



# **FIRST AID ARRANGEMENTS POLICY 2025-2026**

Reviewed: April 2025  
Next Review due: April 2026  
Approved by the Senior Leadership Team



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### 1. Introduction

Bespoke Mentoring and Training Services Limited ("the Organisation") is an alternative provision dedicated to supporting learners aged 6-25 with special educational needs (SEN) and social, emotional, and mental health (SEMH) needs, alongside ensuring the well-being of employed staff. This First Aid Arrangements Policy outlines our commitment to providing prompt, effective first aid to learners and staff, with tailored provisions for the unique physical, sensory, and emotional needs of our SEN/SEMH learners.

This policy complies with the Health and Safety (First-Aid) Regulations 1981, the Equality Act 2010, and Department for Education (DfE) guidance, including *Keeping Children Safe in Education (2024)* and *Guidance on First Aid for Schools (2000)*. It applies to all activities on Organisation premises, during off-site activities (e.g., educational trips, work placements), and in online environments where applicable, ensuring the safety of learners, staff, visitors, and contractors.

### 2. Aims

- To provide immediate, effective first aid to learners with SEN/SEMH and staff in response to accidents, injuries, or medical emergencies.
- To ensure first aid arrangements are tailored to the specific needs of SEN/SEMH learners, including sensory, mobility, or mental health considerations.
- To maintain a sufficient number of trained first aiders and adequate first aid resources across all activities.

- To comply with health and safety legislation and DfE guidance, fostering a safe environment.
- To support the physical and emotional well-being of learners and staff through clear first aid procedures.

### 3. Scope

This policy covers:

- First aid provision for learners aged 6-25 with SEN/SEMH and employed staff.
- Arrangements for on-site activities, off-site trips, work placements, and remote learning environments.
- Management of medical conditions, including those outlined in Education, Health, and Care Plans (EHCPs).
- Procedures for first aid training, equipment, incident reporting, and emergency response.
- Support for learners and staff with disabilities or specific health needs, per the Equality Act 2010.

### 4. Principles

- **Safety First:** Prompt first aid prioritises the well-being of learners and staff, with SEN/SEMH-specific accommodations.
- **Accessibility:** First aid procedures and communications are tailored to meet diverse needs (e.g., sensory-friendly instructions).
- **Preparedness:** Adequate resources and trained staff ensure readiness for medical incidents.
- **Inclusion:** Arrangements accommodate learners and staff with disabilities or medical conditions.
- **Confidentiality:** Medical information and incident records are handled securely, per the Data Protection Policy.
- **Collaboration:** Stakeholders work together to support first aid provision and learner safety.

### 5. Roles and Responsibilities

- **Senior Leadership Team:**
  - Ensures adequate first aid resources, training, and policy implementation.
  - Appoints a First Aid Coordinator to oversee arrangements.
- **First Aid Coordinator:** A named staff member contact [roy.king@bespokementoring.org](mailto:roy.king@bespokementoring.org) manages first aid provision, training, and equipment checks.
- **Designated Safeguarding Lead (DSL):** Addresses first aid incidents with safeguarding implications, per the Safeguarding Policy.
- **SENCO (Special Educational Needs Coordinator):** Ensures first aid arrangements align with EHCPs and SEN/SEMH needs.
- **Trained First Aiders:**

- Respond to medical incidents, administer first aid, and maintain accurate records.
- Support learners with SEN/SEMH during incidents (e.g., calming techniques).
- **All Staff:**
  - Report incidents, summon first aiders, and follow safety procedures.
  - Complete basic first aid awareness training, with SEN/SEMH focus.
- **Learners:**
  - Report injuries or health concerns to staff, with SEN/SEMH support (e.g., visual reporting tools).
  - Follow first aid instructions where possible.
- **Parents/Carers:**
  - Provide up-to-date medical information for learners (e.g., allergies, epilepsy).
  - Consent to emergency treatment and medication administration.
- **Visitors and Contractors:**
  - Report incidents to staff and follow first aid procedures.

## 6. First Aid Needs Assessment

- **Assessment:**
  - The First Aid Coordinator conducts an annual needs assessment to determine first aid requirements, considering:
    - Number of learners (6-25) and staff on-site.
    - SEN/SEMH-specific needs (e.g., sensory sensitivities, epilepsy, anxiety).
    - Nature of activities (e.g., vocational training, off-site trips).
    - Premises layout and accessibility (e.g., ramps, sensory rooms).
    - Staff health conditions or disabilities.
- **Outcomes:**
  - Determines the number of trained first aiders (minimum two per site, one with paediatric training for ages 6-14).
  - Identifies required first aid kits and equipment (e.g., defibrillators, EpiPens).
  - Informs risk assessments, per the Health and Safety Policy.

## 7. First Aid Procedures

### *7.1 First Aid Personnel*

- **Training:**
  - All staff are first aid trained.
  - All staff are trained in paediatric first aid for younger learners (6-14), per DfE guidance.
  - Additional training covers SEN/SEMH needs (e.g., administering EpiPens, managing seizures, calming techniques).
- **Availability:**
  - A trained first aider is always with a learner whilst on provision.

- Rotas ensure coverage during trips or events.
- **Identification:**
  - First aiders are listed on noticeboards and in learner handbooks, with photos and contact details for accessibility.

### *7.2 First Aid Equipment*

- **First Aid Kits:**
  - Fully stocked kits are located in accessible areas (e.g., classrooms, sensory rooms, reception).
  - Contents include bandages, sterile dressings, gloves, and SEN-specific items (e.g., cooling packs for sensory regulation).
  - Kits are checked monthly by the First Aid Coordinator and restocked as needed.
- **Specialist Equipment:**
  - Automated External Defibrillators (AEDs) are available on-site, with trained staff.
  - EpiPens, inhalers, or other prescribed medications are stored securely, per individual healthcare plans.
- **Off-Site Activities:**
  - Portable first aid kits and learner-specific medications accompany all trips.
  - Staff carry emergency contact lists and healthcare plans.

### *7.3 Managing Medical Conditions*

- **Individual Healthcare Plans (IHCPs):**
  - Developed for learners with medical conditions (e.g., diabetes, epilepsy), in collaboration with parents/carers, SENCO, and healthcare professionals.
  - Include triggers, symptoms, medication administration, and emergency procedures.
  - Reviewed termly or after incidents, aligned with EHCPs.
- **Staff Health:**
  - Staff disclose health conditions requiring first aid support (e.g., allergies) confidentially to the HR Lead.
  - Reasonable adjustments are provided (e.g., access to medication, rest breaks).
- **Medication Administration:**
  - Prescribed medications are administered by trained staff with parental consent, stored securely, and recorded.
  - Non-prescribed medications (e.g., paracetamol) are not administered to learners without medical approval.

### *7.4 Response to Incidents*

- **Immediate Action:**

- First aiders assess the situation, provide treatment (e.g., wound care, CPR), and use SEN/SEMH-appropriate communication (e.g., calm tone, visual cues).
- For serious incidents (e.g., seizures, severe allergic reactions), emergency services are contacted (999), and parents/carers are notified.
- **Emotional Support:**
  - SEMH learners receive calming strategies (e.g., sensory tools, safe spaces) during or after incidents.
  - Staff or peers affected by incidents are supported via the employee assistance program or mentoring.
- **Off-Site Incidents:**
  - First aiders follow trip-specific protocols, using portable kits and IHCPs.
  - Emergency services and parents/carers are contacted as needed.

### *7.5 Incident Reporting and Recording*

- **Reporting:**
  - All first aid incidents are reported to the First Aid Coordinator immediately.
  - Staff complete an incident form, detailing the event, treatment, and follow-up actions.
- **Recording:**
  - Incidents are logged securely, compliant with the Data Protection Policy and UK GDPR.
  - Logs include learner/staff details, incident description, treatment, and notifications.
- **Investigation:**
  - The Coordinator, with SENCO input, investigates incidents within 24 hours to identify causes (e.g., environmental hazards, SEMH triggers).
  - Safeguarding concerns are escalated to the DSL.
- **Reporting Requirements:**
  - Serious incidents (e.g., hospitalizations, fatalities) are reported to the Health and Safety Executive (HSE) per RIDDOR 2013.
  - Parents/carers are informed of learner incidents, using SEN-accessible formats.
- **Follow-Up:**
  - Risk assessments are updated to prevent recurrence, per the Health and Safety Policy.
  - IHCPs are reviewed if relevant.

### *7.6 Emergency Procedures*

- **Medical Emergencies:**
  - First aiders follow IHCPs, administer emergency treatments (e.g., EpiPens, AED), and call 999.
  - A staff member accompanies learners to hospital, with parental consent or in their absence if critical.

- **Evacuation:**
  - First aid kits and medications are accessible during evacuations, per fire safety plans.
  - Learners with SEN/SEMH receive tailored support (e.g., buddy systems, noise-cancelling aids).
- **Communication:**
  - Emergency contact lists are maintained, with accessible formats for learners and staff.
  - Parents/carers are updated promptly during serious incidents.

## 8. Supporting SEN/SEMH Learners

- **Tailored First Aid:**
  - Procedures account for sensory sensitivities (e.g., gentle touch, low lighting) and communication needs (e.g., visual prompts).
  - SEMH learners receive emotional support during incidents (e.g., trauma-informed reassurance).
- **Individual Plans:**
  - IHCPs address SEN/SEMH-specific risks (e.g., anxiety-induced fainting, sensory overload).
  - Plans are shared with first aiders and reviewed termly.
- **Training:**
  - First aiders are trained in SEN/SEMH conditions (e.g., autism, ADHD) and de-escalation techniques.
  - Learners receive SEN-appropriate first aid education (e.g., role-plays, simplified guides).
- **Accessibility:**
  - First aid stations are sensory-friendly, with clear signage and visual aids.
  - Instructions are provided in multiple formats (e.g., audio, large print).

## 9. Staff Health and Well-Being

- **First Aid Access:**
  - Staff have equal access to first aid, with kits and aiders available during working hours.
  - Health conditions are supported via confidential disclosures to the HR Lead.
- **Training:**
  - All staff receive basic first aid awareness, including stress-related health risks in SEN/SEMH settings.
  - First aiders are trained to support staff well-being during incidents.
- **Support:**
  - The employee assistance program provides mental health support post-incident.
  - Reasonable adjustments ensure staff with disabilities can access first aid (e.g., accessible kits).

## 10. Training

- **First Aiders:**
  - Complete accredited paediatric first aid.
  - Complete a basic first aid course.
  - Annual refreshers on SEN/SEMH-specific first aid (e.g., seizure management, epileptic, diabetes).
- **All Staff:**
  - Annual basic first aid awareness training, covering SEN/SEMH needs and emergency procedures.
  - New staff complete training within their first week.
- **Learners:**
  - Age-appropriate, SEN-accessible first aid education (e.g., visual guides on calling for help).
  - Integrated into mentoring sessions to build confidence.
- **Parents/Carers:**
  - Guidance sessions on first aid procedures and reporting medical needs, with accessible resources.

## 11. Monitoring and Review

- **Equipment Checks:**
  - First aid kits and specialist equipment are checked monthly by the First Aid Coordinator.
  - Deficiencies are addressed immediately.
- **Incident Analysis:**
  - Termly review of incident logs to identify trends (e.g., frequent injuries, SEN/SEMH triggers).
  - Findings inform risk assessments and training.
- **Feedback:**
  - Collected from staff, learners, and parents/carers using SEN-accessible methods (e.g., visual surveys).
  - Learner councils provide input on first aid accessibility.
- **Policy Review:**
  - Every two years or following significant changes (e.g., new legislation, incidents).
  - The First Aid Coordinator and SENCO lead reviews, with Senior Leadership Team approval.
- **Reporting:**
  - Termly first aid reports to the Senior Leadership Team, with annual HSE compliance checks.

## 12. Collaboration with Stakeholders

We work with:

- **Parents/Carers:** To develop IHCPs and share first aid updates, using accessible communication.

- **Learners:** Through councils to improve first aid processes, with SEN/SEMH support.
- **Staff:** Via feedback to enhance training and procedures.
- **External Partners:** NHS, local authorities, or SEN specialists for medical guidance and emergency coordination.
- **Emergency Services:** To ensure rapid response and tailored support for SEN/SEMH learners.

### 13. Consequences of Non-Compliance

- **Staff:** Failure to follow first aid procedures results in disciplinary action, per the Staff Discipline, Conduct, and Grievance Policy.
- **Organisation:** Non-compliance risks HSE enforcement, fines, or reputational damage, compromising learner and staff safety.
- **Learners:** Non-compliance with first aid instructions is addressed per the Behaviour and Learning Policy, with SEN/SEMH support.

### 14. Legal Framework

This policy complies with:

- **Health and Safety (First-Aid) Regulations 1981:** Duty to provide adequate first aid.
- **Equality Act 2010:** Reasonable adjustments for disabilities and SEN/SEMH.
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013:** Incident reporting.
- **Data Protection Act 2018/UK GDPR:** Secure handling of medical records.
- **DfE Guidance:** *Guidance on First Aid for Schools (2000)*, *Keeping Children Safe in Education (2024)*.
- **Children Act 1989:** Safeguarding duties.

### 15. Contact

For first aid concerns, reporting, or support:

**First Aid Coordinator**

Email: [roy.king@bespokementoring.org](mailto:roy.king@bespokementoring.org)

Address: Bespoke Mentoring and Training Services, Regents Walk, Newerne Street, Lydney, Gloucester, GL15 5RF.

Safeguarding concerns should be reported to:

**Designated Safeguarding Lead**

Email: [jacqui.reddan@bespokementoring.org](mailto:jacqui.reddan@bespokementoring.org)

External escalation options:

- **Health and Safety Executive (HSE):** [www.hse.gov.uk](http://www.hse.gov.uk), 0300 003 1747
- **Ofsted:** [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted), 0300 123 1231

## 16. Related Policies

- Health and Safety Policy
- Safeguarding Policy
- Data Protection Policy
- Behaviour and Learning Policy
- Equal Opportunities and Diversity Policy
- SEN Policy
- Staff Discipline, Conduct, and Grievance Policy

### Approval

The Senior Leadership Team approved this policy on April 28, 2025, and it is effective immediately.

