



Poli y o t u o t o Pu il wit M i l M t l H It N

	Adopted Date: December 2017 Reviewed: November 2020 and November 2021.

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[REDACTED]

[REDACTED]

By whom

Not all pupils with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the headteacher will make the final decision.

Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the pupil's specific needs. The pupil will

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[Redacted]

[Redacted]

[Redacted]

- Access to medication
- Appropriate storage of medication
- Staff training in administration of medication
- Emergency procedures

U t l ti

To prevent unacceptable practice the responsible person will ensure that:

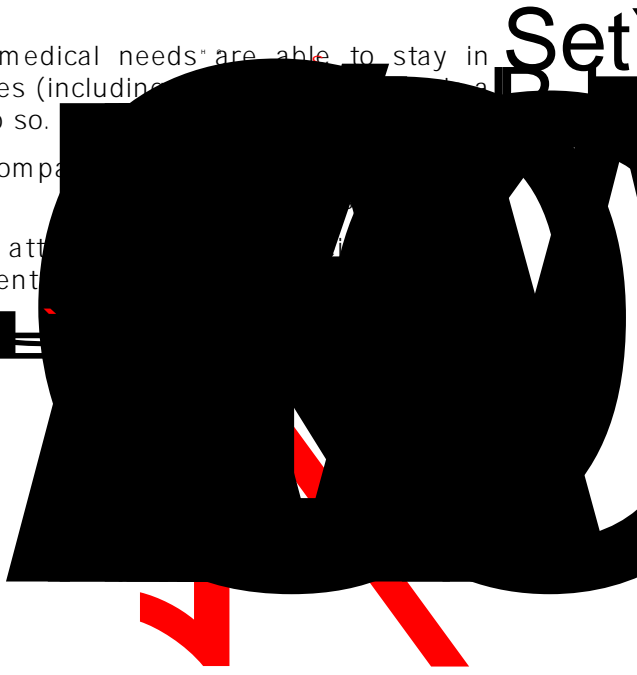
Students have access to their medication at all times during the [School/Academy] day or during educational activities off-site.

Healthcare plans reflect the needs of the student and take into account the views of parents, carers and advice of healthcare professionals

Every effort is made to ensure that students with medical needs are able to stay in [School/Academy] for normal [School/Academy] activities (including sports) unless a specific reason detailed in their healthcare plan not to do so.

If the student becomes ill; ensure that he/she is accompanied to the office/medical room by an appropriate person.

Students with medical needs are not penalised in their attendance if the absence is related to their medical condition, hospital appointments or other medical needs.



to support this policy on mental health and wellbeing.

The [School/Academy] is aware that there could be children with mental health issues within the [School/Academy] and families for whom mental health is a significant problem.

Mental health and wellbeing is a term which covers a wide range of difficulties/situations faced by children and their families and include:

- Learning difficulties
- Emotional trauma
- Autism
- Attachment Disorder
- Attention Deficit Disorder
- Depression
- Anxiety
- Bipolar Disorder
- Obsessive Compulsive Disorder
- Bereavement
- Speech and Language Difficulties
- Low Self Esteem
- Poor resilience
- Gender Identity concerns
- Family break down
- Domestic Violence

All these conditions and situations, and many more, have a devastating impact upon the overall wellbeing of children in school, either directly or indirectly and they also impact upon their educational success. The Department for Education recognises that schools have a key role to play in supporting children to have resilience and to be mentally healthy.

Schools have a duty to promote the wellbeing of children.

XXXXXXXXXXXXXXXXXXXX [School/Academy] recognises the eight key principles outlined in government advice in promoting good emotional health and wellbeing:

- Good leadership and management which sees this as a whole school issue and recognises its importance for both children and staff
- An ethos and environment which promotes respect and values diversity
- Curriculum teaching and learning which promotes and supports resilience and social and emotional learning
- Recognition of the power of the student voice in influencing decisions
- Staff development and training which supports personal wellbeing as well as that of children
- Effective identification and recognition of need
- Targeted and effective support
- Close working with parents and carers

E u l o o t u i t i

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate and safely on school trips, visits and sporting activities.

