

Ysgol Bryn Castell

Supporting Learners with Healthcare Need Policy

(NB: Please refer to the YBC First Aid Policy and the Administration of medication, Asthma Inhalers and AAls as indicated)



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1. Key principles

The aim of this policy is to ensure:

- that all staff understand and work within the principles of inclusivity as set out in this policy
- that no pupils are excluded from school activities as a result of a medical condition
- that all staff understand their roles and responsibilities as set out in this and associated policies (eg. First Aid)
- that staff are confident in responding to the needs of individual pupils in relation to their healthcare needs
- that staff are aware of the needs of their learners through the appropriate and lawful sharing of individual healthcare plans (IHP)
- that, where appropriate, learners are encouraged and supported to take responsibility for their own healthcare needs

1.1 Legal Requirements

This policy relates directly to Section 175 of the Education Act 2002 places a duty on local authorities and 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.

In meeting the duties under section 175 of the Education Act 2002, local authorities and governing bodies must have regard to guidance issued by the Welsh Ministers under this section.

Section 21(5) of the Education Act 2002 places a duty on governing bodies to promote the well-being of learners at the school so far as related to the matters mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

1.2 Rights of learners

All learners with healthcare needs are entitled to a full education. In addition to the duties set out above (Education Act 2002), consideration must also be given to whether the learner is defined as disabled under the Equality Act 2010.

Governing bodies must comply with the duties of this Act, including those within an education context. For example, reasonable adjustments for disabled learners must be made and disabled learners must not be discriminated against when making admission arrangements. In drafting this statutory guidance and advice, the Welsh Ministers have had regard to the UNCRC – the contents reflect the rights contained in the convention.

2. Roles and responsibilities

Designated Governor Mr Phil Aubrey

a) **The Governing body will ensure that YBC:**

- complies 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)
- promotes the well-being of all learners
- considers how they can support learners to develop the skills, knowledge and emotional resilience required to uphold their rights and the rights of others
- ensures the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to a Headteacher, member of staff or professional as appropriate
- works collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner
- develops and implements effective arrangements to support learners with healthcare needs to include a policy on healthcare needs and where appropriate, IHPs for particular learners
- ensures arrangements are in place for the development, monitoring and review of the healthcare needs arrangements
- ensures 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
- ensures 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
- ensures staff with responsibility for supporting learners with healthcare needs are appropriately trained
- ensures appropriate insurance cover is in place, any conditions are complied with and staff are clear on what this means for them when supporting learners
- has an infection prevention policy that fully reflects the procedures laid out in current guidance.

b) **Headteacher**

The Headteacher will ensure arrangements to meet the healthcare needs of learners are sufficiently developed and effectively implemented. Delegating responsibility to other members of the SMT as appropriate This will include:

- 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 such actions maintained.
- ensuring the support put in place focuses on and meets the individual learner's needs, also known as person-centred planning

- extending awareness of healthcare needs across the education setting in line with the learner's right to privacy. This may 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
- 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 education setting'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 education setting 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
- being mindful of the Social Services and Well-being (Wales) Act 2014. Education settings should be fully aware of this approach and ensure assistance to learners is provided using a holistic approach.

c) Teachers and support staff

Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. Staff members will receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. No staff member will be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan. Many of these conditions are further explained in the School First Aid Policy.

In addition to the training provided to staff that have volunteered or are contracted to support learners with healthcare needs, YBC will ensure staff:

- fully understand the YBC'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. This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the learner is unwell, refuses to take medication or refuses certain activities because of their healthcare needs
- are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency. This includes knowing who the first aiders are and seeking their assistance if a medical emergency takes place
- fully understand the education setting'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. This includes 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 education setting'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 the education setting. This may include reporting any deterioration, concerns or changes to learner or staff routines.

d) Learners and parents

It is vital that learners and parents are actively involved in the planning of support and management of healthcare needs. Meeting the individual's needs should be at the centre of decision making and processes. The UNCRC states learners should have access to appropriate information essential for their health and development and have opportunities to participate in decisions affecting their health.

