



ERT Medical Conditions Policy

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Introduction

Our medical conditions policy is set out to support students who have a medical condition and may need help accessing education in our setting. By laying out in writing our policy, we are complying with the legal duty that all schools have had since 2014 to accommodate student's needs surrounding their health.

Objectives of the Policy

The aim of this policy is to set out how we at Eastern Region Training will accommodate students with medical conditions, how we will support them during their time with us and how we will endeavour to include family members and other support networks as necessary.

This policy and information report is based on the statutory guidance set out by the government in December 2015:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Which is based on section 100 of the 2014 Children and Families Act, stating that schools have a duty to support students who have physical and mental health conditions so that they can have a full and active school life.

Roles and Responsibilities:

Clive as the managing director has ultimate responsibility for the guidance that we give to our students. While the choice for adjustments lies with the student, it is Clive who has the end responsibility to ensure that we are able to provide that support and to find alternative offers if the first choice is not readily available.

We have a number of staff trained in first aid procedures and we also have a Paediatric Nurse who is competent to advise on medication.

In the first instance, the student, guardians, teachers and Clive will meet to discuss the implementation of special adjustments. We fully understand the need to be vigilant with students who require medication and we know that when we take on students with medical requirements, we shoulder some responsibility for ensuring that the correct medication is taken at correct times.

All staff are trained in First Aid, and all staff members will be made aware of any medical conditions that any student has so that they can be alert when the pupil is with us in the centre.

No staff will give students any medication while they are at the centre except with written parental / guardian permission except in exceptional circumstances where there is limited options.

Admissions & Adjustments:

Eastern Region Training is aware of the Equality Act 2010 and the 2014 Children and Families Act. As a private provider, we do not have to accept any student in the same way that a school must, but if we do accept students with medical conditions, we are fully aware of the need for us to comply with our duty. We want all students to be able to achieve and have the chance to experience the construction industry. We will use any IHC plans or statements that the students bring to us from their main school or education provision to adapt our teaching to suit their needs.

We run small groups which enable us to focus on the individual needs of each learner. This will further help our students as they will have a smaller student to teacher ratio than they would at mainstream school. However, we must also be aware that some medical conditions would make it impossible to safely train a student, no matter how much we and they may wish to.

Identification, Assessment and Review:

On entry to us at Eastern Region Training, we will ask the partner school for any background information on the student and ask them to share copies of statements.

Each student has an ILP and we do an Initial Assessment which includes special requirements and a VARK. Our apprentices also do BKSBs with us. Each student has individual targets which are reviewed on a monthly basis, depending on the length of their programme with us.

We perform a lot of formative assessment throughout the course with our students, when we may pick up any changes or any outward behaviours which may be masking an underlying medical condition. We will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When deciding whether medical intervention may be required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Storage of Medication:

We at Eastern Region Training know that not all students are able to administer or carry their own medication. Where possible, the student will store their own medication. If this is not feasible, the student must know where their medication is kept. This will be in the main office, either in the fridge or secure office depending on the requirements of the medication.

Medication must be in date and stored in the original container with a copy of the prescription seen. At the end of the programme, students and their carers are required to collect any unused medication and dispose of it as usual.

Reviews of Procedures:

After a first aid incident, or an incident involving a student who has known medication, staff will review the event and decide if all went to plan or what could have been changed to improve efficiency or lessen stress levels. First Aid boxes are updated after incidents, while any securely stored medication would be replaced by the student or guardians in line with a GP or specialist prescription.

If a student is unable to attend class due to their medical condition, ERT would like the guardian or partner school to inform us. If the student is ill for a prolonged period, we can look into providing work or an alternative qualification if necessary. We will review this on a case by case basis as it occurs.

Complaints:

If a student or a parent wishes to make a complain, we have an appeals policy for assessment as well as a complaints policy which outlines how to address any problems and how we deal with those complaints.

The complaint will be passed to Clive if the teacher is unable to solve the complaint, who will pass it onto the partner school as necessary.

Parents:

We welcome the involvement of parents for any of our students, not only those with medical conditions. We have an induction questionnaire which parents are requested to fill in which should detail parental permissions, allergies, SEND and medical provisions. We hope that students share their progress reviews with parents. Our apprentices have a copy sent directly to their employer.

