



GREENWOOD ACADEMIES TRUST

Medical Support for Pupils

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1. Policy Overview

This policy has been prepared in accordance with the Academy's statutory duty to make arrangements for supporting pupils with medical conditions. This policy has been prepared with reference to the Department for Education's statutory guidance *Supporting pupils at school with medical conditions (December 2015)*. Due regard must also be had to this guidance in implementing this policy.

The Academy's First Aid policy and procedures are set out in the separate First Aid Policy. More detailed guidance is also available in the electronic Health and Safety Manual.

2. Supporting Pupils with Medical Conditions

i) Principles

The Academy will ensure that:

- pupils with medical conditions are properly supported so that they have a full and active role in Academy life
- parents feel confident that the Academy will provide effective support for their child's medical condition
- pupils feel safe
- relationships are established with local health services so that expert assistance can be provided when required
- where appropriate, the advice of healthcare professionals is sought and carefully considered
- the values and views of pupils and parents of pupils with medical conditions are sought and listened to
- there is effective management of absence associated with a pupil's medical condition (whether short-term or long-term) and properly supported reintegration thereafter
- sufficient staff are suitably trained to provide the medical support required within the Academy
- relevant staff will be made aware of and briefed regarding any medical condition that a pupil may have, including any cover or supply staff where necessary
- individual healthcare plans (IHPs) will be implemented where appropriate and monitored
- appropriate risk assessments for school trips or activities run by the Academy which are outside of the usual timetable are in place
- where a pupil has a medical condition which amounts to a disability, the Academy will also comply with its duties under the Equality Act 2010.

In line with its safeguarding and health and safety duties, the Academy may refuse to allow a child into school if it would be detrimental to the health of that child, other pupils or staff (for example, in the case of an infectious disease).

ii) Responsibilities

The individual with day-to-day responsibility for the implementation of this policy will be the Principal of the Academy.

The Greenwood Academies Trust (GAT)

The Trust will be ultimately responsible for ensuring that this policy is developed and implemented by the Academy.

The Academy Principal

The Principal of the Academy is responsible for:

- ensuring that staff are aware of this policy and their role in its implementation

- ensuring that this policy is effectively implemented and that this is done in collaboration with healthcare professionals, Academy staff, local authorities (where relevant) , parents and pupils.
- ensuring that appropriate staff are made aware of particular pupils' medical conditions
- ensuring that sufficient staff are trained to implement this policy and deliver the requirements of IHPs
- overall development and decisions relating to IHPs
- ensuring staff have appropriate insurance to support pupils with medical needs in accordance with this policy.

Academy Staff

Academy staff should know what to do when they become aware that a pupil with a medical condition needs help

The Academy NHS Nurse

The Academy's NHS nurse is responsible for:

- notifying the Academy where a pupil has been identified as having a medical condition which will require Academy support
- supporting Academy staff with implementing IHPs
- providing advice where required (for example, on training requirements for staff).

Parents

Parents are responsible for:

- providing sufficient and up-to-date information about their child's medical needs
- being involved with the development of any Individual Healthcare Plan that may be required for their child.

iii) Identification of a Medical Condition

The Academy does not need to await a formal diagnosis before providing support for a pupil with a medical condition. However, to ensure that the right support is provided, the Academy will expect to receive medical evidence and information from the pupil's parents/carers.

iv) Individual Healthcare Plans

The Principal, or designated person, will be responsible for the development of any individual healthcare plan (IHP) for a pupil of the Academy.

The Academy will follow the process set out at Appendix B (Annex A) of this policy in developing an IHP.

It will be for the Academy to determine, in consultation with the pupil, their parents and any relevant healthcare professional, whether an IHP should be put in place and the form this should take. Following such consultation, the Principal will take the final decision as to whether an IHP will be put in place and, where an IHP is deemed necessary, the Academy will be responsible for finalising it and ensuring it is implemented.

The Academy would expect an IHP to be appropriate where:

- the medical condition may fluctuate
- there is a high risk that emergency intervention will be needed
- the medical condition is long-term and/or complex

The aim of an IHP is to offer clarity about what support needs to be provided, when and by whom. It will capture key information and required actions but the level of detail will depend on the particular

condition and medical needs of the pupil. It will also cross-refer to the child's statement of SEN or EHC Plan, where applicable.

In deciding the information to be recorded within the IHP, the Academy will follow DfE guidance. Importantly, the IHP will define what constitutes an emergency in respect of that pupil's condition and explain what should be done in an emergency situation.

An IHP will be reviewed annually. It may be reviewed more frequently if the pupil's needs change. Parents are responsible for providing sufficient and up-to-date information about their child's medical needs.

v) Staff Training

The Academy will support its staff in their role of supporting pupils with medical conditions.

Any member of staff may be asked to provide support to pupils with medical conditions (including administering medicines) but no member of staff can be required to do so.

Any member of staff providing medical condition support to a pupil should have received suitable training in accordance with the DfE guidance *Supporting pupils at school with medical conditions (December 2015)*. Staff must not give prescription medicines or undertake healthcare procedures without appropriate training. A first aid certificate does not amount to appropriate training in itself.

