

Pencoed Comprehensive School

Healthcare Policy (April 2018)

Key Principles

This document sets out our aims, principles and strategies as a school, relating to our provision for children with Healthcare Needs. It will help you understand what Healthcare Needs are and how we aim to support our pupils.

The school has a strong family and community ethos, exemplified by our House and Pastoral Systems which are popular with pupils. We believe that a happy and well supported young person will then have every opportunity to develop to their full potential academically, personally and socially.

The governing Body of the school will follow the guidance given in the **Supporting Learners with Healthcare Needs** document published by the Welsh Government in March 2017 which has informed this policy document. This policy should be read in conjunction with the LA policy document "BCBC Healthcare Needs Policy December 2017".

The administration of medicines by school staff is entirely voluntary, the School Manager supported by the Pupil Health and Wellbeing Officer will take day to day responsibility for managing the healthcare support provided to pupils as outlined in this policy.

This policy will be reviewed every two years by the Governing Body.

This policy is due for review in April 2020

What are Healthcare Needs?

Some of our pupils will have a short term need and some may have a significant long term Health care need. These could include:

- Access to emergency medications such as inhalers or adrenaline pens.
- Short term medication such as a course of antibiotics or medication cream.
- A specific dietary need e.g. pupils with diabetes, coeliac disease, allergies and intolerance.
- A medical condition controlled by medication that is taken regularly e.g. Diabetes, ADHD or Epilepsy.
- A mobility difficulty requiring support to access the school environment e.g. Cerebral Palsy or a broken limb.

NOTE TO PARENTS/CARERS

Please make the school aware of any Healthcare needs your child has as soon as possible. This information will then be shared with the relevant staff to ensure all staff within school are aware of the support or adjustments required.

How will we support children with Healthcare needs?

- We will ensure arrangements properly support learners and minimise disruption or barriers to their learning.

- Arrangements will also consider any school trips and off site planned activities.
- We aim to ensure all learners can access and enjoy the same opportunities.
- We will monitor and support pupils with a Healthcare need, including their physical ability, their behaviour and their emotional state.
- Where possible, we will encourage pupils to build understanding and confidence to increasingly self-manage healthcare needs, depending on their ability to do so.
- We will seek advice and share information securely from medical professionals, with consent from parents to do so.
- Staff involved in supporting the healthcare plans of individual pupils will receive the relevant training and guidance.
- Healthcare plans will be in place and updated regularly.
- We will communicate to parents if a pupil is unwell, refuses to take medication or refuses to participate in a certain activity because of their Healthcare needs.
- Sometimes the school might make a referral to the LA Inclusion Service for further advice or additional support for pupils. This will be discussed first with the parent/guardian and a consent form will be completed.
- In some circumstances, transport can be provided by the Local Authority for children with Healthcare needs. Please discuss this first with the school so an application form can be submitted by the school.

School's Legal Requirements

Section 175 of the Education Act 2002 places a duty on the governing body to make arrangements to ensure that its functions are exercised with a view to safeguarding and promoting the welfare of children in the school. This includes supporting children with healthcare needs.

In meeting the duties under section 175 of the Education Act 2002, governing bodies **must** have regard to guidance issued by the Welsh Ministers under this section.

Section 21(5) of the Education Act 2002 places a duty on the governing body to promote the well-being of learners at the school so far as related to the matters mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

The governing bodies are also subject to duties under the Equality Act 2010 and the Data Protection Act 1998

Rights of Learners

All learners with healthcare needs are entitled to a full education. In addition to the duties set out in Section 175 of the Education Act 2002, consideration must also be given to whether the learner is defined as disabled under the Equality Act 2010¹. Governing bodies must comply with the duties of this Act, including those within an education context. For example, reasonable adjustments for disabled learners must be made and disabled learners must not be discriminated against when making admission arrangements.

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Roles and Responsibilities

The School

The **Governing body** will oversee the development and implementation of arrangements, which should include:

- complying with applicable statutory duties,
- considering how the school can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others
- ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks.
- developing and implementing effective arrangements to support learners with healthcare needs. This should include this policy on healthcare needs and where appropriate, IHPs for particular learners
- ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements
- ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on and off-site activities, including access to emergency medication such as inhalers or adrenaline pens
- ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners
- having an infection prevention policy that fully reflects the procedures laid out in current guidance

The **head teacher** will ensure that arrangements to meet the healthcare needs of learners are sufficiently developed and effectively implemented in line with this policy, to include:

- working with the governing body to ensure compliance with applicable statutory duties ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon, and such actions maintained
- ensuring the support put in place focuses on and meets the individual learner's needs
- extending awareness of healthcare needs across the school setting in line with the learner's right to privacy. This may include support, catering and supply staff, governors, parents and other learners
- appointing a named member of staff who is responsible for learners with healthcare needs, this is currently the School Manager
- ensuring a sufficient number of trained staff, including first aiders are available to implement the arrangements set out in all IHPs, including contingency plans for emergency situations and staff absence
- having the overall responsibility for the development of IHPs
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs
- checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered

- providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners
- ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason
- notifying the local authority when a learner is likely to be away from the education setting for a significant period, e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare need

Any **Teachers and Support Staff** within the school may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. Staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on responsibility. **No staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.**

In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, the school will ensure that staff:

- fully understand the school's healthcare needs policies and arrangements
- are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs. This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs
- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the first aiders are and seeking their assistance if a medical emergency takes place
- fully understand the school's emergency procedures and be prepared to act in an emergency
- ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place
- ensure learners (or their friends) know who to tell if they feel ill, need support or require changes to support
- listen to concerns of learners if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties)
- make sure learners with healthcare needs are not excluded from activities they wish to take part in without a clear evidence-based reason, including any external trips/visits. This includes ensuring learners have access to their medication and that an appropriately trained member of staff is present to assist where required
- are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the school's anti-bullying policy
- are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed
- support learners who have been absent and assist them with catching up on missed work – this may involve working with parents and specialist services
- keep parents informed of how the healthcare need is affecting the learner in the school. This may include reporting any deterioration, concerns or changes to learner or staff routines.

All staff are responsible for ensuring the school meets the needs of the pupil as laid out in this policy.

Learners and Parents

It is vital that learners and parents are actively involved in the planning of support and management of healthcare needs. Meeting the individual's needs should be at the centre of our decision making and processes. Parents and learners should:

- receive updates regarding healthcare issues/changes that occur within the education setting
- be involved in the creation, development and review of an IHP (if any). The parent and learner may be best placed to provide information about how their healthcare needs affect them. They should be fully involved in discussions about how the learner's healthcare needs will be met in the education setting, and contribute to the development of, and compliance with, their IHP.
- provide the school with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals. Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.
- inform the education setting of any changes such as type of medication, dosage or method of administration
- provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions
- ensure a nominated adult is contactable at all times and all necessary forms are completed and signed
- inform the education setting if their child has/had an infectious disease or condition while in attendance.

Local Authority, NHS Wales school nursing service, health and other professionals, third sector organisations and other specialist services

Healthcare and practical support can be found from a number of organisations including the LA Inclusion Service and other healthcare professionals. The scope and type of support the service can offer may include:

- offering advice on the development of IHPs
- assisting in the identification of the training required for the education setting to successfully implement IHPs
- supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.

Health advice and support can also be provided by specialist health professionals such as GPs, CAHMs paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support.

Creating an Accessible Environment

As an inclusive school which seeks to promote the wellbeing of all pupils we will ensure that we are inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

- **Physical access to education setting buildings**
We will seek to make reasonable adjustments to allow pupils with healthcare needs to access classes and facilities within the school.

- **Day trips and residential visits**

We will support learners with healthcare needs to participate in trips and visits, making reasonable adjustments to trips and residential visits to ensure the participation of learners with healthcare needs. Healthcare needs of individual pupils will be considered as an integral part of any risk assessments required.

Staff should be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner including sharing personal information with third parties for off-site activities, such as healthcare needs and emergency procedures (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy).

- **Social interactions**

We will ensure that the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits.

The school will make staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion.

- **Exercise and physical activity**

The school fully understands the importance of all learners taking part in physical activities and staff will make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Staff will be made aware of learners' healthcare needs and potential triggers, how to respond appropriately, seeking guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.

