



Thameside Primary School: Children with Health Needs who Cannot Attend School Policy

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Policy reviewed by:	Charlotte Harkins
Key Changes:	Minor amendments to job titles and replacing staff names with roles.



1. Aims

This policy aims to ensure that:

- All children, regardless of circumstance or setting receive a good education to enable them to shape their own futures
- Suitable education is arranged for pupils on roll who cannot attend school due to health needs
- This support should meet a pupil's individual needs, including social and emotional needs, and enable them to thrive and prosper in the education system
- Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority

2. Legislation and guidance

This policy reflects the requirements of the [Education Act 1996](#) and 'Ensuring a good education for children who cannot attend school because of health needs', January 2013.

It also based on guidance provided by our local authority and their SEND funding agreement.

3. The responsibilities of the school

3.1 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

- In most cases, children with health needs may still be able to attend school with some support
- This will most usually be managed by the class teacher, with the support of the Assistant Head for Inclusion as appropriate
- When appropriate, the Assistant Head for Inclusion or Assistant SENDCo may apply for an Education, Health and Care Plan (EHCP) if this health need is likely to be ongoing
- In the case of pupils requiring stays in hospital, the school may make arrangements for the child to temporarily attend a hospital school
- In the case of pupils requiring a one-off absence from school of 10 days or more (for example to recover from an operation), the school will arrange for work to either be sent home or for online learning to be set
- These arrangements would be made in consultation with the pupil's parents, the pupil (when age appropriate) and the school. This would usually be managed either in person or over the phone and then confirmed in a letter or email, and would usually be undertaken by the Headteacher, Assistant Head for Inclusion or a member of the senior leadership team.
- When appropriate, a plan will also be drawn up to ensure pupils have a phased return to school if required.
- The school will also confirm the current arrangements with the Education Welfare Officer or Family Hub when appropriate.



3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, Brighter Futures for Children will become responsible for arranging suitable education for these children.

- Brighter Futures for Children is responsible for arranging suitable (to the child's age, aptitude, ability and any SEND) full-time education for permanently excluded pupils, and for other children who – because of illness or other reasons – would not receive suitable education without such provision
- Brighter Futures for Children may become involved if it had reason to think that the education being provided to the child was not suitable or, while otherwise suitable, was not full-time or for the number of hours the child could benefit from without adversely affecting their health. This might be the case where, for example, the child can attend school but only intermittently.
- Brighter Futures for Children should provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
- Brighter Futures for Children should ensure that the education children receive is of good quality, allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.
- Brighter Futures for Children should address the needs of individual children in arranging provision. 'Hard and fast' rules are inappropriate; they may limit the offer of education to children with a given condition and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of education a child receives may also breach statutory requirements.
- In general, a referral to the local authority would be made either by school, by families, by medical staff, or ideally by a joint referral to the Children and Young People's Disability Team (CYPDT).

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully
- When reintegration is anticipated, work with the local authority to:
 - Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
 - Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
 - Create individually tailored reintegration plans for each child returning to school
 - Consider whether any reasonable adjustments need to be made

4. Monitoring arrangements

This policy will be reviewed annually by the school Assistant Head for Inclusion. At every review, it will be approved by the full governing board.



5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Inclusion Policy
- Medical Conditions Policy
- Intimate Care Policy

C Harkins

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