Training needs will be identified and assessed by the Principal, or designated person, through:

- the development of specific IHPs
- consideration of the existing knowledge and experience of staff
- liaison with the relevant healthcare professional

In addition, there will be regular training for all Academy staff to ensure awareness of their role in implementing this policy.

vi) Self-Management

The Academy recognises that often pupils will be capable of managing their own medical needs and will encourage pupils to take this responsibility and have this independence where appropriate. This will be reflected in IHPs where applicable.

Before a pupil can self-administer medicine while at the Academy, the parents of the pupil must complete and return to the Academy the form to consent to self-administration, as set out at Appendix A4.

Where a pupil refuses medication or refuses to carry out a necessary procedure, in the first instance, Academy staff should refer to the IHP to determine the required procedure. Parents will also be informed.

3. Administration of Medicines

Please see Appendix A for the Academy's policy on the administration of medicine to pupils.

Emergencies

Pupils should inform a member of staff immediately if they believe medical help (whether for themselves or another pupil) is needed.

In an emergency situation, where the pupil has an IHP, the procedure set out in the IHP must be followed.

More generally, in an emergency situation, staff at the Academy will act 'in loco parentis' in order to comply with their duty of care towards the pupil. This means that they will carry out the role of a reasonable parent.

For example, the Academy will:

- carry out any appropriate First Aid in accordance with the First Aid Policy
- contact the emergency services if considered necessary
- contact the pupil's parents/carers as soon as possible, using the emergency contact numbers provided by the parents

Where a pupil needs to be taken to hospital and the parent of the pupil cannot arrive at the Academy in time, a member of Academy staff will accompany the pupil in the ambulance and remain at the hospital with the pupil until the parent/carer arrives.

4. Complaints

Any complaints relating to the Academy's actions under this policy and the support provided to pupils with medical conditions should be raised through the Academy's complaints process.



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Policy for the Management of Medication

This policy is written in accordance with the *Department for Education statutory guidance Supporting Pupils at school with medical conditions (December 2015)*.

Medicines should only be administered at the Academy if it would be detrimental to the pupil's health not to do so. Wherever clinically possible, medicines should be prescribed in dose frequencies which enable them to be administered outside of school hours.

A) Prescription Medication

This policy is relevant for tablets, medicines, creams and sprays prescribed by a GP or other authorised healthcare professional.

1. All parents/carers will be asked to complete the Parental Agreement Form (Appendix A1, A3 or Appendix A4) in the presence of the designated person before medicine can be administered by the Academy.
2. All prescribed medicines must be brought to the Academy in the original container with the prescriber's instructions for administration and dosage and must be in-date, although insulin may be available in a pen or pump rather than the original container.
3. All medication (see item 6 for exceptions) must be handed in to the Academy reception with a covering letter from the parent/carer on the day that it is brought in to the Academy (letter to be filed with Parental Agreement Form (Appendix A2, A3 or Appendix A4) and moved to the individual pupil's file at the end of each term).

4. Storage of Medication

- (i) All medication (see item 6 for exceptions) will be secured in a locked cabinet/container. The pupil will be made aware of where the medicine is stored and how to access it immediately.
- (ii) A safe container for the disposal of sharp needles will be kept in a locked cabinet and handed to the site manager for safe disposal.
- (iii) Medicines requiring refrigeration should be kept in a secure, clearly labelled box in the fridge.

5. Administration of Medication

- (i) Prescription medication will be administered in accordance with the prescriber's instructions by the member(s) of staff named in the parent/carer agreement and/or Individual Healthcare Plan or by one of the following named people only:
 - Principal
 - Designated person(s)

Academy staff will be appropriately instructed on the administration of medication.

- (ii) The Academy will keep a daily log of all medicines dispensed (Appendix C2).
- (iii) Administration will always be recorded and witnessed and countersigned by an additional member of staff (See Appendix C2).

6. Exceptions

- (i) Secondary age pupils who have an inhaler for asthma will keep it in their Academy bag, to be used by themselves only as necessary. The inhaler must be clearly marked with the pupil's name.
- (ii) Secondary age pupils who have an Epi Pen for allergic reactions will keep it in their Academy bag clearly labelled with their name. This is to be administered by one of the staff named in Section 5.
- (iii) Pupils who have a signed Appendix C3 or C4 authorising self-administration.

B) Non-Prescription Medicine

Non-prescription medication will not normally be administered by the Academy. Non-prescription medication will only be administered where the Academy has written parental consent.

7. Where a pupil's medical or care needs are covered under the Equality Act 2010, staff will be informed of any reasonable adjustments necessary to the curriculum and its delivery, the Academy environment and equipment. Consideration will be given to the potential impact of:
- time and effort
 - inconvenience
 - indignity or discomfort
 - loss of opportunity
 - diminished progress.

** See the SEN and Disability Policy.*

8. A copy of the DfE guidance *Supporting pupils at school with medical conditions (September 2014)* is published with the policy and will be kept available in the Academy for reference.



