

Wrexham County Borough Council Schools

Healthcare Needs Policy

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1. Key principles

St Chad's School is committed to ensuring that appropriate support is in place for learners with healthcare needs in which will they will experience minimal disruption to their education as a result of these needs. The school recognises that healthcare issues can affect each learner individually and support from the education setting may have an impact on their quality of life and future chances.

St Chad's school's governing body will aim to ensure the following:

- Learners with healthcare needs will be properly supported so that they have full access to education, including trips and physical education. Lessons and activities should be designed in a way which allows those with healthcare needs to participate fully.
- Arrangements are in place to consider any wider safeguarding duties while seeking to ensure all learners can access and enjoy the same opportunities.
- Arrangements are in place to support their learners with healthcare needs either on a short term or long term basis.
- The staff will consult the relevant professionals, learners and parents to ensure the healthcare needs of their learners are properly understood and effectively supported
- Full consideration will be given as to whether learners are defined as disabled under the Equality Act 2010. The governing body will comply with the duties of this Act.

- Parents will be actively involved in the planning of support and management of their healthcare needs and that they have confidence that the provision is suitable and effective.
- Staff will understand and work within the principles of inclusivity.
- Staff will understand their role in supporting learners with healthcare needs and appropriate training should be provided.
- Staff will feel confident they know what to do in a healthcare emergency.
- Staff will be aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.
- Whenever appropriate, learners should be encouraged and supported to take responsibility for the management of their own healthcare needs.

2. School's legal requirements

This Policy sets out to ensure that **St Chad's School** meets all of its statutory responsibilities in supporting the healthcare needs of our learners. The following is the key information considered in the development and implementation of this Policy:

- Section 175 of the Education Act 2002 places a duty on governing bodies to make arrangements to ensure their functions are exercised with a view to safeguarding and promoting the welfare of children in school or another place of learning. This includes supporting children with healthcare needs.
- The legal framework and principles of the United Nations Convention on the Rights of the Child (UNCRC).
- There are various duties under the Equality Act 2010 which are relevant in the context of learners with healthcare needs who are also disabled. Schools must adhere to the Local authority an accessibility strategy.
- The governing body will have due regard to particular matters related to equality (section 149). They are also under specific duties for the purpose of enabling better performance of the public sector equality duty (see the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064).
- The school will adhere to the Social Services and Well-being (Wales) Act 2014 ('the 2014 Act') which provides the statutory framework to deliver the Welsh Government's commitment to integrated social services departments with a strong family orientation in accordance with the principles outlined in the UNCRC.

3. Roles and responsibilities

3.1 Governing bodies

The Governing body of St Chad's School will oversee the development and implementation of the policy to address the needs of learners with healthcare needs which include:

- complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled)
- adhering to the statutory duty to promote the well-being of learners as according to Article 17 of the UNCRC
- considering how to support learners to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others
- ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all
- working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner
- developing and implementing effective arrangements to support learners with healthcare needs.
- ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements
- ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures
- ensuring robust systems are in place for dealing with healthcare emergencies and critical incidents, for both on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens
- ensuring staff with responsibility for supporting learners with healthcare needs are appropriately trained
- ensuring appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners
- having an infection prevention policy that fully reflects the procedures laid out in current guidance¹.

3.2 Headteachers

The Headteacher of **St Chad's School** will ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented by:

- working with the governing body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, including duties under the Equality Act 2010
- ensuring the arrangements in place to meet a learner's healthcare needs are fully understood by all parties involved and acted upon and directly supervise this arrangement as part of the regular reporting and supervision arrangements

¹ www.wales.nhs.uk/sitesplus/888/home

- ensuring the support put in place focuses on and meets the individual learner's needs, also known as person-centred planning²
- extending awareness of healthcare needs across the school in line with the learner's right to privacy. This will include support, catering and supply staff, governors, parents and other learners
- appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's care
- ensuring a sufficient number of trained staff are available to implement the arrangements set out in all IHPs, including contingency plans for emergency situations and staff absence
- having the overall responsibility for the development of IHPs (Individual Health Plans)
- ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs, e.g. private toilet areas for catheterisation
- checking with the local authority whether particular activities for supporting learners with healthcare needs are appropriately covered by insurance and making staff aware of any limits to the activities that are covered
- ensuring all learners with healthcare needs are appropriately linked with the school's health advice service
- ensuring when a learner participates in a work experience placement or similar, that appropriate healthcare support has been agreed and put in place
- providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of learners
- ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence-based reason
- notifying the local authority when a learner is likely to be away from the school for a significant period, e.g. three weeks (whether in one go or over the course of the academic year) due to their healthcare needs. Ultimately, what qualifies a period of absence as 'significant' in this context depends upon the circumstances and whether the setting can provide suitable education for the learner. Shorter periods of absence may be significant depending upon the circumstances
- raising awareness of the Social Services and Well-being (Wales) Act 2014.

