RAYNES
PARK HIGH SCHOOL

Medical Conditions – Support for Pupils Policy

Statutory	Yes
Responsibility	Assistant Headteacher
Approval Authority	Governing Body
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Author	Mrs J Fowler
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Equality Impact Assessment	Yes

RAYNES PARK HIGH SCHOOL

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Supporting Pupils in Schools with Medical Conditions Policy

1.Statement of intent

The Governing Board of Raynes Park High School has a duty to ensure arrangements are in place to support pupils with medical conditions. The aim of this policy is to ensure that all pupils with medical conditions, in terms of both physical and mental health, receive appropriate support allowing them to play a full and active role in school life, remain healthy, have full access to education (including school trips and physical education) and achieve their academic potential.

Raynes Park High School believes it is important that parents/carers of pupils with medical conditions feel confident that the school provides effective support for their child's medical condition, and that pupils feel safe in the school environment.

Long-term absences as a result of medical conditions can affect educational attainment, impact integration with peers, and affect wellbeing and emotional health. This policy contains procedures to minimise the impact of long-term absence and effectively manage short-term absence.

Some pupils with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. The school has a duty to comply with the Act in all such cases. In addition, some pupils with medical conditions may also have SEND and have an education, health and care (EHC) plan collating their health, social and SEND provision. For these pupils, compliance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' and the school's SEND Policy will ensure compliance with legal duties. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

2. Legislation and statutory responsibilities

This policy meets the requirements under Section 100 of the Children and Families Act 2014, which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions.

This policy has been developed in line with the Department for Education's statutory guidance released in April 2014 updated 11th December 2015 – "Supporting pupils at school with medical conditions" Supporting pupils at school with medical conditions.

3. Roles and responsibilities

3.1 The Governing Board

- The Governing Board has ultimate responsibility to make arrangements to support pupils with medical conditions. The Governing Board will review to ensure that sufficient staff have received suitable training and are competent before they are responsible for supporting children with medical conditions. (Appendix 1)
- Governors will ensure the Headteacher is held accountable for implementing this policy

3.2 The Headteacher

The Headteacher will:

- Ensure all staff are aware of this policy and understand their role in its implementation
- Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all Individual Healthcare Plans (IHPs), including in contingency and emergency situations
- Take overall responsibility for the development of IHPs
- Make sure that school staff are appropriately insured and aware that they are insured to support pupils in this way
- Contact the school nursing service in the case of any pupil 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
- Ensure that systems are in place for obtaining information about a child's medical needs and that this information is kept up-to-date

3.3 Staff

Supporting pupils with medical conditions during school hours is not the sole responsibility of one person. Any member of staff may be asked to provide support to pupils with medical conditions, although they will not always be required to do so. This includes the administration of medicines.

Those staff who take on the responsibility to support pupils with medical conditions will receive sufficient and suitable training, and will achieve the necessary level of competency before doing so.

Teachers will take into account the needs of pupils with medical conditions that they teach. All staff will know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

3.4 Parents

Parents will:

- Provide the school with sufficient and up-to-date information about their child's medical needs
- Be involved in the development and review of their child's IHP and may be involved in its drafting

- Carry out any action they have agreed to as part of the implementation of the IHP e.g. provide medicines and equipment

3.5 Pupils

Pupils with medical conditions will often be best placed to provide information about how their condition affects them. Pupils should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHPs. They are also expected to comply with their IHPs. Pupils are encouraged to manage their own medication and procedures.

3.6 First aiders

First aiders at Raynes Park High School have a responsibility to:

- give immediate help to casualties with common injuries or illnesses and those arising from specific hazards with the school
- when necessary, ensure that an ambulance or other professional medical help is called

3.7 Special Educational Needs Coordinator

Special Educational Needs Coordinator (SENCo) at Raynes Park High School have the responsibility to:

- help update the school's Medical Condition Policy
- know which pupils have a medical condition and which have Special Educational Needs because of their condition
- ensure pupils who have been unwell catch up on missed schoolwork
- ensure teachers make the necessary arrangements if a pupil needs special consideration or access arrangements in exams or course work

3.8 School nurse and other healthcare professionals

Our school nursing service will notify the school when a pupil has been identified as having a medical condition that will require support in school. This will be before the pupil starts school, wherever possible.