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Parent/Carer Agreement for Academy to Administer Prescription Medicine

Please complete this form, giving all details, if you wish to give permission for the Academy to administer prescribed medicine to your child. NB - the Academy will only administer medicine if the GP requires it to be administered during the school day

Pupil's name:

Year/Tutor group:

Parent/carers name:

Telephone number:

Named Staff:

Name of Medication:

Possible side effects of the medication (if any):

.....

I have provided all necessary additional information about my child's needs as outlined below or attached to this document and all necessary equipment e.g. syringes, spoons

Dosage, timing, with or without liquids, before or after a meal, method of administering, storage

I give my permission for named staff at the above Academy to give my child prescription medicines in accordance with the Academy policy for the management of medication.

I confirm that the medicine and equipment I have provided has been prescribed by a GP or other qualified professional, dispensed by a pharmacist and is in date and in its original container
I have read and understood the Academy Policy for the Management of Medication

Signed: (Parent / carer)

Signed: (Academy staff)

Date:



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Parent/Carer Agreement for Self-administration of Medication

Please complete this form, giving all details, if you wish to give permission for your child to self-administer medication.

Name of Academy:

Pupil's name:

Year/Tutor group:

Parent/carers name:

Telephone number:

Name of Medication:
.....

Possible side effects of the medication (if any):
.....

I have provided all necessary additional information about my child's needs as outlined below or attached to this document:

I give my permission for my child to self-administer the medication named above in accordance with advice from the medical practitioner signed below.

Medication will be stored safely in a bag which will be supervised or secured in an office at all times.

I have read and understood the Academy Policy for the Management of Medication and want my child exempted from conditions relating to administration by staff.

Signed: (Parent / carer)

Signed: (Medical practitioner/nurse)

Signed: (Academy staff)

Date:



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Parent/Carer Agreement for Self-administration of Medication with Secure Storage

Please complete this form, giving all details, if you wish to give permission for your child to self-administer medication.

Name of Academy:

Pupil's name:

Year/Tutor group:

Parent/carers name:

Telephone number:

Name of Medication:

Possible side effects of the medication (if any):

.....

I have provided all necessary additional information about my child's needs as outlined below or attached to this document (including times/frequency of doses)

I give my permission for my child to self-administer the medication named above in accordance with advice from the medical practitioner signed below.

Medication will be handed to reception each day and secured in an office at all times. The named pupil will access medication at the appropriate times as stated above*.

I have read and understood the Academy Policy for the Management of Medication and want my child exempted from conditions relating to administration by staff.

Signed: (Parent / carer)

Signed: (Medical practitioner/nurse)

Signed: (Academy staff)

Date:



Department
for Education

Supporting pupils at school with medical conditions

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

December 2015

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Summary

About this guidance

This document contains both statutory guidance and non-statutory advice. The non-statutory advice is presented in text boxes.

The statutory guidance applies to any ‘appropriate authority’ as defined in section 100 of the Children and Families Act 2014. That means governing bodies in the case of maintained schools, proprietors in the case of academies and management committees in the case of pupil referral units (PRUs).

‘Appropriate authorities’ must have regard to¹ this guidance when carrying out their statutory duty to make arrangements to support pupils at school with medical conditions. The guidance also applies to activities taking place off-site as part of normal educational activities. In this document, references to schools are taken to include academies and PRUs and references to governing bodies include proprietors in academies and management committees of PRUs. Further advice, where provided, is based on good practice but is non-statutory.

Early years settings should continue to apply the [Statutory Framework for the Early Years Foundation Stage](#).²

This document replaces an earlier version of this guidance published in September 2014. Previous guidance on managing medicines in schools and early years settings was published in March 2005.

Expiry or review date

This document will be reviewed in July 2017.

What legislation is this guidance issued under?

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.

¹ This means to take account of the guidance and to carefully consider it. Having done so, there would need to be a good reason to justify not complying with it.

² <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

In meeting the duty, the governing body, proprietor or management committee must have regard to guidance issued by the Secretary of State under this section. This guidance came into force on 1 September 2014.

Who is this guidance for?

This statutory guidance applies to:

- governing bodies of maintained schools (excluding maintained nursery schools)
- management committees of PRUs
- proprietors of academies, including alternative provision academies (but not including 16–19 academies)

This guidance is also provided to assist and guide:

- schools, academies (including alternative provision academies) and PRUs
- local authorities
- clinical commissioning groups (CCGs), NHS England
- anyone who has an interest in promoting the wellbeing and academic attainment of children with medical conditions, including alternative provision, e.g. independent schools
- parents/carers³ and pupils
- health service providers

Key points

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

³ All further references to a parent or parents also includes a carer or carers

Introduction

1. On 1 September 2014 a new duty came into force for governing bodies to make arrangements to support pupils at school with medical conditions. The statutory guidance in this document is intended to help governing bodies meet their legal responsibilities and sets out the arrangements they will be expected to make, based on good practice. The aim is to ensure that all children 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.
2. Parents of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils 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. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe. In making decisions about the support they provide, schools should establish relationships with relevant local health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils.
3. In addition to the educational impacts, there are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational 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 children 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 pupil's medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.

