Cyfarthfa High School

POLICIES AND PROCEDURES

Healthcare Needs Policy

POLICY DATE

September 2026

SCHEDULED REVIEW

September 2027

Policy Lead

Louise Morgan | Assistant Headteacher (ALNCO)

Approval date 08.10.26

Approval

Role	Name and signature	Date
Chair of Governors	D. Williams	08.10.26
Headteacher	B. Davies	08.10.26
Designated SLT member	L. Morgan	08.10.26

Healthcare Needs Policy

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1 Introduction

Cyfarthfa High School is committed to providing an inclusive education in which all learners, including those with healthcare needs, are supported to access learning, participate fully in school life and achieve their potential.

This policy has been developed in accordance with the Welsh Government statutory guidance Supporting Learners with Healthcare Needs.

The guidance applies to governing bodies of maintained nursery, primary, secondary and special schools in Wales and to local authorities in Wales. Governing bodies and local authorities must have regard to the statutory guidance when carrying out their duties to promote the welfare of children and young people, including meeting their healthcare needs.

The guidance applies not only to activities on the school site but also to activities undertaken off-site as part of normal educational provision.

The Governing Body recognises its responsibility to ensure that appropriate arrangements are in place to support learners with healthcare needs and that these arrangements are properly implemented.

The school recognises that healthcare needs can be:

- short-term or temporary;
- long-term;
- chronic;
- complex;
- fluctuating or episodic;
- physical;
- related to mental health and emotional wellbeing; or
- potentially life-threatening.

The school will ensure that a learner's healthcare needs do not unnecessarily prevent them from accessing education or participating fully in school life.

This policy should be read with the school's Managing Medication, Safeguarding and Child Protection, First Aid and emergency, Intimate Care, Infection Prevention, Equality and Accessibility, ALN, Attendance, Educational Visits, Data Protection and Complaints policies or procedures. The Headteacher will ensure that related documents are consistent and that staff know where to access them.

2 Legislative framework

This policy has been developed within the legislative and policy framework applying to schools in Wales.

In particular, the school will have regard to:

- Welsh Government Supporting Learners with Healthcare Needs statutory guidance;

- Education Act 1996;
- Education Act 2002, particularly sections 175 and 21(5), concerning safeguarding, welfare and learner wellbeing;
- Children Act 1989;
- Children Act 2004;
- Equality Act 2010;
- Social Services and Well-being (Wales) Act 2014;
- Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET);
- Additional Learning Needs Code for Wales 2021;
- Curriculum and Assessment (Wales) Act 2021;
- relevant Welsh Government guidance relating to emergency salbutamol inhalers in schools;
- relevant Welsh Government guidance relating to emergency adrenaline auto-injectors in schools;
- relevant health and safety legislation;
- relevant safeguarding guidance for Wales; and
- UK data protection legislation.

The school will also have regard to relevant guidance and procedures issued by Merthyr Tydfil County Borough Council and will work collaboratively with the appropriate NHS Wales health board and healthcare professionals.

3 Policy principles

Our approach is based upon the following principles.

3.1 The best interests of the learner

The best interests of the learner will be a primary consideration when decisions are made about their healthcare support.

3.2 Learner-centred practice

Learners will be placed at the centre of decisions affecting them.

Their views, wishes and feelings will be sought and taken seriously, taking account of their age, understanding, communication needs and individual circumstances.

3.3 Partnership with parents and carers

Parents/carers have an important role in providing information about their child's healthcare needs.

The school will work collaboratively with parents/carers and will seek to establish open, constructive communication.

3.4 Collaborative working

Effective healthcare support may require collaboration between:

- the learner;
- parents/carers;
- school staff;

- the Governing Body;
- the Local Authority;
- school nursing services;
- the relevant Local Health Board;
- GPs;
- paediatricians and specialist medical professionals;
- therapists;
- social services;
- the ALNCo;
- educational psychologists; and
- other relevant professionals or agencies.