Parents and learners should:

- receive updates regarding healthcare issues/changes that occur within the education setting
- be involved in the creation, development and review of an IHP (if any). The parent and learner may be best placed to provide information about how their healthcare needs affect them. They should be fully involved in discussions about how the learner's healthcare needs will be met in the education setting, and contribute to the development of, and compliance with, their IHP

- 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. Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs
- inform the education setting 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
- ensure a nominated adult is contactable at all times and all necessary forms are completed and signed
- inform the education setting if their child has/had an infectious disease or condition while in attendance.

Where appropriate Learners should:

- inform staff if they are feeling unwell
- inform staff of any changes to their healthcare needs
- be involved in the development and agreeing to the IHP

e) NHS Wales school health nursing service, third sector organisations and other specialist services

- YBC works in collaboration with NHS Wales as part of the school immunisation programme
- Healthcare and practical support can be found from a number of organisations. Education settings have access to a health advice service. The scope and type of support the service can offer may include:
 - offering advice on the development of IHPs
 - assisting in the identification of the training required for the education setting to successfully implement IHPs
 - supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.
- Health advice and support can also be provided by specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses. In addition, third sector voluntary bodies can provide advice and practical support. Proactively engaging with specialist services can provide practical help when writing and implementing IHPs. They can also provide training and awareness-raising resources, including video links.

f) Local authorities

Local authorities should ensure education provision is available to learners, and:

- must make reasonable adjustments to ensure disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory. For example, learners should not be disadvantaged when leaving primary school and beginning secondary school. In practical terms this means adjustments must be planned and implemented in advance to prevent

any disadvantage. Discussions around the responsibility for provision should not impact on the delivery of service, as delays could be detrimental to the education and well-being of the learner

- must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the well-being of children in relation to their physical and mental health, their education, training and recreation . When making these arrangements, local authorities should ensure appropriate agreements are in place for data sharing. This could be through working within the Wales Accord on Sharing Personal Information (WASPI) Information Sharing Protocols or Data Disclosure Agreements. Local authorities and health boards have WASPI coordinators who can support service providers to develop appropriate agreements
- must make reasonable provision of counselling services for young people aged 11–18 and learners in Year 6 of primary school . Within schools, this provision should complement the different approaches already in place to support the health, emotional and social needs of learners
- should work with education settings to ensure learners with healthcare needs receive a suitable education. Where a learner of compulsory school age would not receive a suitable education for any period because of their health, the local authority has a duty to make arrangements to provide suitable education . If a learner is over that compulsory school age but under 18, the local authority may make such arrangements
- should provide support, advice and guidance, including how to meet the training needs of education setting staff, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP)

3. Environment

YBC works in adherence of the BCBC Accessibility strategy as highlighted in the BCBC Healthcare Needs Policy December 2017.

4. Sharing information

YBC will ensure healthcare needs arrangements, policies and IHPs, are communicated with staff, parents and other key stakeholders to ensure full implementation. All information will be kept up to date. All information-sharing techniques used must be agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) should have access to the relevant information, particularly if there is a possibility of an emergency situation arising. AT YBC this will be completed in the following ways:

- where suitable, and following appropriate consent, a noticeboard in a staff room used to display information on high-risk health needs, first aiders and certificates, emergency procedures, etc.
- utilising YBCs secure intranet area and staff meetings/briefings to help ensure staff are aware of the healthcare needs of learners they have or may have contact with.

Parents and learners should be active partners, and to achieve this the education setting should make parents fully aware of the care their children receive. Parents and learners should also be made aware of their own rights and responsibilities. To help achieve this YBC will:

- make healthcare needs policies easily available and accessible, online and in hard copy
- provide the learner/parents with 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
- ask parents to sign a consent form which clearly details the bodies, individuals and methods through which their learner's medical information will be shared. Sharing medical information can be a sensitive issue and the learner should be involved in any decisions. YBC will keep a list of what information has been shared with whom and why, for the learner/parent to view on request
- include a web-link 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 setting's healthcare needs arrangements, where appropriate
- consider 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 education setting should discuss with the learner and parents first and decide if information can be shared.

