



St Leonard's CE(A) First School Children with health needs who cannot attend school Policy

**Approved by: The Full Governing
Board**

*'Let your light shine before others so that they may see your
good works and give glory to your Father who is in heaven.'*

Matthew 5:16

Adopted by the Governing Board:

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Date of last policy reviewed	Changes made
November 2023	<p>Changes Local authorities should to local authorities expectations The following added to the Local authorities expectations section;</p> <ul style="list-style-type: none"> • Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science. The nature of the provision must be responsive to the demands of what may be a changing health status. • Where appropriate, use electronic media - such as 'virtual classrooms', learning platforms and so on - to provide access to a broader curriculum, but this should generally be used to Page 2 of 2 complement face-to-face education, rather than as sole provision (though in some cases, the child's health needs may make it advisable to use only virtual education for a time). • Ensure that teachers who provide education for children with health needs receive suitable training and support and are kept aware of curriculum developments. They should also be given suitable information relating to a child's health condition, and the possible effect the condition and/or medication taken has on the child. • Set up a personal education plan, which should ensure that the school, the Local Authority, hospital school or other provider can work together. • Ensure effective collaboration between all relevant services (LAs, CAMHS, NHS, schools and, where relevant, school nurses) in delivering effective education for children with additional health needs.

1. Aims

Every child should have the best possible start in life through a high quality education, which allows them to achieve their full 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.

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](#).

It also based on guidance provided by our local authority.

3. The responsibilities of the school

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

The use of electronic media can provide access to a broader curriculum, but this should generally be used to complement face-to-face education, rather than as sole provision (though in some cases, the child's health needs may make it advisable to use only virtual education for a time)

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.

- At St Leonard's the class teacher of the pupil will be responsible for carrying out these arrangements which will be monitored by the headteacher.
- A variety of methods are available including; paper work packs, remote internet learning via our see saw learning platform and core subject work books and teacher videos (see Remote Education Policy).
- A discussion with parents and children about their circumstances will determine what package of remote education is most suitable for their needs. As time goes on this will be reviewed to ensure the methods chosen still meets needs.
- As the school now has a remote education plan in place, education can commence from day 1 assuming the child is well enough.
- The pupil will be reintegrated by staying in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from

their school. They will have an individually tailored reintegration plans for returning to school which will consider whether any reasonable adjustments need to be made.

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, Staffordshire Local Authority will become responsible for arranging suitable education for these children.

A meeting with the parents and the school will decide whether the arrangements the school can provide are substantive enough. Advice may be sought from the LA at this point. The school will refer the pupil to the Local Authority if it feels it cannot offer the pupil a suitable arrangement which will not be detrimental to their education.

Local authorities Expectations:

- 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.
- Ensure that the education children receive is of good quality, as defined in the statutory guidance Alternative Provision (2013), 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.
 - 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.
- Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science. The nature of the provision must be responsive to the demands of what may be a changing health status.
- Where appropriate, use electronic media – such as 'virtual classrooms', learning platforms and so on – to provide access to a broader curriculum, but this should generally be used to Page 2 of 2 complement face-to-face education, rather than as sole provision (though in some cases, the child's health needs may make it advisable to use only virtual education for a time).

- Ensure that teachers who provide education for children with health needs receive suitable training and support and are kept aware of curriculum developments. They should also be given suitable information relating to a child's health condition, and the possible effect the condition and/or medication taken has on the child.
- Set up a personal education plan, which should ensure that the school, the Local Authority, hospital school or other provider can work together.
- Ensure effective collaboration between all relevant services (LAs, CAMHS, NHS, schools and, where relevant, school nurses) in delivering effective education for children with additional health needs.

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 Headteacher. 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
- Medicines ➤
- Remote Education