3.5 Inclusion and participation

Learners with healthcare needs should be supported to have full access to education, including the curriculum, physical education, educational visits, residential experiences and extracurricular activities.

4 Aims of the policy

The school aims to:

- identify healthcare needs as early as possible;
- ensure appropriate support is established promptly;
- minimise disruption to education;
- promote attendance and participation;
- provide safe arrangements for medicines and healthcare procedures;
- ensure appropriate emergency arrangements are in place;
- ensure Individual Healthcare Plans (IHPs) are developed where appropriate;
- promote learner independence and self-management where safe and appropriate;
- ensure staff understand their responsibilities;
- provide appropriate staff training;
- work effectively with parents/carers and healthcare professionals;
- prevent discrimination against learners with healthcare needs;
- ensure appropriate links between healthcare needs and ALN arrangements;
- support learners returning following illness or hospitalisation; and
- maintain the dignity, privacy and confidentiality of learners.

5 Roles and responsibilities

5.1 The Governing Body

The Governing Body has overall responsibility for ensuring that appropriate arrangements are in place to support learners with healthcare needs.

The Governing Body will ensure that:

- the school has an effective Healthcare Needs Policy;
- arrangements reflect Welsh Government statutory guidance;
- sufficient resources are available to implement appropriate support;
- staff understand their responsibilities;
- staff receive appropriate training;
- learners with healthcare needs are not unnecessarily excluded from educational opportunities;
- appropriate insurance arrangements are in place;
- appropriate arrangements exist for medicines and healthcare procedures;
- applicable equality duties are fulfilled, including making reasonable adjustments for disabled learners;
- appropriate arrangements are made for emergencies; and
- the implementation and effectiveness of this policy are monitored.

The Governing Body will ensure that insurance covers the healthcare activities undertaken, including off-site activities. The Headteacher will check the scope and conditions with the Local Authority or insurer, communicate any limits to staff and arrange additional cover where required before an activity proceeds.

5.2 Headteacher

The Headteacher has overall responsibility for the operational implementation of this policy.

The Headteacher will ensure that:

- staff are aware of the policy;
- responsibilities are appropriately delegated;
- sufficient trained staff are available to provide continuity of support;
- IHPs are developed, implemented and reviewed, with named responsibility for each plan;
- trained cover and contingency arrangements are available for staff absence, emergencies and off-site provision;
- learners have suitable, private and dignified facilities for healthcare and intimate care;
- healthcare support is agreed for work experience and other placements;
- significant or anticipated health-related absence is discussed promptly with the Local Authority; and
- an annual report on the effectiveness of healthcare arrangements is provided to the Governing Body, without unnecessary personal information.

5.3 Designated Healthcare Needs Lead

Louise Morgan is the Designated Healthcare Needs Lead and coordinates healthcare arrangements under the supervision of the Headteacher.

The designated lead will, as appropriate:

- act as a central point of contact;
- coordinate the development and review of IHPs;

- liaise with learners and parents/carers;
- liaise with healthcare professionals;
- coordinate appropriate staff training;
- ensure relevant staff receive necessary information;
- monitor healthcare arrangements;
- support transition arrangements;
- ensure healthcare records are appropriately maintained; and
- raise concerns with senior leaders where arrangements require review.

5.4 School Staff

All members of staff have a responsibility to contribute to an inclusive and safe environment.

Staff should:

- familiarise themselves with this policy;
- understand the healthcare needs relevant to learners they teach or support;
- know how to summon appropriate assistance;
- understand relevant emergency procedures;
- follow an IHP where one is in place;
- undertake agreed training;
- maintain confidentiality;
- listen to learners when they report feeling unwell;
- report concerns promptly; and
- avoid unnecessarily excluding learners from activities because of healthcare needs.

