ST PETER'S RC
PRIMARY SCHOOL

Healthcare Needs Policy

Approved by	Headteacher	Date: 07.10.25
Approved by	Chair of Governors	Date: 07.10.25

1. Key Principles

Staff members and governors of St Peter's RC Primary School are committed to pursuing a policy of inclusive education that welcomes and supports pupils with healthcare needs. This policy is designed to ensure that all pupils are able to access their education in a supportive environment, which is sensitive to any healthcare needs. It supports the management of medication and healthcare needs in school, and to support individuals with specific healthcare needs.

At St Peter's School we understand that healthcare needs will not be a barrier to learning, so we ensure that all staff members understand their duty of care to children and young people in the event of an emergency and feel confident in knowing what to do in an emergency.

It identified the roles and responsibilities of school, parents and pupils. Effective communication and cooperation between home and school will enable this to be achieved.

Our policy has been written in consultation with a wide range of local key stakeholders within school and complies with the Welsh Government Guidance 'Supporting Learners with Healthcare Needs' which was published on 30th March 2017. We also acknowledge and can refer to Cardiff Local Authority toolkit entitled 'Meeting the Healthcare Needs of Children and Young People in Cardiff – A toolkit for Early Years Setting and Schools' (April 2017) for further information, in particular, the management of specific medical conditions.

1.1 Each child, including those with healthcare needs, is an individual developing in their own individual way; therefore, it is our aim to encourage the children to see for themselves their own talents, to foster self-confidence, and to develop a sense of person adequacy, so that each child can cope with the environment, at a level appropriate to that child.

Hopefully each child will be well balanced, happy and able to develop sensible attitudes to learning, so that they are able to find enjoyment in all aspects of schoolwork, and gain satisfaction from their own achievements.

1.2 Healthcare issues affect each pupil individually and support from St Peter's School may have an impact on their quality of life and future chances. Therefore, governing bodies and head teachers will ensure arrangements focus on meeting the needs specific to the pupil and consider how this impacts on their education, attainment and wellbeing. Arrangements will give pupils and parents confidence that provision is suitable and effective.

2. School's legal requirements

2.1 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 pupils with healthcare needs.

2.2 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.

2.3 Section 21 (5) of the Education Act 2002 places a duty on governing bodies to promote the wellbeing of learning 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 wellbeing, education, training and recreation, and social well-being

2.4 The non-statutory advice contained within the document is issued in exercise of the Welsh Ministers' duty to promote the education of the people of Wales and their power in relation to the promotion or improvement of the economic, social and environmental wellbeing in Wales

2.5 Being mindful of the Social Services and Wellbeing (Wales) Act 2014. Education settings will be fully aware of this approach and ensure assistance to pupils is provided using a holistic approach.

3. Roles and responsibilities

3.1 Schools

School will develop and implement arrangements in line with legal requirements

3.2 Governing Bodies

Governing bodies will oversee the development and implementation of arrangements, which will include:

- Complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of pupils with healthcare needs if they are disabled)
- Having a statutory duty to promote the wellbeing of pupils. Schools will give consideration to how they can meet these needs, including providing pupils access to information and material aimed at promoting spiritual and moral wellbeing and physical and mental health (Article 17 of the UNCRC)
- Considering how they can support pupils to develop the skills, knowledge and emotional resilience required to uphold their rights, and the rights of others
- Ensuring the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of pupils are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to a head teacher, member of staff or professional as appropriate
- Working collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests if the pupil

- Developing and implementing effective arrangements to support pupils with healthcare needs. This will include a policy on healthcare needs and where appropriate, IHPs for particular pupils
- Ensuring arrangements are in place for the development, monitoring and review of the healthcare needs arrangements
- Ensuring 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
- Ensuring 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
- Ensuring staff members with responsibility for supporting pupils with healthcare needs are appropriately trained and staff members are clear on what this means for them when supporting pupils
- Implementing Local Authority Guidance concerning infection prevention (which is available in the Local Authorities' Incontinence Pack.

3.3 Headteacher/teacher in charge:

The headteacher will ensure arrangements to meet the healthcare needs of their pupils are sufficiency developed and effectively implemented. To include:

- Working with the governing body to ensure compliance with applicable statutory duties when supporting pupils with healthcare needs, including duties under the Equality Act 2010
- Ensuring the arrangements in place to meet a pupil's healthcare needs are fully understood by all parties involved and acted upon and such actions maintained. In larger education settings, it may be more practical to delegate the day-to-day management of a learner's healthcare needs to another member of staff. The head teacher will directly supervise this arrangement as part of the regular reporting and supervision arrangements
- Ensuring the support put in place focuses on and meets the individual pupil's needs, also known as person centred planning
- Extending awareness of healthcare needs across St Peter's School in line with the pupil's right to privacy. This may include support, catering and supply staff, governors, parents and other pupils
- Appointing a named member of staff who's responsible for pupils with healthcare needs, liaising with parents, pupils, the home tuition service, the local authority, the key worker and others involved in the pupil's care
- Ensuring a sufficient number of trained staff members 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 pupils 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 pupils with healthcare needs are appropriately covered by insurance and many staff members aware of any limits to the activities that are covered
- Ensuring all pupils with healthcare needs are appropriately linked with St Peter's School's health advice service
- Providing annual reports to the governing body on the effectiveness of the arrangements in place to meet the healthcare needs of pupils
- Ensuring all pupils 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 pupil is likely to be away from St Peter's School for a significant period, e.g. three weeks 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 pupil. Shorter periods of absence may be significant depending upon the circumstances
- Being mindful of the Social Services and Wellbeing (Wales) Act 2014. Education settings will be fully aware of this approach and ensure assistance to pupils is provided using a holistic approach.

