

Learn. Grow. Achieve. Flourish.

'I instruct you in the way of wisdom and lead you along straight paths.' Proverbs 4:11

Love. Respect. Peace. Wisdom. Responsibility. Honesty. Forgiveness. Resilience. Perseverance.

# St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

## Children with Health Needs who cannot Attend School Policy

POLICY: Children with health needs who cannot attend school

APPROVED BY: Full Governing Body

APPROVED DATE: September 2025

REVIEW DATE: September 2026

This policy is statutory and review is recommended annually by the full governing body

### **School Vision**

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

***'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)***

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## 1. Aims

St Mary's is aware of its responsibility for children and young people on our roll who have health needs which prevent them coming into school for a period of time. We have the following arrangements in place to minimise as far as is possible, the disruption to their schooling by continuing to provide education as normally as the incapacity allows.

This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs and have been absent for more than 5 days. LA involvement will be following 15 days absence.
- 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;

- [Education Act 1996](#) section 19
- Local Authority guidance
- Equality Act 2010

## 3. Responsibilities of the school

It is the responsibility of the school to work with partners to ensure that the provision for a child unable to attend school because of illness or injury will start as quickly as possible. Once assured that provision is in place, the LA will only intervene if it has reason to think that the educational provision being made is unsuitable or insufficient.

Every child on roll who has a medical condition is given an individual healthcare plan (IHP), which is drawn up in partnership with parents, healthcare professionals and, whenever appropriate, the child.

In consultation, the SENDCo and relevant staff will write the individual healthcare plan with the family, medical provider and the child.

The SENDCo will liaise with the family and any medical providers to ensure that the child receives appropriate work while they are unable to attend school.

Where a child has a special educational need identified in an EHC plan, the IHP should be linked to or become part of that plan. If a child has SEN but does not have an EHC plan, that need is mentioned in their IHP. We also draw up short or longer term IHPs for our pupils who are unable to come into school because of their medical needs, in liaison with other agencies involved.

### 3.1 Roles and responsibilities of the school

Initially and after 5 school days, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. This will be arranged through the class teacher in the first instance. If necessary the SENDCo will support and monitor this process to ensure the child has regular access to an education.

The arrangements for support with access to learning may include a number of activities such as

- Remote teaching and learning with face to face links in the class.
- Online homework through the website software.
- Sending work home.
- Providing transport if the issue is getting to and from school, and the LA is unable to arrange suitable provision.
- Home tuition – this is provided by the LA and is not part of school provision.

Parents and pupils will be informed of their work through telephone communication, face to face conversation, online face to face media, or through the class email address. Teachers will plan in advance and inform the family of how this will be delivered.

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, the SENDCo will 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).
  - Ensure that staff are aware of the medical needs of a student, through the appropriate and lawful sharing of the individual's pupil's Health Care Plan, which will ensure they are aware of signs, symptoms and triggers and what to do in an emergency.
  - Create individually tailored reintegration plans for each child returning to school.
  - Consider whether any reasonable adjustments need to be made.
  - Keep parents informed of how their child's health needs are affecting them whilst in school.

### 3.2 Role and responsibilities of the local authority

If the school can't make suitable arrangements Slough local authority will become responsible for arranging suitable education for these pupils.

1. LAs are responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. This applies whether or not the child is on a school roll or whatever type of school they attend. It applies to children who are pupils in Academies, Free Schools, special schools and independent schools as well as those in maintained schools.
2. The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated.
3. 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, LAs should 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.

#### 4. Local authority should:

- Have a named officer responsible for the education of children with additional health needs, and parents should know who that person is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs. The policy should make links with related services in the area - for example, Special Educational Needs and Disability Services (SEND), Child and Adolescent Mental Health Services (CAMHS), Education Welfare/Attendance Improvement Services, educational psychologists, and, where relevant, school nurses.
- Review the provision offered regularly 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.

#### Local authority 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 (meeting the child's needs and providing a good education must be the determining factors).
- 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).

## 5. Reintegration into school

We are aware that returning to school after a period of illness or injury can be an emotional hurdle for our pupils.

- While the pupil is away from school, we do encourage his/her peers to keep in touch via email, cards and letters and to visit where appropriate.
- The teacher and the inclusion team member will also keep in touch with the pupil and his/her parents and keep them informed of school events.
- We will invite the child or young person to attend special school events wherever possible and make great efforts to ensure that they feel welcome if they are able to come.
- When a return to school is likely, the SENDCo will consult with the child and parents and key staff about concerns, medical issues and the timing of return.
- Where possible, we encourage the child to come into school part-time during the period of ill health, as a useful half-way house to full re-integration.
- Young people with medical conditions are generally entitled to variations with regard to the sitting of public examinations. We want our pupils' academic prospects to be kept as open as possible, so the school will discuss this with others involved and see what can be arranged in the best interests of the pupil.

The child's case is reviewed by the SENDCo every four to six weeks to see whether the situation has altered in any way, whether a continuation of the current arrangements is necessary or whether a process of re-integration can be started

## 6. Monitoring arrangements

This policy will be reviewed annually by the SENDCo. At every review, it will be approved by the full governing body.

### Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Equality policy

### Equal Opportunities Statement

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

### Monitoring and Review

This policy will be monitored by the school governors and reviewed annually, or as new legislation determines.

**Ratified:** September 2025

**Signed on behalf on the governing body:**

**Name:**