4.1 Record Keeping

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

As part of the First Aid policy, as well as setting out 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 educational setting to administer medicine
3. Head of educational setting agreement to administer medicine
4. Record of medicine stored for and administered to an individual learner
5. Record of medicines administered to all learners by date
6. Request for learner to administer own medicine
7. Staff training record – administration of medicines
8. Medication incident report

New records will be completed when there are changes to medication or dosage. YBC 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 the Form templates section of the First Aid policy and Electronic versions can be found on the Welsh Government website.

4.2 Storage

Guidance for the storage, access to and the administration of medication and devices is set out explicitly in the First Aid Policy.

4.3 Emergency procedures

The First Aid policy clearly sets guidance for handling emergency situations. Staff will know who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. In situations requiring emergency assistance, 999 should be called immediately. The location of learners' healthcare records and emergency contact details should be known to staff.

Where a learner has an IHP, this should clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures.

Other learners in the education setting should also 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 should stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff should have details of any known healthcare needs and medication.

5. Training

Staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training. The governing bodies will ensure the policy clearly set out how a sufficient number of these staff will be identified and supported.

When assisting learners with their healthcare needs, it is recognised that for many interventions no specialist training is required and the role of staff is to facilitate the learner to meet their own healthcare needs.

IHPs will reflect complex needs requiring staff to have specific information and training. This training may also be in the use of aids such as hearing aids (staff could be shown how to change batteries) and various adaptive technologies. If these have been instigated by health professionals, they can be asked to provide advice suitable for education settings as well as learners and families.

Training provided will be sufficient to ensure staff are competent, have confidence in their ability to support learners and fulfil IHP requirements. Crucially this training will involve input from the learner and parents, who often play a major role in providing information on how needs can be met. However, parents should not be solely relied upon to provide training about the healthcare needs of their child.

If a learner has complex needs, input may be needed from healthcare services and the local authority who will be able to advise and signpost to further training and support.

All staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. It is therefore advisable that all staff have a basic understanding of common

conditions to ensure recognition of symptoms and understand where to seek appropriate assistance. The staff training calendar will reflect these training needs.

Policies should include a procedure on how to raise awareness of common conditions, a healthcare needs policy and staff roles in carrying out arrangements. New and temporary staff should especially be made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

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

5.1 Qualification examinations and national curriculum assessments

Efficient and effective liaison is imperative when learners with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help learners to keep up with their peers. The home and hospital teachers may be able to arrange for concentration on this element to minimise the loss of learning while they are unable to attend. Liaison between the education setting and the hospital teacher or home teacher is most important, especially where the learner is moving from education setting or home to the hospital on a regular basis.

Awarding bodies may make special arrangements for learners with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations such as GCSEs or A levels. Applications for special arrangements should be submitted by schools to the awarding bodies as early as possible. Full guidance on the range of special arrangements available and the procedures for making applications is given in the Joint Council for Qualifications' circulars Adjustments for candidates with disabilities and learning difficulties (2016) and a guide to the special consideration process (2016) , which are both accessible from the Joint Council for Qualifications' website .

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

5.2 Integration

Education settings have a key role to play in the successful integration after diagnosis or reintegration of learners with healthcare needs. YBC will be proactive in working 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 should be considered by key parties, including the parent and learner and should be reflected in the IHP.

5.3 Insurance arrangements

There is an appropriate level of insurance in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

5.4 Complaints procedure

If the learner or parent is not satisfied with the education setting's health care arrangements they are entitled to make a complaint. The governing body will publicise their formal complaints procedure, including how complaints can be escalated from teacher to Headteacher, then to the governing body, and then to the local authority.

An summary of the complaints procedure is included as Appendix 1 of this document. A full copy of the YBC complaints policy can be obtained by contacting the main school office on 01656 815595 or by emailing admin.ysgolbc@bridgend.gov.uk

If the complaint is Equality Act 2010-/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