3.4 Teachers, Support Staff and all Staff Members (e.g. catering staff and reception staff)

Any staff member within St Peter's School may be asked to provide support to pupils with healthcare needs, including assisting or supervising the administration of medicines. This role is voluntary. Staff members will receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility.

In addition to the training provided to staff members that have volunteered or are contracted to support pupils with healthcare needs, St Peter's School will ensure staff members:

- Fully understand St Peter's School's healthcare needs policy and arrangements
- Are aware of which pupils have more serious or chronic healthcare needs, and, where appropriate, are familiar with these pupils' IHPs. This includes knowing how to communicate with parents and what the triggers for contacting them are, such as when the pupil 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 St Peter's School's emergency procedures and be prepared to act in an emergency
- Ask and listen to the views of pupils and their parents, which will be taken into consideration when putting support in place
- Ensure pupils (or their friends) know who to tell if they feel ill, need support or changes to support
- Listen to concerns of pupils if they feel ill at any point and consider the need for medical assistance (especially in the case of reported breathing difficulties)
- Make sure pupils with healthcare needs are not excluded from activities they take part in without a clear evidence based reason, including any external trips/visits. This includes ensuring pupils have access to their medication and that an appropriately trained member of staff is present to assist where required
- Are aware if bullying issues and emotional well-being regarding pupils with healthcare needs, and are prepared to intervene in line with St Peter's School's policy
- Are aware that healthcare needs can impact on a pupil's ability to learn and provide extra help when needed
- Support pupils who have been absent due to hospitalisation/ medical needs 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 needs are affecting the pupil in St Peter's School. This may include reporting any deterioration, concerns or changes to pupil or staff routines.

3.5 Parents/Carers/Pupils

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

3.5.1 Parents and pupils will:

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

- Provide St Peter's School 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 are appropriate, pupils will be encouraged and enabled to manage their own healthcare needs
- Inform St Peter's School of any changes such as type of medication, dosage and administration instructions
- Ensure a nominated adult is contactable at all times and all necessary forms are completed and signed
- Inform St Peter's School if their child has/had an infectious disease or condition while in attendance.

3.6 Local Authority

Local Authorities will ensure education provision is available to pupils, 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, pupils will 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 responsibility for provision will not impact on the delivery of service, as delays could be detrimental to the education and well-being of the pupil
- Must make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the wellbeing of children in relation to their physical and mental health, their education, training and recreation. When making these arrangements, local authorities will ensure appropriate agreements are in place for data sharing.
- Must make reasonable provision of counselling services for all pupils in our care. Within schools, this provision will complement the different approaches already in place to support the health, emotional and social needs of pupils
- Will work with education settings to ensure pupils with healthcare needs receive a suitable education. Where a pupil 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 pupil is over that compulsory school age but under 18, the local authority may make such arrangements
- Will provide support, advice and guidance, including how to meet the training needs of education setting staff members, so that governing bodies can ensure the support specified within the individual healthcare plan (IHP) can be delivered effectively.

3.7 NHS Wales school health nursing service, health and other professionals, third

sector organisations and other specialist services

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 educations setting to successfully implement IHPs
- Supporting staff members to implement a pupil'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.

4. Creating an accessible environment

- Local authorities and governing bodies will ensure their education settings are inclusive and accessible making reasonable adjustments for pupils with healthcare needs. This includes the following:

4.1 Physical access to education setting buildings

A duty is placed on local authorities to produce a written accessibility strategy for all schools they are responsible for under the Equality Act 2010. Any such strategy is expected to address:

'improving the physical environment of schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by schools' (schedule 10, Equality Act 2010)

Similarly, individual schools must carry out accessibility planning and are under a duty to prepare an accessibility plan following the same principles as the strategies prepared by the local authority.

4.2 Reasonable adjustments – auxiliary aids or services

The Equality Act 2010 places a duty on learning establishments to make 'reasonable adjustments' for pupils who are disabled as defined by the Act. In regard to these pupils, auxiliary aids or services (with the appropriate number of trained staff) must be provided.

4.3 Day trips and residential visits

4.3.1 Governing bodies will ensure St Peter's School actively supports all pupils with healthcare needs to participate in trips and visits. Governing bodies must be aware of their legal requirements to make reasonable adjustments to trips and residential visits ensuring full participation from all pupils.

4.3.2 Staff members will be aware of how a pupil's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments, which would increase the level of participation by the pupil. Staff members will consider how to accommodate the sharing of personal information with third parties if necessary for off-site activities (in compliance with the Data Protection Act 1998 and in respecting the pupil's rights to privacy). This may include information about the healthcare needs of pupils, what to do in an emergency and any additional support, medication or equipment needed.

4.3.3. Additional safety measures to those already in place in the setting may be necessary to support pupils with health care needs during visits or activities outside of the normal school timetable. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

4.3.4. All staff supervising visits will be aware of pupil's healthcare needs and any medical emergency procedures. Summary sheets held by all staff members, containing details of each young person's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer staff member will be trained in administering medication, if they have not already been so trained, and will take responsibility in a medical emergency.

Parents may be asked to supply:

- Details of medical conditions
- Emergency contact numbers
- The pupil's GP's name, address and phone number
- Information on whether the pupils has spent a night away from home before and their ability to cope effectively
- Written details of any medication required (including instructions on dosage/times)
- Parental permission if the young people needs to administer their own medication or agreement for a volunteer staff member to administer
- Information on any allergies/phobias
- Information on any special dietary requirements
- Information on any toileting difficulties, special equipment or aids to daily living
- Special transport needs for pupils and young people who require help with

mobility

- 'Fit to travel' certificate written by the GP/consultant if the child has a significant medical need (without this the insurance may be invalid)

4.4. Social Interactions

4.4.1. Governing bodies will ensure the involvement of pupils with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after hour's clubs and residential visits

4.4.2. St Peter's School will make all staff members aware of the social barriers pupils with healthcare needs may experience and how this can lead to bullying and social exclusion. A proactive approach is needed to remove any barriers.

