



*The Federation of St Elphege's
and Regina Coeli Catholic Schools*



Special Educational Needs & Disabilities Policy

Produced by Tessa Christoforou 2016

Updated Jan 2018 (TC)

'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those *who identify as* transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community.

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through consultation with staff, parents and governors.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Deputy Headteacher responsible for Inclusion across the Federation is Tessa Christoforou.

We have two SENCO's across the Federation: Mrs Flo Herzog covers the Early Years, Infants and Junior School at St.Elphege's and Mrs Christoforou the Infants and Junior School at Regina Coeli. They can be contacted via the school office and e-mail.

Email address: office@reginacoelischool.co.uk

infant-office@stelphegesrcschools.org.uk

junior-office@stelphegesrcschools.org.uk

Both the SENCO's are qualified teachers and Mrs Christoforou holds the National Award in Special Educational Needs Coordination. She is also a member of the senior leadership team.

Section 1: Our values and vision in relation to SEN provision-

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

We believe this partnership with parents and children, that begins when they start school here in the Federation, is crucial in order to facilitate their development and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for transition to secondary school and adulthood.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Local Authorities of Croydon and Sutton and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those who identify as transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of the school's curriculum.

Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN.

The school's admission arrangements are set out on the school web-site and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment

- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEN support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEN can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identifies and to support the evaluation of any impact of any provision

- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual school provision maps
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan with the date when it will be reviewed.

DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable

- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEN at The Federation of St Elphege's and Regina Coeli will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan)

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC). (See Appendix 4)

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

*Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate **Supporting Pupils with Medical Conditions at School Policy** which can be found on our website.*

Section 6: Transition Arrangements – Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For pupils joining the school in our Reception classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEN.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

Both the SENCO's attend the termly Croydon and Sutton briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also active members of the local cluster network.

Section 6: Roles and Responsibilities

The SENCO:

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the management of teaching assistants who give support to individuals and groups of pupil with SEN. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

The Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

*The lead governor for SEN at The Federation is **Annie Manning**.*

The lead governor will meet at least termly with the DHT (Inclusion) to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are a part of our wider inclusion team include:

Designated Person for Safeguarding Mr M Jones 0208 669 6306 cp@stelphegesrcschools.org.uk	Designated Person for Safeguarding Mrs K Jones 020 8688 4582 deputy@reginacoelishschool.co.uk
Deputy Safeguarding Leads Ms E Brown, Mrs R Duffy, Mrs M Campbell & Mrs F Herzog 0208 669 6306	Deputy Safeguarding Lead Mrs C Guilmartin-Cole, Mrs S Davis, Mrs M Spain, Mrs J Mabey 020 8688 4582
Federation Deputy Safeguarding Leads Mrs F Hawkes Mrs T Christoforou Ms A Cunniffe Mrs A Glanville 020 8688 4582 0208 669 6306	
Safeguarding Governor Ms A Manning Chair of Governors Mr T Tamplin <i>Please speak with a member of the school office / SLT if you wish to contact the Safeguarding Governor or Chair of Governors</i>	
Sutton MASH Team 020 8770 6001 07701280793	Croydon MASH Team 020 8726 6000
Sutton LADO Petra Kirchman 0208 770 5777 lado@sutton.gov.uk	Croydon LADO Steve Hall 020 8726 6000 Ext.84322 or 63860 lado@croydon.gov.uk

Section 9: Monitoring and evaluating SEND Provision

The schools undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEN provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 10: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND have a named adult to report any incidents of bullying to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan can be found on our website

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy.:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon Child and Adolescent Mental Health Services (CAMHS)	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic Hearing Impairment Service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents in Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 www.kids.org.uk/sendias
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