Staff must receive suitable training and achieve the necessary level of competence before taking responsibility for administering medicines or carrying out specialist healthcare procedures. Information or written instructions alone do not establish competence for a specialist procedure.

Providing support with or supervising medication is voluntary unless it forms part of a staff member's contract, terms and conditions or mutually agreed job plan. The Headteacher remains responsible for arranging sufficient trained support. All staff must know how to summon assistance and respond to an emergency.

5.5 Learners parents and healthcare partners

Learners and parents/carers will be involved in planning, review and decisions about support. Parents/carers should provide up-to-date information, appropriately labelled in-date supplies and written instructions, notify changes promptly, complete relevant forms and keep emergency contacts current. Learners will be supported to explain their needs and increasingly manage their healthcare where safe and appropriate.

The school will seek advice from school nursing and relevant specialist health professionals on IHPs, clinical instructions, training and competence. It will work with the Local Authority and other agencies to coordinate provision; disagreement about responsibility must not delay necessary support.

6 Early identification and notification of healthcare needs

Early identification is essential to ensuring that learners receive appropriate support and experience minimal disruption to their education.

A healthcare need may become known:

- during transition from primary school;
- when a learner is admitted to the school;
- through information provided by parents/carers;
- through information provided by the learner;
- following diagnosis of a new condition;
- following hospitalisation;
- following communication from a healthcare professional;
- following a change in an existing condition;
- through the school nursing service; or
- when school staff identify concerns.

Healthcare needs should be considered as part of the school's transition arrangements.

Where a learner is due to join the school with a known healthcare need, every reasonable effort should be made to establish necessary arrangements before admission.

Parents/carers are responsible for providing accurate and current information and informing the school promptly of significant changes.

The school will respond proactively when information indicates that a learner may require healthcare support.

The Designated Healthcare Needs Lead will gather information promptly, assess immediate support needs and arrange a planning discussion with the learner, parents/carers and relevant professionals. Transition planning will begin in good time. Necessary interim arrangements will be recorded while a full plan is agreed; support will not be unnecessarily delayed while awaiting a formal diagnosis.

7 Individual Healthcare Plans

Not every learner with a healthcare need will require an Individual Healthcare Plan.

An IHP is essential where healthcare needs are complex, fluctuating or long-term, or where there is a high risk that emergency intervention will be needed. Other needs will be assessed individually to decide whether an IHP is appropriate and proportionate.

An IHP may be particularly appropriate where:

- emergency intervention may be required;
- medication or treatment is regularly required during the school day;
- several members of staff or agencies are involved;
- the healthcare need has a significant impact upon education;
- reasonable adjustments are required;
- a learner requires support during educational visits or practical activities; or
- clear contingency arrangements are necessary.

Developing the IHP

The IHP should be developed collaboratively. Depending upon the circumstances, this may involve:

- the learner;
- parent/carer;
- designated school staff;
- school nurse;
- relevant healthcare professionals;
- ALNCo;
- Local Authority; and
- other appropriate professionals.

The learner's views should be sought and recorded wherever appropriate.

The school will arrange a discussion or meeting with the learner, parents/carers, appropriate staff and clinicians to decide whether an IHP is required. The decision and reasons will be recorded. If agreement cannot be reached, the Headteacher will make the final school decision, informed by the evidence and professional advice; it may be challenged through the complaints procedure. The Headteacher retains overall responsibility for ensuring that the agreed plan is implemented.

An IHP should clearly identify:

- the learner's healthcare condition;
- symptoms;
- triggers;
- warning signs;
- daily healthcare requirements;
- medication, treatment or procedures;
- emergency arrangements;
- what constitutes an emergency;
- action staff should take;
- staff responsible for providing support;
- training required;
- medication dose, timing, route, side effects, storage and clinical instructions;
- parental or learner consent, self-management arrangements and the support or supervision required;
- diet, fluid intake, toileting, rest, mobility, PE and other daily needs;
- impact on learning, attendance and wellbeing, with agreed adjustments and educational support;
- named trained staff, confirmed competence and cover for absence, trips and emergencies;
- emergency contacts and arrangements for contacting parents/carers and health professionals;
- relevant arrangements for transport, visits, placements and examinations;
- agreed information sharing, confidentiality and record keeping; and
- the person coordinating the plan, implementation date, review date and triggers for earlier review.