4.5 Exercise and physical activity

4.5.1. St Peter's School will fully understand the importance of all pupils taking part in physical activities and staff members will make appropriate adjustments to sports and other activities to make them accessible to all pupils, including after-hours clubs and team sports.

4.5.2. Staff members will be made fully aware of pupils' healthcare needs and potential triggers. They will know how to respond appropriately and promptly if made aware that a pupil feels unwell. They will always seek guidance when considering how participation in sporting or other activities may affect pupils with healthcare needs.

4.5.3. Separate 'special provisions' for particular activities will be avoided, with an emphasis instead on activities made accessible for all. Where this might not be possible, advice from healthcare or physical education professionals and the pupil will be sought.

4.5.4. Staff members will also understand that it may be appropriate for some pupils with healthcare needs to have medication or food with them during physical activity; such pupils will be encouraged to take the medication or food when needed.

4.6 Food Management

4.6.1. Where food is provided by or through St Peter's School, consideration must be given to dietary needs of pupils, e.g. those who have diabetes, coeliac disease, allergies and intolerances

4.6.2. Where a need occurs, St Peter's School will, in advance, provide menus to parents and pupils, with complete lists of ingredients and nutritional information. Gluten and other intolerances or allergens must be clearly marked. Providing information will help facilitate parent and catering teams' collaborative working. This is especially important when carbohydrate counting

is required. Consideration will be given to availability of snacks. Sugar and gluten free alternatives will always be available. As some conditions require high calorific intake, there will be access to glucose rich food and drinks.

4.6.3. Food provided for trips must reflect the dietary and treatment needs of the pupils taking part. Food provided for snacks in classroom settings will also take the dietary and treatment needs of these pupils into account. While healthy school and 'no sweets' policies are recognised as important, pupils with healthcare needs may need to be exempted from these policies. Pupils needing to eat or drink as part of their condition will not be excluded from the classroom or put in isolation.

4.7 Risk assessments

4.7.1. Staff members will be clear when a risk assessment is required and be aware of the risk assessment systems in place. They will start from the premise of inclusion and have built into them a process of seeking adjustments or alternatives activities rather than separate provision.

4.7.2. In addition, there are duties under the Equality Act 2010 to prepare and implement accessibility strategies and plans. These strategies and plans deal with matters related to increasing participation of disabled pupils.

4.7.3. The school uses the Evolve System to record all risk assessments, additional information must be provided for pupils with additional medical/physical needs.

5. Sharing Information

Governing bodies will ensure healthcare needs arrangements, both wider education settings' policies and IHPs, are supported by clear communication with staff members, parents and other key stakeholders to ensure full implementation. It is essential that all information is kept up to date. All information sharing techniques such as staff noticeboards and school intranets must be agreed by the pupil and parent in advance of being used, to protect confidentiality.

5.1. Teachers, supply teachers and support staff (this may include catering staff and relevant contractors)

5.1.1. Staff members will have access to the relevant information, particularly if there is a possibility of an emergency situation arising.

- A noticeboard in the staff room is used to display information on high risk health needs, first aiders and certificates and emergency procedures. Individual

Pupil Health Care Plans are stored in a file in the secretaries' office information respecting the pupil's right to privacy.

- St Peter's School's secure intranet area and staff meetings are utilised to help ensure staff members are aware of the healthcare needs of pupils they have or may have contact with.

5.2. **Parents and pupils**

5.2.1. Parents and pupils will be active partners, and to achieve this St Peter's School will make parents fully aware of the care their child receives. Parents and pupils will also be made aware of their own rights and responsibilities. To help achieve this St Peter's School will:

- Make healthcare policies easily accessible, online and in hard copy
- Provide the pupil/parents with a copy of their information sharing policy. This will state the type of bodies and individuals with whom the pupil's medical information may be shared
- Ask parents to sign a consent form, which clearly details the bodies, individuals and methods through which information will be shared. Sharing medical information can be a sensitive issue and the pupil will be involved in any decisions. Education settings will keep a list of what information has been shared with whom and why, for the pupil/parent to view on request
- Consider including a web link to the healthcare needs policies in relevant communications sent to parents, and within the pupil's IHP
- Include school councils, 'healthy schools' and other pupil groups in the development of the setting's healthcare needs arrangements, where appropriate
- Consider how friendship groups and peers may be able to assist pupils, e.g., they could be taught the triggers and signs of issues for a pupil, know what to do in an emergency, and who to ask for help. St Peter's School will discuss with the pupil and parents first and decide if information can be shared.

6. Procedures and record keeping for the management of pupils' healthcare needs

6.1. St Peter's School will create procedures which state 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.

- ✔ Contact details for emergency services
- ✔ Parental agreement for educational setting to administer medicine
- ✔ Head of education setting agreement to administer medicine
- ✔ Record of medicine stored for and administered to an individual pupil
- ✔ Record of medicines administered to all pupils by date
- ✔ Request for pupil to administer own medicine

- ✔ Staff training record – administration of medicines
- ✔ Medication incident form

6.2 New records will be completed when there are changes to medication or dosage. The learning setting will ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy.

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

7. Storage, access and the administration of medication and devices

Pupils may require medication at setting for many reasons and this will only be administered with prior agreement and consent given by the parent/legal guardian**.** Medicines will only be given if prescribed by the GP. No child under 16 will be given medicines containing Aspirin.

A pupil requiring medication will require an Individual Healthcare Plan (IHP).

