

Policy Name: Supporting Students with Medical Conditions	
Last updated:	December 2025
Date of next review:	December 2026
Member of staff responsible for the policy:	Beth Warren
Dissemination of the policy:	Management Committee, staff, website

Introduction

This policy has been written using the below policies and guidance:

[Section 19 \(S19\) of the Education Act 1996](#) places a duty on Local Authorities (LA) to ‘Make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive a suitable education unless such arrangements are made for them.’

This policy sets out the duty on Hospital Education Schools (HES) to make arrangements for supporting students at their schools with medical conditions under [Section 100 of the Children and Families Act 2014](#). This places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting students at their school with medical conditions.

[Arranging education for children who cannot attend school because of health needs \(Dec 2023\)](#) outlines how local authorities and schools can best support children who cannot attend schools because of physical or mental health needs.

It is also based on the Department for Education’s statutory guidance: [Supporting Students with Medical Conditions at School](#).

Gloucestershire Hospital Education Service (GHES), in line with the statutory duty and guidance above, provides suitable full-time education (or as much education as the child’s health condition allows) for children in Gloucestershire of compulsory school age who, because of illness, would otherwise not receive such education. Therefore, supporting students with medical needs is the core of everything we do.

Other policies and legislation that should always be read in conjunction with this policy are:

[SEN Code of Practice guidance](#)

[Equality Legislation](#)

[Alternative Provision Statutory Guidance](#)

Responsibilities

All children and young people with GHES are medically too unwell to attend school. This means that most children or young people are at the severe end of a medical condition (whether mental or physical ill health). In general, as the majority of GHES students are taught either in their own homes, on-line or in the GRH hospital, the administration of medication is undertaken by parents or medical professionals. Therefore, the

responsibility for the administration of medication which is part of every child's treatment plan, remains with parents/carers or hospital NHS staff.

The Headteacher

The Headteacher should ensure that the policy is developed and effectively implemented. They are responsible for ensuring essential handover information with regards to medical information enables staff to provide education alongside every child's treatment pathway.

The Headteacher will ensure adequate guidance and support is given to all staff before commencing work with a student – this is completed through initial handover information, Pastoral Lead home visits, a child's support plan, and where required a Safe Learning Plan and/or an IHCP. These plans are shared with anyone working with a student and clearly outline any 'risks' relating to their medical needs.

The Headteacher is responsible for ensuring adequate and appropriate training and guidance for staff who are first aiders.

Parents/Carers

Parents/carers should provide GHES with sufficient and up-to-date information about their child's medical needs to enable a bespoke timetable to be created. This includes details around routine appointments, tests and therapies, when medication has to be administered and side-effects that may impact on the ability to engage in learning or attend lessons.

Staff – at Gloucester Royal Hospital (GRH) schoolroom

Any work offered to inpatients on the Paediatric Ward at GRH is in liaison with medical staff to ensure that the amount and level is in line with supporting the students' recovery. Doctors and nurses will often refer parents and students to the schoolroom and encourage them to attend and engage with lessons, as the learning can be a powerful tool for wellbeing and recovery. GRH schoolroom staff often continue teaching whilst medical professionals carry out medical checks.

Whilst students are having tuition in GRH (either in the schoolroom or at the bedside) the responsibility for any medical treatment or emergency rests with the GRH medical staff. Risk assessments are in place for working alongside students by the bedside and in the School Room. There is an emergency button and cardiac button in the School Room that can be pressed to receive immediate support from medical staff as required. Registered Mental Health Nurses and Health Care Assistants support students as appropriate.

In line with updates to the **'Supporting students at school with medical conditions' December 2015**, the School Room will not risk any cross infection or put a student's health at unnecessary risk by allowing an immune compromised student or infectious student into the School Room, **'they therefore do not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so'**.

Staff - GHES Outreach students in the home

When tuition is being set up, parents sign a parent/carer health and safety agreement. This agreement clearly sets out the need for a responsible adult to be present in the home whilst face to face tuition or support takes place. Parents/carers agree to take full responsibility for the child/young person and for any medical emergencies (including calling a doctor or 999) whilst tuition is occurring. Parents/carers, or a nominated responsible adult, are best placed to deal with medical emergencies as they should be fully familiar with the medical history.

Staff - GHES Outreach students in the Cheltenham Classroom, Butterfly Bridge, or alternative venues (e.g. in the main school the student is registered with or a public library)

a) Emergency arrangements

When students are on a reintegration journey back to school or where face to face lessons are timetabled, they may have some tuition in the GHES classroom, Butterfly Bridge (KS1/2), or an alternative venue. At the GHES classroom based in Cheltenham we have staff who have had first aid training for common conditions e.g. asthma, allergies, epilepsy and diabetes. As this is a public building, there are also staff from the adjacent magistrate's court and registrar's office on site, who are trained to administer first aid.

- A student may have an individual Safe Learning Plan or Individual Healthcare Needs plan carried out before any lessons start in the GHES classroom if there is an identified risk from the medical or school information or during student induction. This is shared with all staff working with the student and includes our administrative staff.
- If a student needs to attend hospital, a member of staff (preferably known to the student) will stay with them until a parent/carer arrives or will accompany the child to hospital by ambulance. GHES staff will not take students to hospital in their own cars.
- All children with medical conditions that are complex, long-term, or where there is a high risk that emergency intervention will be required, will need to have an individual healthcare plan (IHCP)¹, when in the GHES Cheltenham classroom, or Butterfly Bridge, The IHCP will explain what help they need in an emergency. The IHCP will accompany a student should they need to attend hospital. Parental permission will be sought and recorded in the IHCP for sharing the IHCP within emergency care settings.
- GHES has chosen not to hold an emergency salbutamol inhaler for use by students at the GHES main offices. We can review this if the need arises in relation to a specific student.

The main duties of the first aider are to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school
- When necessary, ensure that an ambulance or other professional medical help is called
- Supervision of the self-administration of medicines by students with medical conditions.

b) Administering medication

If students are attending the GHES classroom, Butterfly Bridge, or at an alternative out of home venue, in the absence of the parents/carers, then the following points apply:

- GHES understands the importance of medication being taken, and care received. At GHES this is detailed in each student support plan or medical information form.
- Medication will only be administered when it would be detrimental to a child's health, or access to planned education sessions, not to do so.
- GHES will make sure that there are sufficient members of staff who have been trained to administer the medication and meet the care needs of an individual child. This school will ensure that there are sufficient numbers of staff trained to cover any absences, staff turnover and other contingencies. GHES's management committee has made sure that there is the appropriate level of insurance and liability cover in place.²

¹ An example template for an IHP has been produced by DfE - see APPENDIX A of this policy.

<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>

² GHES is covered by GCC's insurance - where an IHCP is in place; parents have consented for the school to administer medication / meet other support needs as part of that plan; trained staff undertake these support needs, and record keeping in relation to administration is robust - then liability cover would be in place for common treatments

- GHES will not give medication (prescription or non-prescription) to a child under 16 without a parent's written consent except in exceptional circumstances, and every effort will be made to encourage the student to involve their parent/carer, while respecting their confidentiality.
- When administering medication, for example pain relief, this school will check the maximum dosage and when the previous dose was given. Parents/carers will be informed.
- This school will make sure that a trained member of staff is available to accompany a student with a significant medical condition on an off-site visit.
- Parents/carers of children at this school understand that they should inform the school immediately if their child's needs change.

Staff training and support

All first aid staff will receive appropriate training (First Aid at Work or Emergency First Aid At Work as appropriate) with refresher training as relevant and prior to the certificate expiring.

It is essential, in order for a first aider to recognise and respond to an emergency situation, that further awareness is delivered in:

- Diabetes
- Asthma
- Epilepsy
- Anaphylaxis
- Sudden cardiac arrest and using an AED

If there are any particular medical conditions or training needs identified to support a child with a specific illness that isn't common or is a condition we know very little about, we always request input from the medical consultant alongside the parent/carer, to advise and guide staff on this. **Staff who provide support to students with medical conditions should be included in meetings where this is discussed.** Regular Teaching and learning Reviews, Support Plan Reviews and Multi-agency meetings contribute to this. Any member of school staff should know what to do and respond accordingly when they become aware that a student with a medical condition needs help. This information is available at County Offices and online for students with a Safe Learning Plan.

Storing medication and equipment

GHES has clear guidance on the storage of medication and equipment if students are at the GHES classroom, Butterfly Bridge, or at an alternative venue or off-site visit.

- GHES makes sure that all staff understand what constitutes an emergency for an individual child and makes sure that emergency medication/equipment, e.g. asthma inhalers, epi-pens etc are readily available wherever the child is on site and on off-site activities and are not locked away.
- Students may carry their own medication/equipment, or they should know exactly where to access it. Those students deemed competent to carry their own medication/equipment with them will be identified and recorded through the student's risk assessment or IHCP in agreement with parents/carers.

administered by staff (e.g. in relation to oral medication, inhalers, epi-pens, pre-packaged doses via injection etc.). The insurance department have a detailed list of treatments which are covered; if GHES has students with significant medical needs GHES should contact insurance@gloucestershire.gov.uk or by phone for further advice and to ensure coverage.

- Students can carry controlled drugs if they are deemed competent to do so, otherwise GHES will store controlled drugs securely in a non-portable container, with only named staff having access. GHES staff can administer a controlled drug to a student once they have had specialist training.
- GHES will make sure that all medication is stored safely, and that students with medical conditions know where they are at all times and have access to them immediately. **Under no circumstances will medication be stored in first aid boxes.**
- GHES will only accept medication that is in date, labelled and in its original container including prescribing instructions for administration. The exception to this is insulin, which though must still be in date, will generally be supplied in an insulin injector pen or a pump.
- Parents/carers are asked to collect all medications/equipment at the end of the school term, and to provide new and in-date medication at the start of each term.
- GHES will dispose of needles and other sharps in line with local policies. In the event that a Sharp box is required one will be sourced and kept securely at on the GHES Cheltenham classroom site and will accompany a child on off-site visits. They are collected and disposed of in line with local authority procedures.
- A lockable, portable safe is available for storing medicines. This will be taken out in the event of an evacuation.

Student medication record keeping

As an integral part of the GHES admissions process medical professionals inform GHES about each student's medical condition. This is shared on a need-to-know basis with teaching staff.

- **For children with complex medical needs, GHES uses an IHCP to record the support an individual student needs around their medical condition when tuition is going to occur outside of the home or hospital, without a parent/carer present.** The IHCP is usually developed with the student (where appropriate), parent/carer, designated member of school staff, relevant health professionals. In cases where a child has SEND but does not have an EHCP, their special educational needs are mentioned in their IHCP. Appendix E is used to identify and agree the support a child needs and gives guidance on the development of an IHCP.
- IHCPs are reviewed whenever the student's needs change or when there is an update from the medical professional.
- The student (where appropriate), parents/carers, specialist nurse (where appropriate) and relevant healthcare services hold a copy of the IHCP. Other school staff are made aware of, and have access to, the IHCP for the students in their care.
- For all students without an IHCP (i.e. with less complex medical needs) an 'Out of Home/Offsite Tuition, Personal and Medical Information, Parent/Carer Consent Form' (see Appendix B) is completed. This covers details of medical conditions and how to respond in an emergency; this is accompanied by a risk assessment and student code of conduct.
- GHES ensures that the student's confidentiality is protected in line with our GDPR Data Protection Policy.
- GHES seeks permission from parents/carers before sharing any medical information with any other party. GHES uses an information sharing agreement form, which complies fully with our GDPR Data Protection Policy.
- GHES keeps an accurate record of all medication administered during GHES lessons or support sessions, including the dose, time, date and supervising staff.
- **If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents should be informed so that alternative options can be considered.**



The learning environment for students with medical conditions

GHEs ensures that the learning environment is inclusive and favourable to students with medical conditions.

- At our GHEs classroom and Butterfly Bridge, we are committed to providing a physical environment accessible to students with medical conditions, and students are consulted to ensure this accessibility. The schoolroom in GRH is also committed to providing an accessible environment. It is the responsibility of parents/carers to address accessibility issues in the home. GHEs can sign-post parents/carers to appropriate agencies if accessibility at home is an issue (please see the GHEs Child Protection Policy and Procedures and Early Help Offer for more details)
- All staff are aware of the potential social problems that students with medical conditions may experience from peers; staff use this knowledge, alongside our anti-bullying policy, to help prevent and deal with any related problems.
- GHEs ensures that all staff are aware that students should not be forced to take part in activities if they are unwell. Staff are skilled at gauging the energy levels of a student whilst learning. Appropriate strategies such as rest breaks will be offered to students if they have medical conditions that will respond to this. Input from medical professionals is sought in advance to assist in these decisions. Parents/carers are also able to assist us in this.

Support for students during offsite visits

Where students are unable to access activities out of the home due to the severity of their medical condition, GHEs makes every effort to bring experiences to the home or hospital, or to provide on-line access as appropriate. Examples of this are: bringing items from the natural world into the student's home; use of technology; organising support to come to the home (e.g. careers advisors) when students are not able to leave the house. Being home-bound is not a barrier to students accessing a broad and balanced curriculum.

- Where offsite visits/out of home visits are planned for any student, GHEs makes sure that the student's medical conditions are considered so that they can participate fully in the curriculum and that appropriate adjustments, risk assessments and extra support are provided as required to facilitate the student's participation.
- GHEs makes sure that a risk assessment is carried out before any out-of-school visit, including work experience and educational placements. The needs of students with medical conditions are considered during this process and plans are put in place for any additional medication, equipment or support that may be required.
- Refer to GHEs Educational Visits and Offsite Activities Policy.

Support for students reintegrating back to their main school or new educational setting

When a student is ready to transition back to their main school or to a new educational setting, all professionals (Medical, School, Social Care for example) along with the family and student will be aware and part of the transition planning process. All students transition to their original or new setting with their Support Plan as part of continuing support they will need through the Graduated Pathway. Timescales, clear outcomes and key milestones are all part of the Support Plan ensuring that a student's needs are recognised and reviewed when they return to their main school or new setting.

Support for students transitioning to Post-16 provision



For all students in Year 11, support for transition starts from the moment they arrive with us, through our Careers Advice and Guidance, and PSHE curriculum. We work alongside and support all Year 11s with their transition into post-16 education, training or employment. We encourage all students to transition with their Support Plan for continued support on the Graduated Pathway, but not all students agree to this as they want a fresh start.

Link Tutors play a key role with enabling visits to take place and can sometimes support with those initial weeks of starting somewhere new. Occasionally we will keep any Year 11s on roll with us into year 12 to enable our Link Tutors to continue supporting until we are confident that they have made a successful transition. (During this time, they are on roll for support only and not for academic tuition).

This policy should be read alongside the following GHES policies:

GHES Educational Visits and Offsite Activities Policy
GHES SEND policy
GHES Equality Policy and Objectives
GHES Accessibility Plan
GHES Positive Relationships policy
GHES Health and Safety Policy
GHES Home Visits Policy
GHES Parent/Carer Health and Safety Policy
GHES Child Protection Policy and Procedures
GHES Complaints Policy
GHES Early Help Offer

Key reference documents in preparing this policy:

- **Supporting children at school with medical conditions** (statutory guidance for governing bodies of maintained schools and proprietors of Academies in England) DfE December 2015.
- Templates – supporting children with medical conditions DfE May 2014.
- The DfE key document, published in December 2023 '**Arranging education for children who cannot attend school because of health needs**' - statutory guidance for local authorities'.
- **SEND Code of Practice: 0-25 years, January 2015**
- **Section 100 of The Children and Families Act 2014**

Guidance & Further Information

DfE Guidance on First Aid for Schools

<https://www.gov.uk/government/publications/first-aid-in-schools>

GCC SHE Advice and Guidance for schools on first aid and related matters Requires login details or by phone:
Tel No 01452 425349

NHS School Nursing Service

<https://www.ghc.nhs.uk/our-teams-and-services/school-nursing/>

Legislation

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>



Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/enacted>

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Health and Safety (First Aid) Regulations 1981 <http://www.legislation.gov.uk/uksi/1981/917/contents/made>

The Health and Safety at Work Act 1974

<http://www.legislation.gov.uk/ukpga/1974/37>



Student medical information form for County Office Classrooms

To be completed at County offices with classroom lead/TA

Name and year group	Photo to be attached here
Emergency Contacts 1 2	
Link Tutor	Induction completed by: Date

Medical information/background	
Is Venue suitable? Any concerns? (stairs, entrance)	
Current Medication?	
Any Allergies/dietary requirements?	
Any other relevant information?	

Consent for first aid/medical treatment Young people sometimes need minor medical treatment for conditions such as insect bites or paper cuts etc. If necessary, with your permission, staff can administer first aid which may involve using any of the following; antiseptic cream, calamine lotion, antiseptic wipes, hypoallergenic adhesive plasters,	
In the event of emergency medical treatment being needed. The default would be to call the parent/carer as soon as possible. However, in exceptional circumstances this may not be possible. In the event of a serious medical event, we would call emergency services.	Parent/carer signature Parent/carer signature

I have read and understand the classroom values –

Student signature-

Parent/carer signature-

Approved by classroom lead/requires Safe Learning Plan.



Educational Visits Personal & Medical Information Form CONFIDENTIAL

VISIT DETAILS

**Description
of Activity**

Date(s)

Venue

INFORMATION FOR PARENTS/GUARDIANS/CARERS

Please complete the questions below and sign the consent. The personal and medical information requested is vital to ensure that appropriate care and support is available for each child. Please consult your family doctor if you are unsure about the suitability of a visit. Medical conditions will not necessarily exclude any child from participating in activities, but the school should be made aware of anything that might affect the safety/welfare of this child or others in the group.

PERSONAL DETAILS

Name of Child

Date of Birth

Address

Postcode

Parent(s)/Guardian(s) Name

**Address (if different from
above)**

Telephone Numbers:

Day

Evening

Mobile

Additional Emergency Contact:

Name

Relationship

Telephone Number

DIETARY INFORMATION

If this child has any specific dietary needs (e.g. vegetarian), please give details here:

MEDICAL or SPECIAL NEEDS

Please provide all relevant information which will enable the Visit Leader to safely care for this child:

	Yes	No
Does this child have any significant allergies (including to medication)?	<input type="checkbox"/>	<input type="checkbox"/>
Does this child have any medical conditions, impairments, or disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
Has this child had any recent significant illnesses or injuries?	<input type="checkbox"/>	<input type="checkbox"/>
If a residential visit, does this child have any night-time tendencies (e.g. sleepwalking, nightmares, bed-wetting) which might cause him/her concern?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is “yes” to any of the above questions, please give full details below (use an additional sheet if necessary):

PERSONAL MEDICATION

It is important that this child is accompanied by any medication necessary, and that leaders are fully informed. Please make sure that there is sufficient medication, and that it is clearly labelled.

Name of medication	Dosage	Time and Frequency or circumstances to be given	Method of Administration

Please state any special precautions, or side effects of medication (if applicable):

I give my consent for a member of staff to administer the above medication which I will deliver to the Visit Leader before the visit, together with clear labels and instructions. I understand that the staff leading the visit are not qualified medical practitioners, but that they will take reasonable care in the administration of the medication.

I give my consent* for this child to self-administer the above medication. Yes ☐ No ☐

To the best of your knowledge, has this child been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be, or become, contagious or infectious?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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If yes, please give brief details:

Please inform the school should this child be in contact with any infectious illness in the four weeks prior to the visit departure date.

MINOR MEDICAL TREATMENT

Young people sometimes need minor medical treatment for conditions such as headaches, rashes, coughs & colds, insect bites, etc. If necessary, with your permission, staff will treat these ailments with the following “off the shelf” products which are commonly available from most chemists:

Paracetamol, throat lozenges, cough mixture, antiseptic cream, calamine lotion, antiseptic wipes, hypoallergenic adhesive plasters, witch hazel, insect bite antihistamine, suncream.

Are you willing to allow for this child to be given such products, if required? Yes ☐ No ☐

EMERGENCY MEDICAL TREATMENT DURING VISITS

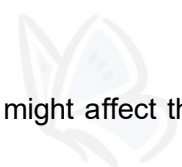
I consent to any emergency treatment necessary. I therefore authorise the Visit Leader(s) to sign, on my behalf, any written form of consent required by the hospital authorities should medical treatment (a surgical operation or injection) be deemed necessary and if it has not been possible to contact me beforehand.

IF SWIMMING IS INCLUDED:

Do you give permission allowing your child to swim during this visit? Yes ☐ No ☐

PARENT/CARER DECLARATIONS

- **I am legally responsible for the care of the child mentioned above.**
- **I have listed all relevant medical or other conditions** concerning this child that might affect the duty of care expected during an educational visit.



- **I undertake** to inform the Visit Leader/Headteacher (in writing) of any changes in the medical or other circumstances of this child before the date of departure.

Signature Date

