

## **GUIDANCE FOR SUPPORTING CHILDREN WITH MEDICAL/PHYSICAL NEEDS INTO SCHOOL**

**The year before the child is due to start school:**

### **AUTUMN TERM:**

#### **Early years settings should:**

- Support and encourage parents to apply for a mainstream school place
- Support parents to visit school and to discuss the child's medical/physical needs with school.
- With parental permission, contact school and invite them into the setting to meet the child and parents
- Continue to liaise with professionals to ensure the Individual Health Care Plan is up to date
- Ensure regular communication with parents. A home/setting communication book can support this.
- Encourage parents to go to school events such as Christmas fair, open days
- Support friendships with children going to the same school
- Refer to the EYSEND team for support

#### **Schools should:**

- Visit the child in their setting and meet the parents
- Consider a home visit
- Remember the medical condition does not define the child. Find out about the child, what they like, what they are good at.
- Invite the lead health professional into school to talk to staff, see the provision
- Arrange for an Occupational Therapist to visit the school to carry out a site access visit.
- Contact School Placement Planning at LCC if any major building work needs to be undertaken
- Talk to staff about any training that needs to be completed and arrange this in good time before the child starts.
- Consider staff job descriptions and include meeting needs of children with medical conditions

### **SPRING TERM:**

#### **Early years settings should:**

- If the child would benefit from an enhanced transition to school start planning this now
- Apply for transition funding to support an enhanced transition in the summer term
- Continue to encourage independence skills, especially dressing, toileting (if possible, for the child)
- If the child is still in nappies say 'let's go to the toilet' rather than 'let's change your nappy'
- Introduce dressing up in school uniform, looking at picture book about the school
- Ask parents if they will need wrap around care once the child starts school. If they do contact the childcare duty desk 0116 3057136
- Start completing the Transition to School document to ensure a positive start to school

**Schools should:**

- Visit the child in setting
- Invite the child and others into school for fun sessions
- Make a photo book of the classroom, playground, dinner hall etc.
- Invite parents, setting and professionals into school for an update meeting
- Start to look at staffing and allow for support the child might need

**SUMMER TERM:**

**Settings should:**

- Support the child with enhanced visits to the school
- Talk positively about going to school
- Continue communication with parents and ensure they can voice any worries or concerns they have
- Arrange a meeting with school and professionals to address any concerns
- Complete the Transition to School document with parents and school to ensure a successful start.

**Schools should:**

- Ensure any training required is completed
- Maintain good communication with the parents and setting
- Be aware of the impact of the medical/physical need, hospital appointments etc. on the child's attendance and be prepared to show flexibility and sensitivity with the attendance policy. These should be authorised absences.
- Be aware of and sensitive to the emotional impact the child's needs may have on them. They may have had minimal pre-school experience and may be wary of new adults.
- Be aware parents may be feeling anxious
- Write an up-to-date school Individual Health Care Plan with parents and health professionals, using the one from the early years setting
- Ensure your policy reflects your practice
- Be positive, proactive and plan

**GUIDANCE TO SUPPORT THE INCLUSION OF CHILDREN WITH MEDICAL NEEDS IN SCHOOL**

[Supporting pupils at school with medical conditions](#)

[Equality Act 2010](#)

[SEND code of Practice 2015](#)

School IHCP

## Top tips for supporting children with medical/physical needs in to school

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| 1. Gather as much information as possible about the child before they start  |  |
| 2. Talk to parents about their child, their strengths and interests and how their medical/physical needs may impact on them          |  |
| 3. Visit the child at home and in their early years setting  |  |
| 4. Arrange a transition meeting with parents, setting, and any professionals involved before the child starts.                       |  |
| 5. Gain permission to speak to other professionals who support the child and ensure a School Individual Health Care Plan is written. |  |
| 6. Ensure staff receive any training that may be needed in good time before the child starts   |  |
| 7. Have in place any specialist equipment the child may need, plan ahead as this may take time to source                             |  |
| 8. Ensure you read the transition document and information from the early years setting  |  |
| 9. Consider the room layout to ensure mobility, the provision of a quiet area, toilet adaptations                                    |  |
| 10. Consider an enhanced transition for the child if needed  |  |