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 governing bodies must comply with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

For children with SEN, this guidance should be read in conjunction with the [Special educational needs and disability \(SEND\) code of practice](#)⁴ The Special educational needs and disability code of practice explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. For pupils who have medical conditions that require EHC plans, compliance with the SEND code of practice will ensure compliance with this guidance with respect to those children.

⁴ <https://www.gov.uk/government/publications/send-code-of-practice-D-to-25>

The role of governing bodies, proprietors and management committees

4. In meeting the duty to make arrangements to support pupils with medical conditions, functions can be conferred on a governor, a Headteacher, a committee or other member of staff as appropriate. Help and co-operation can also be enlisted from other appropriate persons. We expect that an approach to meeting the duty will be taken in light of the statutory guidance. This will inform the school and others about what needs to be done in terms of implementation. However, the governing body, proprietor or management committee remains legally responsible and accountable for fulfilling its statutory duty.
5. The governing body⁵ must ensure that arrangements are in place to support pupils with medical conditions. In doing so it should ensure that such children can access and enjoy the same opportunities at school as any other child.

Further advice:

Schools, local authorities, health professionals, commissioners and other support services should work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority⁶. Consideration may also be given to how children will be reintegrated back into school after periods of absence.

6. In making their arrangements, governing bodies should take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. Governing bodies should therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.
7. The governing body should ensure that its arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school. The arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase confidence and promote self-care. They should ensure that staff are properly trained to provide the support that pupils need.

⁵ In this document, references to 'governing body' include proprietors in academies and management committees of PRUs

⁶ All children must receive a full-time education, unless this would not be in their best interests because of their health needs

Further advice:

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition can be denied admission⁷ or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with their safeguarding duties, governing bodies should ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases. 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.

8. Governing bodies must ensure that the arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented.

Developing the school's policy

9. Governing bodies should ensure that all schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff.

Further advice:

In developing their policy, schools may wish to seek advice from any relevant health-care professional.

Policy implementation

10. Governing bodies should ensure that the arrangements they set up include details on how the school's policy will be implemented effectively, including a named person who has overall responsibility for policy implementation.

⁷ <https://www.gov.uk/government/publications/school-admissions-code--2>

Further advice:

In respect of implementation, school policies should include:

- who is responsible for ensuring that sufficient staff are suitably trained;
- a commitment that all relevant staff will be made aware of the child's condition;
- cover arrangements in case of staff absence or staff turnover to ensure someone is always available;
- briefing for supply teachers;
- risk assessments for school visits, holidays, and other school activities outside the normal timetable; and
- monitoring of individual healthcare plans.

Procedure to be followed when notification is received that a pupil has a medical condition

11. Governing bodies should ensure that the school's policy sets out the procedures to be followed whenever a school is notified that a pupil has a medical condition.

Further advice:

Procedures should also be in place to cover any transitional arrangements between schools, the process to be followed upon reintegration or when pupils' needs change and arrangements for any staff training or support. For children starting at a new school, arrangements should be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to a new school mid-term, every effort should be made to ensure that arrangements are put in place within two weeks.

Schools do not have to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place.

Individual healthcare plans

12. Governing bodies should ensure that the school's policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions.

13. The governing body should ensure that plans are reviewed at least annually, or earlier if evidence is presented that the child's needs have changed. They should be developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption.

Further advice:

Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached, the Headteacher is best placed to take a final view. A flow chart for identifying and agreeing the support a child needs and developing an individual healthcare plan is provided at annex A.

The format of individual healthcare plans may vary to enable schools to choose whichever is the most effective for the specific needs of each pupil. They should be easily accessible to all who need to refer to them, while preserving confidentiality. Plans should not be a burden on a school, but should capture the key information and actions that are required to support the child effectively. The level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support. Where a child has SEN but does not have a statement or EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Individual healthcare plans (and their review) may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g. school nurse, specialist or children's community nurse or paediatrician, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate.

The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education and how they might work with other statutory services. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

Where the child has a special educational need identified in a statement or EHC plan, the individual healthcare plan should be linked to or become part of that statement or EHC plan.

Where a child is returning to school following a period of hospital education or alternative provision (including home tuition), schools should work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively.

14. When deciding what information should be recorded on individual healthcare plans, the governing body should consider the following:

- the medical condition, its triggers, signs, symptoms and treatments;
- the pupil'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 pupil'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 child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- who in the school needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments;
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and
- what to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.

Roles and responsibilities

15. The governing body should ensure that the school's policy clearly identifies the roles and responsibilities of all those involved in the arrangements they make to support pupils at school with medical conditions.

Further advice:

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. A school's ability to provide effective support will depend to an appreciable extent on working co-operatively with other agencies. Partnership working between school staff, healthcare professionals (and, where appropriate, social care professionals), local authorities, and parents and pupils will be critical. An essential requirement for any policy therefore will be to identify collaborative working arrangements between all those involved, showing how they will work in partnership to ensure that the needs of pupils with medical conditions are met effectively.

