

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



Children With Health Needs Who Cannot Attend School Policy

Date of review/adoption	Spring 2025
Date of next review	Spring 2029
Notes	

Signed*C. Robertson*.....Chair of Governors

Date03.02.2025.....

**Electronically signed and approved at Full Governing Board meeting held on 03.02.2025*

BLUNDESTON CEVC PRIMARY SCHOOL CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL POLICY

1. Aims

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/carers 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.

3. Background

At our school, we aim to ensure that all children, regardless of circumstance or setting receive a good education to enable them to shape their own futures.

Where children are unable to attend school because of their health, the school will follow Department of Education guidance and work with the Local Authority (Suffolk County Council) who have the responsibility to arrange suitable full-time education (or part-time when appropriate for the child's needs) for children who are unable to attend a mainstream or special school because of their health.

4. Roles and responsibilities

4.1 The school

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

This will involve:

- Initial contact being made by the Headteacher to establish the child's individual medical need and potential barriers to attending school;
- Arrangements being agreed and established, e.g. sending work home (including the provision of virtual learning through the school's identified learning programmes), education offsite (including through hospital schools) or additional adult support within school (in line with an individual health care plan as appropriate);
- Ongoing discussions between families, school and health providers to monitor agreed arrangements and identify when/how pupils can be reintegrated back into school (where appropriate);
- Liaising with the SENDCo for pupils who also have special educational needs or a disability (SEND).

4.2 The Local Authority

The Local Authority is responsible for arranging suitable full-time education for children who, because of illness or other reasons, would not receive suitable education without such provision. There will, however, be a wide range of circumstances where a child has a health need but will receive suitable education that meets their needs without the intervention of the Local Authority, for example, where the child can still attend school with some support.

Where the school has made arrangements to deliver suitable education outside of school for the child, or where arrangements have been made for the child to be educated in a hospital by an on-site hospital school, we would not expect the Local Authority to become involved. This is unless it had reason to think that the education being provided to the child was not suitable or, while otherwise suitable, was not full-time or for the number of hours the child could benefit from, without adversely affecting their health.

This might be the case where, for example, the child can attend school but only intermittently.

5. The school's expectations of the Local Authority

Where the Local Authority is involved in arranging provision, the expectation from the school is that they will:

- Arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive a suitable education;
- 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 and allows them to take appropriate external tests, 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 children in arranging provision. 'Hard and fast' rules are inappropriate as 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' and learning platforms, to 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);

- 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.

6. The school's role when working with the Local Authority

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 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 they 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.

7. Monitoring arrangements

The governing board is responsible for reviewing this policy every four years, or more frequently, if necessary due to changes in legislation or policy guidance.

8. Links to other policies

This policy links to the following policies and documents:

- Accessibility Plan and Policy
- Equality and Diversity Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy