropriate health care plan, training or written instructions have been provided and are updated on a regular basis in accordance with a care plan or risk assessment;

- Administration of medicines pre-prescribed by a medical practitioner via nasogastric tube, gastrostomy tube or orally.

- Administration of over the counter medicines with parental consent
- Catheter bag changing and tube cleaning, excludes insertion of tubes
- Colostomy and Stoma care subject to written guidelines being followed
- \* Application and changing of dressings following a written health care plan
- \*Defibrillators subject to following written instruction and appropriate documented training
- \*First aid provision by qualified first aider and applicable during the course of the business for the benefit of employees, pupils and visitors
  - Application of ear or nose drops
  - Application of EpiPen or Medipens
  - Gastronomy and nasogastric tube feeding and cleaning, no cover for insertion of tube
- Fitting and replacement of hearing aids following written guidance
- Inhalers, Cartridges and Nebulisers
- Injection of pre-packaged dose of treatment on regular basis as pre-prescribed by a medical practitioner, includes Insulin subject to training and written care plan
- Administration and assistance with Oxygen following written guidelines and training
- Rectal Diazepam and Midazolam in pre-packaged dose subject to written guidelines with 2 members of staff present

The cover specifically excludes any procedure or action taken that is not identified above. If a pupil at school requires support with a medical procedure not detailed above the named person will contact LGSS Insurance immediately for advice and guidance.

In addition, any use of equipment for the purposes of diagnosis is not insured nor is the prescription of medicines.

## **School insurance**

Insurance Details - Public Liability Insurance

Insurer: Zurich Insurance

Signed: SENCO/Inclusion Manager

Signed: SEN Governor

Date: July 2021

Policy to be reviewed September 2022.