Some of the most important roles and responsibilities are listed below, but schools may additionally want to cover a wider range of people in their policy.

16. Governing bodies must make arrangements to support pupils with medical conditions in school, including making sure that a policy for supporting pupils with medical conditions in school is developed and implemented. They should ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions.

Further advice on the role of governing bodies:

Governing bodies should ensure that pupils with medical conditions are supported to enable the fullest participation possible in all aspects of school life. They should also ensure that any members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Advice on the role of Headteachers:

Headteachers should ensure that their school's policy is developed and effectively implemented with partners. This includes ensuring that all staff are aware of the policy for supporting pupils with medical conditions and understand their role in its implementation. Headteachers should ensure that all staff who need to know are aware of the child's condition. They should also ensure that sufficient trained numbers of staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations.

This may involve recruiting a member of staff for this purpose. Headteachers have overall responsibility for the development of individual healthcare plans. They should also make sure that school staff are appropriately insured and are aware that they are insured to support pupils in this way. They should contact the school nursing service in the case of any child who has a medical condition that may require support at school, but who has not yet been brought to the attention of the school nurse.

Advice on the role of parents:

Parents should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

Advice on the role of pupils:

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Other pupils will often be sensitive to the needs of those with medical conditions.

Advice on the role of school staff:

Any member of school staff may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of pupils with medical conditions that they teach. School staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. Any member of school staff should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

Advice on the role of school nurses:

Every school has access to school nursing services. They are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible, they should do this before the child starts at the school. They would not usually have an extensive role in ensuring that schools are taking appropriate steps to support children with medical conditions, but may support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training. School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs; for example, there are good models of local specialist nursing teams offering training to local school staff, hosted by a local school. Community nursing teams will also be a valuable potential resource for a school seeking advice and support in relation to children with a medical condition. See also paragraphs 18 to 20 below about training for school staff.

Advice on the role of other healthcare professionals:

Other healthcare professionals, including GPs and paediatricians, should notify the school nurse when a child has been identified as having a medical condition that will require support at school. They may provide advice on developing individual healthcare plans. Specialist local health teams may be able to provide support in schools for children with particular conditions (e.g. asthma, diabetes, epilepsy).

Advice on the role of local authorities:

Local authorities are commissioners of school nurses for maintained schools and academies. Under Section 10 of the Children Act 2004, they have a duty to promote co-operation between relevant partners – such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England – with a view to improving the wellbeing of children with regard to their physical and mental health, and their education, training and recreation. Local authorities and clinical commissioning groups (CCGs) **must** make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities (Section 26 of the Children and Families Act 2014). Local authorities should provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within individual healthcare plans can be delivered effectively. Local authorities should work with schools to support pupils with medical conditions to attend full-time.

Where pupils would not receive a suitable education in a mainstream school because

of their health needs, the local authority has a duty to make other arrangements. Statutory guidance for local authorities⁸ sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of **health needs**⁹ (whether consecutive or cumulative across the school year).

Advice on the role of clinical commissioning groups (CCGs):

Clinical commissioning groups commission other healthcare professionals such as specialist nurses. They should ensure that commissioning is responsive to children's needs, and that health services are able to co-operate with schools supporting children with medical conditions. They have a reciprocal duty to co-operate under Section 10 of the Children Act 2004 and must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities (as described above for local authorities). Clinical commissioning groups should be responsive to local authorities and schools seeking to strengthen links between health services and schools, and consider how to encourage health services in providing support and advice (and can help with any potential issues or obstacles in relation to this). The local Health and Wellbeing Board will also provide a forum for local authorities and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings. Since 2013 Local Authorities have been responsible for commissioning public health services for school-aged children including school nursing. CCGs should be aware that this does not include clinical support for children in schools who have long-term conditions and disabilities, which remains a CCG commissioning responsibility. Children in special schools in particular may need care which falls outside the remit of local authority commissioned school nurses, such as gastrostomy and tracheostomy care, or postural support. CCGs should ensure their commissioning arrangements are adequate to provide the on-going support essential to the safety of these vulnerable children whilst in school.

⁸ Local authorities must have regard to statutory guidance on the education of children unable to attend school because of health needs.

⁹ <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Advice on providers of health services:

Providers of health services should co-operate with schools that are supporting children with a medical condition, including appropriate communication, liaison with school nurses and other healthcare professionals such as specialist and children's community nurses, as well as participating in locally developed outreach and training. Health services can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

Advice on the role of Ofsted:

Ofsted's new common inspection framework came into effect on 1 September 2015, aimed at promoting greater consistency across inspection remits. Inspectors must consider how well a school meets the needs of the full range of pupils, including those with medical conditions. Key judgements will be informed by the progress and achievement of these children alongside those of pupils with special educational needs and disabilities, and also by pupils' spiritual, moral, social and cultural development.

