

Supporting Pupils With Medical Needs Policy Kingsland School



Kingsland School

Date of Last Review:	February 2023
Date of this Review:	March 2026
Date of next Review:	March 2027
Head teacher's Signature	<i>E. Patel</i>
Review approved by Chair of Governors:	10.03.2026
Comments	• Updated statutory reference to Department for Education guidance: Supporting Pupils at School with Medical Conditions. • Minor wording changes in the introduction to reference illness, medical treatment and emotional wellbeing difficulties. • New section added: Supporting pupils with medical conditions. • New section added: Managing medicines. • New section added: Emergency procedures. • New section added: Staff training and awareness. • New section added: Educational visits and activities. • Minor wording and grammar corrections (e.g. re-engage, self-esteem, cooperate). • Minor formatting and hyphenation updates (e.g. short-term, self-monitoring, non-GCSE).

Kingsland School Specialist Learning Centre aims to provide equal access to appropriate education for all children and young people with medical needs, keeping education central in the pupil's life, maintaining progress and enabling them to achieve their potential.

Kingsland School Specialist Learning Centre is responsible for providing a discrete education provision for Oldham pupils aged 5 to 16 who are unable to access mainstream primary and secondary schools because of medical issues or significant social, emotional and mental health needs. The purpose of the provision is to maintain continuity of education for pupils and ensure appropriate links with any agencies involved with the child or their family.

We support and help pupils to re-engage with education following periods of absence due to illness, medical treatment or emotional wellbeing difficulties. Kingsland School works in partnership with medical staff, families, referring schools and other professionals to ensure that a child's health needs do not unnecessarily prevent access to education.

It is recognised nationally through statutory guidance that pupils who remain engaged in education during periods of illness or recovery are more likely to maintain progress and experience fewer negative impacts on their educational and life outcomes.

Aims

Kingsland School Specialist Learning Centre aims:

- To respect, value and understand the individual needs of pupils accessing tailored education packages due to medical needs.
- To ensure pupils with medical conditions are properly supported so that they can access education safely and consistently.
- To hold high expectations of pupils and support them to achieve realistic targets and reach their potential.
- To cooperate and communicate effectively with pupils, parents or carers, schools and other agencies including Child and Adolescent Mental Health Services, Social Care, Health Professionals, Attendance Services and Early Help.
- To ensure appropriate arrangements are in place to support pupils with medical conditions in line with statutory guidance.
- To enable each young person to return to mainstream education, alternative provision, training or employment as soon as it is reasonably possible.

Provision is consistent with the Department for Education statutory guidance Supporting Pupils at School with Medical Conditions.

Admissions Criteria

SEMH

Pupils with anxieties or mental health difficulties may be referred to the Local Authority by their mainstream school with supporting evidence from CAMHS or another health professional. The Local Authority assesses the referral and determines whether Kingsland School Specialist Learning Centre provision is appropriate.

At present the minimum legal requirement for pupils unable to attend school is five hours of education per week. Where pupils are able to attend the provision on site they may work in small groups and therefore have the opportunity to increase their tuition time up to 25 hours depending on their needs and engagement.

Medical

If a pupil is unable to access school for fifteen days or more due to a medical condition the school may provide a minimum of five hours of education per week through home tuition or alternative arrangements. This may be increased where appropriate to allow a pupil to keep up with their studies.

This is particularly important when a pupil is approaching public examinations. Up to 25 hours of onsite tuition may be available where a pupil is recovering and able to access provision.

CLA

The provision can offer support to pupils who require a short transition placement whilst alternative provision is identified.

Transition or difficult transfers or assessment period

Short term placements may also be agreed where pupils require assessment, stabilisation or a transition period before moving to another educational setting.

Provision

The Specialist Learning Centre can provide education for pupils who are unable to attend school because of medical needs or SEMH difficulties.

Provision follows school term times and dates in line with those set by the Local Authority. Tuition may take place at home, in hospital where appropriate, or on site at Kingsland School Specialist Learning Centre.

The school offers a small, safe and secure environment where pupils feel able to access education and begin to regain confidence and self-esteem.

Home tuition enables pupils to continue accessing education whilst recovering from illness, undergoing medical treatment or following medical procedures. Home tuition may take place at the homes of pupils who reside in Oldham and are unable to attend school for a period of fifteen school days or more.

Pupils are not admitted to the roll of the Specialist Learning Centre as the majority of pupils remain on the admission register of their mainstream school.

