

SCHOOLING IN CHILDREN WITH BLEEDING DISORDERS

Support, adaptations, and emotional well-being at school

Every child is unique

Hemophilia and other bleeding disorder (BD) can affect each child differently. For this reason, it is important to avoid one-size-fits-all approaches and consider each child individually, making adjustments when needed. **The goal is not to lower expectations, but to remove barriers.**

School is not a medical environment

Treatment is the responsibility of the family and the healthcare team. In the context of bleeding disorders, the school's role is to:

- Provide a safe environment
- Know how to respond in an emergency
- Maintain clear and ongoing communication

This helps the child take part in school life as normally as possible.



Questions? Need support?

We invite you to contact your national member organizations (NMO) or a hemophilia treatment centre (HTC) by consulting our global directory:
wfh.org/find-local-support



Basic information for the school

Information sharing should be planned carefully, balancing the child's privacy with the need to ensure safety and appropriate support at school.

The school does not need complex medical knowledge, but it should have clear and practical information:

- Diagnosis
- General treatment
- Contact persons
- Hospital
- When the family should be notified in the event of a bleeding episode

A simple, one-page emergency plan can be especially helpful in ensuring a quick and appropriate response.

Absenteeism and return to school

There may be periods of absence due to the condition. In these situations, it is important to:

- Support a gradual return
- Facilitate access to missed schoolwork and/or academic support when necessary
- Maintain connection with the group
- Avoid isolation

Important: Prolonged absenteeism can affect learning and social integration, so early support is key.



Adaptations that can help

In some cases, small adjustments can make a big difference in daily life:

- Flexibility in attendance
- Additional time for tasks or exams
- Reduced weight of school materials (backpack)
- Support for writing or use of assistive technology
- Mobility-related adaptations

These adaptations help reduce barriers and enable the child to participate on equal terms. For example, this might include adapting certain classroom activities without excluding the child.

Beyond the bleeding disorder

A child with a bleeding disorder is, above all, a child. They may also have:

- Learning difficulties
- Emotional or psychological needs
- Complex family or social situations

Not all difficulties are related to the BD. It may be helpful to develop an individualized education plan or seek psychological support when needed. Do not attribute all difficulties to the bleeding disorder; focus on understanding what the child truly needs.

The role of the family

Families play a fundamental role in the educational process:

- Maintaining open and regular communication with the school
- Participating in decisions
- Encouraging autonomy and confidence
- Identifying difficulties early and seeking support

Emotional well-being

Emotional well-being is just as important as physical well-being. Supporting the child includes:

- Listening to their concerns
- Validating their emotions
- Strengthening self-esteem
- Avoiding overprotection
- Encouraging autonomy
- Preventing bullying
- Promoting inclusion and a sense of belonging within the school community

Helping the child build confidence in managing their condition and asking for help when needed is also an important part of emotional support. How the child experiences their situation directly influences their development and learning.



A child-centred approach means listening to the child's views, concerns, wishes, and goals. Depending on their age and maturity, children can play an active role in decisions that affect their school experience. Listening to the child's perspective helps promote autonomy, self-confidence, and a sense of control over their own life.

Support from professionals and associations

Depending on local resources, specialized teams and associations could provide support throughout the process:

- Training for schools
- Educational guidance for families
- Psychological support
- Pedagogical support
- Individual follow-up

Educational resources



InHemoaction Card Game



Book:
Te cuento de la hemofilia



Book:
Empiezo la escuela



Book:
Hemophilia Explained to Children



The child's well-being and development require a holistic and child-centred approach: **medical + educational + emotional + social**, with the child and family at the centre of decision-making.

With the right support and coordination, children with bleeding disorders can thrive at school and fully participate in everyday life.