Staff training and support

17. Governing bodies should ensure that the school's policy sets out clearly how staff will be supported in carrying out their role to support pupils with medical conditions, and how this will be reviewed. This should specify how training needs are assessed, and how and by whom training will be commissioned and provided.
18. The school's policy should be clear that any member of school staff providing support to a pupil with medical needs should have received suitable training.

Further advice:

Suitable training should have been identified during the development or review of individual healthcare plans. Some staff may already have some knowledge of the specific support needed by a child with a medical condition and so extensive training may not be required. Staff who provide support to pupils with medical conditions should be included in meetings where this is discussed.

The relevant healthcare professional should normally lead on identifying and agreeing with the school the type and level of training required, and how this can be obtained. Schools may choose to arrange training themselves and should ensure this remains up-to-date.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements as set out in individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

A first-aid certificate does not constitute appropriate training in supporting children with medical conditions.

Healthcare professionals, including the school nurse, can provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

The school's policy should additionally set out arrangements for whole-school awareness training so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing that policy. Induction arrangements for new staff should be included. The relevant healthcare professional should be able to advise on training that will help ensure that all medical conditions affecting pupils in the school are understood fully. This includes preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents should be asked for their views. They should provide specific advice, but should not be the sole trainer.

Governing bodies should consider providing details of continuing professional development opportunities.

19. Staff must not give prescription medicines or undertake healthcare procedures without appropriate training (updated to reflect requirements within individual healthcare plans).

Further advice:

In some cases, written instructions from the parent or on the medication container dispensed by the pharmacist may be considered sufficient, but ultimately this is for the school to decide, having taken into consideration the training requirements as specified in pupils' individual health care plans.

The child's role in managing their own medical needs

20. Governing bodies should ensure that the school's policy covers arrangements for children who are competent to manage their own health needs and medicines.

Further advice:

After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This should be reflected within individual healthcare plans.

Wherever possible, children should be allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication quickly and easily. Children who can take their medicines themselves or manage procedures may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, relevant staff should help to administer medicines and manage procedures for them.

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.

Managing medicines on school premises

21. The governing body should ensure that the school's policy is clear about the procedures to be followed for managing medicines.

Further advice:

Although schools may already have such procedures in place, they should reflect the following details:

- Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so
- No child under 16 should be given prescription or non-prescription medicines without their parent's written consent – except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality. Schools should set out the circumstances in which non-prescription medicines may be administered
- A child under 16 should never be given medicine containing aspirin unless prescribed by a doctor. Medication, e.g. for pain relief, should never be administered without first checking maximum dosages and when the previous dose was taken. Parents should be informed
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours
- Schools should only accept prescribed medicines if these are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin, which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container
- All medicines should be stored safely. Children should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available to children and not locked away. This is particularly important to consider when outside of school premises, e.g. on school trips
- When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps
- A child who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements may be necessary. Schools should otherwise keep controlled drugs that have been prescribed for a pupil securely stored in a non-portable container and only named staff should have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held

- School staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicines should do so in accordance with the prescriber's instructions. Schools should keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted in school.

Record keeping

22. Governing bodies should ensure that written records are kept of all medicines administered to children.

Further advice:

Records offer protection to staff and children and provide evidence that agreed procedures have been followed. Parents should be informed if their child has been unwell at school.

Emergency procedures

23. Governing bodies should ensure that the school's policy sets out what should happen in an emergency situation.

Further advice:

As part of general risk management processes, all schools should have arrangements in place for dealing with emergencies for all school activities wherever they take place, including on school trips within and outside the UK.

Where a child has an individual healthcare plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the school should know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. Schools need to ensure they understand the local emergency services' cover arrangements and that the correct information is provided for navigation systems.

Day trips, residential visits and sporting activities

24. Governing bodies should ensure that their arrangements are clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

Further advice:

Teachers should be aware of how a child's medical condition will impact on their participation, but there should be enough flexibility for all children to participate according to their own abilities and with any reasonable adjustments. Schools should make arrangements for the inclusion of pupils in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible.

Schools should consider what reasonable adjustments they might make to enable children with medical needs to participate fully and safely on visits. It is best practice to carry out a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. This will require consultation with parents and pupils and advice from the relevant healthcare professional to ensure that pupils can participate safely. Please also see Health and Safety Executive (HSE) guidance on school trips.

Unacceptable practice

25. Governing bodies should ensure that the school's policy is explicit about what practice is not acceptable.

Further advice:

Although school staff should use their discretion and judge each case on its merits with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- assume that every child with the same condition requires the same treatment;
- ignore the views of the child or their parents; or ignore medical evidence or opinion (although this may be challenged);
- send children with medical conditions home frequently for reasons associated with their medical condition or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;

- if the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable;
- penalise children for their attendance record if their absences are related to their medical condition, e.g. hospital appointments;
- prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively;
- require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs; or
- prevent children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child.

Liability and indemnity

26. Governing bodies of maintained schools and management committees of PRUs should ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk. Proprietors of academies should ensure that either the appropriate level of insurance is in place or that the academy is a member of the Department for Education's Risk Protection Arrangement (RPA).