Staff will also be made aware that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity.

- **Food management**

Where food and snacks are provided in school or on trips, consideration will be given to dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances, providing menus in advance or alternatives, with complete lists of ingredients and nutritional information to encourage collaborative working. Gluten and other intolerances or allergens must be clearly marked.

While healthy school and 'no sweets' policies are recognised as important, we recognise that learners with healthcare needs may need to be exempt from these policies, and not excluded from the classroom or put in isolation.

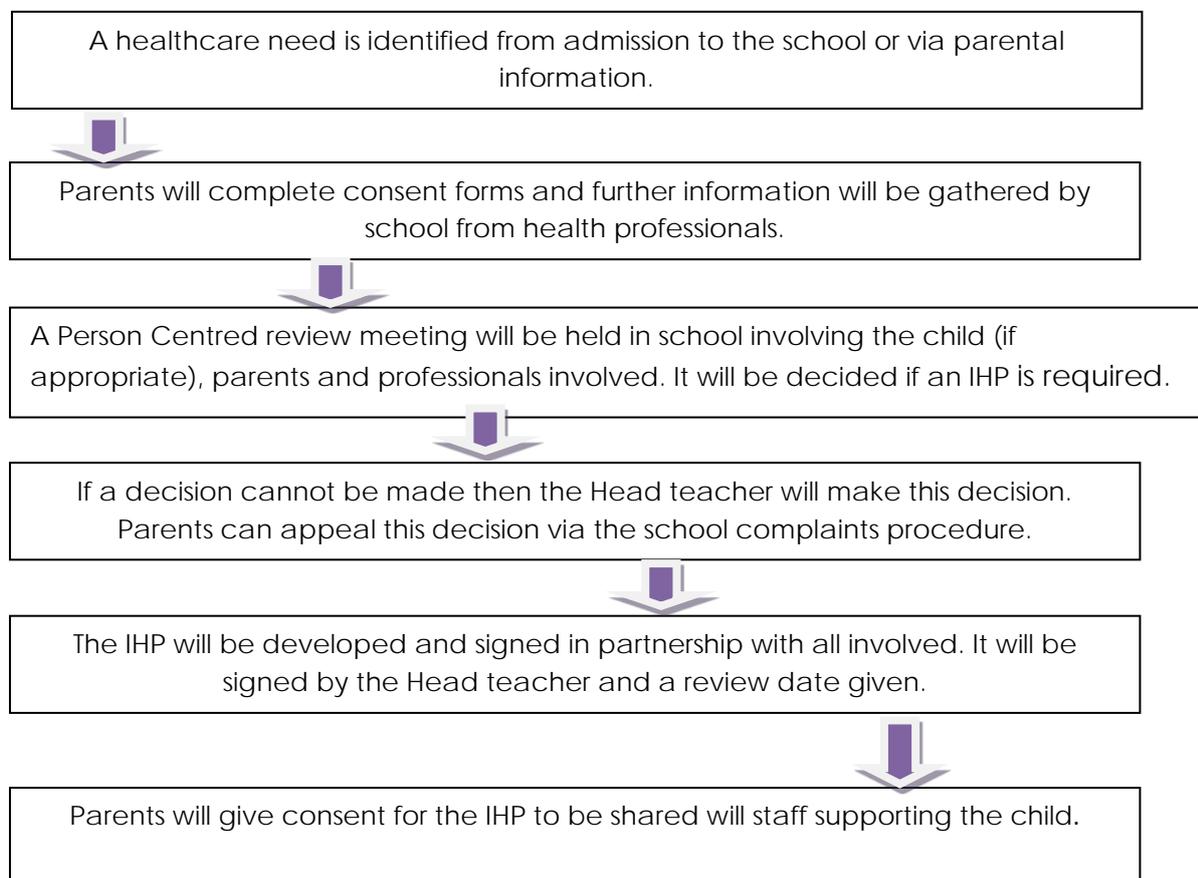
- **Risk assessments**

Staff will be clear when a risk assessment is required and be aware of the risk assessment systems in place. They should start from the premise of inclusion and have built into them a process of seeking adjustments or alternative activities rather than separate provision. The findings of the risk assessment will be shared and reviewed with all relevant parties both within the school to include teachers and staff as well as across LA departments to ensure that all stakeholders are aware of the healthcare needs of the pupil and they are monitored.