6. Individual healthcare plans (IHPs) GUIDANCE

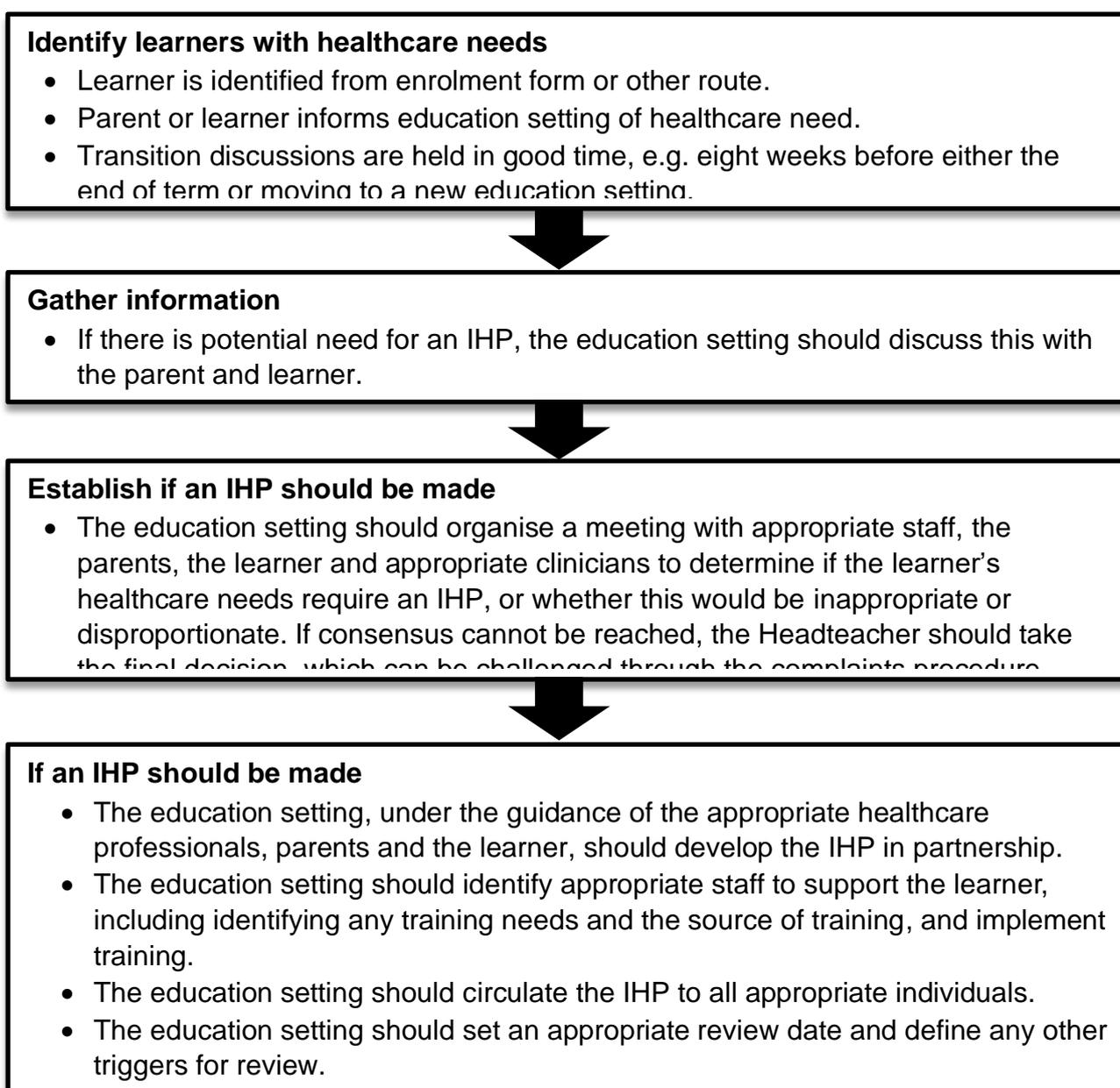
6.1 Introduction

IHPs set out what support is required by a learner.

Mr. Sean Jenks (ALNCO and Deputy Headteacher) has overall responsibility for the development and maintenance of the IHPs at Ysgol Bryn Castell and is supported via the allocated governor Mr. Phil Aubrey

Not all learners with healthcare needs require an IHP and there therefore at YBC only pupils who require specific medication or who have specific medical needs that require specific responses will have an IHP.

The following diagram outlines the process for identifying whether an IHP is needed.



