

Policy Name: Supporting Pupils with Medical Conditions	
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Member of staff responsible for the policy:	Beth Warren
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The purpose of Gloucestershire's Hospital Education Service (GHES) is to meet the LA's statutory duty to provide equal access to appropriate education for young people medically too unwell to attend school (due to either physical or mental health needs). As a service, and registered Medical PRU (Pupil Referral Unit) GHES addresses inclusion and reintegration issues specific to young people with medical needs making it possible for a child to have a seamless educational transition between hospital, home and school. Children at GHES are supported to continue to achieve, thrive and reach their potential despite their medical needs.

GHES and GCC - Supporting Pupils with Medical Needs Statutory Duty

The Government's policy intention is that all children, regardless of their circumstances or setting, should receive a good education to enable them to shape their own futures. In **January 2013 the DfE published a key document, 'Ensuring a good education for children who cannot attend school because of health needs - statutory guidance for local authorities'**. On behalf of GCC Gloucestershire Hospital Education discharges the statutory duty encapsulated in this document; which is to provide suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive such education. Therefore, supporting pupils with medical needs is the core of what we do.

GHES is a registered Medical PRU and is also part of Gloucestershire County Council where we sit within the Education Outcomes and Intervention Team and are closely aligned to the Additional Needs and Inclusion teams. The role of these teams is to support and challenge schools to deliver their statutory duties. GHES works in partnership with schools to ensure pupils with medical needs in Gloucestershire are given the best possible education

GHES and GCC aim to operate in accordance with the DfE's statutory guidance, 'ensuring a good education for children who cannot attend school because of health needs.' Our aim is to provide a flexible and quality education appropriate to individual needs. We also aim to work with schools to

ensure the best possible outcomes and provision for children and young people with medical needs.

GHEs Overview

There are three branches of the service:

1) Education provision for paediatric inpatients – GRH schoolroom

The schoolroom in Gloucestershire Royal Hospital (GRH) provides access to education for all children and young people who have been admitted to The Children's Centre at GRH. All registered inpatients are able to visit the schoolroom and take part in lessons from day one of their hospital admission and there is no formal referral process. Full time education is provided and children may attend full or part time, according to their medical needs.

2) Education provision for paediatric outpatients – GHEs outpatients team

Admission to GHEs is via an appropriate referral from a medical professional. The GHEs outpatient team provides education for young people who are confirmed as being too unwell to attend school. Lessons are provided either in the home, in our Cheltenham Classroom, or through live on-line tuition. Sometimes young people are referred to GHEs following a period of time in hospital or sometimes the young person is under the care of a paediatric consultant and being cared for in the community. There is close liaison between the GRH schoolroom and the GHEs outpatient team when pupils transfer from one branch of the service to the other. Education at home, online or elsewhere, is provided as quickly as possible after a referral is accepted. This avoids further disruption to education. Requests for support from the GHEs outpatient team are accepted only from a hospital consultant, community paediatrician or CYPS tier 3 professional, who confirms the medical need and advises on anticipated type, amount and duration of provision with regard to the pupil's health. The GHEs referral process acknowledges that the provision offered has to be responsive to the changing demands of a young person's health status. Full-time equivalent education is available if the pupil can access this.

3) Education provision and support for pregnant schoolgirls/school-aged mothers

This branch of the service sits neatly within GHEs as it requires regular liaison with health professionals (particularly midwives) and is focused on minimising the impact of any disruption to the young person's education. GHEs sets up a Pregnancy Education Planning meeting for all pregnant school-girls. GHEs then delivers the Preparation for Parenthood course at the young person's school, prior to maternity leave. During maternity leave, GHEs provides tuition at home, on-line or in the GHEs Classroom, and supports reintegration to school at the end of this period.

GHEs Inclusion

GHEs is an inclusive community that supports and welcomes pupils with medical conditions which prevent school attendance *as confirmed by a medical professional*):

- GHEs is welcoming and supportive of pupils with medical conditions.
- GHEs will listen to the views of pupils and parents/carers..
- Pupils and parents/carers feel confident in the care they receive from GHEs and agree that the level of that care meets their needs.
- GHEs staff are aware of the medical conditions of pupils at GHEs and understand that they may be serious, adversely affect a child's quality of life and impact on their ability and confidence.
- GHEs understands that not all children with the same medical condition will have the same needs GHEs will always focus on the needs of each individual child.

- GHES recognises its duties as detailed in Section 100 of the Children and Families Act 2014 (other related legislation is referenced in DfE guidance p21). Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, this school complies with its duties under that Act. Some children may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. **For children with SEND, this policy should be read in conjunction with the Special Educational Needs and Disabilities (SEND) code of practice.**

Staff Working at GHES

All GHES staff understand children with medical conditions and are trained and experienced in working with them,

- All GHES staff, including temporary or supply staff, are aware of the medical conditions of the young people at this school and understand their duty of care to all pupils.
- GHES works closely with medical professionals when supporting our pupils, all of whom have medical needs. We always seek advice on how best to support pupils and our referral form requests information on any barriers to learning and how we may overcome them.
- GHES has a resident Primary Mental Health Worker (PMHW), seconded from Gloucestershire's adolescent mental health service, CYPS (Children and Young People's Services), formerly CAMHS. The GHES PMHW is able to support staff who are working with children and young people with mental ill health and can advise them on strategies to better engage pupils in learning or reintegration, and thereby to help them thrive.
- The GHES PMHW is also able to support children and young people and their families directly. ***Please read the GHES Safeguarding and Child Protection Policy and Procedures, with particular reference to the GHES offer of early help, for more details.***

Teaching and Learning for Children with Medical Needs

GHES staff are committed to enabling each child to learn and develop to their maximum potential whilst with GHES. This often requires a skilful balance of compassion and challenge. Our aim at GHES is to provide a high challenge, low stress learning environment, whether that is in hospital, in the pupil's home or in the GHES Outpatient Classroom. At GHES we believe that continued engagement with learning can assist with medical recovery. We also believe that positive partnership with parents/carers, medical professionals and the pupil's home-school enables the best continuity of education, and therefore the best outcomes, for pupils with medical needs.

Responsibility for Medical Emergencies and/or Medication

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 pupils 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 medical emergencies, and for the administration of medication, does not sit with GHES teaching staff.

GRH Schoolroom Pupils:

Whilst pupils are having tuition from GHR schoolroom teachers (either in the schoolroom or at the bedside) the responsibility for any medical emergency rests with the GRH medical staff. A large

proportion of children or young people are in hospital due to a medical emergency in the first place.

GRH staff work in close partnership with medical professionals. Doctors and nurses will often refer parents and pupils to the schoolroom and encourage them to attend and engage with lessons, as the learning can be a powerful tool of wellbeing and recovery.

GRH schoolroom staff often continue teaching whilst medical professionals carry out medical checks. GRH teaching staff look to the medical professionals for guidance as to what is appropriate in this respect and this partnership working is positive for parents and pupils alike.

GHER Outpatient Pupils 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.

GHER Outpatient pupils in the Cheltenham Classroom or alternative venues (e.g. in the registered school or a public library):

a) Emergency Arrangements

When pupils are on a reintegration journey back to school, they may be having some tuition in the Cheltenham classroom, or an alternative venue, as an interim step to reintegration. Generally at this point their medical condition will have improved or be improving. At the GHER office base at County Offices 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 magistrates court and registrar's office on site, who are trained to administer first aid.

- If a pupil needs to attend hospital, a member of staff (preferably known to the pupil) will stay with them until a parent/carer arrives, or will accompany the child to hospital by ambulance. GHER staff will not take pupils 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 (IHP)¹, when in the GHER Cheltenham classroom, The IHP will explain what help they need in an emergency. The IHP will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings.
- GHER has chosen not to hold an emergency salbutamol inhaler for use by pupils at the GHER main offices. We can review this if the need arises in relation to a specific pupil.

b) Administering Medication

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-pupils-at-school-with-medical-conditions--3>

If pupils are attending the classroom at Cheltenham Outpatient Team base 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, as detailed in the pupil's IHCP (individual healthcare plan)
- 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
- 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 pupil 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 pupil 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.

