



ST PETER'S SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Reviewer: Assistant Head Teacher (Julie Knibbs)

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Document Control		
Edition	Issued	Changes from previous
1	May 2017	Changes to job titles: 2.3, 2.4,2.5,3.3,6.9 Updates to 6.1, 6.2
2	October 2018	Change of 'pupil' to student throughout Changed to include Trust aims and principles (sections 1 and 2) and identifying SEND (section 5), addition of admission arrangements into The Cabin (section 6.7)
3	July 2019	To include clarification of admission arrangements to The Cabin 6.72, 6.73
4	October 2019	No changes
5	December 2020	No significant changes
6	January 2021	Covid 19 addendum added
7	November 2021	Covid 19 addendum deleted
8	November 2022	6.73 and 9.6 updated re process
9	November 2024	Minor changes – removal of ref to Director of Cabins; addition of partially in 7.4; 9.1 change of SEND to Inclusion; clarification of 13.5 role of First Aid team

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: First Aid Policy Drugs and alcohol policy Business Continuity Plan Complaints policy	Head Teacher Deputy Head Teacher SENDCO Heads of Year Subject Teachers Governors

1. TRUST AIMS

The SEND policy aims to:

- Set out how the school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain the values the abilities and achievements of all pupils and is committed to providing the best possible learning environment for each pupil.
- Explain how the school will endeavour to make every effort to create inclusive environments that do not discriminate against pupils with SEN or disability, whilst maximising pupils' achievement and promoting independence and lifelong learning.
- Explain how the school will work to raise the aspirations and expectations for all pupils with SEND, with a focus on individual pupil outcomes.

The SEND policy sets out the vision, values and broader aims of the school's arrangements for pupils with SEND. It is relevant to expand this section to explain how the school's efforts to achieve the best outcomes for pupils with SEND look like in practice.

2. TRUST PRINCIPLES

- To identify pupils who have SEND, as early as possible.
- To provide for pupils who have SEND, as soon as possible.
- To ensure that teaching staff feel equipped to provide for pupils with SEND via regular CPD and pupil information updated on Edukey
- To work closely with the parents/carers of pupils with SEND (this includes providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting pupils with SEND and signposting towards the Local Authority Local Offer.
- To ensure that all pupils with SEND are able to access exams and other assessments.
- To ensure that all pupils with SEND are able to make successful transitions (*KS2 – 3, 3-4 and 4-5*).

3. SCHOOL PRINCIPLES

- 3.1 At St Peter's School we are determined to meet the educational needs of all our students. This policy describes the principles, aims and objectives, by which the school will identify, assess and provide for students with Special Educational Needs and Disabilities. Special Educational Needs and Disabilities can take a variety of forms, including specific learning needs, health related needs and behavioural needs. This policy takes into account the SEND provision outlined in the Special Educational Needs and Disability Act 2014 and the new SEND Code of Practice.
- 3.2 The school recognises the right of students with special educational needs and disabilities to be educated in a mainstream school and the importance of genuine communication and partnership with parents and students in planning, delivering and evaluating individual support. The school recognises that provision for special educational needs and disabilities is an integral part of its overall aim to raise the achievement of all students. The SEND department ensure that regular involvement with outside agencies and specialists is an integral part of maintaining an effective learning experience for our students.
- 3.3 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The Governors' intention is that the needs of all students are identified and met as soon as possible.
- 3.4 All students, whether they have special educational needs and disabilities or not, must have equal access to the full curriculum of the school and all activities. Students with special educational needs and disabilities will be encouraged to become independent and take responsibility within the school.
- 3.5 Everyone in the school community, Governors, staff, students and parents have a positive and active part to play in achieving this aim:

Governors By fulfilling their statutory duties to students with special educational needs and disabilities, within the limited resources available; by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs.

Staff	By acting on the principle that every member of staff is directly responsible for meeting the needs of all students; by working in partnership with the Special Educational Needs Co-ordinator, students, parents and other agencies and by participating in appropriate training every year.
Students	Striving to fulfil their potential and by discussing with their teachers their own strengths and weaknesses.
Parents	Through consultation and by working in partnership with the school to help meet their child's needs.

4. ROLES AND RESPONSIBILITIES IN CO-ORDINATING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION

- 4.1 The **Governing Body** will ensure that they are fully involved in developing and monitoring the school's SEND policy and that SEND provision is an integral part of the school development plan. Governors will ensure that they are fully informed of the school's SEND provision, including how funding, equipment and personnel resources are deployed. They will ensure that the quality of SEND provision is regularly monitored and evaluated. The Governing Body must report to parents annually on the school's policy on SEND.
- 4.2 The **Head Teacher** has overall responsibility for management of the policy, for assessment and provision for students with special educational needs and disabilities and for keeping the Governors informed.
- 4.3 A Senior Leader **and Special Education Needs and Disabilities Co-ordinator (SENDCO)** have oversight of all matters regarding the day-to-day management of special educational needs and Disabilities; and are responsible for advising the Senior Leadership Team and Governors on special educational needs and disabilities policy and provision.
- 4.4 The **SENDCO** has responsibility for the day-to-day management of all aspects of Special Needs and Disabilities provision.

Specific responsibilities of these roles include:

- Overseeing the day-to-day operation of the school's SEND policy
 - Co-ordinating provision for students with SEND
 - Managing Teaching Assistants deployed within departments
 - Liaising with and advising Heads of Department, Teachers, Teaching Assistants, Team leaders
 - Overseeing the records on all students with SEND
 - Liaising with parents of students with SEND
 - Contributing to the training of staff and governors
 - Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- 4.5 Heads of Year have general responsibility for monitoring the academic and social progress of students. Their specific responsibilities in terms of this policy are:
- Liaising with the SENDCO and parents.
 - Monitoring and reviewing the progress of students with SEND.
- 4.6 **Heads of Department** have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:
- Maintaining a Department policy on Special Educational Needs and Disabilities, including monitoring the implementation of the policy by all members of the Department

- Ensuring that the subject content has been differentiated to meet the needs of all students

4.7 **The Subject Teacher** has the following specific responsibilities in terms of this policy:

- Planning what each student should learn
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Monitoring, assessing and reviewing the learning that has occurred
- Participation in the Statutory Assessment / Student Passport Planning and Review process
- Working in partnership with Learning Support Assistants and Learning Support Teachers

5. **IDENTIFYING SEND**

Pupils have SEND if they have a learning difficulty which has an impact on their progress and attainment, and calls for a special provision to be made for them beyond or in addition to, a differentiated curriculum.

The Code of Practice 2015 describes 4 broad areas of SEND and each of the trust schools has provision to manage and support pupils with needs in each of the categories. There will be a need to refer to the individual School SEND report/offer to see specific details. These 4 categories of need are:

- **Cognitive and Learning**
- **Communication and Interaction**
- **Social Emotional and Mental Health**
- **Sensory and/or physical needs**

The trust does not consider the following to be SEND but understand that they might still have an impact on progress and attainment. If you would like to discuss support for the following areas of need, then there will be a need to contact the relevant SENDCO who will pass your details on to the appropriate member of staff:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Poor health
- Safeguarding Issues
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
- Having behavioural difficulties (concerns related to a young person's behaviour should be described as an underlying response to a need which we will respond to)

6. **ADMISSION ARRANGEMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

6.1 Students will be admitted at age 11 without reference to ability or aptitude but where the number of applications exceeds the number of places the following criteria will be applied:

- 1 Those living in the traditional area served by the school.
- 2 The attendance of a brother or sister at the school at the time of admission.
- 3 Where there are medical grounds supported by a doctor's certificate for admitting the student.
- 4 The distance between home and school as measured by a straight line.

6.2 The school will admit all students with EHCPs (Educational Health Care Plan) or identified special educational needs and disabilities in the same way as students not previously identified as having SEND. No student will be refused admission on the grounds that she/he has special educational needs and disabilities.

- 6.3 The Special Educational Needs Co-ordinator will work closely with the Special Educational Needs Co-ordinators of partner primary schools in planning the most appropriate provision for students with special educational needs and disabilities. When possible, the SENDCO will attend all the relevant Annual Review meetings for students in Years 5 and 6 to plan for transition. Meetings with the Head of Year for Year 7 and the Safeguarding Officer will take place before the end of the Summer Term to ensure Support Plans and the relevant Education Health Care Plans (EHCP) are in place from September.
- 6.4 In the case of students with an EHCP, the SENDCO will work closely with the relevant LA Lead SEND Caseworker in planning the most appropriate provision for students.
- 6.5 The school welcomes students with physical or other disabilities. The admission arrangements for disabled students are exactly the same as the arrangements for all students.
- 6.6 In cases of physical disability, the policy of the school is to take advice from the appropriate external agencies and to arrange with them adequate support for such students within school.
- 6.7 **ADMISSION ARRANGEMENTS FOR STUDENTS WITH SPECIFIC SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INTO THE CABIN**
- 6.71 The Cabin is a specialist provision specifically to support students with a diagnosis of autism
- 6.72 The process for students gaining a place in The Cabin, is determined through an EHCP review where enhanced provision is requested. A discussion with St. Peter's SENDCO and Lead for Cabin will need to take place before or during the Annual Review. The submission is then sent to the Statutory Assessment Team (SAT), who will present it to Panel to make the final decision.
- 6.73 If SAT allocate a place to the student in The Cabin, they will notify the parents, the school and Admissions.
- 6.74 The CAM Trust will evaluate all applications and will inform all parties about the suitability of the provision available, providing reasons if The Cabin provision is not.
- 6.75 For successful applicants an initial visit or pre-admission will be made to assess the needs in order to transition to the specialist unit.

7. FACILITIES AND RESOURCES

- 7.1 Governors recognise that a significant proportion of students at St Peter's have special educational needs and disabilities and that the proportion has grown in recent years. The Governors' policy is to maximise the funding allocated to meet these growing needs within the limited budget available to the school.
- 7.2 The Governors will allocate all designated special educational needs and disabilities funding for the purpose for which it is intended and also seek to support the work of the Supportive Learning Team to the maximum possible level from the general budget. They understand that this budget includes a notional element for SEND.
- 7.3 Governors will also seek every opportunity to develop and improve facilities for students with special educational needs and disabilities. This will include the use of capital funding where possible and applications for Disabled Access Grants.

- 7.4 The school is partially equipped for students in wheelchairs and with other disabilities which affect their mobility. The provision of ramps allows access to all building ground floor levels, but not all curriculum areas, some of which are located on the first and second floors of various buildings. There is a separate medical room which can be used for physiotherapy etc.
- 7.5 The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the students in the school with special educational needs and disabilities. The school seeks to ensure that optimum use is made of resources and therefore, every opportunity will be taken to use equipment and staff time for the benefit of other students, providing there is no disadvantage to the student to whom they are nominally allocated.

8. ACCESS TO THE CURRICULUM

- 8.1 St Peter's School is an inclusive school and aims to provide appropriate support for all students, including those with special educational needs and disabilities, to access the curriculum.
- 8.2 At St Peter's School this is to be achieved by the careful differentiation of class work by the subject teacher. Through careful planning the teacher will define what the student is expected to learn. Once the learning objective is defined a subject teacher can seek the advice from the Special Education Needs Co-ordinator on strategies that might be used to help students achieve the learning objective. It is the responsibility of the subject teacher to assess whether the objective has been achieved.
- 8.3 Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Particular consideration will be given to the use of ICT.
- 8.4 The responsibility of planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the subject teacher.
- 8.5 Appropriate support from the Supportive Learning Team and from Teaching Assistants is provided for disabled students to ensure that they have equal access to the curriculum as other students.

9. STAGED ASSESSMENT AND PROVISION

- 9.1 Children have **special educational needs** if they have a learning difficulty that calls for **special educational provision** to be made for them.

Identifying students with SEND:

- A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age (SEND Code of Practice January 2015).
- A student has a disability if they have a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities.
- Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

K and E students

K – Students are those students supported by additional interventions run by the Inclusion department.

E – EHCP- Education Health & Care Plan

- 9.2 The school will continue to maintain a register of students with SEND. This is designed to:

- Record a student as having special educational needs and disabilities and to indicate how they are being met.
 - Quantify the number of students who need support in specific areas of development.
 - Provide evidence for referral of a student for statutory assessment.
 - To provide information to Governors, the LA, staff and other relevant bodies.
- 9.3 The school places strong emphasis on the assessment of the needs and progress of all students at important transitions in their education- the transition from primary to secondary education, the transition from Key Stage 3 to Key Stage 4 and transition to appropriate further education at the end of Key Stage 4. The school places particular emphasis on effective liaison with partner primary schools.
- 9.4 On entry to St Peter's School, all students are assessed to determine the most appropriate educational provision. At the beginning of Year 7, spelling and reading assessments are completed, These assessments along with reports from previous school and KS2 results are used to identify those students with SEND.
- 9.5 Students joining the school other than at the start of Year 7 are also assessed and other relevant approaches if information from their previous school suggests they have or may have special educational needs and disabilities.
- 9.6 The SENDCO will provide relevant information to all those who teach a student with known special educational needs and disabilities. Regular liaison with departments will be via the SENDCO and SEND support team with Head of Departments and individual teachers as necessary
- 9.7 For most students, Student Profiles will be prepared using the results of assessments and taking advice where required. Re-testing will be carried out regularly along with reviews of Student Passports to determine what progress that has been made.
- 9.8 Students with special educational needs and disabilities who have an Educational Health Care Plan (EHCP) may receive additional support such as:
- In class support from a Teaching Assistant
 - Support from the Nurture provision
 - Access to IT equipment
 - Individual one to one support out of class
 - Support in small groups withdrawn from class
 - A Reading & Literacy and a Numeracy intervention programme will be used on a planned basis.
 - Paired reading support using Teaching Assistants and Sixth Form helpers
 - Support from a Mentor.
- 9.9 Individual provision and its outcomes will be kept constantly under review and amended as necessary. Annual Reviews for EHCP students will be completed as required. The following will be invited to the annual review as appropriate: the students' parents or carers as appropriate, the Special Educational Needs caseworker from the LA, the SENDCO and on occasion a Teaching Assistant. Invitations are also sent to any other external agencies, if appropriate, who have been involved with the students' schooling or welfare.
- 9.10 At the Year 9 Annual Review, a transition plan is prepared for all students with a statement of special educational needs and disabilities. In drawing up the students' transition plan information will be brought together from a range of individuals within and beyond the school in order to plan coherently with the student for their transition to adult life. The plan will be updated at each subsequent annual review.

9.11 In all aspects of the assessment and provision for special educational needs and disabilities, the school believes that it is essential to maintain strong links with relevant outside agencies in order to enhance the provision we are able to make. These agencies and services include:

- The Statutory Assessment Team (SAT)
- The Educational Psychology Service
- Specialist Teaching Team
- Secondary Support Service
- Education Child Protection
- Hearing Impairment Service
- Educational Welfare Service
- Visual Impairment Service
- The Children's Health Team / Child & Adolescent Mental Health Service (CAMH)
- Social Services
- Voluntary organisations

10. TRAINING OF STAFF AND GOVERNORS

10.1 In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs and disabilities. The school's in-service training plans for special educational needs and disabilities will be reported to the Governors and will include details of training as appropriate for subject teachers, the Special Educational Needs Co-ordinator, Teaching Assistants and other support staff.

10.2 The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff.

10.3 The Governors will give consideration to training on Special Educational Needs and Disabilities responsibilities, assessment and provision when drawing up their own plans for governor training.

11. INVOLVING PARENTS AND STUDENTS

11.1 The school recognises the emphasis given in the Code of Practice to the involvement of students and their parents in planning and reviewing special educational needs and disabilities support. We encourage the informed participation of both in achieving the aims of this policy.

11.2 We are committed to working in genuine partnership with parents by:

- having a positive attitude towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures and being aware of communication barriers
- recognising the pressures a parent may be under because of their child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- Using Early Help Assessment and other tools for assessment and referral purposes
- ensuring parents are aware of support groups and the SEND Information, Support and Advice Service (SENDIASS)
- encouraging regular communication between school staff and parents so that any concerns regarding their child's learning or provision can be addressed.
- fulfilling of obligations under home-school agreements

11.3 The school will ensure that parents are aware of the procedure for complaints about general or specific special educational needs and disabilities provision. It is hoped that most complaints will be resolved through informal investigation and discussion. Where this is not possible, the normal school Complaints Policy will be followed.

- 11.4 The school recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinions taken into account in any matters affecting them.
- 11.5 All students are increasingly encouraged and helped to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved for example through target setting, Assertive Mentoring, PD programme and more informal approaches. There are opportunities for general student involvement in the school through, for example, the school council.
- 11.6 In seeking to involve students in important decisions relating to their special educational needs and disabilities, the school will try to maintain the fine balance between encouraging them to make informed decisions and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support.
- 11.7 Students' views will be actively sought wherever possible in implementing this policy. In particular, students will be encouraged to contribute to:
- The statutory assessment phase
 - Annual Reviews
 - Transition Planning
 - Choice of school or further education institution

12. MONITORING AND EVALUATION

- 12.1 The work of the SENDCO in implementing this policy and the general effectiveness of special educational needs and disabilities provision in the school will be subject to the normal School Self Evaluation Process. The SENDCO will produce an Annual Report in the agreed school format to be discussed with the Head Teacher at an annual review meeting. The Supportive Learning Team will undergo a full Department Review as part of the normal cycle of such reviews, including classroom observation of support activities.
- 12.2 The outcomes of the self-evaluation reviews will be reported to the Governing Body in the normal way. In addition, a Special Educational Needs and Disabilities Report is included in each of the Head Teacher's termly report to Governors. A report on special educational needs and disabilities provision and the implementation of this policy will be included in the Governors' Annual Report to parents.
- 12.3 The progress of students on the SEND register will be regularly monitored and evaluated by the Supportive Learning Team and also through the normal school assessment and reporting procedure. Progress will be checked against targets at each of the Monitor Points and the outcomes of public tests and examinations will be analysed for students receiving special educational needs and disabilities support.
- 12.4 Success indicators will include student outcomes in assessments, including Teacher assessments, at GCSE and other end of Key Stage 4 assessments. We will also consider the improvement in reading scores and the proportion of students moving to a lower stage of provision.
- 12.5 This policy will be reviewed annually in the light of evaluation outcomes and any changes in national or LA policies and amendments made and approved by the Governing Body when considered necessary.

13. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

13.1 St Peter's School has a statutory duty in accordance with section 100 of the Children and Families Act 2014 to make arrangements to support students at school with medical conditions.

The aim of this new duty is to ensure that all students with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Students with long term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Other students may require monitoring and interventions in emergency circumstances. Student's health care needs may also change over time in ways that cannot always be predicted sometimes resulting in extended absences. In order to provide effective support, St Peter's School will maintain close liaison with the local health services and listen to the views of parents and students.

Long term absences due to health problems affect student's attainment, impact on their ability to integrate with their peers, and, affect their general wellbeing and emotional health. Reintegration back into school should be properly supported so that students with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short term and frequent absences, including those for appointments connected with a student's medical condition also need to be effectively managed and appropriate support put in place to limit the impact on the student's educational attainment and emotional and general wellbeing.

Some students with medical conditions may be considered disabled under the definition set out in the Equality Act 2010. If this is the case St Peter's School must comply with the duties of that Act. Some students may also have special educational needs (SEN). If this is the case then St Peter's School will also take into account the (SEND) Code of Practice. The St Peter's School Equality and Diversity policy defines the School's commitment to ensure that equality of opportunity is available to all members of the School community.

13.2 The role of the school

St Peter's School must ensure that students with medical conditions can access and enjoy the same opportunities at school as any other student. School will work with the local authority, health professionals and other support services to make sure that a full education is received. This will in some cases require flexibility and for example may involve part time attendance at school combined with alternative provision managed by the school/local authority. Consideration will also be given to how students will be reintegrated back into school after periods of absence.

The focus is on the needs of each individual student and how their medical condition impacts on their school life. Arrangements made for each student will include understanding of how the medical condition impacts on a student's ability to learn, as well as increase confidence and promote self-care. School has a responsibility to ensure that staff are properly trained to provide the support that student's need.

13.3 Implementing support for students with medical needs

- The Head Teacher is responsible for ensuring staff are suitably trained to support children with medical needs.
- The will ensure all relevant staff are made aware of the student's condition.
- The school will ensure that someone is always available to assist (including cover arrangements)
- Supply teachers will be informed of support needs
- Risk assessments for school trips, holidays and school activities will be undertaken
- Individual health care plans will be monitored and reviewed annually or when changes are made. The plan should have the student's best interests in mind and ensure that the school

assesses and manages risks to the student's education, health and social wellbeing, and minimises disruption.

13.4 Procedure to be followed when school is notified that a student has a medical condition

School does not have to wait for a formal diagnosis before supporting a student but judgements about any support needed will be based on the evidence from a healthcare professional, usually the student's General Practitioner or Paediatric Consultant, and in consultation with parents.

Transition arrangements will be discussed with the primary school about appropriate support in the summer term of Year 6 to ensure arrangements are in place when the student attends St Peter's School. A new diagnosis or students moving into the school mid-term will have arrangements put in place within two weeks.

St Peter's School however does not have to accept a student in school at times where it would be detrimental to the health of that student or others to do so.

13.5 Individual Health Care plans (IHCP's)

The SEND Co-ordinator and First Aid Team work together in the development of individual care plans in supporting students with medical needs in close liaison with the first-aiders Health care professional and parents.

IHCP's should:

- provide clarity about what needs to be done, when and by whom.
- be essential for some students where their condition may fluctuate or that there is a high risk that emergency intervention will be needed.
- be helpful where medical condition is long term and complex.

However, not all students will require an IHCP. School, the healthcare professional and the parent should agree based on evidence when an IHCP would be inappropriate or disproportionate. If a consensus cannot be reached the Head Teacher will take the final view.

IHCP's should capture key information and actions that are required to support the student effectively. The level of detail within the plan depends upon the complexity of the student's condition and the degree of support needed. Different students with the same health condition may require very different support. Where a student has special educational needs but does not have a Statement or an Education and Health Care Plan (EHCP) then their special educational needs should also be mentioned in their IHCP.

IHCP's can be initiated by school, or by a healthcare professional, usually the School Nurse, but will be done in consultation with the parent. Students should be involved where appropriate. School is responsible for ensuring that the IHCP is finalised and implemented.

Plans should be reviewed at least annually or earlier if evidence is presented to demonstrate that the student's needs have changed. School should develop the IHCP with the student's best interests in mind and ensure that risks to the student's education, health and social wellbeing are assessed and managed with the minimum of disruption.

The following information should be recorded on the IHCP:

- The medical condition, its triggers, signs, symptoms and treatments;

- The student'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 and environmental issues e.g. crowded corridors, travel time between lessons;
- Specific support for the student'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 in 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 student's medical condition from a health care professional; and cover arrangements for when they are unavailable;
- Who in the school needs to be aware of the student's condition and the support required;
- arrangements for written permission from parents for medication to be administered by a member of staff, or self-administered by the student during school hours. This permission is recorded in the main school file;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the student can participate, e.g. risk assessments;
- Where confidentiality issues are raised by the parent/student, the designated individuals to be entrusted with information about the student's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some students may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.

13.6 Roles and Responsibilities

Supporting a student with a medical condition is not the sole responsibility of one person. In order to provide effective support it will involve working cooperatively with other agencies. Partnership working between school staff, healthcare professionals (and where appropriate social care professionals) local authorities and parents and students is critical.

Collaborative working arrangements include working with the following range of people:

- **Governing body** – ensuring that policy is developed and implemented. They should also ensure sufficient staff have received suitable training and are competent before they take on responsibility to support students with medical conditions.
- **Head Teacher** – has overall responsibility for the development of IHCP's and should ensure that the policy is effectively implemented with partners.
- **School staff** – any member of staff may be asked to provide support to students with medical conditions, including the administering of medicines although they cannot be required to do so. Any member of staff should know what to do and respond accordingly when they become aware that a student with a medical condition needs help. SEND and medical issue information is provided to Supply Teachers/Cover supervisors.
- **NHS medical practitioner e.g. GP**– is responsible for notifying school when a student has been identified as having a medical condition which will require support in school. They may support staff in implementing a student's IHCP and will provide advice and training. School Nurses can liaise with lead clinicians locally on appropriate support and associated staff training needs.
- **Other healthcare professionals** (including GP's and paediatricians) should notify the

School Nurse when a student is identified as having a medical condition that will need support at school.

- **Students** – with medical conditions are often best placed to provide information about how their condition affects them and should be as fully involved as possible.
- **Parents** – should provide the school with sufficient and up to date information about their child's medical needs. They should provide medicine and equipment and ensure that they or a nominated adult are contactable at all times.
- **Local Authority** – is the commissioner of the School Nurse in school. They should work with school to support students to attend full time. Where students would not receive a suitable education in a mainstream school, i.e. St Peter's School, then it has a duty to make other arrangements. Responsibilities and further guidance can be found at www.gov.uk/illness-child-education and www.cambridgeshire.gov.uk

13.7 Staff Training and Support

Any member of staff who is required to provide support to a student will be identified during the development or review of individual healthcare plans. Staff may already have knowledge of the specific support needed by a student with a medical condition and so training may not be required. Staff who provide support to students with medical conditions will be included in meetings where this is discussed.

Where formal training needs are identified, training will be arranged with accredited providers such as Cambridgeshire County Council. In addition the following will apply:

Teachers and support staff will receive training on the Supporting Students with Medical Conditions Policy as part of their new starter induction or from the school nurse as appropriate.

Teachers and support staff will receive regular and ongoing training as part of their development. EpiPen training is carried out yearly for Reception and teaching staff who volunteer. The clinical lead for this training is the School Nurse.

- No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training specific to the responsibility. A First Aid certificate does not constitute appropriate training in supporting children with medical conditions
- No staff member may administer drugs by injection unless they have received training in this responsibility.
- The Lead first Aider will keep a record of first aid training undertaken and a list of teachers and support staff who are qualified to undertake responsibilities under this policy.

13.8 The Child's Role in Managing Their Own Medical Needs

Wherever possible students should be allowed to carry their own medicines and relevant devices or be able to access for self-medication quickly and easily although some may require an appropriate level of supervision. If a student refuses to take medicine staff should not force them but follow the agreed procedure in the IHCP. Parents should be informed so that alternatives can be considered.

13.9 Managing Medicines on School Premises

- Where possible, it is preferable for medicines to be prescribed in frequencies that allow the student to take them outside of school hours.
- If this is not possible, staff members in Reception will supervise students whilst they take their medicine
- All medicines should be delivered personally to Reception by the parent/guardian/carer and the appropriate paperwork completed.

- . No student will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstance, for example, where the medicine has been prescribed to the student without the knowledge of the parents.
- . Where a student is prescribed medication without their parents'/carers' knowledge, every effort will be made to encourage the student to involve their parents while respecting their right to confidentiality.
- . No student under 16 years of age will be given medication containing aspirin without a doctor's prescription.
- . Medicines MUST be in date, labelled with the students' name, prescribing doctor and pharmacy and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions. Medicines which do not meet these criteria will not be taken in by Reception. It is the parent's responsibility to ensure that medicines provided are in date.
- . Controlled drugs may only be taken on school premises by the individual to whom they have been prescribed. Passing such drugs to others is an offence which will be dealt with under our Drug and Alcohol Policy.
- . Medications will be stored in a lockable cabinet in the First Aid Room under the supervision of the Reception staff
- . Students should know where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should always be readily available to students. This is particularly important when outside of school premises, e.g. on school trips.
- . Any medications left over at the end of the course or medications that have reached their expiry date will need to be collected by the student's parents for disposal.
- . Written records will be kept of any medication administered to students.
- . Students will never be prevented from accessing their medication.
- . St Peter's School cannot be held responsible for side effects that occur when medication is taken correctly.

13.10 Avoiding unacceptable practice

St Peter's School understands that the following behaviour is unacceptable:

- . Assuming that students with the same condition require the same treatment.
- . Ignoring the views of the student and/or their parents.
- . Ignoring medical evidence or opinion.
- . Sending students home frequently or preventing them from taking part in activities at school
- . Sending the student to the First Aid Room alone if they become ill.
- . Penalising students with medical conditions for their attendance record where the absences relate to their condition.
- . Forcing parents to attend school to administer medication or provide medical support, including toilet issues.
- . Creating barriers to students participating in school life, including school trips.
- . Refusing to allow students to eat, drink or use the toilet when they need to in order to manage their condition.

13.11 Emergencies

Medical emergencies will be dealt with under the School's First Aid Procedures and Critical Incident procedures.

Where an Individual Healthcare Plan (IHCP) is in place, it should detail

- . What constitutes an emergency
- . What to do in an emergency.

Students will be informed in general terms of what to do in an emergency such as telling a teacher.

If a student needs to be taken to hospital, a member of staff will remain with the student until their parents arrive.

13.12 Insurance

Teachers and support staff who undertake responsibilities within this policy are covered by the school's insurance under the Public Liability section of the policy. Full written insurance policy documents are available to be viewed by members of staff who are providing support to students with medical conditions. Those who wish to see the documents should contact the school office.

Details of how to make a complaint is set out in St Peter's School's Complaints Policy which can be found on the school's website.