Individual Healthcare Plans

What are Healthcare Plans (IHP)?

An individual Healthcare plan sets out what support is required by a learner. They do not need to be long or complicated. The school has the overall responsibility for the development of the IHPs but often medical professionals will write and contribute to the plans. IHPs are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention will be needed.



What will be on the Health care plan?

While the plan should be tailored to each individual pupil, it may include:

- details of the healthcare need and a description of symptoms
- specific requirements such as dietary requirements, pre-activity precautions (e.g. before physical education classes)
- medication requirements, e.g. dosage, side effects, storage requirements and expiry dates
- arrangements for administration
- an impact statement on how the pupil's healthcare condition and/or treatment affects their learning and what actions are required
- emergency protocols and contact details
- review dates and review triggers
- roles of particular staff, e.g. a contact point for parents, staff responsible for administering/supervising medication, and arrangements for cover in their absence
- consent/privacy/sensitive information-sharing issues
- staff training needs

- how records will be kept securely and up to date.

The IHP will set out alternative arrangements for staff absence in administering medicines.

Sharing Information

The Governing body will ensure that healthcare needs arrangements, policies and IHPs, are supported by clear communication with staff, parents and other key stakeholders to ensure full implementation. All information will be kept up to date and all information-sharing techniques such as staff noticeboards and school intranets will be agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (including catering staff) will have access to the relevant information, particularly if there is a possibility of an emergency situation arising.

Parents and learners should be active partners, and to achieve this the school will make parents fully aware of the care their children receive. Parents and learners will also be made aware of their own rights and responsibilities. To help achieve this the school will:

- make this healthcare needs policy easily available and accessible online
- provide the learner/parents with a copy of any information sharing policy.
- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared. Sharing medical information can be a sensitive issue and the learner should be involved in any decisions.
- include the school council and other learner groups in the development of the school's healthcare needs arrangements, where appropriate
- consider how friendship groups and peers may be able to assist learners, e.g. they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. The education setting should discuss with the learner and parents first and decide if information can be shared.

Procedures and record keeping for the management of learners' healthcare needs

We will keep written records of:

1. Contact details for emergency services
2. Parental agreement for educational setting to administer medicine
3. Head teacher agreement to administer medicine
4. Record of medicine stored for and administered to an individual pupil
5. Record of medicines administered to all pupils by date
6. Requests for pupil to administer their own medicine
7. Staff training record - administration of medicines
8. Medication incident reports

We will record if there are any changes to the medication or dosage.

New records will be completed when there are changes to medication or dosage. The school will ensure that the old forms are clearly marked as being no longer relevant and stored in line with the school's information retention procedures.

All records will be stored securely following the Data Protection Act 1998 guidance. Examples of the forms used are given at the end of this document.

We will ask for permission from the parents to share healthcare needs arrangements with professionals who are working with their child. Pupil allergies, emergency medication or dietary needs may be entered onto the school's Management Information System (SIMS).

Storage, access and administration of medication and devices

The School will not store surplus medication. Parents will be asked to provide appropriate supplies of medication. These should be in their original container, labelled with the name of the pupil, medicine name, dosage and frequency, and expiry date. The School will only accept prescribed medicines and devices that:

- are in date
- have contents correctly and clearly labelled
- are labelled with the learner's name
- are accompanied with written instructions for administration, dosage and storage
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Where non-prescribed medicine is held by the school, e.g. liquid paracetamol, it should:

- be in date
- have its contents correctly and clearly labelled
- be labelled with the learner's name
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent
- be in its original container/packaging.

Administration of Medicines

- Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school and in the evening. There will be instances where this is not appropriate.
- It may not always be appropriate for medication to be administered by staff at the school

Learners under 16 should never be given aspirin or its derivatives unless prescribed to them.

Where is medication stored in school?