Reviewing the IHP

IHPs will be reviewed at least annually, with a named person responsible and a recorded review date.

An earlier review should take place following:

- a change in diagnosis;
- a change in medication or treatment;
- hospitalisation;
- a healthcare emergency;
- a significant change in need;
- transition;
- a request from the learner or parent/carer; or
- advice from a healthcare professional.

8 Healthcare needs and additional learning needs

The school recognises the important distinction between healthcare needs and Additional Learning Needs (ALN).

A learner does not automatically have ALN simply because they have a medical condition, disability or healthcare need.

Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET), consideration must be given to whether the learner has a learning difficulty or disability which calls for Additional Learning Provision (ALP).

Where there is reason to consider that a learner with healthcare needs may also have ALN, the school will follow the procedures and duties established by ALNET and the Additional Learning Needs Code for Wales 2021.

The ALNCo will be involved where appropriate.

Depending upon individual circumstances, a learner may have:

- an IHP but no IDP;
- an IDP but no IHP; or
- both an Individual Healthcare Plan (IHP) and an Individual Development Plan (IDP).

Where a learner has both an IHP and an IDP, the school will ensure that the plans complement one another and that responsibilities and provision are clearly identified.

Healthcare information may contribute to person-centred planning and decisions about ALN and ALP where it is relevant to the learner's ability to access education.

9 Equality and reasonable adjustments

The school recognises its duties under the Equality Act 2010.

Some learners with healthcare needs will meet the definition of disability under the Act.

The school will make reasonable adjustments required under the Equality Act 2010 to prevent disabled learners from being placed at a substantial disadvantage. Planning will anticipate needs, including at transition, and will not wait for a learner to experience disadvantage. The school will prepare, implement and review its accessibility plan.

Adjustments may relate to:

- the school environment;
- timetabling;
- movement around the school;
- rest breaks;
- toilet access;
- eating and drinking;
- uniform;
- PE;
- practical lessons;
- medication;
- attendance arrangements;
- educational visits;
- examinations and assessments; and
- access to extracurricular activities.

Decisions will be made according to individual need rather than assumptions based upon a diagnosis.

Risk assessments will start from inclusion and identify adjustments or suitable alternatives. Any restriction on participation must have a clear, individual, evidence-based reason and be reviewed. Learners will be supported in unstructured activities, breaks, clubs and social opportunities as well as lessons; staff will address bullying and social exclusion.

10 Managing medicines and healthcare devices

10.1 Consent and self management

For a learner under 16, assistance with or administration of prescribed or non-prescribed medication requires written parental consent unless Gillick competence is recorded. For learners aged 16 and over, seek and record the learner's consent as appropriate. Where competence, capacity or consent is uncertain, seek appropriate healthcare advice. Emergency assistance must not be delayed while routine paperwork is obtained.

Self-administration will be supported where the learner is competent and this is safe. Record the agreement, assessment, medicines carried or stored, access arrangements and any supervision in the IHP or self-administration form. Learners must not share medicines. Review arrangements if needs or competence change.

10.2 Receipt and storage

Accept prescribed medicines only when in date, clearly labelled for the learner and accompanied by written dosage, administration and storage instructions, in the original pharmacy packaging. Insulin supplied in a labelled pen or pump is an exception to the original-container requirement. Non-prescribed medicines must also be in date, labelled for the learner, in original packaging and accompanied by written instructions, which may be supplied by the parent/carer. Do not hold unnecessary surplus supplies.