Healthcare professionals, such as GPs and paediatricians, will liaise with the school's nurses and notify them of any pupils identified as having a medical condition.

3.9 The role of the Local Authority

Local Authorities (LAs) provide school nurses for maintained schools and academies. The LA provides support, advice and guidance, including suitable training for school staff, to ensure that the support specified within IHPs can be delivered effectively. The LA works with Raynes Park High School to support pupils with medical conditions to attend full time but has a duty to make other arrangements when it is clear that a child will be away from schools for 15 days or more because of health needs (whether consecutive or cumulative across the school year).

4. Equal opportunities

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

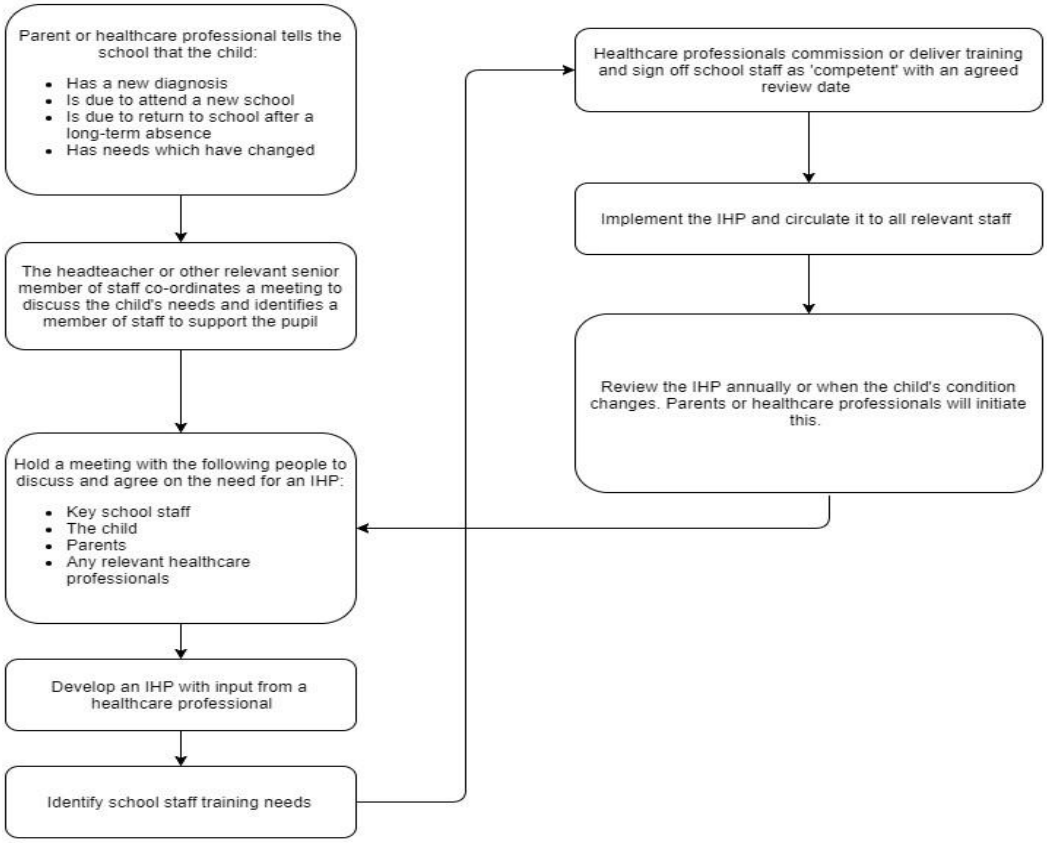
The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

5. Being notified that a child has a medical condition

Where possible the school will not wait for a formal diagnosis before providing support to a pupil with medical needs. Support will be provided based on the available medical evidence and after consultation with parents. When the school is notified that a pupil has a medical condition, the process outlined below will be followed to decide whether the pupil requires an IHP.