All medication is kept in a locked cabinet which the child's name, year group and class clearly labelled on it. Any medication administering is signed for by the staff member administering it. The school may differentiate the storage of medicines that should be refrigerated and emergency medication such as epi-pens will be made accessible.

Emergency Medication

Emergency medication will be readily available to learners who require it at all times during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline epi-pens will be readily available to learners and not locked away. This is particularly important to consider when pupils are on trips. If the emergency medication is a controlled drug it will be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency. Where staff administer emergency medication to a learner, this will be recorded.

Emergency Procedures

The school has developed procedures for handling emergency situations, both generic, in the form of emergency evacuation procedures as well as arrangements specific to any individual pupil with an IHP

Where a learner has an IHP or risk assessment this should clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures relating to specific pupils.

Other learners should also know what to do in general terms in an emergency, such as to inform a member of staff immediately. If a learner needs to be taken to hospital, a staff member should stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff should have details of any known healthcare needs and medication.

Qualifications and Assessments

Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home.

Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations such as GCSEs or A levels. Applications for special arrangements will be submitted by the school to the relevant awarding bodies as early as possible.

Adjustments, adaptations or additional time for learners taking the National Reading and Numeracy Tests will be based on normal classroom practice for particular needs.

Education Other Than at School (EOTAS)

A learner who is unable to attend the school because of their healthcare needs should have their educational needs identified, and receive educational support quickly so they continue to be provided with suitable education. This means education suitable to the age, ability, aptitude of the learner and any additional learning needs (ALN) they may have. The nature of the provision should be responsive, reflecting the needs of what may be a changing health status.

In the case of a short absence (likely to last for less than 15 school days) the school will provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return. The school will also work with the local authority in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days.

School Transport

There are statutory duties on the Local Authority in relation to learners travelling to the place where they receive their education or training. For example, depending upon the circumstances, the local authority may need to arrange home-to-school transport for a learner, or provide appropriately trained escorts for such journeys to facilitate the attendance of a learner.

Training

The Governing body will ensure that staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training which is kept up to date,

to ensure competency and confidence in supporting health needs. Appropriate training records will be kept.

If a learner has complex needs on their IHP, input may be needed from healthcare services who will be able to advise and signpost to further training and support, but where no specialist training is required the role of the staff is to facilitate the learner to meet their own healthcare needs.

All staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. We will raise awareness of common conditions and the individual needs of learners with staff, setting out what is required in any IHP ensuring that members of staff are aware of the roles of other staff in carrying out healthcare arrangements. New and temporary staff will be made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

Insurance Arrangements

The Governing Body will ensure that an appropriate level of insurance is in place to cover the school's activities in supporting learners with healthcare needs. The level of insurance will appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

Complaints Policy

Our definition of a complaint is 'an expression of dissatisfaction in relation to the school (or a member of its staff) that requires a response from the school.' Our complaints procedure is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion. We believe that all complainants have a right to be heard, understood and respected. Please note that school staff and governors have the same right of complaint and expect courteous and polite interaction. The school will not tolerate aggressive, abusive or unreasonable behaviour. Staff will also not tolerate unreasonable demands or unreasonable persistent or vexatious complaining. A copy of the school's complaints policy is available on request.

Unacceptable Practice

It is not acceptable practice to:

- prevent learners from attending the school due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others
- prevent learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary
- assume every learner with the same condition requires the same treatment
- ignore the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly)
- send learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- send a learner who becomes ill or needs assistance to Pupil Reception unaccompanied or with someone unable to properly monitor them
- penalise a learner for their attendance record if the absence is related to their healthcare needs. 'Authorised absences' including healthcare appointments, time to travel to hospital or appointment, and recovery time from treatment or illness should not

be used to penalise a learner in any way. This includes, but is not limited to, participation in activities, trips or awards which are incentivised around attendance records

- request adjustments or additional time for a learner at a late stage. They should be applied for in good time. Consideration should also be given to adjustments or additional time needed in mock examinations or other tests
- prevent learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively
- require parents, or otherwise make them feel obliged, to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues
- expect or cause a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs
- ask a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs
- prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

Form 1: Contacting emergency services

Request for an Ambulance

Dial **999**, ask for an ambulance, and be ready with the following information where possible.

