



Children with Health Conditions Who Cannot Attend School Policy

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1. Aims

This policy aims to ensure that:

- Suitable education is arranged for students on roll who cannot attend school due to health needs
- Students, staff and parents/carers understand what the school is responsible for when this education is being provided by the local authority

Hamwic Entitlement



To ensure that pupils in Hamwic Trust have the best opportunities schools will-

- Ensure there is a policy in place that sets out the expectations, roles, responsibilities, processes and systems in place to support children with medical conditions that cannot attend school
- Ensure all staff are familiar with the contents of the policy and the government guidance(as listed above)
- Ensure staff consider a bespoke package in responding to a child's need
- Ensure robust processes are in place to monitor the effectiveness of the policy
- Use our best endeavours to meet the needs of all children

2. Legislation and guidance

This policy reflects the requirements of the Education Act 1996 and the Equalities Act 2010. It is also based on guidance provided nationally and by our local authorities

[Ensuring a good education for children who cannot attend school because of health needs](#)

[Supporting pupils at school with medical conditions - Dorset Council](#)

<https://documents.hants.gov.uk/education/HCCMedical-Policy-2019.pdf>

This policy complies with our funding agreement and articles of association



3. The responsibilities of the Trust/school

a. The Trust recognises that there are three considerations

- Expectations for pupils who are unable to attend for a period of time that will extend beyond two weeks
- Expectations for pupils who will be able to attend intermittently
- Expectations for pupils who are unable to attend for a prolonged period of time

b. If the school makes arrangements

The school will attempt to make arrangements to deliver a suitable education for children with health needs who cannot attend school.

A suitable school leader will be responsible for the oversight of the remote offer and for maintaining contact with the pupil and parents. At Sholing Infant School, the responsible person is the SENCO-Jessica Rice.

The arrangements may be sending work home in line with the remote learning policy, sending work to hospital schools or an agreed part time timetable (in which case the appropriate Local Authority will be informed).

We will consult with parents/carers and the appropriate professional about these arrangements; often the school nurse will be involved in this process and an Individual Health Care Plan completed.

We will work closely with the parents/carers or organisations to ensure that any possible reintegration back into school is appropriate for the student.

We will ensure that close contact is maintained between the school and the child. We will be particularly mindful of the need to ensure the pupil maintains some contact with peers so they continue to feel part of their class group.

c. If the local authority makes arrangements

If the school cannot make suitable arrangements, they will contact the appropriate Local Education Authority and request they will become responsible for arranging an education for these children. This will usually be when the child needs a tutor because they are experiencing an extended period away from school and the school cannot meet the needs of the child. School will complete a form for the Inclusion Support Service.

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

- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the student
- Share information with the appropriate local authority and relevant health services as required
- Help make sure that the provision offered to the students 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 student to access the same curriculum and materials that they would have used in school as far as possible
- Enable the student 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. Safeguarding arrangements

It is vital that school leaders and DSLs take a keen interest in the safeguarding of children working at home recognising they are vulnerable children. Mechanisms should be put in place to ensure pupils are monitored to keep them safe from harm.

The following list of protective measures is not exhaustive. The first three measures are expected as a minimum.

- a. Regular contact is made with the child. This includes talking to, and sight of the child
- b. Any child using a computing device will be reminded about online safety. Where a school provides a device, schools will check that the appropriate controls are in place.
- c. The child knows who their safe adult is in school and how to contact them
- d. Remote access is provided to some assemblies and PSHE lessons that support safeguarding messages – particularly regarding consent and safe/appropriate touch.
- e. School makes regular contact with agencies who visit and have sight of the child.

5. Monitoring arrangements

This policy will be reviewed annually by HET Managed Services.

6. Reintegration

To help ensure a pupil with additional health needs is able to attend school following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the named staff member
- Access to additional support in school
- Online access to the curriculum from home
- Movement of lessons to more accessible rooms
- Places to rest at school
- Special exam arrangements to manage anxiety or fatigue

The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the pupil.

For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence.

The school is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents and key staff about concerns, medical issues, timing and the preferred pace of return.

The reintegration plan will 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 pupil.
- 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.

7. Links to other policies

This policy links to the following policies:

- Supporting pupils with medical conditions
- Accessibility plan
- Remote learning policy
- Safeguarding policy