The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for pupils who are new to our school. For children moving on to another scool, relevant information will be passed to the new school as soon as possible.



6. Individual Healthcare Plans (IHPs)

The Headteacher has overall responsibility for the development of IHPs for pupils with medical conditions. This has been delegated to the Pupil Wellbeing Assistant.

Plans will be reviewed at least annually, or earlier if there is evidence that the pupil's needs have changed.

Plans will be developed with the pupil's best interests in mind and will set out:

- What needs to be done
- When
- By whom

Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advice on the pupil's specific needs. The pupil will be involved wherever appropriate.

IHPs will be linked to, or become part of, any education, health and care (EHC) plan. If a pupil has SEN but does not have an EHC plan, the SEN will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The Governing Board, Head of Inclusion and Heads of Year, will consider the following when deciding what information to record on IHPs:

- 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 and/or adjustments to the pupil's timetable
- The level of support needed, including in emergencies. If a pupil is self-managing their medication, this will 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 pupil'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 pupil'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 pupil can participate, e.g. risk assessments
- Where confidentiality issues are raised by the parent/pupil, the designated individuals to be entrusted with information about the pupil's condition
- What to do in an emergency, including who to contact, and contingency arrangements

7. Raynes Park High School has clear guidance about record keeping

7.1 Admission forms

a. Parents at Raynes Park High School are asked if their child has any health conditions or health issues on the admission form, which is filled out when a pupil joins the school. Parents of new pupils starting at other times during the year are also asked to provide this information on admission forms. Data forms are distributed every year and parents are expected to notify the school of any medical changes.

7.2 Drawing up Individual Healthcare Plans (Appendix 2)

b. Raynes Park High School uses an IHP to record important details about individual children's medical needs at school, their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the Healthcare Plan if required.

c. If a pupil has a short-term medical condition that requires medication during school hours, a medication form plus explanation is sent to the pupil's parents to complete.

d. If a pupil has a longer term medical condition the school, the healthcare professional, parent and pupil with a medical condition (if appropriate), are asked to fill out the pupil's Individual Healthcare Plan together.

7.3 School Individual Healthcare Plan register

e. Individual Healthcare Plans are used to create a centralised register of pupils with medical needs. An identified member of staff (Pupil Wellbeing Assistant) has responsibility for the register at this school.

f. The responsible member of staff follows up with the parents any further details on a pupil's Individual Healthcare Plan required or if permission for administration of medication is unclear or incomplete.

7.4 Ongoing communication and review of Individual Healthcare Plans

g. Parents at Raynes Park High School are regularly reminded to update their child's Individual Healthcare Plan if their child has a medical emergency or if there have been changes to their symptoms (getting better or worse), or their medication and treatments change.

h. Staff at Raynes Park High School use opportunities such as teacher–parent interviews, emails, phone calls and letters home to check that information held by the school on a pupil's condition is accurate and up-to-date.

i. Every pupil with an Individual Healthcare Plan at Raynes Park High School has their plan discussed and reviewed at least once a year.

7.5 Storage and access to Individual Healthcare Plans

j. Individual Healthcare Plans are kept electronically and in a secure central location at school.

k. All members of staff who work with groups of pupils have access to the Individual Healthcare Plans of pupils in their care.

l. When a member of staff is new to a pupil group, for example due to staff absence, the school makes sure that they are made aware of (and have access to) the Individual Healthcare Plans of pupils in their care.

m. Raynes Park High School ensures that all staff protect pupil confidentiality.

