



HERITAGE HOUSE SCHOOL

CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL POLICY

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Policy Adapted from The Key for School Leaders

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1. Aims

This policy aims to ensure that:

Suitable education is arranged for learners on roll who cannot attend school due to health needs

Learners, staff and parents understand what the school is responsible for when this education is being provided by the local authority

Heritage House School aims to support the LA and ensure that all children who are unable to attend school due to health needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to maintain their full potential. Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision which may include receiving outreach provision at home.

Heritage House School provides education at home via the school's outreach service for learners with complex medical needs who are unable to access school. Each outreach provision is bespoke to the individual learner and their needs. This is reflected in their EHCP

We recognise that, whenever possible, learners should receive their education within their school and where possible the aim of the provision will be to reintegrate learners back into school as soon as they are well enough. We understand that we have a continuing role in a learner's education whilst they are not attending school and will work with the LA, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

We also recognise that some individual learners, particularly those with chronic and progressive conditions and those with terminal illnesses may not reintegrate into school due to the nature of their complex medical needs. For these learners, it is anticipated that outreach provision will continue until the end of compulsory school age.

2. Legislation and guidance

This policy is based on the following legislation:

- › [The Education Act 1996](#)
- › [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

It is also based on the following statutory guidance from the Department for Education (DfE):

- › [Alternative provision](#)
- › [Arranging education for children who cannot attend school because of health needs](#)

This policy also follows guidance provided by our local authority.

- › [SEND Improvement Plan 2021-2023 | SchoolsWeb \(buckscc.gov.uk\)](#)
- › [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](#)

3. 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.

3.1 The Governing Body is responsible for:

- Ensuring arrangements for learners who cannot attend school as a result of their medical needs are in place and are effectively implemented.
- Ensuring the termly review of the arrangements made for learners who cannot attend school due to their medical needs.
- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of learners are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents, for both on and off-site activities.
- Ensuring staff with responsibility for supporting learners with health needs are appropriately trained.
- Approving and reviewing this policy on an annual basis.

3.2 The Headteacher is responsible for:

- Working with the Board of Governors to ensure compliance with the relevant statutory duties when supporting learners with health needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of learners.
- Ensuring the arrangements put in place to meet learners' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff who is responsible for learners with healthcare needs and liaises with parents, learners, the LA, key workers, and others involved in the learner's care.
- Ensuring the support put in place focuses on and meets the needs of individual learners.
- Arranging appropriate training for staff with responsibility for supporting learners with health needs.
- Providing teachers who support learners with health needs with suitable information relating to a learner's health condition and the possible effect the condition and/or medication taken has on the learner.
- Providing reports to the Board of Governors on the effectiveness of the arrangements in place to meet the health needs of learners.
- Notifying the LA when a learner is likely to be away from the school for a significant period of time due to their health needs.

3.3. The Multi-Sensory lead is responsible for:

- Liaising with families and supporting learners who are unable to attend school because of medical needs.
- Actively monitoring learner progress and reintegration into school, where appropriate.
- Supplying learners' education providers with information about the child's capabilities, progress, and outcomes.

- Liaising with the Headteacher, education providers and parents to determine learners' programmes of study whilst they are absent from school.
- Keeping learners informed about school events and encouraging communication with their peers, where appropriate.
- Providing a link between learners and their parents, and the LA.

3.4 Teachers and support staff are responsible for:

- Understanding confidentiality in respect of learners' health needs.
- Designing lessons and activities in a way that allows those with health needs to participate fully and ensuring learners are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Understanding their role in supporting learners with health needs and ensuring they attend the required training.
- Ensuring they are aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's health needs.
- Ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.
- Keeping parents informed of how their child's health needs are affecting their ability to engage (both in and out of school).

3.5 Parents are expected to:

- Ensure the regular and punctual attendance of their child at school when they are well enough to attend
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how support for their child should be planned.

3.6 SUPPORT FOR LEARNERS

Where a learner has a complex or long-term health issue, the school will discuss the learner's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the learner. Heritage House School's offer of support for learners who are unable to attend school due to health needs will be flexible and based on the individual needs of the learner.

The LA expects all schools and academies to support learners with health needs to attend full-time education wherever possible, or for the school to make reasonable adjustments to learners' education where medical evidence supports the need for those adjustments.

The school will make reasonable adjustments under learners' Individual Health Care Plans (IHCPs), in accordance with the Supporting Learners with Medical Conditions Policy.

Learners admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned.

During a period of absence, the school will work with the provider of the learner's education to establish and maintain regular communication and effective outcomes.

Whilst a learner is away from school, the school will work with the LA to ensure the learner and their family can successfully remain in touch with their school using the following methods:

- School newsletters

- Emails/Invitations to school events
- Digital learning platforms and/or social media
- Cards or letters from peers and staff
- Where appropriate, the school will provide the learner's education provider with relevant information, curriculum materials and resources.

To help ensure a learner 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/ remote learning
- Places to rest at school.
- Any other adaptations relevant to the learner

3.7 REINTEGRATION

When a learner is considered well enough to return to school, the school will develop a tailored reintegration plan in collaboration with the LA.

The school will work with the LA when reintegration into school is anticipated, to plan for consistent provision during and after the period of education outside school.

As far as possible, the learner will be able to access the curriculum and materials that they would have used in school.

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

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

The school is aware that some learners will need gradual reintegration over a long period of time and will always consult with the learner, 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 learner.
- 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

3.8 INFORMATION SHARING

It is essential that all information about learners with health needs is kept up to date. Confidentiality is maintained in line with GDPR.

All teachers, TAs, supply, and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures, via the agreed school procedures.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- Ensure this policy and other relevant policies are easily available and accessible.
- Ask parents to sign a consent form which clearly details the organisations and individuals that their child's health information will be shared with and which methods of sharing will be used.
- When a learner is discharged from hospital or is returning from other education provision, the school will ensure the appropriate information is received to allow for a smooth return to the school.

The named member of staff will liaise with the hospital or other tuition service as appropriate.

3.9 TRAINING

Staff will be trained in a timely manner to assist with a learner's return to school.

Once a learner's return date has been confirmed, staff will be provided with relevant training before the learner's anticipated return.

Healthcare professionals should be involved in identifying and agreeing with the school the type and level of training required.

Training will be sufficient to ensure staff are confident in their ability to support learners with additional health needs.

Parents of learners with additional health needs may provide specific advice but will not be the sole trainer of staff

4. Local authority arrangements

If the school can't make suitable arrangements, Buckinghamshire Council will become responsible for arranging suitable education for these children.

When the local authority arranges alternative education, the education should begin as soon as possible, and at the latest by the 6th day of the child's absence from school.

Where full-time education is not in the child's best interest for reasons relating to their physical or mental health, the local authority must arrange part-time education on whatever basis it considers to be in the child's best interests.

The school will provide support to learners who are absent from school because of illness for a period of less than 15 school days by liaising with the learner's parents to arrange schoolwork as soon as the learner is able to cope with it or part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the learner, their family and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, school will notify the LA, who will take responsibility for the learner and their education. Where possible their education will continue to be provided by Heritage House School through outreach.

Where absences are anticipated or known in advance, the school will liaise with the LA to enable education provision to be provided from the start of the learner's absence.

Effective collaboration between all relevant services (LAs, CAMHS, NHS, the learner's school) is essential to delivering effective education for learners with additional health needs. This applies whether the learner is in hospital or at home receiving outreach support.

When a learner is in hospital, liaison between hospital teaching staff, the learner's school outreach team or the learner's class teacher can ensure continuity of provision. It can ensure that the school can make information available about the learner's personalised plan for continuity of teaching and learning.

The LA will set up a personal education plan (PEP) for the learner which will allow the school, the LA, and the provider of the learner's education to work together.

The school will monitor learner attendance and mark registers to ensure it is clear whether a learner is, or should be, receiving education other than at school.

The learner will remain on school roll. The school will only remove a learner who is unable to attend school because of additional health needs from the school roll where:

- The learner has been certified by a Medical Officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age
- Neither the learner nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age
- A learner unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from the Medical Officer, even if the LA has become responsible for the learner's education.

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

- › Provide to the local authority, at agreed intervals, the full name and address of any learners of compulsory school age who are not attending school regularly due to their health needs
- › Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the learner
- › Collaborate with the local authority to ensure continuity of provision and consistency of curriculum, including making information available about the curriculum
- › Along with the local authority, regularly review the provision offered to ensure it continues to be appropriate for the child and that it is providing suitable education
- › Share information with the local authority and relevant health services as required
- › When a child has complex or long-term health issues, work with the local authority, parents/carers and the relevant health services to decide how best to meet the child's needs (e.g. through individual support, arranging alternative provision or by them remaining at school, being supported at home and back into school after each absence)
- › Help make sure that the provision offered to the learner is as effective as possible and that the child can be reintegrated back into school successfully where appropriate.

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 learner to access the same curriculum and materials that they would have used in school as far as possible, including through digital resources
- Enable the learner and their family to stay in touch with school life (e.g. through newsletters, emails, digital learning platforms, social media platforms, invitations to school events or remote learning sessions as appropriate to the learner, and, where appropriate, through educational visits)
- Create individually tailored reintegration plans for each learner returning to school, which includes extra support to fill any gaps arising from the absence
- Consider whether any reasonable adjustments need to be made

5. Monitoring arrangements

This policy will be reviewed annually by the Multi-Sensory lead. At every review, it will be approved by the full governing board.

Any changes to the policy will be clearly communicated to all members of staff involved in supporting learners with additional health needs, and to parents and learners themselves.

6. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Attendance policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting learners with medical conditions
- Remote Learning policy

Appendix 1- DEFINITIONS

Children who are unable to attend school as a result of their medical needs may include those with:

- Physical health issues.
- Physical injuries.
- Mental health problems, including anxiety issues
- Emotional difficulties or school refusal
- Progressive conditions
- Terminal illnesses
- Chronic illnesses

Learners who are unable to attend school for health reasons may attend any of the following:

Hospital school: a special school within a hospital setting where education is provided to give continuity whilst the learner is receiving treatment.

Home tuition: many LAs have home tuition services that act as a communication channel between schools and learners on occasions where learners are too ill to attend school and are receiving specialist medical treatment.

Medical PRUs: these are LA establishments that provide education for learners unable to attend their registered school due to their medical needs.