

# Jennett's Park C of E Primary School



## Children with Health Needs Who Cannot Attend School Policy

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### Overview

We aim here at Jennett's Park are to ensure we live out our vision: Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

At Jennett's Park we are:	Our Promises:
<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Jennett's Park CofE School aims to support the LA and ensure that all children who are unable to attend school due to medical 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 reach 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. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough. We understand that we have a continuing role in a pupil's education whilst they are not at 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.

### 1. Legal framework

**1.1.** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010

- Data Protection Act 2018
- DfE (2013) 'Ensuring a good education for children who cannot attend school because of health needs'
- DfE (2015) 'Supporting pupils at school with medical conditions'

**1.2.** This policy operates in conjunction with the following school policies:

- Attendance and Truancy Policy
- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Confidentiality Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- First Aid, Managing Medicines and Health Care in School Policy and Procedure

**1.3.** The LA must arrange suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The school has a duty to support the LA in doing so.

**1.4.** The LA should:

- Provide such education as soon as it is clear that a pupil will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil. Ensure the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual pupils in arranging provision.
- Have a named officer responsible for the education of children with additional health needs and ensure parents know who this is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs.
- Review the provision offered regularly to ensure that it continues to be appropriate for the child and that it is providing suitable education.
- Give clear policies on the provision of education for children and young people under and over compulsory school age.

**1.5.**

The LA should not: Have processes or policies in place which prevent a child from getting the right type of provision and a good education.

- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost.
- Have policies based upon the percentage of time a child is able to attend school rather than whether the child is receiving a suitable education during that attendance.
- Have lists of health conditions which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in).

## **2. Definitions**

**2.1.**

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.**

#### **2.2.**

Children who are unable to attend mainstream education 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 child is receiving treatment
- Home tuition: many LAs have home tuition services that act as a communication channel between schools and pupils on occasions
- Where pupils are too ill to attend school and are receiving specialist medical treatment.
- Medical PRUs: these are LA establishments that provide education for children unable to attend their registered school due to their medical needs.

### **3. Roles and responsibilities**

#### **3.1. The governing board is responsible for:**

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

#### **3.2. The Head teacher is responsible for:**

- working with the governing board to ensure compliance with the relevant statutory duties when supporting pupils with health needs
  - working collaboratively with parents and other professionals to
  - develop arrangements to meet the best interests of children.
  - the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
  - appointing a named member of staff who is responsible for pupils with healthcare needs and liaises with parents, pupils, the LA, key workers and others involved in the pupil's care.
  - the support put in place focusses on and meets the needs of individual pupils.
  - arranging appropriate training for staff with responsibility for supporting pupils with health needs.
  - providing teachers who support pupils with health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.
  - providing annual reports to the governing board on the effectiveness of the arrangements in place to meet the health needs of pupils.
  - notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs.

#### **3.3. The named member of staff is Mrs Greenwood Family Support Worker. They are responsible for:**

- dealing with pupils who are unable to attend school because of medical needs.
- actively monitoring pupil progress and reintegration into school.
- Supplying pupils' education providers with information about the child's capabilities, progress and outcomes.
- Liaising with the Head teacher, education providers and parents to determine pupils' programmes of study whilst they are absent from school.

- keeping pupils informed about school events and encouraging communication with their peers.
- providing a link between pupils and their parents, and the LA.

**3.4. Teachers and support staff are responsible for:**

- Understanding confidentiality in respect of pupils' health needs.
- Designing lessons and activities in a way that allows those with health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Understanding their role in supporting pupils with health needs and ensuring they attend the required training.
- they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.
- 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 them whilst in the school.

**3.5. Parents are expected to:**

- Ensure the regular and punctual attendance of their child at the school where possible.
- 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.

**4. Managing absences**

**4.1** The school will provide support to pupils who are absent from school because of illness for a period of less than 15 school days by liaising with the pupil's parents to arrange schoolwork as soon as the pupil 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 pupil, their family and relevant members of staff.

**4.2.** For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named person with responsibility for pupils with health needs will notify the LA, who will take responsibility for the pupil and their education.

**4.3.** 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 pupil's absence.

**4.4.** For hospital admissions, the appointed named member of staff will liaise with the LA regarding the programme that should be followed while the pupil is in hospital.

**4.5.** a personal education plan (PEP) for the pupil which will allow the school, the LA and the provider of the pupil's education together.

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

**4.7.** A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent even if the LA has become responsible for the pupil's education.

**5. Support for pupils**

**5.1.** Where a pupil has a complex or long-term health issue, the school will discuss the pupil's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the pupil. The LA expects the school to support pupils with health needs to attend full-time education wherever possible, or for the school to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

**5.2.** The school will make reasonable adjustments under pupils' individual healthcare plans (IHCPs), in accordance with the First Aid, Managing Medicines and Health Care in School Policy and Procedure

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

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

**5.5.** Whilst a pupil is away from school, the school will work with the LA to ensure the pupil can successfully remain in touch with their school using the following methods: School newsletters Emails Invitations to school events Cards or letters from peers and staff

**5.6.** Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources.

**5.7.** 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
- Places to rest at school
- Special exam arrangements to manage anxiety or fatigue

## **6. Reintegration**

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

**6.2.** 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.

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

**6.4.** If appropriate, the school nurse will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the pupil.

**6.5.** 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.

**6.6.** 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.

**6.7.** 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.

**6.8.** 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.

**6.9.** The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.

**6.10.** It is essential that all information about pupils with health needs is kept up-to-date.

**6.11.** All teachers, TA', supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures, via a noticeboard in the staffroom, class room and office.

**6.12.** When a pupil 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.

## **7. Training**

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

**7.2.** Once a pupil's return date has been confirmed, staff will be provided with relevant training one week before the pupil's anticipated return.

**7.3.** Healthcare professionals should be involved in identifying and agree the school the type and level of training required.

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

## **8. Examinations and assessments**

**8.1.** The named member of staff will liaise with the alternative provision provider over planning and examination course requirements where appropriate.

**8.2.** Relevant assessment information will be provided to the alternative provision provider if required.

**8.3.** Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by the school, or LA if more appropriate, as early as possible.

## **9. Monitoring and review**

**9.1.** This policy will be reviewed by the Head teacher and governing board on a three year basis.

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