3.3 Teachers and support staff

Any staff member within **St Chad's School** may be asked to provide support to learners with healthcare needs. This is a voluntary role. The Headteacher will ensure staff:

- receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility.

² learning.gov.wales/docs/learningwales/publications/150909-reviews-toolkit-en.pdf

- fully understand the school's healthcare needs policies and arrangements
- are aware of which learners have more serious or chronic healthcare needs, and, where appropriate, are familiar with these learners' IHPs.
- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.
- know who the first aiders are and seeking their assistance if a medical emergency takes place
- fully understand the education school's emergency procedures and be prepared to act in an emergency
- ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place
- ensure learners (or their friends) know who to tell if they feel ill, need support or changes to support
- listen to concerns of learners if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties)
- make sure learners with healthcare needs are not excluded from activities they wish to take part in without a clear evidence-based reason, including any external trips/visits.
- ensuring learners have access to their medication and that an appropriately trained member of staff is present to assist where required
- are aware of bullying issues and emotional well-being regarding learners with healthcare needs, and are prepared to intervene in line with the school's policy
- are aware that healthcare needs can impact on a learner's ability to learn and provide extra help when needed
- support learners who have been absent and assist them with catching up on missed work – this may involve working with parents and specialist services
- keep parents informed of how the healthcare need is affecting the learner in school. This may include reporting any deterioration, concerns or changes to learner or staff routines.

3.4 Learners and parents

Parents and learners should:

- be fully aware of the care their children receive
- receive updates regarding healthcare issues/changes that occur within the school
- be involved in the creation, development and review of an IHP (if any).
- provide the education setting with sufficient and up-to-date information about healthcare needs, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals.
- be encouraged and enabled to manage their own healthcare needs
- inform the school of any changes such as type of medication, dosage or method of administration

- provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions
- all necessary forms are completed and signed
- inform the school if their child has/had an infectious disease or condition while in attendance
- be made aware of their own rights and responsibilities.
- Administer the medication at home where it is prescribed to be taken in frequencies which allows the daily course of medicine to be taken e.g. before and after school and in the evening.
- communicate information following discharge at hospital as soon as possible, together with any information about the learner's achievements and educational progress in the hospital.

4 Creating Accessible Environments

The Governing Body will ensure the school is inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

4.1 Physical access to education setting buildings

School will carry out accessibility planning and will have an accessibility plan which is reviewed annually. This will follow the same principles as the Local Authority accessibility strategy plan.

4.2 Reasonable adjustments – auxiliary aids or services

School will adhere to the Equality Act 2010 to make 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) must be provided.

4.3 Day trips and residential visits

The Governing body will ensure the school actively supports all learners with healthcare needs to participate in trips and visits. The Governing Body will be aware of their legal requirements to make reasonable adjustments to trips and residential visits ensuring full participation from all learners.

Staff supporting off-site visits will be aware of learners who have healthcare needs. They will receive the required information to ensure staff are able to facilitate an equal experience for the learner. This information may include health and safety issues, what to do in an emergency and any other additional necessary support that the learner requires, including medication and equipment.

Staff will be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner³.

Staff will consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy).

4.4 Social interactions

The Governing Body will ensure the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits.

The school will make all staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion.

4.5 Exercise and physical activity

Staff will make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Staff will be made fully aware of learners' healthcare needs and potential triggers. They will know how to respond appropriately and promptly if made aware that a learner feels unwell. They will always seek guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.

Staff will also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity; such learners will be encouraged to take the medication or food when needed.

4.6 Food management

School will:

- consider the dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances,
- will provide menus to parents and learners in advance , with complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens will be clearly marked.