On receipt, record the medicine, quantity, expiry date and storage requirements. Resolve unclear or conflicting instructions with the parent/carer and appropriate healthcare professional before

administration. Changes require updated written instructions and consent as applicable; staff must not alter doses on their own initiative.

Store non-emergency medicines securely with appropriate temperature and light controls. Monitor and record refrigerator temperatures where refrigerated medicines are held; label and segregate medicines appropriately, using an airtight container if stored in a food refrigerator. Apply additional security and stock controls to controlled drugs.

Emergency inhalers, adrenaline auto-injectors and blood-glucose testing devices must be readily accessible to the learners who need them and must not be locked away. This applies throughout the school day and off-site activities. Emergency controlled drugs must be as secure as possible while allowing rapid authorised access; access must not depend on a key held only by an absent member of staff. Learners and relevant staff must know where medicines are held and how to obtain them.

10.3 Administration and recording

Only suitably trained and competent staff will administer medication or supervise it where required by the agreed plan. Before administration, check the learner, medicine, dose, route, time, expiry date, instructions and consent; check the maximum dose and the amount and time of previous doses to avoid duplication. Seek advice if anything is unclear. Learners under 16 must not receive aspirin or its derivatives unless prescribed.

Record each administration promptly, including the date, time, medicine, dose and administering staff member. Record supervised doses, omissions, refusals, errors and action taken. Independent self-administration and any monitoring records will follow the agreed plan. Maintain individual records and an administration log by date, with secure access.

If a learner refuses medication or treatment, do not force them. Follow the IHP, record the refusal, inform parents/carers as appropriate and seek healthcare advice. If their condition requires emergency intervention, follow section 18. For an error or suspected adverse reaction, obtain appropriate clinical advice immediately, call 999 where necessary, notify the Headteacher and parents/carers as appropriate, and complete an incident report and review.

10.4 Supplies disposal and supporting procedures

The Designated Healthcare Needs Lead will arrange regular checks of stock, expiry dates and device readiness, and request replacement supplies in good time. Return unused or expired medicines to parents/carers for safe disposal and record the return. Use approved sharps containers for needles and other sharps and arrange appropriate collection.

The Managing Medication Policy and associated forms provide supporting detail. Maintain parental or learner agreements, school authorisation, individual medicine receipt and administration records, daily administration logs, self-administration agreements, staff training records and medication incident reports. Review both policies together to resolve any inconsistency. Where the school holds emergency spare inhalers or adrenaline auto-injectors, their purchase, storage, eligibility, consent, use and records must follow the applicable Welsh Government guidance and agreed school procedure.

11 Educational visits and extracurricular activities

Healthcare needs must not automatically prevent a learner from participating in school activities.

The school will actively support participation and make reasonable adjustments required for disabled learners to participate in:

- day visits;
- fieldwork;

- residential visits;
- sporting activities;
- clubs;
- performances;
- competitions; and
- other extracurricular opportunities.

Risk assessments will take account of individual healthcare needs.

Planning will address relevant medication, trained staff and cover, accessibility, transport, dietary requirements, emergency procedures, information sharing and access to healthcare facilities. The visit leader will confirm that agreed support is in place before departure.

Parents/carers and healthcare professionals should be consulted where appropriate.

12 PE and practical curriculum activities

Learners with healthcare needs should be enabled to participate in PE and practical subjects wherever reasonably possible.

Staff will consider appropriate adjustments and relevant healthcare advice.

A learner should not be unnecessarily excluded from an activity solely because they have a healthcare condition.

Relevant staff will be informed of necessary precautions and emergency procedures.

13 Attendance and education during absence

The school recognises that healthcare needs may affect attendance.

Learners may experience:

- regular healthcare appointments;
- intermittent absence;
- periods of hospitalisation;
- periods of recovery;
- reduced attendance related to treatment; or
- prolonged absence.

The school will work with the learner, family, Local Authority and relevant healthcare professionals to minimise disruption to education.