7.1 Arrangements to give medication in setting

- A parental request form will be completed each time there is a request for medication to be administered by setting staff members, or for a pupil to self-administer their own medication. This arrangement must be agreed, documented and dated by the Head teacher. A copy must be kept on file.
- In the case where medication maybe a long term arrangement, a letter must accompany the request from the pupil's GP or consultant explaining this.
- Amendments to the medication will only be accepted in writing from a health professional and this will again be kept on file. **Verbal messages will not be accepted.**

7.2 Receiving medication in Setting

No medication will be accepted into an education setting unless it is clearly labelled with the:

- Pupil's name
- Name and strength of medication
- Dosage, frequency and time the medication will be given
- Expiry date
- Advice about storage

7.3 Storage of medication

- Medication will be stored in a locked cupboard away from other children and young people. The key will be kept in an accessible place known to the designated members of staff. Some medications require refrigeration. If storage in a

refrigerator is required this will be in a sealed container that is clearly labelled. All medicines must be clearly labelled. Further advice can be obtained from the **COSHH guidelines, Control of Substances Hazardous to Health, 2002**[1].

- In the case of older pupils, it may be appropriate for them to carry emergency medication with them – settings will make such decisions based on individual circumstances in liaison with the family and setting health team. The IHP will reflect this agreed decision
- In most cases, pupils will be allowed to carry asthma inhalers with them to ensure easy access. Again, this will be reflected in the pupil's IHP.
- Local pharmacists can give advice about storing medicines.

7.4 Administering medication

- Any staff members willing to administer medication must receive appropriate training and guidance, and be aware of any possible side effects of the medication. This can be found in the information leaflet.
- Parents must not send the medication to setting in pre-drawn doses/syringes (unless this is how it is dispensed by the pharmacist) or in drinks. It must come in the original packaging with a pharmacy label intact. There must be a syringe provided to help in the measurement of the correct dose.
- Medicines must only be given according to the prescription given by the GP. Parents will ensure a copy of this is available for the setting. Settings require written notification from the GP will doses change or medications change.
- Medicines will not be given if they are out of date. Parents will need to replace the medicines immediately and it is the parent's responsibility to dispose of any unwanted medicines.
- It is best practice that there will be two members of staff to check the medication when it is time to administer it. The following details will be checked:

    - **Right Pupils** (name and date of birth)
    - **Right Medicine** (staff will be aware of the purpose of the medication)
    - **Right Dose** (measured using a syringe)
    - **Right Route** (orally/gastrostomy/nasogastric)
    - **Right Time**

- The pupil may self-administer some medications, e.g. asthma inhalers. It will be clear in the forms relating to medications in setting whether the pupil requires supervision or not. It is good practice to record when a pupil has medication even if self-administering.
- Appropriate measures will be put in place or alternative arrangements if named staff members are unavailable or absent.
- There will be a completed form to show the pupil's name and DOB, the date, time

and medication name and dose and two staff will sign this. Accurate recording is of the utmost importance.

- Staff members will not give any medication if a medical judgement is required to determine the need unless an emergency but this will be in accordance with the agreed IHP.

7.5 Hygiene and Infection Control

- All staff members will be familiar with normal procedures for avoiding infection and follow basic hygiene procedures. Staff members will have access to protective disposable gloves and take care when dealing with spillages of blood or other body fluids and disposing of dressing or equipment.

7.6 Disposal of medications

- Medications will always be returned to the parent to be disposed of. If this is not possible any unused medications will be returned to a local pharmacy
- Medications will not be disposed of in sinks or toilets
- Some medications (i.e. for diabetes) are pre-assembled and contain a needle. Sharps boxes are essential for the disposal of needles and these can be obtained by contacting your local pharmacy or speaking to the school nurse.

7.7 Emergency Medications

- Emergency medications (i.e. epi pen, buccal midazolam) must have an IHP detailing how to administer it and what to do in the event of an emergency
- The location of emergency medications will be easily known and accessible to all staff members but not accessible to other children and young people
- Emergency medications must not be used for another pupil displaying the same symptoms. If there are concerns an ambulance must be called. Medication can only be given to the pupil it is intended for
- Staff members will receive training in how to administer any emergency medications. If a pupil forgets their emergency medications the parent must either bring it in immediately or the pupil must go home
- Parents and GP (if a child has not been hospitalised) must always be informed if emergency medications have been given and records will be retained at the setting.

8. Emergency Procedures

8.1. The governing body will ensure a policy is in place for handling emergency situations. Staff members will know who is responsible for the policy, nominated first aiders and how to deal with common healthcare needs. In situations requiring assistance, 999 will be called immediately. The location of pupils' healthcare records and emergency contact details will be known to staff members.

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

8.3. Other pupils at St Peter's School will also know what to do in general terms in an emergency, such as to inform a member of staff immediately. If a pupil needs to be taken to hospital, a staff member will stay with the pupil until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff will have details of any known healthcare needs and medication.

8.4. Pupils will not be taken to hospital in staff cars unless there are extreme reasons. If this is necessary, another adult must accompany the pupil and staff member. Staff members must have public liability vehicle insurance.

See Emergency Situations Policy

9. Training

9.1 The governing body must ensure staff members who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training. Governing bodies will also ensure their policies clearly set out how a sufficient number of these staff members will be identified and supported.

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

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

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

9.5 If a pupil 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.

9.6 All staff members, irrespective of whether they have volunteered to assist or support pupils with healthcare needs, may come into contact with pupils who have healthcare needs. It is therefore advisable that all staff members have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance. For further information with regard to common

conditions see Cardiff Local Authority Healthcare Toolkit.

9.7 Policies will 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 members will especially be made aware of what preventative and emergency measures are in place so staff members can recognise the need for intervention and react quickly.

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

10. Qualifications and assessments

10.1 Efficient and effective liaison is imperative when pupils with healthcare needs are approaching assessments, including those undertaking examinations in hospital or at home. The coursework element may help pupils 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
St Peter's School and the hospital teacher or home tutor is most important, especially where the pupil is moving from an education setting or home to the hospital on a regular basis.