³ The duty to make reasonable adjustments under the Equality Act may apply depending on the circumstances.

- consider the availability of snacks. Sugar and gluten-free alternatives will always be made available. For pupils with conditions which require high calorific intake, there will always be access to high calorie and protein food and drinks.
- ensure the food provided for trips will reflect the dietary and treatment needs of the learners taking part.
- ensure the food provided for snacks in classroom settings will reflect the dietary and treatment needs of these learners.
- ensure that learners needing to eat or drink as part of their condition should not be excluded from the classroom or put in isolation.
- recognise that healthy school and 'no sweets' policies are important, however, the school will consider that learners with healthcare needs may need to be exempted from these policies.

4.7 Risk assessments

Staff will be clear when a risk assessment is required and be aware of the risk assessment systems in place. They will start from the premise of inclusion and will build into them a process of seeking adjustments or alternative activities rather than separate provision.

4.8 Sharing information

The Governing Body of **St Chad's School** will ensure

- healthcare needs policies are easily available and accessible, online and in hard copy
- healthcare needs arrangements, policies and IHPs, are supported by clear communication with all contact staff including teachers, support staff, supply teachers and support staff, parents and other key stakeholders to ensure full implementation.
- all information is kept up to date. All information-sharing techniques such as staff noticeboards and school intranets will be agreed by the learner and parent in advance of being used, to protect confidentiality and the learner's right to privacy
- the learner/parents have a copy of their information sharing policy. This should state the type of bodies and individuals with whom the learner's medical information may be shared
- parents sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared.
- the learner if appropriate will be involved in any decisions.
- a list of what information has been shared with whom and why, for the learner/parent to view will be available on request

- consider including a weblink to the healthcare needs policies in relevant communications sent to parents, and within the learner's IHP
- include student councils, 'healthy schools' and other learner groups in the development of the school's healthcare needs arrangements, where appropriate
- consideration of how friendship groups and peers may be able to assist learners, e.g. they could be taught the triggers or signs of issues for a learner, know what to do in an emergency and who to ask for help. The school will discuss this with the learner and parents first and decide if information can be shared.

5. Procedures and record keeping for the management of learners' healthcare needs

The Governing Body will have appropriate procedures and record keeping for the management of learners' healthcare needs, in accordance with the Guidance.

The procedures will state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs. The following documentation will be collected and maintained, where appropriate.

1. Contact details for emergency services
2. Parental agreement for the school to administer medicine
3. The Headteacher agreement to administer medicine
4. A record of medicine stored for and administered to an individual learner
5. A record of medicines administered to all learners by date
6. A request for learner to administer own medicine
7. The staff training record – administration of medicines
8. The medication incident report

New records will be completed when there are changes to medication or dosage. The school will ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy. These forms/templates can be found in 'Annex 2: Form templates'. Electronic versions can be found on the Welsh Government website.

5.1 Storage, access and administration of medication and devices

The Governing Body will have appropriate storage, access and administration arrangements, in accordance with the Guidance. The Governing Body will ensure the school's policy is clear regarding the procedures to follow for managing medicines and devices.

5.2 Supply of medication or devices

St Chad's School will not store surplus medication. Parents will be asked to provide appropriate supplies of medication. These should be in their original container, labelled with the name of the learner, medicine name, dosage and

frequency, and expiry date. The school will only accept prescribed medicines and devices that:

- are in date
- have contents correctly and clearly labelled
- are labelled with the learner's name
- are accompanied with written instructions for administration, dosage and storage
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Where non-prescribed medicine is held by the school, e.g. liquid paracetamol, it should:

- be in date
- have its contents correctly and clearly labelled
- be labelled with the learner's name
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent
- be in its original container/packaging.

5.3 Storage, access and disposal

All medicines will be stored safely. The type and use of the medication will determine how this takes place. If appropriate, the learners will know where their medication is stored and how to access it.

5.4 Refrigeration

The refrigerator temperature will be regularly monitored to ensure it is in line with storage requirements. Medicines will be in an airtight container and clearly labelled.

5.5 Emergency medication

Emergency medication will be readily available to learners who require it at all times during the day or at off-site activities.

Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) will be readily available to learners and not locked away, particularly on trips.

If the emergency medication is a controlled drug it will be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency.