Where a learner of compulsory school age would otherwise not receive suitable education because of their health, the school will liaise appropriately with the Local Authority regarding its responsibilities for securing suitable educational provision.

Healthcare-related absence will be considered sensitively and in the context of the learner's individual circumstances.

The Headteacher, supported by the Designated Healthcare Needs Lead, will notify the Local Authority promptly where absence is likely to be significant or the school cannot provide suitable education. The guidance identifies anticipated absence of more than 15 school days, consecutive or cumulative, as requiring arrangements to be ready. This is not a waiting period: shorter absences may also require action, depending on the learner’s circumstances.

The Designated Healthcare Needs Lead will coordinate liaison with hospital education, home tuition and other provision, agree how learning and progress information will be shared, and maintain contact with the family. For shorter absences, suitable work and catch-up support will be provided where the learner's health permits. Provision and any phased return will be individually planned, time-limited where appropriate and regularly reviewed; a reduced timetable must not become a substitute for providing necessary support.

Reintegration Following Illness or Hospitalisation

Where a learner returns following significant illness, treatment or hospitalisation, reintegration should be carefully planned.

Depending upon need, this may include:

- a reintegration meeting;
- updated medical advice;
- review or development of an IHP;
- a phased return where appropriate;
- curriculum adaptations;
- rest arrangements;
- mobility arrangements;
- emotional wellbeing support;
- support to catch up with learning; and
- regular review.

The objective will be to support the learner to resume full participation in education as safely and successfully as possible.

14 Mental health and emotional wellbeing

The school recognises that healthcare needs can include mental as well as physical health needs.

Learners experiencing significant mental health difficulties will be treated with dignity, sensitivity and respect.

Where appropriate, the school will work collaboratively with parents/carers, healthcare professionals, the Local Authority and other agencies.

Where mental health difficulties may also constitute ALN, the school will consider its responsibilities under ALNET and the ALN Code for Wales.

Safeguarding procedures will always take precedence where there is a concern that a learner may be at risk of harm.

The school will facilitate access to school nursing, counselling and appropriate health or specialist services. Support will be coordinated with the learner and family, subject to confidentiality, competence and safeguarding requirements.

15 Staff training

The Governing Body, Headteacher and Designated Healthcare Needs Lead will ensure that staff receive the training and support required to fulfil their allocated responsibilities.

Training requirements will be determined by individual learner needs and professional advice.

Training may include:

- asthma;
- epilepsy;
- diabetes;
- anaphylaxis;
- emergency medication;
- enteral feeding;
- specialist medical procedures; or
- other healthcare needs relevant to learners attending the school.

Where specialist healthcare procedures are required, training should be provided or verified by an appropriately competent healthcare professional.

Training records will be maintained and reviewed.

Training records will identify the learner or task covered, trainer, date, assessment of competence and refresher or review date. The relevant healthcare professional will advise on specialist training and reassessment. Parents/carers provide valuable information but will not be the sole providers of training for healthcare procedures.

All staff, including new, temporary and supply staff, will receive appropriate awareness and emergency information. The Headteacher will ensure sufficient trained cover and that staff supporting trips or other activities can implement the IHP. Changes in need, treatment or staffing will trigger a review of training and cover.

16 Information sharing and confidentiality

Information relating to a learner's healthcare is sensitive and will be managed appropriately.

Relevant information will be shared with staff on a need-to-know basis to ensure the learner is supported safely and effectively.

The school will balance the learner's right to privacy with its responsibility to ensure that staff have sufficient information to respond appropriately.

Information will be processed in accordance with relevant data protection legislation and school procedures.

Confidentiality must not prevent appropriate information being shared where this is necessary to protect the learner from harm or respond to an emergency.

The Designated Healthcare Needs Lead will agree with the learner and parents/carers how relevant information will be communicated, including any staff-room display, secure electronic access or sharing with peers. Information must not be displayed in publicly accessible areas. Relevant supply staff, catering staff, visit staff and contractors will receive the minimum information needed for safe support.