10.2 Awarding bodies may make special arrangements for pupils with permanent or long term disabilities and learning difficulties, or temporary disabilities and illnesses, who are taking public examinations. Applications for special arrangements will 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 disabilities (2016).

11. Education other than at school (EOTAS)

11.1 A pupil who is unable to attend their education setting because of their healthcare needs will have their educational needs identified, and receive educational support quickly so they continue to be provided with suitable education. The nature of the provision will be responsive; reflecting the needs of what may be a changing health status.

11.2 Where absences are anticipated or known in advance, close liaison between the school and local authority will enable the EOTAS service to be provided from the start of the absence.

11.3 Cooperation between education, health and administration staff in hospitals is essential. The aim will be to achieve the greatest possible benefit for the pupil's education and health, which will include the creation of an atmosphere conducive to effective learning. Parents can also be a valuable link.

11.4 Pupils with complex healthcare needs may be discharged from hospital with a written care plan. Where this happens, the written care plan will be integrated into any

IHP.

12. School transport

12.1 There are statutory duties on the local authority, head teacher and governing body in relation to pupils travelling to the place where they receive their education or training. For example, depending upon the circumstances, the local authority may need to arrange home to school transport for a pupil, or provide appropriately trained escorts for such journeys to facilitate the attendance of a pupil.

13. Reviewing policies, arrangements and procedures

13.1 Governing bodies will ensure all policies; St Peter's School reviews arrangements and procedures regularly. IHPs may require frequent reviews depending on the healthcare need – this will involve all key stakeholders including, where appropriate, the pupil, parents, education and health professional and other relevant bodies.

14. Insurance arrangements

14.1 Governing bodies of maintained education settings will ensure an appropriate level of insurance is in place to cover the setting's activities in supporting pupils with healthcare needs. The level of insurance will appropriately reflect the level of risk. Addition cover may need to be arranged for some activities or healthcare procedures for pupils with particular needs

15. Complaints procedure

If you have a concern, you can often resolve it quickly by talking to a teacher or Mr Rein, 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.

We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.

In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately, you should put your complaint in writing to the Headteacher.

We would expect you to aim to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible.

If you are involved in any way with a complaint, the Headteacher will explain what will happen and the sort of help that is available to you.

The Headteacher will invite you to discuss your complaint at a meeting. Timescales for dealing with your complaint will be agreed with you. We will aim to have a meeting with you and to explain what will happen, normally within 10 school days of receiving your letter. The Headteacher will complete the investigation and will let you know the outcome in writing within 10 school days of completion.

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.

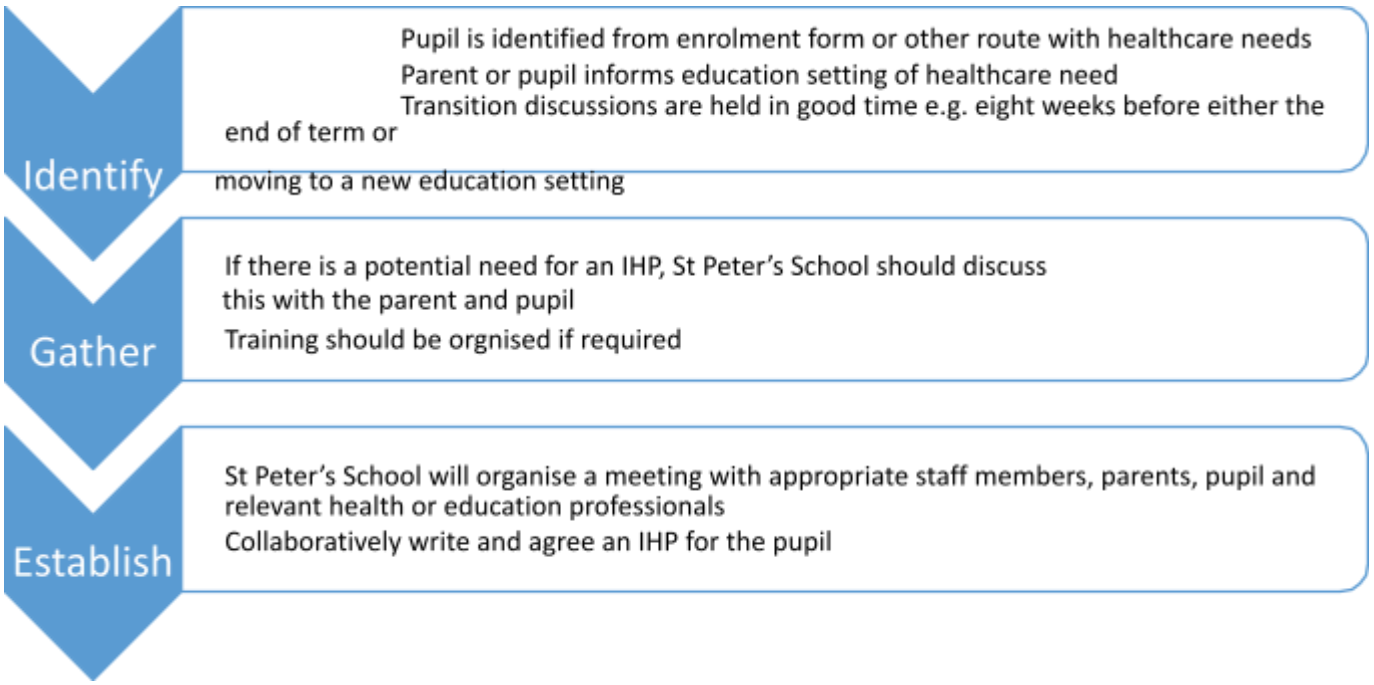
It is rare that a complaint will progress any further. However, if you still feel that your complaint has not been dealt with fairly, you should write, through the school's address, to the chair of governors setting out your reasons for asking the governing body's complaints committee to consider your complaint.

