SUPPORTING LEARNERS WITH MEDICAL CONDITIONS POLICY

Individual care, safe participation and coordinated health support

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | SCOPE AND LEADERSHIP

Support learners with short-term, long-term, physical and mental health needs to access current commissioned AP safely. Kate coordinates arrangements with trained staff and relevant professionals. Read with First Aid and Medication, Allergy Safety, SEND, Attendance and Safeguarding. Staff do not diagnose conditions or replace clinical services.

2 | INFORMATION BEFORE ATTENDANCE

Gather medical needs, symptoms, medication, specialist instructions, emergency contacts and access requirements at referral. Confirm what the commissioner and family will supply and who coordinates care. Explain arrangements to the learner accessibly. Do not assume the absence of a diagnosis means no support is needed.

3 | INDIVIDUAL HEALTHCARE PLANS

Prepare a proportionate plan when needs require coordinated care. Record symptoms, triggers, medicines, treatment instructions, emergency action, responsibilities, staff competence, privacy and review dates. Involve the learner, family and relevant clinician or commissioner. Link to EHCP provision and ensure the plan reflects actual deliverable staffing and facilities.

4 | TRAINING AND STAFFING

Allocate competent adults and backup for absence, visits and transport. Obtain condition-specific instruction before undertaking specialist tasks and keep evidence of training. First-aid certification alone does not establish competence for every healthcare procedure. Arrange professional advice where needs exceed staff capacity and agree safe provision with the commissioner.

5 | MEDICINES AND EMERGENCY ACCESS

Follow the separate medication procedure for consent, labelled supply, dose, storage, administration, recording and disposal. Do not change medication instructions without authorised clinical advice. Keep emergency treatment accessible through individual plans. A learner must not lose necessary medicine or monitoring access as a sanction.

6 | PARTICIPATION AND ADJUSTMENTS

Plan accessible teaching, breaks, hydration, food, movement, personal care and physical activity with individual needs in mind. Do not routinely exclude a learner from trips or require parental attendance because of a medical condition. Review risks and reasonable adjustments and provide a meaningful alternative where a specific activity cannot safely proceed.

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7 | SELF-MANAGEMENT AND DIGNITY

Assess ability to self-manage with the learner and appropriate adults and record agreed supervision. Support growing independence without transferring an unsafe burden. Provide privacy for care and explain any physical assistance. Adults must stay within agreed professional boundaries and safeguarding controls when intimate or personal care is necessary.

8 | ABSENCE AND RETURN

Communicate with families and commissioners about health-related absence and access to learning. Arrange a safe return or temporary adjustment with review dates. Do not use indefinite reduced attendance as a substitute for required support. Seek clinical advice on recovery or activity restrictions where appropriate rather than relying on informal assumptions.

9 | EMERGENCIES AND INCIDENTS

Follow the individual action plan, call 999 for serious immediate risk and provide first aid within competence. Send relevant medical information with the emergency handover and notify family/commissioner appropriately. Record symptoms, actions, treatment, times and advice. Review near misses and ensure replacement supplies and updated plans before further exposure.

10 | INFORMATION SHARING AND REVIEW

Keep medical records restricted and current while ensuring responsible staff know essential safety instructions. Share lawfully with relevant professionals and agencies. Review plans at least annually and sooner after changes or incidents. Governance checks delivery and unresolved needs; concerns about care use Complaints and safeguarding routes where indicated.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

DfE: Supporting pupils at school with medical conditions; use according to setting status; Impact healthcare and SEND policies.

gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Check current versions and apply according to Impact's legal and commissioning status.