7.6 Use of Individual Healthcare Plans

The plan is designed to help the school to effectively support pupils with medical conditions in accessing the curriculum and wider school life.

They should be developed in the context of assessing and managing risks to the child's education, health and social well-being and to minimise time out of school/ learning. Where the child has a Special Education Need this health care plan should be attached to the Education, Health and Care Plan (EHCP)

Where a child is absent for over 15 days due to illness the school will consider reviewing or setting up an Individual Health Care plan with school nursing/ GP. The aim of this review is to promote the child's attendance and engagement in school and maximise their access to the curriculum.

Where this Individual health care plan review decides that the pupil cannot attend school on medical grounds a referral will be made to the Local Authority Medical Provision for consideration.

7.7 Residential visits and School Trips

Parents are sent a residential visit / school trips form to be completed and returned to school shortly before their child leaves for an overnight or extended day visit. This form requests up-to-date information about the pupil's current condition and their overall health. This provides essential and up-to-date information to relevant staff and school supervisors to help the pupil manage their condition while they are away. This includes information about medication not normally taken during school hours.

All residential visit forms are taken by the relevant staff member on visits and for all out-of-school hours' activities where medication is required. These are accompanied by a copy of the pupil's Individual Healthcare Plan.

All parents of pupils with a medical condition attending a school trip or overnight visit are asked for consent, giving staff permission to administer medication at night or in the morning if required.

If the form includes current issues of medication - a discussion is held with the parent about how the medical condition will be managed whilst on the trip.

8. Managing medicines

Prescription medicines will only be administered at school:

- When it would be detrimental to the pupil's health or school attendance not to do so and where we have parents' written consent

The only exception to this is where the medicine has been prescribed to the pupil without the knowledge of the parents.

Pupils under 16 will not be given medicine containing aspirin unless prescribed by a doctor.

Anyone giving a pupil medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken. Parents will always be informed.

The school will only accept prescribed medicines that are:

- In-date
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage

Medication is stored in accordance with instructions, paying particular note to temperature.

The school will accept insulin that is inside an insulin pen or pump rather than its original container, however, it must be in date.

All medicines will be stored safely. Pupils will be informed about where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to pupils.

9. Safe disposal

Parents at Raynes Park High School are asked to collect out-of-date medication.

If parents do not pick up out-of-date medication, or at the end of the school year, medication is taken to a local pharmacy for safe disposal.

A named member of staff (Pupil Wellbeing Assistant) is responsible for checking the dates of medication and arranging for the disposal of any that have expired. This check is done at least three times a year and is always documented.

Sharps boxes are used for the disposal of needles. Parents obtain sharps boxes from the child's GP or paediatrician on prescription.

If a sharps box is needed on an off-site or residential visit, a named member of staff is responsible for its safe storage and return to a local pharmacy/ the school/the pupil's parent.

Collection and disposal of sharps boxes is dealt with appropriately.

10. Controlled drugs

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

A pupil who has been prescribed a controlled drug may have it in their possession if they are competent to do so, however, they must not pass it to another pupil to use. All other controlled drugs are kept in a secure cupboard in the medical room and only named staff have access.

Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

11. Pupils managing their own needs

Pupils are encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents and reflected in their IHP.

Pupils will be allowed to carry their own medicines and relevant devices wherever possible. Staff will not force a pupil to take a medicine or carry out a necessary procedure if they refuse, however will follow the procedure agreed in the IHP and inform parents so that an alternative option can be considered, if necessary.

12. Unacceptable practice

School staff should use their discretion and judge each case individually with reference to the pupil's IHP, however it is generally not acceptable to:

- Prevent pupils from easily accessing their inhalers and medication, and administering their medication when and where necessary
- Assume that every pupil with the same condition requires the same treatment

- Ignore the views of the pupil or their parents
- 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 IHP
- If the pupil becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable
- Penalise pupils 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 pupil, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs
- Prevent pupils from participating, or create unnecessary barriers to pupils participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany their child, administer, or ask pupils to administer medicine in school toilets

13. Emergency procedures

Staff will follow the school's normal emergency procedures (for example, calling 999). All pupils' IHPs will clearly set out what constitutes an emergency and will explain what to do.

