

Guidance for Supporting Children and Young People with Medical Conditions Attending Education Settings

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Improving access to education and educational achievement for pupils with medical needs is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.



National and Local Statutory and Non Statutory Guidance Documents



Supporting pupils at school with medical conditions

Statutory guidance for governing bodies
of maintained schools and proprietors of
academies in England

December 2015



Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do

Philippa Stobbs
Council for Disabled Children

March 2022



**Bath and North East Somerset,
Swindon and Wiltshire**
Integrated Care Board



**Guidance for supporting educational and
community settings to meet the needs of
children and young people with medical
conditions**

Final Version: 1.0



Legislation and Statutory Guidance

- The Children and Families Act (2014) requires maintained schools, academies, and pupil referral units to make arrangements for supporting pupils at the school with medical conditions and to have regard to the statutory guidance published by the **DfE (2015) 'Supporting pupils at school with medical conditions'**.
- The guidance identifies that children and young people with medical conditions may count as being disabled under **The Equality Act (2010)** and schools should ensure they can access the same opportunities as other pupils. It also supports settings to understand what may be considered reasonable adjustments for this group of pupils.
- '*Supporting pupils at school with medical conditions*' also provides schools with guidance on the development of policies on the management and administration of medicines and on putting in place systems for supporting individual pupils with medical needs (CDC and DfE 2022).

Supporting Information & Guidance

- **Royal College of Nursing (2018) Meeting Medical Needs in Schools and Community Settings** describes how health care tasks can be delegated to non registered staff safely.
- **Council for Disabled Children (2022) Disabled Children and the Equality Act; What teachers need to know and what schools need to do** Describes principles of the Equality Act (2010) and considers thresholds for when a child or YP should be considered as having a disability. Equality is rooted in equal treatment, however for disabled pupils, schools must often treat them more favourably to comply.
- **Individual Health Care Plans (IHCP)** These documents will be discussed in more detail by the School Nursing presentation.
- **BSW ICB Guidance for Supporting CYP with Medical Conditions Attending Educational Settings** (Updated 2022) Provides information and guidance for settings across BaNES, Swindon and Wiltshire.



BSW ICB Guidance on Supporting CYP with Medical Conditions to attend Education Settings

The guidance is designed to ensure that children and young people who have medical needs are able to have full access to educational settings, including early years settings, schools and colleges.

It provides a framework for a consistent response to the health needs of children and young people in a confidential and respectful way to ensure that they have the opportunity to participate in all aspects of learning.



Aims of the Guidance

- Demonstrate a local multi-agency commitment to positively promote the inclusion of all children with medical needs delivered in partnership with children, young people and their families.
- Clarify roles, responsibilities, and accountability in enabling children and young people with medical needs to be fully included in educational settings.
- Provide reassurance and clarity to both children and young people and their parents and carers about what they can expect to be provided, and by whom.
- Provide a framework within which to manage the risks associated with supporting a child or young person's medical needs at the educational setting.



Topics Covered

- Roles and Responsibilities
- Risk Assessments
- Health Action Plans and Individual Health Care Plans (IHCPs)
- Review and Record Keeping
- Training
- Planning for Emergencies
- Funding
- Insurance and Liability
- Safeguarding
- Levels of need and Support Implications



Levels of Interventions and Tasks

Level of intervention

- **Level 1** - Routine and Easily Acquired Skills
- **Level 2** - Tasks Requiring Training from a Health Professional
- **Level 3** – More complex clinical procedure

Tasks in accordance with Level

- Feeding and Medication Administration
- Personal Care, Toileting and Manual Handling
- Support with Respiratory function
- Other Support and Interventions



Responsibilities & Additional Information

- Children and young people may present with a range of needs.
- Levels of health and / or care interventions which may be required by children and young people fall broadly into three groups which are differentiated by the skills required to undertake the task and any associated risks.
- The guidance identifies some of the documentation requirements for each Level e.g. a Health Action Plan and an Individual Health Care Plan (IHCP).
- It also identifies the training and support requirements for staff undertaking the identified tasks.



Next Steps & Future Developments

- Working with system partners to individualise the guidance document for each locality (BaNES, Swindon and Wiltshire) so it can be embraced and owned by the local area rather than being seen as an ICB document.
- Easily Accessible; Published on the Local Offer.
- DCOs to undertake training and information sessions across BSW.
- Consideration of whether a 'Directory of Services' document would further enhance the guidance.
- Review and update guidance to align with legislative changes and future developments such as the SEND review and NHS England Tasks and Finish Groups.



Thank You for Listening

Any Questions?

You can contact us at: bswicc.send@nhs.net