Further advice:

It is important that the school policy sets out the details of the school's insurance arrangements which cover staff providing support to pupils with medical conditions. Insurance policies should be accessible to staff providing such support.

Insurance policies should provide liability cover relating to the administration of medication, but individual cover may need to be arranged for any healthcare procedures. The level and ambit of cover required must be ascertained directly from the relevant insurers. Any requirements of the insurance, such as the need for staff to be trained, should be made clear and complied with.

In the event of a claim alleging negligence by a member of staff, civil actions are likely to be brought against the employer.

RPA is a scheme provided specifically for academies.

Complaints

27. Governing bodies should ensure that the school's policy sets out how complaints concerning the support provided to pupils with medical conditions may be made and will be handled.

Further advice:

Should parents or pupils be dissatisfied with the support provided they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure. Making a formal complaint to the Department for Education should only occur if it comes within scope of section 496/497 of the Education Act 1996 and after other attempts at resolution have been exhausted. In the case of academies, it will be relevant to consider whether the academy has breached the terms of its Funding Agreement¹⁰, or failed to comply with any other legal obligation placed on it. Ultimately, parents (and pupils) will be able to take independent legal advice and bring formal proceedings if they consider they have legitimate grounds to do so.

Other issues for consideration

Advice:

Governing bodies may want the school's policy to refer to:

- home-to-school transport – this is the responsibility of local authorities, who may find it helpful to be aware of a pupil's individual healthcare plan and what it contains, especially in respect of emergency situations. This may be helpful in developing transport healthcare plans¹¹ for pupils with life-threatening conditions;
- defibrillators – sudden cardiac arrest is when the heart stops beating and can happen to people of any age and without warning. If this does happen, quick action (in the form of early CPR and defibrillation) can help save lives. A defibrillator is a machine used to give an electric shock to restart a patient's heart when they are in cardiac arrest. Modern defibrillators are easy to use, inexpensive and safe.
 - Schools are advised to consider purchasing a defibrillator as part of their first-aid equipment. DfE has put arrangements in place to assist schools in purchasing defibrillators at reduced cost. If schools install a defibrillator, they should notify the local NHS ambulance service of its location.

¹⁰ The contractual relationship between the academy and the Department for Education

- Staff members appointed as first-aiders should already be trained in the use of CPR and may wish to promote these techniques more widely in the school, amongst both teachers and pupils alike; and
- asthma inhalers – schools may hold asthma inhalers for emergency use. This is entirely voluntary, and the Department of Health has published a protocol¹³ which provides further information.

¹¹ These are separate to the individual healthcare plans referred to throughout this document.

¹² <https://www.gov.uk/government/publications/automated-external-defibrillators-aeds-in-schools>

¹³ <https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools>

Further sources of information

Other safeguarding legislation

Section 21 of the Education Act 2002 provides that governing bodies of maintained schools must, in discharging their functions in relation to the conduct of the school, promote the wellbeing of pupils at the school.

Section 175 of the Education Act 2002 provides that governing bodies of maintained schools must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Part 3, and in particular paragraph 7 of the Schedule to the Education (Independent School Standards) Regulations 2014 sets this out in relation to academy schools and alternative provision academies.

Section 3 of the Children Act 1989 confers a duty on a person with the care of a child (who does not have parental responsibility for the child) to do all that is reasonable in all the circumstances for the purposes of safeguarding or promoting the welfare of the child.

Section 17 of the Children Act 1989 gives local authorities a general duty to safeguard and promote the welfare of children in need in their area.

Section 10 of the Children Act 2004 provides that the local authority must make arrangements to promote co-operation between the authority and relevant partners (including the governing body of a maintained school, the proprietor of an academy, clinical commissioning groups and the NHS Commissioning Board) with a view to improving the wellbeing of children, including their physical and mental health, protection from harm and neglect, and education. Relevant partners are under a duty to co-operate in the making of these arrangements.

The NHS Act 2006: Section 3 gives Clinical Commissioning Groups a duty to arrange for the provision of health services to the extent the CCG considers it necessary to meet the reasonable needs of the persons for whom it is responsible. **Section 3A** provides for a CCG to arrange such services as it considers appropriate to secure improvements in physical and mental health of, and in the prevention, diagnosis and treatment of illness, in, the persons for whom it is responsible. **Section 2A** provides for local authorities to secure improvements to public health, and in doing so, to commission school nurses.

Governing Bodies' duties towards disabled children and adults are included in the **Equality Act 2010** and the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage

Other relevant legislation

Section 2 of the **Health and Safety at Work Act 1974**, and the associated regulations, provides that it is the duty of the employer (the local authority, governing body or academy trust) to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety.

Under the **Misuse of Drugs Act 1971** and associated Regulations the supply, administration, possession and storage of certain drugs are controlled. Schools may have a child who has been prescribed a controlled drug.

The **Medicines Act 1968** specifies the way that medicines are prescribed, supplied and administered within the UK and places restrictions on dealings with medicinal products, including their administration.