1. State your telephone number.
2. Give your location as follows [insert your address].
3. State that the postcode is [insert your address].
4. Give the exact location in the education setting [insert a brief description].
5. Give your name.
6. Give the name of the learner and a brief description of symptoms.
7. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to [name location].
8. Don't hang up until the information has been repeated back.

Speak clearly and slowly and be ready to repeat information if asked to.

A completed copy of this form will be displayed in appropriate places around the school.

Form 2: Parental agreement for education setting to administer medicine

Pencoed Comprehensive School needs your permission to give your child medicine. Please complete and sign this form to allow this.

Name of child

Date of birth

House/Reg Group

Healthcare need

Medicine

Name/type of medicine

(As described on the container)

Date dispensed

Expiry date

Agreed review date to be initiated by [name of member of staff]

Dosage and method

Timing

Special precautions

Are there any side effects that school needs to know about?

Self-administration (delete as appropriate) **Yes/No**

Any procedures to follow in an emergency:

Contact details

Name

Daytime telephone no.

Relationship to child

Address

I understand that I must deliver the medicine personally to school.

I understand that I must notify the school of any changes in writing.

Date

Signature(s)

.....

Form 3: Head teacher agreement to administer medicine (Pencoed Comprehensive School)

It is agreed that [pupil name] will receive

Name/type of medicine
(as described on the container)

Dosage and method

Timing

[Pupil Name] will be supervised while

they take their medication by the Pupils Healthcare and Wellbeing
Officer/Receptionist (pupil reception)

This arrangement will continue until either end date of course of medicine or until
instructed by parents/carers

Date

Signed

The Head teacher

Form 4: Record of medicine stored for and administered to an individual learner at Pencoed Comprehensive School

Name of learner

Date medicine provided by parent

Group/class/form

Quantity received

Name and strength of medicine

Expiry date

Quantity returned

Dose and frequency of medicine

Staff signature

Signature of parent/carer

Date

Time given

Dose given

Name of member of staff

Staff initials

Date

Time given

Dose given

Name of member of staff

Staff initials

Date

Time given

Dose given

Name of member
of staff

Staff initials

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Date

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Time given

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Dose given

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Name of member
of staff

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Staff initials

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Date

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Time given

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Dose given

--	--	--

Name of member
of staff

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Staff initials

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Date

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Time given

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Dose given

--	--	--

Name of member
of staff

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Staff initials

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Form 6: Pencoed Comprehensive School

Request for pupil to carry/administer their own medicine

This form must be completed by the parent/carer.

If staff have any concerns discuss this request with healthcare professionals.

Pupil's name

Reg Group

Address

Name of medicine

Carry and administer

Administer from stored location

Procedures to be taken in an emergency

Contact information

Name

Daytime telephone no.

Relationship to learner

I would like my child to administer and/or carry their medicine.

Signed parent/carer Date

I agree to administer and/or carry my medicine. If I refuse to administer my medication as agreed, then this agreement will be reviewed.

Learner's signature..... Date

Form 7: Pencoed Comprehensive School Staff training record – administration of medicines

Please ensure that the Education Workforce Council registration is updated accordingly.

Name

Type of training received

Date of training completed

Training provided by

Profession and title

I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment.

I recommend that the training is updated [please state how often]

Trainer's signature Date

I confirm that I have received the training detailed above.

Staff signature Date

Suggested review date

Form 8: Medication/healthcare incident report (Pencoed Comprehensive School)

Learner's name _____

Home address _____ Telephone no. _____

Date of incident _____ Time of incident _____

Correct medication and dosage:

Medication normally administered by:

Learner	<input type="checkbox"/>
Learner with staff supervision	<input type="checkbox"/>
Nurse/school staff member	<input type="checkbox"/>

Type of error:

Dose administered 30 minutes after scheduled time

Omission Wrong dose Additional dose

Wrong learner

Dose given without permissions on file Dietary

Dose administered by unauthorised person

Description of incident:

Action taken:

- Parent notified: name, date and time _____
- School nurse notified: name, date and time _____
- Physician notified: name, date and time _____
- Poison control notified Learner taken home Learner sent to hospital

Other: _____

Note:
