



Navigating School with a Bleeding Disorder

Parent/Guardian Resource

South Carolina Hemophilia Treatment Center - Midstate

14 Richland Medical Park, Ste 410
Columbia, SC 29203
803-434-1028

South Carolina Hemophilia Treatment Center - Orangeburg

1724 Village Park Drive
Orangeburg, SC 29118
803-434-1028

South Carolina Hemophilia Treatment Center - Upstate

900 W. Faris Road, 2nd Floor
Greenville, SC 29605
864-455-8898

Medical University of South Carolina

125 Doughty St., Suite 520, MSC 917
Charleston, SC 29425
843-792-2957



BLEEDING DISORDERS ASSOCIATION OF SOUTH CAROLINA

☎ 864-350-9941 🌐 BDA-SC.org

Bleeding Disorders Association of South Carolina

Green Gate Office Park
25 Woods Lake Road, Suite #300
Greenville, SC 29607

Know Your Rights

What is a 504?

A 504 plan is a legal document designed to ensure that students with disabilities have equal access to education. It is named after Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability. 504 plans are not tailored for students who require specialized instruction. Instead, they focus on providing reasonable accommodations and modifications to support a student's participation in general education.

What is an IHP?

Individualized Health Plan (IHP) is a plan developed to address the specific health needs of a student who has health conditions that may require accommodations or medical interventions during the school day. Unlike the 504 plan and IEP, which primarily focus on educational needs, an IHP is centered around health-related considerations. An IHP may include information on medications, dietary restrictions, emergency procedures, and any other health-related information that is essential for the well-being of the individual in a school setting.

What is an IEP?

Individualized Education Plan (IEP) is a comprehensive document developed for students with disabilities who do require specialized instruction and related services. IEPs are governed by the Individuals with Disabilities Education Act (IDEA), a federal law that ensures students with disabilities have access to a free and appropriate public education. IEPs are highly individualized, focusing on the unique needs of each student to facilitate academic success and social development. To qualify for an IEP, a student must have a disability that adversely affects educational performance and requires special education services.

Step 1: Contact Your School

Before the beginning of the school year, it is important to contact your designated school or school district to determine who to speak with regarding your child's bleeding disorder. Each school/district has one or more staff members who setup 504s, IEPs and IHPs. Some schools may even have a school nurse. It's important to reach out to the administration to determine who you need to be in contact with.

Step 2: Create a Plan

It's important to take some time to consider what accommodations your child will need to be successful during the upcoming school year. Accommodations may be as simple as a pre-school meeting, or be more complex such as requiring assistance getting from class to class. Each child has their own unique needs. Express these needs to your schools administration and share ideas on how they can accommodate these needs.

Step 3: Implement Your Plan

Ensure that each person who will be responsible for your child throughout the day is aware of the accommodations your child needs. Don't forget the fine arts teachers and the cafeteria teachers! The school is responsible for sharing any 504/IHP/IEP plans with school staff, but it's always a good idea to follow up.

Step 4: Communicate

Communicating with your child's teacher and the school administration is crucial. If there is a change that is needed or something is not working, it is your responsibility to communicate to the appropriate person. Being in contact with your child's teacher(s) is critical for a successful year. You may request meetings to discuss changes to your plan at any point during the year.

Example Accommodations

- Unlimited use of the restroom.
- Understanding that the child may have a bleed that is not immediately apparent, it's important to believe the child.
- What to do when a bleed is happening or suspected.
- Additional absences allowed without doctors notes.
- Utilization of a wheeled backpack.
- Excused from gym class or accommodations for gym class.
- Setting up a meeting with teachers before the school year begins.

What can you do to prepare your child for school?

- Teach your child to advocate for themselves. Do they know their diagnosis? Do they know how to treat their minor bleeds? Do they feel comfortable telling an adult about their bleed?
- Ensure your child knows who they can go to if they need help or suspect a bleed.
- Set up a meeting with your child's teacher and/or nurse prior to school starting. Bring your child with.

Additional Resources

The Bleeding Disorders Association of SC
<http://www.bda-sc.org/>

The National Bleeding Disorders Foundation
<http://www.hemophilia.org/>

The Hemophilia Foundation of America
<http://www.hemophiliafed.org/>