Storing Medication and Equipment

GHES has clear guidance on the storage of medication and equipment if pupils are at the GHES Cheltenham classroom, 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.
- Pupils may carry their own medication/equipment, or they should know exactly where to access it. Those pupils deemed competent to carry their own medication/equipment with them will be identified and recorded through the pupil's IHP in agreement with parents/carers.
- Pupils 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 pupil once they have had specialist training.

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 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 pupils with significant medical needs GHES should contact insurance@gloucestershire.gov.uk or by phone for further advice and to ensure coverage.

- GHES will make sure that all medication is stored safely, and that pupils 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/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.

Student Medication Record Keeping

As an integral part of the GHES admissions process medical professionals inform GHES about each pupil'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 pupil 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 pupil (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 regularly (annually) or whenever the pupil's needs change.
- The pupil (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 pupils in their care.
- For all pupils without an IHCP (ie with less complex medical needs) an 'Out of Home/Offsite Tuition, Personal and Medical Information, Parent/Carer Consent Form' (see Appendix f) is completed. This covers details of medical conditions and how to respond in an emergency; This is accompanied by a risk assessment and pupil code of conduct.
- GHES ensures that the pupil'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,.

The Learning Environment for Pupils with Medical Conditions

GHES ensures that the learning environment is inclusive and favourable to pupils with medical conditions.

- In the GHES Cheltenham classroom, GHES is committed to providing a physical environment accessible to pupils with medical conditions, and pupils are consulted to

ensure this accessibility. The GRH schoolroom in Gloucester Royal Hospital 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 Offer of Early Help for more details)

- All staff are aware of the potential social problems that pupils 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 pupils should not be forced to take part in activities if they are unwell. Staff are skilled at gauging the energy levels of a pupil whilst learning. Appropriate strategies such as rest breaks will be offered to pupils 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 Pupils During Offsite Visits

Where pupils 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 pupil's home; use of technology such as AV1 telepresence robots to provide links between hospital and home-school; organising support to come to the home (e.g. careers advisors) when pupils are not able to leave the house. Being home-bound is not a barrier to pupils accessing a broad and balanced curriculum and we are excited to be pushing this boundary further in our own bespoke online learning platform.

- Where offsite visits/out of home visits are planned for any pupil, GHES makes sure that the pupil'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 pupil'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 pupils 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.

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

When a pupil 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 pupil will be aware and part of the transition planning process. All pupils transition to their original or new setting with a minimum of a 'My Plan' as part of continuing support they will need through the Graduated Pathway. Timescales, clear outcomes and key milestones are all part of the Transition My Plan ensuring that a student's needs are recognised and reviewed when they return to their main school or new setting.

Support for pupils transitioning to Post-16 provision

For all pupils in Year 11, support for transition starts from the moment they arrive with us, through our Careers, PSHE/Wellbeing Curriculum. We work alongside and support all Year 11s with their transition into post-16 education, training or employment. We encourage all pupils to transition

with a minimum of a 'My Plan' for continued support on the Graduated Pathway, but not all pupils agree to this as they want a fresh start. Link Tutors play a key role with enabling visits to take place, transition workshops over the summer holiday, and support with those initial weeks of starting somewhere new. Where possible 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 they have made a successful transition. (During this time they are on roll for support only and not for academic tuition).

Conclusion: Providing the best support to maximise outcomes for children and young people with medical needs is the core ethos of GHES.

This policy should be read in conjunction with:

GHES SEND policy

GHES Equality Policy and Objectives

GHES Accessibility Plan

GHES Behaviour Policy

GHES Health and Safety Policy

GHES Home Visits Policy

GHES Parent/Carer Health and Safety Policy

GHES Child Protection Policy and Procedures (and Offer of Early Help)

GHES Complaints Policy

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 September 2014.
- Templates – supporting children with medical conditions DfE May 2014.
- The DfE key document, published in January 2013, '**Ensuring a good education for children who cannot attend school because of health needs** - statutory guidance for local authorities'

support in school

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contraindications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

In the event of an emergency is this young person able to descend two flights of stairs with support from staff members?