16. Individual Healthcare Plans (IHP)

16.1 The governing body will ensure that St Peter's School's policy covers the role of IHPs, and who is responsible for their development in supporting pupils at an education setting with medical conditions.

16.2 An IHP will assist St Peter's School in identifying the necessary safety measures to support the pupil with a healthcare need and ensure that they and others are not put at risk. They will often be essential, such as cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of cases, especially where the medical condition is long term and complex. However, not all children and young people will require one.

16.3 An Individual Health Care Plan can clarify for settings, parents and the pupil the help that the setting can both provide and receive. There will be a level of flexibility to account for any unexpected changes in the pupil's healthcare needs.



16.2 Roles and Responsibilities in the creation and management of IHPs

16.2.1 IHPs do not need to be complex but they will explain how the pupil's needs will be met. AN IHP will be easily accessible to all who need to refer to it, while maintaining the required levels of privacy. Each plan will capture key information and actions required to support the pupil effectively.

16.2.2 A health professional must take a lead role in writing a Health Care Plan; this could be the school nurse, specialist nurse, special needs health visitor or consultant. Their knowledge of the condition, medication, emergency procedures and the pupil is paramount. This will be completed involving the:

- ✔ The pupil (where possible)
- ✔ Parent/carer
- ✔ Input or information from previous education setting
- ✔ Appropriate healthcare professionals
- ✔ Social care professions
- ✔ Head teacher and/or delegated responsible individual for healthcare needs across the setting
- ✔ Teacher and support staff, including catering staff if necessary
- ✔ Any individual with relevant roles such as a first aid coordinator, a wellbeing officer and ALNCo (Additional Learning Needs Coordinator)
- ✔ Setting staff who have agreed to administer medication or be trained in emergency procedures

An Individual Healthcare Plan (IHP) may include:

- ✔ The medical condition: its triggers, signs, symptoms and treatments and how it is

managed on a day to day basis, in particular during setting hours

- ✔ The pupil's 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
- ✔ The level of support needed (some pupils will be able to take responsibility for their own healthcare needs) including in an emergency
- ✔ Who will provide this support, their training needs and expectations of their role
- ✔ Who in the setting needs to be aware of the pupil's healthcare needs and the support they require
- ✔ Protocol for exchanging information between education and health (if necessary)
- ✔ Written permission from parents and the Head Teacher for the administration of medicines by staff members or self-administration by the pupil during setting hours
- ✔ Separate arrangements or procedures required for setting trips or other setting activities outside of the normal setting timetable that will ensure the pupil can participate e.g. risk assessments
- ✔ Where confidentiality issues are raised by the parent/child/young person, the designated individuals to be entrusted with information about the child's condition
- ✔ Home to school transport – this is the responsibility of the local authority
- ✔ Emergency Procedures including whom to contact, and contingency arrangements. Some pupils may have an emergency health care plan prepared by their lead clinician that could be used to inform the development of their individual health care plan
- ✔ An impact statement jointly produced by healthcare professional and a teacher) on how the pupil's healthcare condition and/or treatment affects their learning and what actions are required to mitigate these effects
- ✔ Review date

16.2.3 If the plan needs revising St Peter's School and health professionals will meet with the parents and a new plan written and signed by all parties.

16.2.4 The plan will also be made available to **all staff members** coming into contact with the pupil

16.2.5 If the pupil's condition is degenerative or life threatening, the plan will reflect these additional needs and will provide sufficient information to setting staff. The plan will include details of the condition, what to do and who to contact in an emergency. More frequent reviews will be required for those with conditions that are technologically dependent or potentially life limiting.

16.2.6 In most cases, especially concerning short term illnesses such as those requiring a course of antibiotics, a detailed IHP will not be necessary. In such circumstances it may be sufficient to record the name of medication, dosage, time administered and any possible side effects. These procedures will be confirmed in

writing with the pupil (where appropriate), the parents and St Peter's School.

16.3 Coordinating information with healthcare professional m the pupil and parents

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

16.4 Confidentiality

It is important that relevant staff members (including temporary staff members) are aware of the healthcare needs of their pupils, including changes to IHPs. IHP 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.

16.5 The pupil's role in managing their own healthcare needs

Pupils who are competent to do so will be encouraged to take responsibility for managing their own medicines and procedures. This will be reflected within the pupil's IHP.

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

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

17. Unacceptable Practice

It is not acceptable practice:

- Prevent pupils from attending education or reduce hours due to their healthcare needs, unless this would be likely to cause harm to the pupil or others.
- Prevent pupils from easily accessing their inhalers, medication and administering of their medication when and where necessary
- Assume every pupil with the same condition requires the same treatment
- Ignore the views of the pupil of their parents, or ignore healthcare evidence or opinion
- Send pupils with healthcare needs home frequently for reasons associated with their medical condition or prevent them from staying for normal setting activities, including lunch, unless this is specified in their IHP or risk assessment

- Send a pupil that becomes ill or needs assistance to the office or medical room unaccompanied or with someone who is unaware of the pupils' needs or unable to properly monitor them
- Penalise a pupil 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 St Peter's School, trip or other off site activity to administer medication or provide healthcare support to the pupil, including for toileting issues
- Prevent, or create unnecessary barriers for pupils from participating in any aspect of education setting life, including setting trips, e.g. by requiring parents to accompany the child
- Ask a pupil to leave the classroom or activity if they need to administer non personal medication or consume food in line with their health needs
- Expect or cause a parent to give up work or other commitments because St Peter's School is failing to support a pupil's healthcare needs
- Request adjustments or additional time for a pupil at a late stage. They will be applied for in good time. Consideration will also be given to adjustments or additional time needed in mock examinations or other tests.

Please refer to the 'Unacceptable Practice' section in the Welsh Government's 'Supporting Pupils with Healthcare Needs' statutory guidance.

