




# The Heys School

## Policy on supporting students with health needs who cannot attend school

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### 1. Aims

This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs
- 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](#).

This policy complies with our funding agreement and articles of association.

This policy meets the requirements under [Section 100 of the Children and Families Act 2014](#), which places a duty on governing boards to make arrangements for supporting pupils at their school with medical conditions.

It is also based on the Department for Education's statutory guidance: [Supporting pupils at school with medical conditions](#) and [Ensuring a good education for children who cannot attend school because of health needs](#).

### 3. Children with health needs who cannot attend school

Children with medical needs have the same rights of admission to a school or setting as other children. Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children however, have longer-term medical needs and may require medicines on a long-term basis to keep them well, for example children with well-controlled epilepsy or cystic fibrosis.

Most children with medical needs are able to attend school regularly and can take part in normal activities, sometimes with some support. However, there are a small number of children for whom school attendance may not be possible due to medical concerns that prevent them from accessing their education in school. This policy applies to those individuals only. The policy on supporting pupil with medical needs will apply to the majority of pupils on occasions when they have a medical need during their time at the Heys School.

Children and young people who have additional medical needs are, by the nature of their difficulties, at risk of failing to reach their full potential within an education context. This is particularly the case for children

whose medical needs prevent them from attending school for an extended period of time or for those who are restricted by their health needs to attending school on a part time or sporadic basis. When a child or young person has a medical need which prevents them from attending school, the school has a duty to ensure that provision is made for the pupil in order that they should continue to access their education. This can take place in suitable alternative venues or where appropriate, in the pupil's home. Before it is agreed that teaching can take place in the home, it will be necessary to carry out a risk assessment. Where a pupil is taught at home, it is necessary for there to be a responsible adult present while lessons are taking place. Close liaison with school is essential and pupils should be kept informed about school activities and events. The pupil will remain on the school roll and school will be expected to arrange review meetings. Up-to-date medical evidence will be required at least termly.

Where support is agreed, there is an expectation that all parties will engage with and contribute to the agreed plan.

### **Roles and responsibilities**

It is the school's responsibility to:

- Host and chair regular meetings (normally every 6 weeks); produce action plans and distribute notes of these meetings.
- Provide materials for an appropriate programme of work / study.
- Maintain a plan, such as an IEP (individual education plan) which records progress made towards a return to school.
- Ensure staff are kept informed
- Ensure appropriate arrangements, including entry and invigilation arrangements are made for all examinations.
- Facilitate careers interviews
- Provide a named teacher with whom each party can liaise
- Provide a suitable working area within the school where necessary
- Be active in the monitoring of progress and the reintegration into school
- Ensure that pupils who are unable to attend school are kept informed about school social events and are invited to participate in intervention sessions and other activities
- Encourage liaison with peers

The pupil's role is to:

- Engage with school
- Be prepared to communicate their views
- Engage with other agencies as appropriate
- Prepare for reintegration as soon as this is manageable

The parent's / carer's role is to:

- Provide appropriate medical evidence and commit to a plan of reintegration
- Be willing to work together
- Communicate promptly with the school if a problem arises or help is needed
- Attend necessary meetings
- Reinforce with their child, the value of a return to school

It is the aim of the school to reintegrate pupils at the earliest opportunity as soon as they are well enough. A reintegration plan will be put together following discussion with the young person, parent / carer, school, relevant health professional (s) and any other involved agencies as appropriate.

In some cases, it may not be possible for the child to return to school on a full time initially. Arrangements for reintegration (or any future education arrangements) will need to take account of any on-going health problems, needs or disabilities that the young person may have.

#### 4. The responsibilities of the school

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. These will be developed on a case by case basis dependent on the young person's medical needs, capacity to complete work at home and access to resources. The responsibility for these arrangements lies jointly with the SENDCo and DSL and will be reviewed regularly during the period of absence in collaboration with parents and other key staff at the school. Education may be delivered remotely and or by means of resources such as work books and other learning materials.

If the school is unable to make suitable arrangements, we will seek support from the Rowan Learning Trust and / or local authority in arranging suitable education for these children.

In cases where the other arrangements become necessary, the school will:

- Work constructively with other professionals including providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information as required
- 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:
  - 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

#### 5. Monitoring arrangements

This policy will be reviewed annually by Helen Pickavance. At every review, it will be approved by the full governing board.

#### **6. Links to other policies**

This policy links to the following policies:

- Accessibility
- Supporting pupils with medical conditions