Supporting pupils with medical conditions

Where pupils have ongoing or complex medical needs the school will work with families and relevant professionals to develop an Individual Healthcare Plan where appropriate.

Individual Healthcare Plans may include:

- Details of the medical condition
- Symptoms and triggers
- Medication requirements
- Support strategies required in school
- Emergency procedures
- Staff responsibilities

Plans will be reviewed regularly and updated where necessary.

Managing medicines

Where possible pupils should take medicines at home. However, when it is necessary for medication to be administered during the school day the school will support this in line with agreed procedures.

Medication will only be administered when:

- Written parental consent has been provided
- Medication is in the original labelled container
- Clear instructions are available

A written record will be kept of any medication administered.

Some pupils may be able to carry and administer their own medication, such as inhalers or adrenaline auto injectors, where appropriate.

Emergency procedures

Staff will be informed of pupils who have medical conditions that may require emergency support. Where an Individual Healthcare Plan is in place this will include clear emergency guidance.

In an emergency staff will follow the procedures outlined in the healthcare plan and contact emergency services where required.

Parents or carers will be informed as soon as possible.

Staff training and awareness

Where pupils have specific medical needs, appropriate staff will receive training from healthcare professionals or suitably qualified staff so that they are confident in supporting the pupil safely. Training will be reviewed periodically and updated where necessary.

The SLC further offers

- A Support Plan for each pupil completed after approximately six weeks and reviewed regularly through pupil centred review meetings.
- Access to a range of GCSE and non-GCSE subjects.

- Support where necessary from outside agencies including Health Services, Careers Advisers, Specialist Nurses, CAMHS, Early Help and Social Care.
- Liaison with the referring mainstream school.
- Tuition for medical students that is flexible to accommodate treatment and medical appointments.
- A reintegration package for SEMH or medical pupils who are ready to return to mainstream school.

Pastoral

The SLC teachers and staff maintain close communication with families, referring schools and outside agencies. The case lead teacher becomes a key person who coordinates and manages the support plan for the pupil and their family, allowing for continuity and progression.

Staff are experienced in supporting reintegration packages and helping pupils return to mainstream education. Advice may be provided to schools on other services that could support the young person's progress whilst ensuring educational provision remains flexible enough to allow for treatment and medical appointments.

Curriculum

The curriculum provision focuses on the core subjects of Mathematics, English, Science and PSHE.

The curriculum will also allow opportunities for pupils to study wider subjects including Art, Life Skills and Physical Education where appropriate.

Educational visits and activities

Pupils with medical conditions will be supported to participate in educational visits, physical education and other school activities wherever possible. Reasonable adjustments and risk assessments will be completed to ensure participation is safe.

Exit Strategies

At the initial visit the length and focus of tuition will be discussed. It will be explained that the Specialist Learning Centre is intended as a short-term provision and that the aim is to reintegrate pupils back into mainstream education or another appropriate provision.

When considering reintegration or next steps a pupil centred review meeting will take place involving the Specialist Learning Centre, the young person, parents or carers, the referring school and any other agencies involved such as CAMHS or health professionals.

The complexity of need for each individual pupil will be taken into consideration and decisions regarding exit arrangements will be made through the review process.

Advice from health professionals will help determine the appropriate time and pace of reintegration. The length of stay will depend upon the needs of the pupil and professional advice received.

At review meetings progress will be evaluated and next steps agreed. This may involve a variety of strategies including:

- Partial reintegration back to the mainstream setting as a starting point for the process
- Involvement of outside agencies
- Starting the EHCP assessment process where appropriate
- Identifying alternative provision

Monitoring by Kingsland School

Kingsland School undertakes continuous self-monitoring, self-assessment and evaluation of its provision in order to identify the impact of provision on pupils' learning and wellbeing and to identify areas for further development.

The school will develop and maintain effective systems for recording information about pupils being supported.

The school will use this data to provide written reports to the Governing Body which will outline the provision delivered, the impact on pupils' learning and any developments required to further improve provision.

Equal Opportunities

We are committed to providing equal opportunities and access to learning for all pupils. We aim to create a learning environment in which every person is respected and their contribution recognised and valued.

Safeguarding

Kingsland School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Links with other Policies

This policy links closely with the procedures and guidance found in the Child Protection and Safeguarding Policy, Health and Safety Policy, Staff Code of Conduct, Anti Bullying Policy, Safer Recruitment Policy and the Behaviour and Emotional Health and Wellbeing Policy.

Review of Policy

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and reviewed formally each year.

Reviewer: Carol Nedderman

Reviewed: March 2026