ALN statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

UNCRC statement

St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with

pupils, staff, parents/carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.

Outline of legal framework of Healthcare Policy

There are various duties on schools and local authorities which are relevant to safeguarding the welfare of children and young people with healthcare needs in the educational context. The main provisions are outlined below.

This is not an exhaustive list of the law relevant to this subject. Nor is it an authoritative statement or description of the law, which only courts can give. The descriptions below are summaries of the main relevant provisions. For any particular duty, there will be further statutory provisions and there may be case law (and possibly such developments after the issue of this guidance), affecting the meaning of the provisions (e.g. defining terms), or how a function is to be exercised (e.g. matters to which the person exercising the function must have regard). It will not be relied upon as a substitute for seeking legal advice or reading the actual provisions. Legislation can be found at www.legislation.gov.uk though it is not all in revised and up to date form.

General

As part of the common law, those responsible for the care and supervision of children and young people, including teachers, and other staff members in charge of children, owe a duty of care to act as any reasonably prudent parent would in relation to their own children.

A person without parental responsibility for a child or young person, but with the care of that child, may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare. This is subject, for example, to a court order prohibiting certain steps being taken in relation to that child or young person without the Court's consent **(Section 3(5) of the Children Act, 1989)**[2].

Statutory duties on governing bodies of maintained schools

- In discharging their functions relating to the conduct of the school, governing bodies of maintained schools (including maintained nursery schools) must promote the well-being of pupils at the school **(Section 21(5) of the Education Act, 2002)**[3]**.**
- Governing bodies of maintained schools (including maintained nursery schools) must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children and young people (i.e. those under 18) who are pupils at the school **(Section 175(2) of the Education Act, 2002).** In considering what arrangements are required, the governing body is to have regard to any guidance by the Welsh Ministers[4] **(Section 175(4) of the Education Act, 2002).** Governing bodies are also

subject to duties under the **Equality Act, 2010**[5] **–** see the section below for more details.

Statutory duties on local authorities

- Local authorities have general functions in relation to providing education for their area **(***in particular sections 13 to 14, 15A, 15B of the* **Education Act, 1996)**[6]**.**
- A local authority must make arrangements for the provision of suitable education (at school or otherwise), for children of compulsory school age who may now otherwise receive it for any period due to illness, exclusion from school or otherwise **(***Section 19(1) of the* **Education Act, 1996)**. For young persons (i.e. those who are over compulsory school age but under the age of 18), local authorities have a power (rather than a duty), to make such arrangements in those circumstances **(***Section (4) of the* **Education Act, 1996)**. In determining what arrangements to make under *Section 19(1) or 19(4)*, in the case of any child or young person, the local authority must have regard to any guidance given by the Welsh ministers.
- A local authority must make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children and young people (i.e. under 18 years old), **(***Section 175(1) of the* **Education Act, 2002).**
- In considering what arrangements are required, the local authority is to have regard to any guidance given by the Welsh Ministers (see footnote 3 on previous page), **(***Section 175 (4) of the* **Education Act, 2002)**. Some of this guidance is issued under *Section 175(4)* –it is marked in bold font.
- Local authorities have general duty to safeguard and promote the welfare of children and young people in need within their area (and so far as consistent with that, to promote the upbringing of those children by their families) by providing a range and level of services appropriate to those children's needs **(***Section 17 of the* **Children Act 1989).**
- Local authorities must make arrangements to promote cooperation between various persons and bodies, including a local health board for an area within the local authority's area and an NHS Trust providing services in the area. The arrangements are to be made with a view to:
    - Improving the well-being of children and young people within the area;
    - Improving the quality of care and support for children and young people provided in the area (when amendments made by the **Social Services and Well-Being (Wales) Act, 2014** come into force)[7].
    - **o** Protecting children and young people who are experiencing or at risk of abuse and other harm (when those amendments come into force), **(***Section 25 of the* **Children Act, 2004)**[8]**.**
- **The Education (School Premises) Regulations, 1999, S.I. 1999/2**[9] set out requirements (for which local authorities are responsible) regarding facilities at

maintained schools. These include requirements regarding accommodation for medical examination and treatment of pupils and the care of sick or injured pupils (*Regulation 5).*

- Local authorities also have duties under the **Equality Act, 2010** – see below.

The Equality Act, 2010

Disability is a protected characteristic under the **Equality Act, 2010**[10]**.** Some pupils with healthcare needs may be disabled for the purposes of that Act; others may not be. There are various duties under the **Equality Act, 2010** which are relevant in the context of pupils with healthcare needs who are disabled.

The responsible body of a school must not discriminate, harass nor victimise disable pupils and in some cases, other particular persons. The responsible body is also subject to a duty to make reasonable adjustments **(***Section 85 of the* **Equality Act, 2010).**

Local authorities must prepare and implement an accessibility strategy in relation to schools for which they are the responsible body. This is a strategy for (over a particular period):

a) Increasing the extent to which disabled pupils can participate in the schools' curriculums;
b) Improving the physical environment of the schools for the purpose of increasing the extent to which disable pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled **(***paragraph 1 of Schedule 10 to the* **Equality Act, 2010).**

The responsible body of a school must prepare and implement an accessibility plan. Such a plan involves the same content as an accessibility strategy except that it relates to the particular school **(***Paragraph 3 of Schedule 10 to the* **Equality Act, 2010).**

In relation to a maintained school and maintained nursery, the responsible body is the local authority or the governing body. In relation to a pupil referral unit, it is the local authority.

Local authorities and the governing body of local authority maintained educational establishments (e.g. maintained schools) are subject to the public sector equality duty. This requires them, in the exercise of their functions, to have due regard to particular matters related to equality (*Section 149).* They are also under specific duties for the purpose of enabling better performance of the public sector equality duty **(Equality Act, 2010, (Statutory Duties) (Wales) Regulations, 2011 S.I. 2011/1064).**

Other relevant provisions

The **Pupil Travel (Wales) Measure, 2008**[11] places duties on local authorities and governing bodies in relation to home-school transport.

