

Supporting Children with Health Needs who cannot attend School

STATUTORY

Date	Review Date	Author	Approved by & Date
Sep 2024	Sep 2025	Headteacher	FGB 30.09.24

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Children Act 2004
- Education (pupil Registration) England Regulations 2006
- Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Ensuring a good education for children who cannot attend school because of health needs: Statutory guidance for local authorities (2013)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

1.2 We are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2022))

1.3 We believe that 'every child should have the best possible start in life through a high quality education, which allows them to achieve their potential. A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.'

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- 1.4 We are aware that local authorities are responsible for arranging suitable full-time education for children who, because of illness or other reasons, would not receive suitable education without such provision. This means that where a child cannot attend school because of health problems, and would not otherwise receive a suitable full-time education, the Local Authority is responsible for arranging provision.' (Ensuring a good education for children who cannot attend school because of health needs: Statutory guidance for local authorities (2013))
- 1.5 We believe that children unable to attend school because of health needs should be able to access suitable flexible education appropriate to their needs. Children who are unable to attend school as a result of their medical needs will include those with:
- Physical health issues
 - Physical injuries
 - Mental health problems, including anxiety issues
 - Emotional difficulties/school refusal
 - Progressive conditions
 - Terminal illness
 - Chronic illnesses
- 1.6 We have a duty to support the education of children with health needs and the sharing of information between schools, health services and Local Authorities.
- 1.7 We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.
- 1.8 We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.
- 1.9 We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.
- 1.10 The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.
- 1.11 We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

2.0 Aims

- To ensure every child should have the best possible start in life through a high quality education, which allows them to achieve their potential.
- To ensure every child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum.
- To be aware that local authorities are responsible for arranging suitable full-time education for children who, because of illness or other reasons, would not receive suitable education without such provision.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

3.0 Responsibility for the Policy and Procedure

3.1 Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the pastoral care of children with health needs who cannot attend school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - all pupils make progress in achieving the expected educational outcomes;
 - the involvement of the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
 - the nomination of a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
 - the effective implementation, monitoring and evaluation of this policy

3.2 Role of the Local Authority

The Local Authority must:

- 'arrange suitable full-time education (or as much education as the child's health condition allows) for compulsory school age who, because of illness, would otherwise not receive suitable education';
- have in place a named officer responsible for the education of children with additional health and parents must be aware of that person;
- have in place a published policy statement on their arrangements to comply with their legal duty towards children with additional needs;
- take responsibility for any child whose illness will prevent them from attending school for 15 or more school days either in one absence or over the course of a school year and provide suitable and appropriate education;
- ensure the child receives good quality education;
- address the needs of individual children in arranging provision;
- regularly review the provision offered to ensure that:
 - it continues to be appropriate for the child; and
 - that it is providing suitable education
- have clear policies on the provision of education for children and young people under and over compulsory school age;
- maintain good links with all schools in their area and put in place systems to promote co-operation between them when children cannot attend school because of ill health;
- ensure that teachers who provide education for children with health needs receive suitable training and support and are kept up to date of new curriculum developments;
- not discriminate against disabled children;
- eliminate discrimination, foster equality of opportunity for disabled children and foster good relations between disabled and non-disabled children;
- work closely with medical professionals and the child's family and consider the medical evidence;
- make every effort to minimise the disruption to a child's education;
- work with schools to complement the education a child receives if they cannot attend school full-time but are well enough to have education in other ways;
- discuss the child's needs and how these may be best met with the school, the relevant clinician, the parents and where appropriate with the child;
- provide education at home when a child returns home after a long period in hospital;
- work with schools to set up an individually tailored reintegration plan for each child returning to school;
- provide extra support, if necessary, for any child returning to school;
- ensure special arrangements are in place with awarding bodies when a child with health needs is approaching public examinations

3.3 Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- support and provide quality education for children with health needs;
- share information between schools, health services and the Local Authority;
- ensure the coordinator for Pastoral Care is known to parents;
- ensure the coordinator for Pastoral Care liaises with parents of children with health needs;

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- not remove a pupil, who is unable to attend school because of additional health, from the school register without parental consent and certification from the school medical officer, even if the Local Authority has become responsible for the child's education;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- have due regard to his/her own health and wellbeing when working at home;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;
- annually report to the Governing Body on the success and development of this policy

3.4 Role of the Pastoral Care Coordinators (Inclusion Manager/Family Workers)

The co-ordinator will:

- create and establish a pastoral care programme to assist the needs of all pupils;
- ensure that when a child is in hospital will liaise with the hospital teaching staff and with the Local Authority's alternative provision/home tuition service in order to ensure continuity of provision and consistency of curriculum;
- ensure the school keeps in contact with the child when he/she is in hospital via newsletters, emails, invitations to school events or internet links to lessons from their school;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure the Safeguarding and Child Protection policy protects all pupils from physical, intellectual, moral, emotional harm;
- line manage a group of special trained school-based counsellors;
- ensure the counsellors receive regular continuing professional accredited training;
- assist in establishing and maintaining good communication between school, parents/carers and external agencies;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

3.5 Role of Parents/Carers

Parents/carers will:

- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be aware that they have a most important role to play whether their child is at home or in hospital;
- be aware of and liaise with the coordinator for Pastoral Care;
- be aware that there is no absolute legal deadline by which Local Authorities must begin to provide education for children with additional health needs;
- provide useful information that can inform the appropriate teaching approach;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

3.6 Role of Pupils

Pupils will be encouraged to work in partnership with the local authority and the school by making decisions and exercising choice in relation to their educational programme;

3.7 Role of Support Agencies

All relevant support agencies must collaborate effectively in order to deliver effective education for children with additional health needs.

4.0 Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- Meetings with school personnel;
- Written communications with home such as fortnightly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;

5.0 Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Supporting Pupils with Long-Term Medical Conditions
 - Curriculum
 - Teaching and Learning
 - Differentiation
 - Assessment
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information;

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- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

6. 0 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

7.0 Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.