The school will identify and record the appropriate lawful basis and condition for processing health information under current data protection law. Consent to treatment and consent to a particular sharing arrangement are distinct from the school’s data-processing obligations. Necessary emergency or safeguarding sharing will not be delayed by a lack of consent; the reasons will be recorded.

Records will show what information was shared, with whom and why. Learners and parents/carers will be told how information is used and how to exercise their rights. Information will be kept

accurate, stored securely with appropriate access controls and retained under the school's retention schedule. Superseded instructions will be clearly marked and retained as required.

17 Complaints and concerns

The school aims to resolve concerns regarding healthcare provision promptly and collaboratively.

Learners and parents/carers may raise concerns with the Designated Healthcare Needs Lead or the Headteacher. Staff will listen, record the concern and seek a prompt resolution, involving healthcare professionals where appropriate.

If the concern is not resolved informally, the school's published Complaints Policy sets out the formal stages, responsible persons and timescales, including consideration by governors where applicable. A copy and support to access the procedure will be available through the school office and school website.

The existence of a complaint must not adversely affect the healthcare support provided to the learner.

18 Emergency procedures

All staff must know how to obtain urgent help, identify available first aiders and access the relevant IHP and emergency contacts. Learners should know to alert an adult promptly if they or another learner becomes unwell. An IHP will define relevant warning signs, emergency action and prescribed emergency treatment.

- Assess immediate danger, summon a first aider or trained colleague and call 999 without delay when emergency help is needed. Any member of staff may call; do not wait for a manager or parent to authorise the call.
- Follow the call handler's instructions and the learner's emergency plan. Provide first aid and prescribed emergency treatment within training and competence. Do not leave the learner alone or send them elsewhere unaccompanied or with an unsuitable escort.
- Ask another adult to notify the school office and parents/carers, obtain the IHP and relevant medication information, and meet the ambulance at the agreed access point. Parent contact must not delay treatment or the emergency call.
- A member of staff will remain with the learner and, where required, accompany them to hospital until a parent/carer arrives. Pass relevant healthcare, medication and treatment information to the ambulance or hospital team.
- Record the event, treatment, times and contacts. Inform the Headteacher and Designated Healthcare Needs Lead and review the IHP, staffing or procedures where needed.

Apply equivalent arrangements on trips, residential visits and placements, including reliable communication, the exact location for emergency services, accessible medication and trained cover. The Headteacher will maintain and brief staff on the local emergency arrangements recorded in Appendix A.

19 Daily access care and participation

Food drink and dietary needs

The Designated Healthcare Needs Lead will coordinate with catering staff, learners and parents/carers on allergies, intolerances, diabetes, coeliac disease and other dietary needs. Menus, ingredients, allergen and relevant nutritional information will be made available in advance, including where carbohydrate counting is needed. Suitable food and drink, including glucose-rich products

where required, must be accessible. Trips, classroom food and clubs must follow the same agreed arrangements.

Learners will be allowed necessary food, drink, rest, movement and toilet breaks in line with their needs. General healthy-eating or classroom rules must not prevent treatment or isolate a learner who needs to eat or drink.

Intimate care and infection prevention

Provide a suitable, private and dignified environment and follow the school's Intimate Care procedures and the learner's IHP. Record the learner's wishes, agreed support, staff training and relevant risk assessment. There is no automatic requirement for two adults; the number and gender of staff should reflect individual needs, wishes, safeguarding and professional advice.

Apply current infection-prevention advice, hand hygiene, appropriate protective equipment, cleaning and safe waste disposal. Follow public health advice where infection affects attendance and avoid unnecessary exclusion. Parents/carers should notify the school of relevant infectious illness.