In most cases, especially concerning short-term illnesses such as those requiring a course of antibiotics, a detailed IHP may not be necessary. In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects as highlighted in the Prescribed medication section of the First Aid policy. These procedures should be confirmed in writing between the learner (where appropriate), the parents and the education setting.

However, when a learner has continual or episodic healthcare needs, then an IHP may be required. If these needs are complex and the learner is changing settings, then preparation should start early to help ensure the IHP is in place at the start of the new term.

6.2 Roles and responsibilities in the creation and management of IHPs

IHPs do not need to be complex but they should explain how the learner's needs can be met. An IHP should be easily accessible to all who need to refer to it, while maintaining the required levels of privacy. Each plan should capture key information and actions required to support the learner effectively. The development of detailed IHPs may involve:

- the learner
- the parents
- input or information from previous education setting
- appropriate healthcare professionals
- social care professionals
- the Headteacher and/or delegated responsible individual for healthcare needs across the setting
- teachers and support staff, including catering staff
- any individuals with relevant roles such as a first aid coordinator, a well-being officer, and additional educational needs coordinator. (ALNCO)

While the plan should be tailored to each individual learner, it may include:

- details of the healthcare need and a description of symptoms
- specific requirements such as dietary requirements, pre-activity precautions (e.g. before physical education classes)
- medication requirements, e.g. dosage, side effects, storage requirements, arrangements for administration
- an impact statement (jointly produced by a healthcare professional and a teacher) on how the learner's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects
- actions required
- emergency protocols and contact details
- the role the education setting can play, e.g. a list of things to be aware of
- review dates and review triggers
- roles of particular staff, e.g. a contact point for parents, staff responsible for administering/supervising medication, and arrangements for cover in their absence
- consent/privacy/sensitive information-sharing issues

- staff training needs, such as with regard to healthcare administration, aids and adaptive technologies
- record keeping – how it will be done, and what information is communicated to others
- home-to-school transport – this is the responsibility of the local authority, who may find it helpful to be aware of the learner’s IHP and what it contains, especially in respect of emergency situations.

The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education. Those devising the plan should agree who will take the lead, but responsibility for ensuring it is finalised and implemented rests with the education setting. Many third sector organisations have produced condition-specific template IHPs that could be used.

Governing bodies should ensure the plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed. They should be developed with the best interests of the learner in mind and ensure the education setting, with specialist services (if required), assess the risks to the learner’s education, health and social well-being.

Where a learner has an SEN the IHP should be linked or attached to any individual education plan, Statement of SEN, or learning and skills plan.

6.3 Coordinating information with healthcare professionals, the learner and parents

The way in which a learner’s healthcare needs are shared with social and healthcare professionals depends on their requirements and the type of education setting. The IHP should explain how information is shared and who will do this. This individual can be a first point of contact for parents and staff and would liaise with external agencies.

6.4 Confidentiality

It is important that relevant staff (including temporary staff) are aware of the healthcare needs of their learners, including changes to IHPs. IHPs will likely contain sensitive or confidential information. The sharing and storing of information must comply with the Data Protection Act 1998 and not breach the privacy rights of or duty of confidence owed to the individuals.

6.5 The learner’s role in managing their own healthcare needs

Learners who are competent to do so should be encouraged to take responsibility for managing their own medicines and procedures. This should be reflected within the learner’s IHP.

Where possible, learners should be allowed to carry their own medication and relevant devices, or be able to quickly access their medication. Some learners may require an appropriate level of supervision.

If a learner refuses to take their medicine or carry out a necessary procedure, staff should not force them to do so, but follow the setting's defined arrangements, agreed in the IHP. Parents should be informed as soon as possible so that an alternative arrangement can be considered and health advice should be sought where appropriate.

6.6 Record keeping

All administration of medication must be recorded on the appropriate forms. If a learner refuses their medication, staff should record this and follow the defined procedures where parents will be informed of this non-compliance as soon as possible.

The best examples of record keeping include systems where the learner's healthcare needs records have been computerised to allow quick and easy access by the appropriate staff. Data systems can also allow for easy access to the required information for staff that may be placed into classrooms where they are not familiar with the healthcare needs of the learners.

The operation of such systems must comply with the Data Protection Act 1998.