If a pupil needs to be taken to hospital, staff will stay with the pupil until the parent arrives, or accompany the pupil to hospital by ambulance.

14. Training

Staff who are responsible for supporting pupils with medical needs will receive suitable and sufficient training to do so.

The training will be identified during the development or review of IHPs. Staff who provide support to pupils with medical conditions will be included in meetings where this is discussed.

The relevant healthcare professionals will lead on identifying the type and level of training required and will agree this with the Head of Inclusion and Head of Year. Training will be monitored and kept up-to-date.

Training will:

- Be sufficient to ensure that staff are competent and have confidence in their ability to support the pupils
- Fulfil the requirements in the IHP
- Help staff to have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures

Healthcare professionals will provide confirmation of the proficiency of staff in a medical procedure, or in providing medication.

All staff will receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

15. Record keeping

The Governing Board will ensure that written records are kept of all medicine administered to pupils. Parents will be informed if their pupil has been unwell at school. IHPs are kept in a readily accessible place which all staff are aware of.

16. Liability and indemnity

The Governing Board will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

17. Complaints

Parents with a complaint about their child's medical condition should discuss these directly with the Pupil Wellbeing Assistant and Head of Year in the first instance. If the Head of Year cannot resolve the matter, they will direct parents to the school's complaints procedure.

18. Policy review

a. This school's medical condition policy is reviewed, evaluated and updated annually in line with the school's policy review timeline.
b. The policy follows the statutory guidance outlined in 'Supporting pupils at school with medical conditions' DfE (updated December 2015).
c. In evaluating the policy, Raynes Park High School seeks feedback on the effectiveness and acceptability of the medical conditions policy with a wide-range of key stakeholders within the school and health settings. These key stakeholders include:
    - Pupils
    - Parents
    - School nurse and/or school healthcare professionals
    - Headteacher
    - Teachers
    - Special Educational Needs Coordinator (SENCo)
    - Pastoral Support/Welfare Officer
    - First aiders
    - all other school staff
    - local emergency care service staff (including accident & emergency and ambulance staff) local health professionals

- the school employer
- school governors

d.The views of pupils with various medical conditions are actively sought and considered central to the evaluation process.

Appendix 1:

1. Identified Staff training record

Name of school/setting	
Name	
Type of training received	
Date of training completed	
Training provided by	
Profession and title	

I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment. I recommend that the training is updated [name of member of staff].

Trainer's signature: _____

Date: _____

I confirm that I have received the training detailed above.

Staff signature: _____

Date: _____

Review date: _____

Appendix 2:
Individual Healthcare Plan:
School healthcare plan

Created by: Hannah Watson

Care plan: Long term



(Photo of pupil)

(Name of Pupil)

Date of birth:

Class/Year:

Gender:

Address:

Medical Conditions

RAYNES PARK HIGH SCHOOL

Medical Conditions | Medication

(Condition) | (Medication)

Emergency contacts

#	Name	Relationship	Priority	Contact details

Consent

I understand that I must deliver the medicine in its original container and include prescribing instructions and contradiction information to the school office. The information is, to the best of my knowledge, accurate at the time of writing. I will inform the school office immediately, in writing, if there is any change in circumstances relating to the information on this health care plan.