Transport examinations and placements

The Designated Healthcare Needs Lead will liaise with the Local Authority and transport providers where healthcare needs affect travel to and from school, including escorts, emergency plans, medication access and necessary staff training. Relevant information will be shared lawfully and arrangements coordinated with the IHP.

The ALNCo, examinations staff and relevant teachers will identify and apply for appropriate examination and assessment access arrangements in good time, following current awarding-body and JCQ requirements. Healthcare need alone does not automatically establish eligibility; evidence and the applicable criteria must be considered. Liaise with hospital or home education where relevant.

Before work experience or another placement, the school will agree the necessary healthcare support, risk assessment, emergency arrangements and information sharing with the learner, family and placement provider.

20 Unacceptable practice

Staff must not apply blanket rules or assumptions that disadvantage learners with healthcare needs. In particular, it is unacceptable to:

- prevent access to necessary medicines or devices, or disregard an agreed self-management arrangement;
- assume that learners with the same condition need identical support or ignore the learner's, parents' or relevant healthcare professionals' views without proper consideration;
- send a learner home frequently or prevent attendance for normal activities, including lunch, unless this is specified in an agreed IHP or supported by an individual assessment of the circumstances;
- send an unwell learner to seek help alone or with an unsuitable escort;
- penalise attendance for absence related to healthcare needs, including medical appointments;
- prevent necessary eating, drinking, toileting, rest or treatment breaks;
- require parents/carers to attend school to administer medication or provide personal care, or to give up work because the school has failed to arrange support;
- require a parent/carer to accompany a trip as a condition of the learner's participation;
- create unnecessary barriers to lessons, PE, trips, clubs or other activities, or exclude a learner without a clear, individual, evidence-based reason; or

- treat a healthcare-related difficulty only as a behaviour issue without considering the learner's needs and appropriate support.

21 Monitoring publication and review

The Headteacher and Designated Healthcare Needs Lead will monitor IHP reviews, medication and incident records, training and cover, participation, absence, complaints and learner/parent feedback. Findings and actions will inform an annual report to the Governing Body. Necessary improvements will identify the responsible person and completion date.

This policy will be available on the school website and in hard copy on request, with accessible formats or assistance where needed. The published policy must not contain individual learners' health information. Confidential IHPs, medication records and the internal operational register will be held separately with controlled access.

The policy will be reviewed at least annually, with the next scheduled review in September 2027, and earlier following changes in guidance, school arrangements, incidents or identified concerns. The Governing Body will approve the policy and significant amendments. The actual approval date will be recorded on the cover.

Reference

Welsh Government, Supporting learners with healthcare needs, guidance document 215/2017, March 2017. In particular: sections 2.2–2.16, Individual Healthcare Plans in section 3, unacceptable practice in section 4, and forms in Annex 2. The school will use current legislation and updated related guidance where these have changed since publication.

Official publication: https://www.gov.wales/supporting-learners-healthcare-needs-0

Appendix A Internal operational arrangements

Complete and brief staff on these arrangements before implementation, and update whenever they change. Keep the completed register securely alongside the staff procedures; remove it from the public policy copy. No learner-specific health details should be entered here.

Designated Healthcare Needs Lead: Louise Morgan.

Headteacher oversight and nominated deputy or absence cover: Lee-Anne McCarthy.

Staff emergency contact method and current first-aider list location

_____

Location and authorised access to IHPs and emergency contact records

_____

Emergency medicine and device locations and rapid access arrangements

_____

Non-emergency and refrigerated storage and temperature-check responsibility

_____

Trained healthcare staff cover and arrangements for trips and absence

_____

Medicine receipt expiry checks returns and sharps collection responsibility

_____

Available private healthcare and intimate-care facilities

_____

Ambulance access point and arrangements to meet emergency services

_____

Location of consent administration training and incident forms

_____

Links or locations for related policies and the published complaints procedure

_____

Completed by: _____ Date: _____

Checked by Headteacher: _____ Review date: _____