Regulation 5 of the School Premises (England) Regulations 2012 (as amended) provides that maintained schools must have accommodation appropriate and readily available for use for medical examination and treatment and for the caring of sick or injured pupils. It **must** contain a washing facility and be reasonably near to a toilet. It **must not** be teaching accommodation. Paragraph 24 of the Schedule to the the Education (Independent School Standards) Regulations 2014 replicates this provision for independent schools (including academy schools and alternative provision academies).

The **[Special Educational Needs and Disability Code of Practice](#)**¹⁴

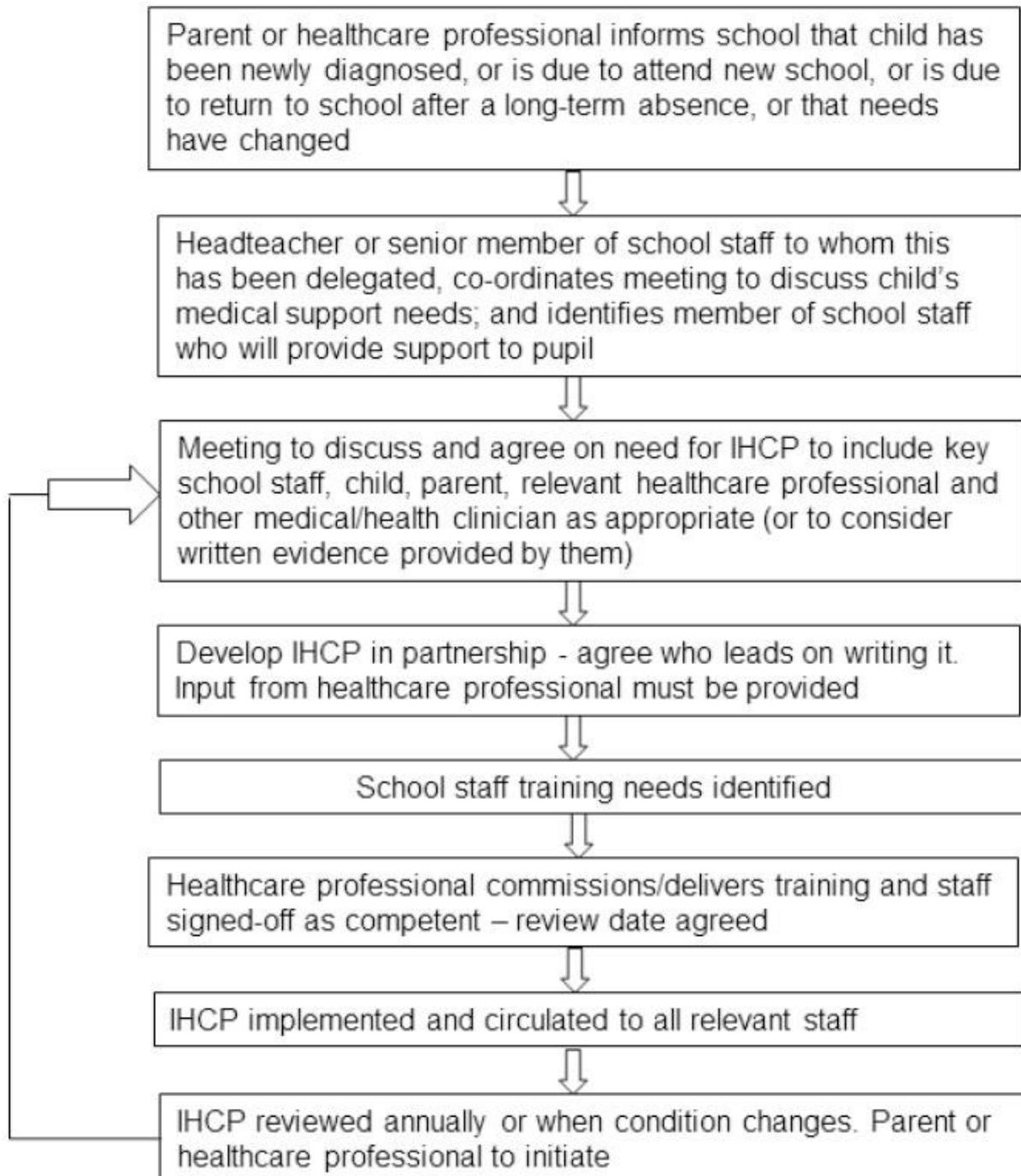
Section 19 of the Education Act 1996 (as amended by Section 3 of the Children, Schools and Families Act 2010) provides a duty on local authorities of maintained schools to arrange suitable education for those who would not receive such education unless such arrangements are made for them. This education must be full-time, or such part-time education as is in a child's best interests because of their health needs.

Associated resources

[View links to other information and associated advice, guidance and resources](#)¹⁵ e.g. templates, and to organisations providing advice and support on specific medical conditions.

¹⁴ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Annex A: Model process for developing individual healthcare plans



¹⁵ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

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