Name(s): _____

Signed: _____

Date: _____

Relationship to Pupil: _____

RAYNES PARK HIGH SCHOOL

Central London Community Healthcare NHS
NHS Trust
Your healthcare closer to home

Appendix 3:
School Nurse referral form:

Community School Nursing Referral Form	
Child's Name: (please print)	School:
Date of Birth:	Class / Tutor group
Contact telephone number:	Ethnicity:
Parental / Guardian consent given by (name)	
Has this been discussed with the pupil **Yes / No** (If this hasn't been possible, please state why?)	
Reason for referral: (please provide all relevant information. Continue overleaf if necessary	
Referred by:	Signature of the referrer: Date
Does the pupil have additional education or health needs? **Yes / No**	Details

Behaviour at school	
Behaviour at home if known	
Other agencies involved (Please list) For School Nursing Service Use only:	
Date referral received:	Accepted **Yes / No** (State reason if not accepted)
Priority for assessment (Please tick and give target date) **High** **Medium** **Low** Dates:	
Acknowledgement sent to referrer: **Yes / No**	Date:
Action Taken: □ **Telephone Advice** □ **Appointment** □ **Home Visit** □ **Group Session** □ **Staff Training Session** □ **Other (Please state)**	
Date Commenced: Date Completed Work Ongoing **Yes/ NO**	

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Appendix: 5b First Aid/Incident/Illness Report form:

Student or staff name* :

First aider name* :

Date of incident* : D D M M Y Y

Time Of Incident*: H H M M

Location* :

Symptoms* :

Description :

Treatment administered* :

Status* : Stayed at school | Went home | Went to hospital

Office use only: Recorded on Medical Tracker : Yes

Incident- Staff & Visitor

MEDICAL TRACKER

Name of first aider

Location of incident

Time of incident

__ __ : __ __ am / pm

Date of incident

Injury description

How it happened?

RAYNES PARK HIGH SCHOOL

2. About the injured person

Title	Forename	Last name

Address line 1	Address line 2	Address line 3

Town	Postcode	Phone number

☐ Male

☐ Female

Age

Kind of accident	Work process involved?	Main factor involved in the incident?
Fall from height, slip trip fall etc...	Construction, teaching, sport etc...	Twisting turning, tripping, lifting etc...

About the severity of the person's injuries

☐ Person died as a result of their injury

☐ The person did not die, they sustain one of the listed injuries

☐ Injury prevented the person from carrying out their routine work for more than 7 days

Relation of injured person to school:

Employee, Training scheme, Employed by someone else, Work experience, Self-employed, Member of the public (includes pupils, pupils, customers, patients) etc...

OFFICE USE ONLY:

RECORDED ON MEDICAL TRACKER: NAME:_____ DATE:_____

Appendix 6:
Changes to condition/medication letter:

Our reference: HW

DATE

Dear <ParentalSalutation>,

Re: Medical Conditions and Pupil Support

Now that we have started the new academic year, we are updating our medical notifications and reviewing <PreferredForename>'s declared medical conditions.

School records show that <PreferredForename> has been diagnosed with XXXX.

Please could you let us know whether there have been any changes to <his/her> condition or medication and whether there is anything we should know in order to provide continued support in school.

If you would like any further information or have any questions, please do not hesitate to contact me.

Yours faithfully,

Mrs H Watson
Pupil Wellbeing Officer

Appendix 7:
Request for medical device- allergies:

Our reference: HW

DATE

Dear <ParentalSalutation>,

Re: Declared Allergies and Pupil Support

Now that we have started the new academic year, we are updating our medical notifications and reviewing <PreferredForename>'s declared allergies and Allergy Action Plan.

School records show that <PreferredForename> has been diagnosed with an allergy that may require emergency medication. We are required to hold a personal auto injector pen (usually an EpiPen, Jext) for all pupils with declared allergies.

As we do not hold a device, can you confirm that <PreferredForename> carries <his/her> device with <him/her>. Alternatively, please can you supply a device for us to hold in school as soon as possible.

If we do not hear from you, we will take it as confirmation that <PreferredForename> carries <his/her> own device. If <he/she> does not need emergency medication for <his/her> allergy, please do let us know.