The **Data Protection Act, 1998**[12] regulates the processing of personal data, which includes the holding and disclosure of it.

The **Misuse of Drugs Act, 1971**[13] and regulations made, deal with restrictions (for example, concerned with supply and possession), on drugs which are controlled. Pupils may be prescribed controlled drugs.

Appendix 3:2

Useful relevant legislation for England and Wales

The legislation listed below can be referred to clarify the main provisions relevant to children and young people with healthcare needs.

- **Children and Families Act, 2014 (Section 100)**[14] - places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.
- **Section 21 of the Education Act, 2002**[15] – provides that governing bodies of maintained schools must, in discharging their functions in relation to the conduct of the school, promote the wellbeing of pupils at the school.
- **Section 175 of the Education Act, 2002** – provides that governing bodies of maintained schools must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Paragraph 7 of Schedule 1 to the Independent School Standards (England) Regulations 2010 set this out in relation to academy schools and alternative provision academies.
- **Section 3 of the Children Act, 1989**[16] – provides a duty on a person with the care of a child (who does not have parental responsibility for the child) to do all that is reasonable in all the circumstances for the purposes of safeguarding or promoting the welfare of the child.
- **Section 17 of the Children Act, 1989** – gives local authorities a general duty to safeguard and promote the welfare of children in need in their area.
- **Section 10 of the Children Act, 2004**[17] – provides that the local authority must make arrangements to promote cooperation between the authority and relevant partners (including the governing body of a maintained school, the proprietor of an academy, clinical commissioning groups and the NHS Commissioning Board, with a view to improving the wellbeing of children, including their physical and mental health, protection from harm and neglect, and education. Relevant partners are under a duty to cooperate in the making of these arrangements.
- **Equality Act, 2010**[18] – the key elements are as follows:
    - They **must not** discriminate against, harass or victimise disabled children and young people
    - They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage
- **Education Act, 1996, Chapter 1 (Special Educational Needs)**[19]
- **Care Standard Act, 2000**[20]
- **Health and Safety at Work Act, 1974, Section 2**[21] - and the associated regulations,

provides that it is the duty of the employer (local authority, governing body or academy trust) to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety.

- **Misuse of Drugs Act, 1971**[22] – and associated regulations the supply, administration; possession and storage of certain drugs are controlled. Schools may have a child who has been prescribed a controlled drug.
- **Medicines Act, 1968**[23] – specifies the way that medicines are prescribed, supplied and administered within the UK and places restrictions on dealings with medicinal products, including their administration.

Other relevant legislation

- **Every Child Matters, 2003**[24]
- **UN Convention on the Rights of the Child, 1989**[25]
- **Management of Health and Safety at Work Regulations, 1999**[26]
- **Control of Substances Hazardous to Health Regulations, 2002**[27]
- **The Regulatory Reform (fire safety) Order, 2005**[28]
- **Chronically Sick and Disabled Persons Act, 1970**[29]

[1] Control of Substances Hazardous to Health (COSHH) Regulations (2002) amended as required www.hse.gov.uk

[2] **Children Act, 1989** - http://www.legislation.gov.uk/ukpga/1989/41/contents/enacted
[3] **Education Act, 2002** - http://www.legislation.gov.uk/ukpga/2002/32/contents ministers
[4] This power is now vested in the Welsh Ministers, rather than the National Assembly for Wales, by virtue of paragraph 30 of Schedule 11 to the **Government of Wales Act, 2006** - http://www.legislation.gov.uk/ukpga/2006/32/contents
[5] **Equality Act, 2010** - http://www.legislation.gov.uk/ukpga/2010/15/contents
[6] **Education Act, 1996** - http://www.legislation.gov.uk/ukpga/1996/56/contents
[7] **Social Services and Well-Being (Wales) Act, 2014** - http://www.legislation.gov.uk/anaw/2014/4/contents/enacted
[8] **Children Act, 2004** - http://www.legislation.gov.uk/ukpga/2004/31/contents
[9] **Education (School Premises) Regulations, 1999, S.I. 1999/2 -** http://www.legislation.gov.uk/uksi/1999/2/contents/made
[10] **Equality Act, 2010 -** http://www.legislation.gov.uk/ukpga/2010/15/contents
[11] **Pupil Travel (Wales) Measure, 2008** - http://www.legislation.gov.uk/mwa/2008/2/contents
[12] **Data Protection Act, 1998** - http://www.legislation.gov.uk/ukpga/1998/29/contents
[13] **Misuse of Drugs Act, 1971** - http://www.legislation.gov.uk/ukpga/1971/38/contents
[14] http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
[15] http://www.legislation.gov.uk/ukpga/2002/32/contents
[16] http://www.legislation.gov.uk/ukpga/1989/41/contents
[17] http://www.legislation.gov.uk/ukpga/2004/31/contents
[18] http://www.legislation.gov.uk/ukpga/2010/15/contents
[19] http://www.legislation.gov.uk/ukpga/1996/56/part/IV
[20] http://www.legislation.gov.uk/ukpga/2000/14/contents
[21] http://www.legislation.gov.uk/ukpga/1974/37/section/2
[22] http://www.legislation.gov.uk/ukpga/1971/38/contents
[23] http://www.legislation.gov.uk/ukpga/1968/67
[24] https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf
[25] http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf
[26] http://www.legislation.gov.uk/uksi/1999/3242/regulation/1/made
[27] http://www.legislation.gov.uk/uksi/2002/2677/contents/made
[28] http://www.legislation.gov.uk/uksi/2005/1541/contents/made
[29] http://www.legislation.gov.uk/ukpga/1970/44/contents/enacted