Staff training needed/undertaken – who, what, when

Parent signature and date

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Appendix B: parental agreement for this setting to administer medicine

The school/setting will not give your child medicine unless a) you complete and sign this form, and b) the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by	
Name of school/setting	
Name of child	
Date of birth	
Group/class/form	
Medical condition or illness	

Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

NB: Medicines must be in the original container as dispensed by the pharmacy

Contact Details

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to	[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting

policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s) _____

Date _____

Appendix C: record of medicine administered to an individual child

Name of school/setting	
Name of child	
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 _____

Parent/Carer signature _____

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Appendix D: model letter inviting parents to contribute to individual healthcare plan development (DfE)

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the PRU's policy for supporting pupils at school with medical conditions for your information.

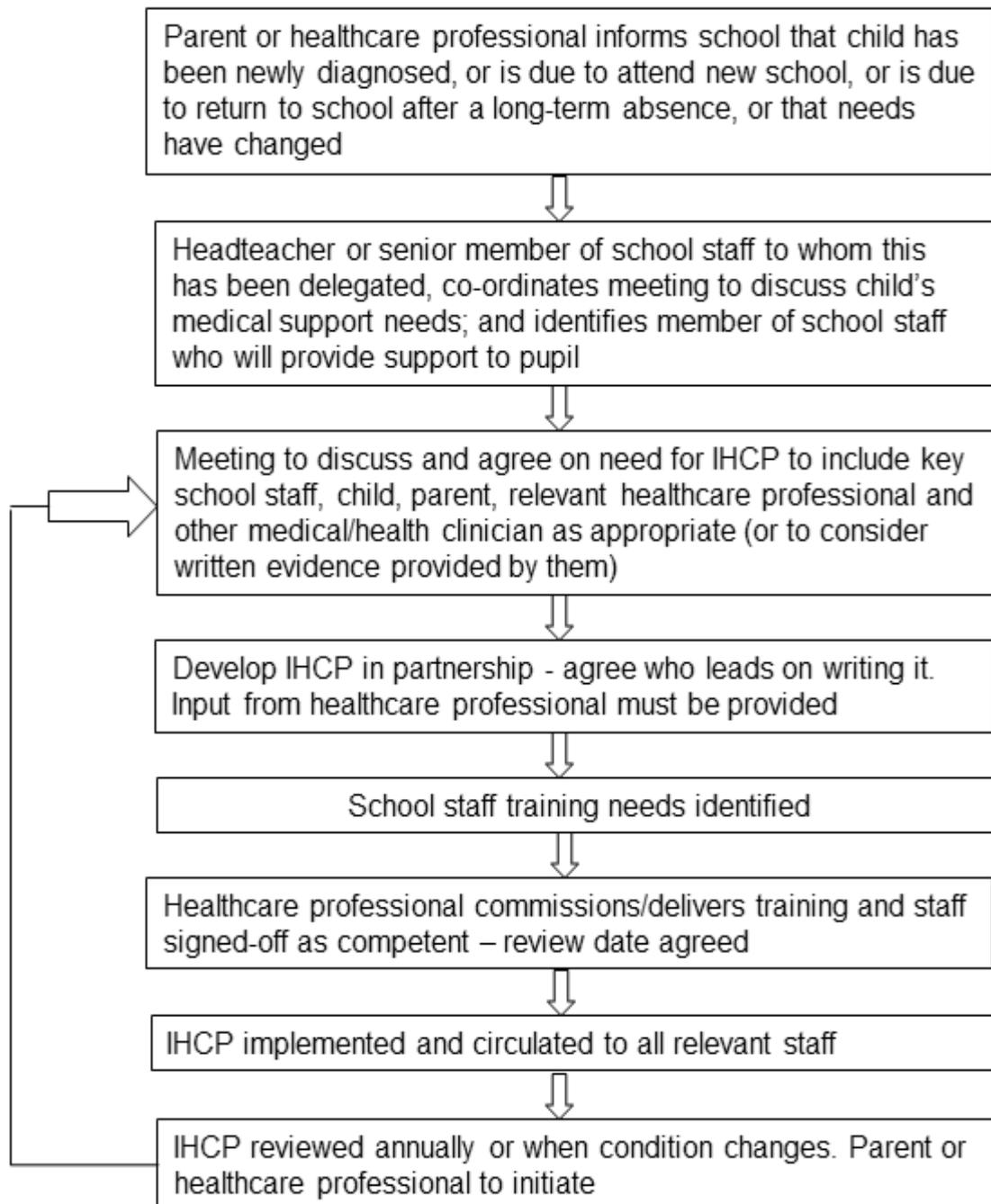
A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for xx/xx/xx. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely

Model process for developing individual healthcare plans



GHES Out of Home/Offsite Tuition Personal and Medical Information and Parental Consent Form

Gloucestershire Hospital Education Service

Out of Home/Offsite Tuition Personal & Medical Information and Parental Consent Form
(for all tuition out of home, where parents/carers are not present including school sites)

CONFIDENTIAL (to be carried by tutor to every session or present in the classroom)

Description of Activity:

Dates/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 safety of tuition occurring in specific venues or a specific visit. Medical conditions will not necessarily exclude any child from participating in activities, but tutors should be made aware of anything that might affect the safety/welfare of this young person.

Name of Child.....Date of Birth.....

Address.....

.....Postcode.....

Parent(s)/Guardian(s) Name(s).....

Address (if different from above).....

.....Postcode.....

Email address:

Telephone Numbers: Day..... Or

Evening.....Or.....

Mobile.....Or.....

(please provide numbers for both parent/carers above if there are two – please put parent initials next to the numbers so that we know which is which)

Additional Emergency Contact: Name.....

Relationship.....

Telephone Number(s).....

GP Name and Phone Number:_____

Consultant or Hospital contact?:_____

MEDICAL or SPECIAL NEEDS (please attach additional sheets if required)

Please provide all relevant information which will enable the tutor(s) to safely care for this young person:

Describe medical needs of this young person and give details of his/her symptoms, triggers, signs, treatments, equipment/devices or environmental issues, etc		
Medical Diagnosis or condition? (Please also include any impairments or disabilities we should be aware of).		
Does this child have any significant allergies (including to medication)? Please write details here if Yes :	Yes	No
Has this child had any recent significant illnesses or injuries? Please write details here if Yes :	Yes	No
Does this child have any dietary requirements or restrictions? <i>If yes please give details.</i>		
Specific support for the pupil's educational, social and emotional needs?		
Describe what constitutes an emergency, and the action to be taken if this occurs?		
In the event of a fire emergency, is this young person able to use stairs with support from a member of staff? <i>(in the case of the GHES classroom Cheltenham, we have an evac-chair and staff who are evac-chair trained. For all other venues mobility and access in the event of a fire emergency need to be considered).</i>		
Is the venue suitable for this young person? Any points to note?		

Please inform GHES should this child be in contact with any infectious illness or if their medical condition changes or new needs arise.

MINOR MEDICAL TREATMENT

Young people sometimes need minor medical treatment for conditions such as insect bites or paper cuts etc. If necessary, with your permission, in exceptional circumstances staff will treat these ailments with the following “off the shelf” products which are commonly available from most chemists and may be in a first aid kit on site: [antiseptic cream](#), [calamine lotion](#), [antiseptic wipes](#), [hypoallergenic adhesive plasters](#), [witch hazel](#), [insect bite antihistamine](#).

Are you willing to allow for this child to be given such products, if required?	Yes	No
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We never give pupils paracetamol or other pain relief. In the case of a child needing such treatment we would be in touch with the parent/carer either to come and collect the pupil or for them to bring and administer pain relief to their child.

EMERGENCY MEDICAL TREATMENT

The default would be to call the parent/carer in the event of any emergency as soon as possible. However, in exceptional circumstances this may not be possible.

I consent to any emergency treatment necessary. I therefore authorise the Tutor (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.

Yes/No: _____ Signature: _____

PARENT/CARER/GUARDIAN DECLARATIONS and CONSENT

- **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 educational or support sessions taking place outside of the home
- **I undertake** to inform the Tutor/Headteacher (in writing) of any changes in the medical or other circumstances of this child.

Parent/carer Signature.....Date.....

Name.....

A copy of this form will be returned to parent/guardian by the school, once received and signed, if requested.