



# Learners with Health Needs who Cannot Attend School Policy

<b>Helpringham Primary School</b>	
<b>Document Name</b>	<b>Learners with health needs who cannot attend school</b>
<b>Date Reviewed</b>	<b>July 2023</b>
<b>Next Review Date</b>	<b>July 2024</b>

1. Introduction
  - 1.1 This policy sets out how Helpringham Primary School will comply with its statutory duty to arrange suitable full-time (or part-time when appropriate for the learner’s needs) education for children of compulsory school age who, because of illness, would otherwise not receive suitable education.
  - 1.2 This statutory duty applies to all children and young people of compulsory school age, who would normally attend school at Helpringham.
  
2. Aim of the Policy
  - 2.1 Our intention is that all learners, regardless of circumstances or educational setting, should receive a good education to enable them to shape their own futures. Therefore, alternative arrangements for learners who are medically unfit to attend school and the framework surrounding it should offer good quality education. This support should meet the learner’s individual needs, including social and emotional needs and enable them to thrive and prosper in the education system.
  - 2.2 The provision for learners who are medically unfit to attend school will ensure that:
    - Learners continue to make good progress in their education and do not fall behind their peers, particularly in the core subject areas.
    - Disruption to learning is minimised and there is continuity of education provision within the school curriculum.
    - Learners are able to obtain qualification as appropriate to their age and abilities.
    - Learners are able to reintegrate successfully back into school and that this takes place as soon as their health permits.
    - Learners feel fully part of their school community and are able to stay in touch with their peers.
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### **3. Legislation and Guidance**

3.1 Key legislation covering the duties and powers relating to this policy:

- Section 19 of the Education Act 1996, as amended by section 3a of the Children, Schools and Families Act 2014.

[https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

- Equality Act 2010

[https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

3.2 Local authorities must have due regard to statutory guidance when fulfilling their duties under section 19. The relevant guidance is:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/941900/health\\_needs\\_guidance\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf)

This Policy has been developed with due regard to this guidance.

3.3 Consideration to the following policies should also be given when referring to this policy.

- Supporting Learners with Medical Conditions
- Attendance
- Special Education Needs and Disability
- Accessibility Plan
- Health and Safety
- Confidentiality
- Child Protection

### **4 Identification of Learners who need Provision**

4.1 This Policy applies to all learners who:

- Have an illness or medical condition which will prevent them from attending school for 15 or more school days, either one absence or over the course of a school year and where suitable education is not otherwise being arranged.
- Have a health need and their absence has been validated as necessary by a medical professional.
- Health needs can include physical illness, injuries and clinically defined mental health problems, certified by medical evidence, such as that provided by a medical consultant.
- Learners who are unable to attend the school due to their health needs may include those with:
  - Terminal illnesses
  - Physical health issues
  - Physical injuries
  - Mental health problems, including anxiety.
  - Eating disorders
  - Emotional difficulties
  - Progressive conditions
  - Chronic conditions

### **5 Referral and Intervention**

5.1 The Headteacher will liaise with the LA when it becomes evident that intervention by the LA will be necessary to ensure continuing education provision for a learner.

5.2 This will be when:

- it is clear that a learner will be away from school for 15 days or more, whether consecutive or cumulative.
  - There is appropriate medical support for this decision to be made.
  - Parents/ Guardians agree that this intervention must be implemented to enable their child/ young person to continue with education.
- 5.3 Learners who are on roll who have a long-term medical need which does not require inpatient hospitalisation, are generally referred to The Pilgrim Hospital School as the alternative provider. It is the responsibility of the School to collate the necessary evidence to support the referral to the Pupil Reintegration Team/ Pilgrim Hospital School.
- 5.4 The education provided by the alternative provider will be equivalent to a full-time education unless this would be not in the best interests of the learner or where staffing or funding is prohibitive. Learners who require this provision, may receive one-to-one support which may be fewer hours in total, but the input is more concentrated than that which would be delivered in a whole class situation.
- 5.4 The education provided will be tailored to the learner's age, aptitude and ability and will also take into account any other individual needs a learner may have such as special educational needs, disabilities, mental health needs or medical needs. This will be supported by the information provided by the learner's home school.
- 5.5 Learners registered at Helpringham Primary School remain on roll and are dual registered with the alternative provider for the duration of the placement. Although such learners are taught full-time by the alternative provider, they remain the responsibility of the home school and should be recorded as part of any school census.
- 5.6 The learner's progress within the alternative provision will be reviewed regularly with the provider, the parents/ carers, medical professionals and any other agencies working with the learner and their family. It must be recognised that the learner's ability to any educational provision may change dependant upon their health and any programme will need to be flexible to accommodate this.

## **6 Roles and Responsibilities**

6.1 In order for this policy to be successfully implemented, various parties have roles and responsibilities to fulfil.

6.2 The role and responsibilities are as follows:

### SEND Governor

- Overseeing and monitoring the overall implementation of the policy within the school to ensure that that statutory requirements are fulfilled.

### LA

- Provide such education as soon as it is clear that a learner will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the learner.
- Ensure the education learners receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual learners in arranging provision.

- Have a named officer responsible for the education of learners with additional health needs and ensure parent/carers know who this is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards learners with additional health needs.
- Review the provision offered regularly to ensure that it continues to be appropriate for the learner and that it is providing suitable education.
- Give clear policies on the provision of education for children and young people under and over compulsory school age.

### Governing Body

- Ensuring arrangements for learners, who cannot attend school as a result of their medical needs, are in place and are effectively implemented.
- Ensuring the termly review of the arrangements made for learners who cannot attend school due to their medical needs.
- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of learners are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents, for both on- and off-site activities.
- Ensuring staff with responsibility for supporting learners with health needs are appropriately trained.

### Headteacher

- Working with the governing board to ensure compliance with the relevant statutory duties when supporting learners with health needs.
- Working collaboratively with parent/carers and other professionals to develop arrangements to meet the best interests of learners.
- Ensuring the arrangements put in place to meet learners' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff to liaise with all stakeholders who are involved with the learner's care
- Ensuring the support put in place focusses on and meets the needs of individual learners.
- Arranging appropriate training for staff with responsibility for supporting learners with health needs.
- Providing teachers who support learners with health needs with suitable information relating to a learner's health condition and the possible effect the condition and/or medication taken has on the learner.
- Providing annual reports to the governing board on the effectiveness of the arrangements in place to meet the health needs of learners.
- Notifying the LA when a learner is likely to be away from the school for a significant period of time due to their health needs.

### The Named Member of Staff (Usually the SENCO)

- Dealing with learners who are unable to attend school because of medical needs.
- Actively monitoring learner progress and reintegration into school.
- Supplying learners' education providers with information about the learner's capabilities, progress, and outcomes.

- Liaising with the headteacher, education providers and parent/carers to determine learners' programmes of study whilst they are absent from school.
- Keeping learners informed about school events and encouraging communication with their peers.
- Providing a link between learners and their parent/carers, and the LA.

### Parents and Carers

- Ensure the regular and punctual attendance of their child at the school where possible.
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how support for their child should be planned.

## 7 Procedures

- 7.1 In order for any alternative provision to be successful in meeting the needs of the learner, and to ensure effective reintegration occurs, there are steps which must be taken before, during and after arrangements are made.
- 7.2 The following **MUST** be completed:
- All relevant and appropriate paperwork completed, and relevant authorisation gained from a medical professional for the referral to be made.
  - The named person must share all relevant information with the alternative provider including but not limited to: safeguarding information/ concerns, SEN status, academic abilities, targets, subjects studied.
  - Copies of the relevant Risk Assessment for the provider are placed on file for the learner.
  - Copies of the up-to-date Child Protection Policy for the provider are located and the named person for safeguarding is identified.
  - All other information, as per the Alternative Provision Risk Assessment, is gathered.
  - Identify a person to make daily contact with the alternative provider to monitor attendance.
  - Agree a date for review of the placement.
  - Weekly contact to be made between home school and alternative provider to monitor educational progress and maintain communication between the home school and the learner.
  - Reintegration plans must be drawn up prior to the learner returning to the home school. These may include some or all of the following: reduced timetables, additional adult support in place for mobility issues, rest breaks.
  - A new individual healthcare plan may need to be created if there are substantial changes to a learner's medical needs which require support and adjustments to be made for them. Once this has been created, it is essential that all staff are made aware of any relevant information.
  - Where additional training is required to meet particular medication/ mobility needs, the appropriate medical professional should be contacted well in advance of the learner's return to the school. This is to avoid delays which may prevent the learner from returning when they are ready.

- It may be necessary for the SENCO to make a request for additional medical funding from the Local Authority.
- 7.3 There are also additional considerations which should be made before, during and after arrangements are made. They are:
- How communication will be maintained between the home school and the learner to enable them to be involved in the life of the school.
  - How any relevant resources and materials will be shared with the alternative provider.
  - How access to external examination will be managed to enable the learner to access these where appropriate.
  - How communication and interaction can be maintained with the learner's peer group, so as to reduce the potential impact this may have on the learner's mental health and wellbeing.