If you would like any further information or have any questions, please do not hesitate to contact me.

Yours faithfully,

Mrs H Watson
Pupil Wellbeing Officer

Appendix 8:
Out of date Medication-Allergies:

Our reference: HW/

DATE

Dear <ParentalSalutation>,

Re: Declared Allergies and Pupil Support

Now that we have started the new academic year, we are updating our medical notifications and reviewing <PreferredForename>'s declared allergies and Allergy Action Plan.

School records show that <PreferredForename> has been diagnosed with an allergy that may require emergency medication. We are required to hold a personal auto injector pen (usually an EpiPen, Jext) for all pupils with declared allergies.

The medication we currently hold for <PreferredForename> is now out of date. Please can you supply us with a replacement as soon as possible or alternatively let us know whether <he/she> carries a device with <him/her>.

If we do not hear from you, we will take it as confirmation that <PreferredForename> carries <his/her> own device. If <he/she> no longer requires emergency medication for <his/her> allergy, please do let us know.

If you would like any further information or have any questions, please do not hesitate to contact me.

Yours faithfully,

Mrs H Watson
Pupil Wellbeing Officer

Appendix 9:
Request for medical device- asthma:

Our reference: HW/

DATE

Dear <ParentalSalutation>,

Re: Asthma and Pupil Support

Now that we have started the new academic year, we are updating our medical notifications and reviewing <PreferredForename>'s declared medical condition.

School records show that <PreferredForename> has been diagnosed with asthma.

We currently do hold a spare inhaler for <PreferredForename>. Please can you supply us with a spare as soon as possible or alternatively let us know whether <he/she> carries <his/her> own inhaler on <him/her>.

If we do not hear from you, we will take it as confirmation that <PreferredForename> carries <his/her> own inhaler. If <he/she> no longer requires and inhaler for <his/her> asthma, please do let us know.

If you would like any further information or have any questions, please do not hesitate to contact me.

Yours faithfully,

Mrs H Watson
Pupil Wellbeing Officer

Appendix 10:
Out of date Medication-Asthma:

Our reference: HW/

DATE

Dear <ParentalSalutation>,

Re: Asthma and Pupil Support

Now that we have started the new academic year, we are updating our medical notifications and reviewing <PreferredForename>'s declared medical condition.

School records show that <PreferredForename> has been diagnosed with asthma.

The inhaler we currently hold for <PreferredForename> is now out of date. Please can you supply us with a replacement as soon as possible or alternatively let us know whether <he/she> carries <his/her> own inhaler on <him/her>.

If we do not hear from you, we will take it as confirmation that <PreferredForename> carries <his/her> own inhaler. If <he/she> no longer requires and inhaler for <his/her> asthma, please do let us know.

If you would like any further information or have any questions, please do not hesitate to contact me.

Yours faithfully,

Mrs H Watson
Pupil Wellbeing Officer

RAYNES PARK HIGH SCHOOL

Equality Impact Assessment

Policy	Medical Conditions- Support for Pupils Policy
EIA completed by:	H Watson
Contributors to EIA:	
Policy will affect	✓ Pupils ✓ Staff ✓ Governors ✓ Volunteers ✓ Visitors
Date completed:	19/03/2026

Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Example Protected characteristic	✓			Explain the impact you have recorded, and provide evidence for this, for example: ▪ Consultations ▪ Pupil data ▪ National data, reports, and best practice advice
Sex		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Gender reassignment		✓		

Pregnancy or maternity		✓		
Age		✓		
Disability		✓		
Marriage or civil partnership		✓		
	Additional contextual groupings			
EAL		✓		
LAC		✓		
Families with separated parents		✓		

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Include details of any internal or external consultation done, and its outcomes:

FINAL DECISION ON POLICY
Please tick the appropriate decision: ☐ Remove the policy (if it's not statutory) ☐Adapt the policy to address the equality issues you've identified ✓Keep the policy without change