Appendix 4



***The Federation of St Elphege's
and Regina Coeli Catholic Schools***



INDIVIDUAL HEALTH CARE PLAN

FOR CHILDREN WITH MEDICAL CONDITIONS AT SCHOOL

1. CHILD INFORMATION

Child's name _____ Date of Birth _____

2. CONTACT INFORMATION

Child's address _____

Family Contact 1

Name _____ Relationship with child _____

Phone (day) _____ Mobile _____

Family Contact 2

Name _____ Relationship with child _____

Phone (day) _____ Mobile _____

GP

Name of Practice _____ Phone _____

3. DETAILS OF CHILD'S MEDICAL CONDITIONS

Name of condition _____

Signs & Symptoms of condition _____

Triggers or things that make the condition worse _____

4. ROUTINE HEALTHCARE REQUIREMENTS (eg, dietary, therapy, nursing needs or before physical activity)

5. REGULAR MEDICATION TAKEN DURING SCHOOL HOURS

Name of medication _____ Dose _____

When is it taken? _____

Are there any side effects that may affect the pupil in school? _____

Are there any signs that this medication should not be given? _____

Can the pupil administer the medication themselves? Yes No

Yes, with supervision

Medication expiry date _____

6. EMERGENCY MEDICATION (e.g. EpiPen)

Name of medication _____

Signs & Symptoms which indicate an emergency for this child _____

Dose and method of administration (how the medication is taken and the amount) _____

Are there any signs when the medication should not be taken? _____

Are there any side effects of the medication? _____

Can the pupil administer the medication themselves? Yes No

Yes, with supervision

Is any follow up care necessary?

Who should be notified? Parents GP Specialist

7. WHAT TO DO IN AN EMERGENCY (e.g an allergic reaction)

In the event of your child showing any physical symptoms for which there is no obvious alternative explanation, his/her condition will be immediately reported to the head/ teacher in charge. On receipt of such a report, the person in charge will instruct a staff member to contact in order of priority:

Dial 999, ask for an ambulance and say:

This is St.Elphege's Primary School Wallington **OR** Regina Coeli Primary School South Croydon. Our telephone number is **SE-020 8669 6306 OR RC- 0208 688 4582**. We have a child who has had a severe allergic reaction. The epipen has been given. We need a paramedic team urgently. The child's name is _____ and their date of birth is _____.

Then call the family contacts on the numbers above.

8. MEMBERS OF STAFF TRAINED TO ADMINISTER MEDICATIONS FOR THIS PUPIL

Regular medication: _____

Emergency medication: _____

**9. ANY OTHER INFORMATION RELATING TO THE PUPIL'S HEALTHCARE IN SCHOOL e.g
Arrangements for school visits/trips etc**

10. FOLLOW- UP CARE

- Parents are responsible for maintaining up to date prescribed medication for use in school including replacements when they are used.
- School to ensure all administered medications are appropriately documented on Template X: "Record of Medicine Administered to an Individual Child" form in accordance with the "Supporting Pupils at School with Medical Conditions" policy (Department of Education, 2014).
- School to ensure that staff attend adequate training
- Parents responsible for informing school nurse and school regarding any changes to health condition such as dosage/frequency or if medication has been stopped.
- School to regularly check any medication stored on the premises.

STAFF INDEMNITY

The Federation of St.Elphege's and Regina Coeli Primary Schools fully indemnifies its staff against claims for alleged negligence, provided they are acting within the scope of their employment, having been provided with adequate instruction, and are following the school guidelines. For the purposes of indemnity, the administration of medicine falls within this definition and hence the staff can be reassured about the protection their employer provides. The indemnity would cover the consequences that might arise where an incorrect dose is inadvertently given or where the administration is overlooked. In practice indemnity means the school and not the employee would meet the cost of damages should a claim or alleged negligence be successful. It is very rare for school staff to be sued for negligence and instead the action will usually be between the parent and the employer.

PARENTAL AGREEMENT

I give permission for staff in the Federation of St.Elphege's and Regina Coeli Primary Schools to administer the actions as laid out in this care plan.

I agree that the medical information contained in this plan may be shared with individuals involved with my child's care and education (this includes emergency services). I understand that I must notify the school of any changes in writing.

Parent's signature _____ Date _____

HEADTEACHER AGREEMENT

It is agreed that (name of child) _____

Will receive the above listed medication at the above listed time (see part 5)

Will receive the above listed medication in an emergency (see part 6)

Headteacher's signature _____ Date _____



The Federation of St Elphege's and Regina Coeli Catholic Schools



Record of Medicine Administered to an Individual Child

Name of school/setting	
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature _____

Signature of parent _____

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date
Time given
Dose given
Name of member of staff
Staff initials

Date
Time given
Dose given
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