## **8 Reintegration**

8.1 When a learner is considered well enough to return to the school, the school in collaboration with the alternative provision, parents/ carers, learner and medical professionals, must create a reintegration plan for their transition back into the home school environment.

- If appropriate, any relevant members of staff will be involved in the development of the learners' reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the learners.
- The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the learners.
- For longer absences, the reintegration plan will be developed near to and no less than 2 weeks prior to the learners' likely date of return, to avoid putting unnecessary pressure on an ill learner or their parent/carers in the early stages of their absence whilst still allowing preparations to be made for specialist training where required.
- The school is aware that some learners will need gradual reintegration over a long period of time and will always consult with the learners, their parent/carers and key staff about concerns, medical issues, timing, and the preferred pace of return.

8.2 The reintegration plan must include:

- The date for planned reintegration, once known.
- Details of regular meetings to discuss reintegration.
- Details of the named member of staff who has responsibility for the learners.
- Clearly stated responsibilities and the rights of all those involved.
- Details of social contacts, including the involvement of peers and mentors during the transition period.
- A programme of small goals leading up to reintegration.
- Follow up procedures.
- Copy of the Individual Healthcare Plan.

An example reintegration plan is available in Appendix 1.

**9 Monitoring and Review**

9.1 This policy will be reviewed by the governing board on an annual basis.

9.2 Any changes to the policy will be clearly communicated to all members of staff involved in supporting learners with additional health needs, and to parent/carers and learners themselves.

**Reintegration Plan- Medical Absence**

*This Plan Should be used by academies where a learner has been unable to access education within the School and has been supported by an alternative provider for a period of 15 or more days.*

**This form must be completed electronically and printed for parents/carers to sign.**

<b>Date of Meeting:</b>		<b>Location:</b>	
<b>Name of learner:</b>		<b>School:</b>	
<b>Year Group:</b>		<b>Ethnicity:</b>	
<b>SEND status:</b>			
<b>Looked After Child</b>	Yes/No	<b>Child Protection</b>	Yes/No
<b>Child in Need</b>	Yes/No	<b>Early Help</b>	Yes/No

**Parents & Professionals involved with the learner**

<b>Name:</b>	<b>Role &amp; Organisation:</b>	<b>Attended? (Y/N)</b>	<b>Have they been informed of the reintegration plan? If not, please state why.</b>
<b>Start date of timetable:</b>		<b>End date of timetable:</b> Pupil should return full-time provision within 6 weeks of start	



Objectives (what do we want to happen at the end of the reintegration period?)	Success Criteria (How will we all know that the plan has been successful?)
Parent(s):  Learner:  School:  Other (professional or family member):	Parent(s):  Learner:  School:  Other (professional or family member):

WHAT NEEDS TO HAPPEN?			
Actions to be taken:	By When:	Person responsible:	How will we know it is working?
1.			
2.			
3.			
4.			
5.			
6.			

### Reintegration Timetable

Week beginning:	Monday		Tuesday		Wednesday		Thursday		Friday		Time in Education
	am	pm	am	pm	am	pm	am	pm	am	pm	

**Other key issues discussed:** (Please ensure you record any other issues/key points not captured above)

<b>Review Meeting Date: (within 2 weeks of the start date)</b>	
<b>Time:</b>	
<b>Venue:</b>	

The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting. By signing this form, the school is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.

During the period of the part-time timetable the School will:

- Monitor the effectiveness of the part-time timetable
- Hold a review on the agreed date
- Provide work for the learner to do whilst at home and mark all work completed

<b>School Representative:</b>		<b>Date:</b>		<b>Signature:</b>	
<b>[INSERT NAMES OF OTHER PROFESSIONALS]:</b>		<b>Date:</b>		<b>Signature:</b>	

<p><b>Parents/ carers</b></p> <p><b>A reduced timetable can only proceed with parents' signed consent to the plan and cannot be enforced by a school or insisted upon.</b></p> <p>I/ we agree with the content of these minutes and the reintegration plan.</p>
<b>Parent/carer Name:</b>
<b>Date:</b>
<b>Signature:</b>
<b>Parent/carer Name:</b>
<b>Date:</b>
<b>Signature:</b>
<p><b>Learner – this section is voluntary for the learner to complete.</b></p> <p>I am happy with this plan.</p>
<b>Learner Name:</b>
<b>Date:</b>
<b>Signature:</b>

School representative-

1. Print off/ email to parents/ carers for their records.
2. Ensure all relevant members of staff are aware of the plan.