7. Unacceptable Practice

BCBC recognises that it must not act in a manner where individuals pupils needs are not considered to the fullest. Unacceptable practice in this respect would include:

- Preventing learners for attending an education setting 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 medication when and where necessary, or eating, drinking, resting or using the toilet if needed.
- Require parents / carers to attend education setting, trip, off site activity to administer medication or provide healthcare support to the learner, including toileting.
- Assume every learner with the same condition requires the same treatment and support.
- Ignore the view of the learner, parent or guardian. Ignore the views of healthcare professionals and other stakeholders.
- Penalise learners for their attendance record if the absence is related to their healthcare needs.
- Not requesting adjustments or extra time for tests or assessment where needed.
- Prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including particular lessons, lunch time or trips, e.g. by requiring a parent to accompany the learner.

School policies outline what is best practice and head teachers and governing bodies should share these with staff, to ensure that the above unacceptable practices do not occur. Schools should detail children with healthcare needs in appropriate policies. Best practice will be promoted by local authorities, governing bodies and schools following the guidance produced by Welsh Government

Short term and Long term absences should be monitored and managed carefully to ensure progress and attainment. Any reintegration should be appropriately supported to ensure that the child with healthcare needs engages fully with learning.

Please see the 'Unacceptable Practice' section in the Welsh Government 'Supporting Learners with Healthcare Needs' statutory guidance:

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

8. Appendix 1

Summary of YBC Complaints Procedure

Our definition of a complaint is 'an expression of dissatisfaction in relation to the school (or a member of its staff) that requires a response from the school.'

Our complaints procedure is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

We have adopted a three stage approach to responding to complaints and consider that the majority of complaints will be resolved at either stage 1 or stage 2. The various stages are as follows:

Stage 1

If you have a concern, you can often resolve informally by talking to a teacher or the Headteacher. You should raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. The longer you leave it the harder it might be for those involved to deal with it effectively.

We will try to let you know what we have done or are doing about your concern normally within 10 school days.

Stage 2

In most cases, we would expect that your concern is resolved informally. However, if you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the Headteacher. Details of how you can do this appear in full version of the YBC complaints policy. We would expect you to do this within five school days of receiving an unacceptable response to your initial concern.

The Headteacher (or a designated member of the Senior Management Team) will investigate your complaint.

The Headteacher or designated member of staff will invite you to discuss your complaint at a meeting. We will aim to have a meeting with you and to explain what will happen, normally within 10 school days of receiving your letter. Following the meeting the investigation into your complaint will be completed and you will be notified of the outcome, normally within 10 working days.

If your complaint is about the Headteacher, you should put your complaint in writing to the chair of governors, addressed to the school, to ask for your complaint to be investigated. The chair of governors will either undertake the investigation or may delegate it to another governor.

Stage 3

It is rare that a complaint will progress any further, but the final stage in our complaint policy is consideration by the Complaints Committee of the governing body.

If you still feel that your complaint has not been dealt with fairly at stages 1 and 2 you should write to the chair of governors, addressed to the school, setting out your reasons for asking the governing body's complaints committee to consider your complaint. You do not have to write down details of your whole complaint again. The complaints committee will normally have a meeting with you within 15 school days of receiving your letter.

The Clerk to the Governors will formally invite to attend the complaints hearing and every attempt will be made to agree a mutually available date and time. The Clerk will send out the invite 5 working days in advance of the hearing and circulate all the evidence and documentation to all involved prior to the meeting.

Normally, in order to deal with the complaint as quickly as possible, the complaints committee will not reschedule the meeting more than once. If you ask to reschedule the meeting more than once, the committee may think it reasonable to make a decision on the complaint in your absence to avoid unnecessary delays.

When NOT to use the school complaints procedure

If a complaint raises issues about staff capability, staff grievance, staff discipline or child protection, then action must be taken under those procedures and they should take precedence. The complaints procedure must not take the place of those other procedures. Separate procedures also exist to deal with complaints about school admissions (VA schools only) or exclusion, special educational needs provision, school organisation proposals, religious worship and the delivery of the curriculum.

A full copy of the YBC complaints policy can be obtained by contacting the main school office on 01656 815595 or by emailing admin.ysgolbc@bridgend.gov.uk