Where staff administer emergency medication to a learner, this will be recorded.

5.6 Non-emergency medication

All non-emergency medication will be kept in a secure place with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls will be put in place.

5.7 Disposal of medicines

When no longer required, medicines will be returned to parents to arrange safe disposal. Sharp boxes will be used for the disposal of needles and other sharp instruments, and disposed of appropriately.

6. Administration of medicines

School will ensure:

- parental consent to assist or administer prescribed or non-prescribed medicines unless Gillick competence is recorded.
- the administration of all medication will be recorded.
- that learners under 16 are not given aspirin or its derivatives unless prescribe
- Unless there is an agreed plan for the learner to self-medicate (16 years and above or Gillick competent), all medication will be administered by a member of staff. In other cases, it will be supervised in accordance with the IHP.
- Medication will only be administered by suitably trained staff who will check the maximum dosage and the amount and time of any prior dosage administered.
- that if appropriate certain medical procedures may require administration by an adult of the same gender as the learner, and will be witnessed by a second adult.
- the learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care which should be agreed and reflected in the IHP and risk assessment.
- The school will have an intimate care policy⁴. It will be followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.
- That if a learner refuses their medication, staff will record this and follow their defined procedures informing parents as soon as possible.
- If a learner misuses any medication, their parents will be informed as soon as possible. The school will ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, school staff will consider seeking immediate healthcare advice.

⁴ Intimate care can be defined as any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some learners are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as day-to-day tasks such as help with washing, toileting or dressing. It also includes supervision of learners involved in intimate self-care.

- The staff involved in the administration of medication are familiar with how learners consent to treatment. Further information on this from the Welsh Government can be found in the *Patient Consent to Examination and Treatment – Revised Guidance* (NHS, 2008)⁵.

7. Emergency procedures

The Governing Body will have a policy in place for handling emergency situations. Staff should know who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. Where a learner has an IHP, this will clearly define what constitutes an emergency and explain what to do. Staff will be made aware of emergency symptoms and procedures

In situations requiring emergency assistance, 999 will be called immediately. The location of learners' healthcare records and emergency contact details will be known to staff.

Other learners in the school, if appropriate, will know what to do in general terms in an emergency, such as to inform a member of staff immediately.

If a learner needs to be taken to hospital, a staff member will stay with the learner until a parent arrives.

8. Training

The Governing Body will ensure

- staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training.
- the policy clearly set out how a sufficient number of these staff will be identified and supported.
- When no specialist training is required the staff will facilitate the learner to meet their own healthcare needs if appropriate.
- health professionals are asked to provide advice suitable for the school, learners and families, particularly if a learner has complex needs.
- The training provided will be sufficient to ensure staff are competent, have confidence in their ability to support learners and fulfil IHP requirements. The training will involve input from the learner and parents if appropriate.
- all staff including temporary and new staff have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance.

⁵ www.wales.nhs.uk/sites3/page.cfm?orgid=465&pid=11930

- that if the trained staff who are usually responsible for administering medication are not available, the IHP will set out alternative arrangements. This also needs to be addressed in risk assessment and planning of off-site activities.

9. Qualification Examinations and National Curriculum Assessments

The Governing Bodies will be aware of their responsibilities around examination arrangements in accordance with the Statutory Guidance. <http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

For any pupils undertaking examinations in hospital or at home the school staff will liaise with the hospital teacher or the home teacher

Applications for special arrangements will be submitted by school to the awarding bodies. School will adhere to the full guidance given in the Joint Council for Qualifications' circulars *Adjustments for candidates with disabilities and learning difficulties* (2016)⁶ and *A guide to the special consideration process* (2016)⁷.

Adjustments, adaptations or additional time for learners taking the National Reading and Numeracy Tests will be based on normal classroom practice for particular needs. Teachers will use their professional judgement to support learners. Guidance is provided in the current *National Reading and Numeracy Tests – Test administration handbook*⁸.

10. Education other than at school (EOTAS)

For learners who are ill for very short periods of time, school will provide appropriate support quickly according to their educational needs taking into account the age, ability, aptitude and any special educational needs/additional learning needs (SEN/ALN) they may have, if the learner's condition permits. School will support the learner to catch up on their return.

Where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, particularly where absences are anticipated or known in advance, the school will inform the Local Authority who will make arrangements for the education of the learner.

⁶ www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2016-2017

⁷ www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017

⁸ learning.gov.wales/resources/browse-all/national-reading-and-numeracy-tests-administration-handbook/?lang=en

10.1 Integration

School will ensure successful integration after diagnosis or reintegration of learners with healthcare needs and will liaise with all agencies, including involving other learners in supporting the transition. Staff will be trained in a timely manner to assist the learner's return. The support will be considered by key parties, including the parent and learner and will be reflected in the IHP.

10.2 Discharge from hospital

When a learner is discharged from hospital the school will liaise with the home tuition service, the hospital's tuition service, the health professionals, the parents and learner as appropriate.

11. Reviewing policies, arrangements and procedures

The Governing Body will make certain that all individual policies, arrangements and procedures are reviewed regularly.

12. Insurance arrangements

The Governing Body will ensure school has an appropriate level of insurance in place to reflect the level of risk to cover the school's activities including off-site activities in supporting learners with healthcare needs.

13. Complaints procedure

The Governing Bodies will publicise the school's formal complaints procedure⁹, including how complaints can be escalated from teacher to headteacher, then to the governing body, and then to the local authority.

If the complaint is Equality Act 2010-/disability related, then consideration of an appeal to the Special Education Needs Tribunal for Wales (SENTW) can be made. Details of this are found on the website www.sentw.gov.wales.

14. Individual healthcare plans (IHPs)

An Individual Healthcare Plan sets out the health needs of the learner and how to manage those needs. The Governing Body will make certain that their healthcare needs policy includes information on who has overall responsibility for the creation, development and review of the IHPs as according to the guidance. <http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

The Governing Bodies make certain that sharing and storing of information complies with the Data Protection Act 1998 and does not breach the privacy rights of or duty of confidence owed to the individuals.

⁹ Section 29 of the Education Act 2002 at www.legislation.gov.uk/ukpga/2002/32/section/29

The Governing Body will through their individual Healthcare Policies encourage learners when appropriate to take responsibility for managing their own medicines and procedures. This should be reflected within the learner's IHP.

The Governing Body will through their individual Healthcare Policies record the administration of medication appropriately as according to the guidance. The operation of such systems will comply with the Data Protection Act 1998.

15. Unacceptable practice

The Governing Body will ensure that all school are aware of what unacceptable practice is through access to this policy and the Statutory Guidance. <http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

The Governing Body deems unacceptable practice to be:

- preventing learners from attending school due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others
- preventing learners from easily accessing their inhalers or other medication, and prevent them from taking their medication when and where necessary
- assuming every learner with the same condition requires the same treatment
- ignoring the views of the learner or their parents, or ignore healthcare evidence or opinion (although these views may be queried with additional opinions sought promptly)
- sending learners with healthcare needs home frequently or prevent them from staying for normal activities, including lunch, unless this is suitably specified in their IHP
- sending a learner who becomes ill or needs assistance to a medical room or main office unaccompanied or with someone unable to properly monitor them
- penalising a learner for their attendance record if the absence is related to their healthcare needs. 'Authorised absences' including healthcare appointments, time to travel to hospital or appointment, and recovery time from treatment or illness should not be used to penalise a learner in any way. This includes, but is not limited to, participation in activities, trips or awards which are incentivised around attendance records
- requesting adjustments or additional time for a learner at a late stage. They should be applied for in good time. Consideration should also be given to adjustments or additional time needed in mock examinations or other tests
- preventing learners from drinking, eating or taking toilet or other breaks whenever needed in order to manage their healthcare needs effectively

- requiring parents, or otherwise make them feel obliged, to attend the education setting, trip or other off-site activity to administer medication or provide healthcare support to the learner, including for toileting issues
- expecting or cause a parent to give up work or other commitments because the education setting is failing to support a learner's healthcare needs
- asking a learner to leave the classroom or activity if they need to administer non-personal medication or consume food in line with their health needs
- preventing or create unnecessary barriers to a learner's participation in any aspect of their education, including trips, e.g. by requiring a parent to accompany the learner.

as stated in page 27 of the statutory guidance:

<http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

The Governing Body will ensure that measures are put in place to prevent unacceptable practice through making all staff aware of the content of this policy and through a range of monitoring and evaluation of the procedures in place.