



Thaxted Primary School

Policy

for

Children with Health Needs Who Cannot Attend School

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| Policy Date: Spring 2022 | Review Date: Spring 2024 | Responsible Person: Headteacher In Conjunction with: Inclusion Manager |
| Other Policies to be read in conjunction with this policy: | | Intimate Care Supporting Pupils with Medical Conditions Special Educational Needs and Disabilities |

1. Introduction

Most children's educational needs are best met in school and Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to plan for supporting pupils at their school with medical conditions. Further information can be found in the school's medical policy.

Where a pupil would not be able to receive a suitable full-time education in a mainstream school because of their health needs, the local authority (LA) has a duty to make other arrangements.

The responsibilities and duties of LAs are set out in statutory guidance that was issued by the Department for Education in January 2013 - 'Ensuring a good education for children who cannot attend school because of health needs'

2. School's Role

All pupils with long term medical needs will have an Individual Healthcare Plan as described in the school's medical policy. This will be shared with parents, staff and pupils as appropriate.

If a pupil is unable to attend school due to their medical needs, the school will seek and follow advice from all relevant agencies, including health, EP service, Inclusion partner, Essex County Council Attendance Team and their SEND Quadrant team. If, after making all reasonable adjustments and following any advice recommended by the services, the pupil is still unable to attend school, it will make referral to the Essex County Council Education Access Team. Essex County Council Education Access Team should then make a referral to a suitable provider for the child's education.

3. Multi-agency Working

It is important to link with partner agencies to ensure appropriate support is in place to meet the pupil's educational needs. The school will work closely with Education Access, educational providers, health and other support services and the pupil's family to ensure that it achieves the best possible outcomes. It will ensure that the pupil is fully supported and is not educationally disadvantaged due to their medical need. It will also assist any commissioned service in supporting reintegration once the pupil is well enough to begin transition back to school.

4. Pupils with an EHCP, SEND or undergoing an EHC assessment

Where a school is seeking support on medical grounds for a pupil with SEND, the school should first discuss the situation with the Statutory Assessment Service (SAS) to determine the most appropriate route to follow.

Where a pupil is presenting with an anxiety condition, an urgent review of the pupil's provision is required through the annual review process. This should be attended by the relevant Locality Casework Manager from the Statutory Assessment Service and the referring school. Generally, professionals require two / three weeks' notice to attend formal review meetings.

Where a change of provision is considered appropriate but there is a delay in securing an appropriate placement, access to interim education arrangements should be discussed with the Statutory Assessment Service.

The school may wish to advise the parents / carers to contact the SEND IASS team.

5. Responsibilities

The **school's** role is to:

- Identify a senior member of staff, able to make decisions, to host and chair regular review meetings (normally every 6 weeks), produce action plans and distribute notes of these meetings
- Provide a named teacher with whom each party can liaise (usually the SENCO/Inclusion Manager)
- Provide a suitable working area within the school for the pupil / education provider where necessary
- Be proactive in supporting the reintegration of the pupil back into school as soon as they are well enough
- Ensure that pupils who are unable to attend school, are kept informed about school social events and are encouraged to maintain contact with their peers
- Ensure that there is updated medical advice provided to assist with progressing the case and to support reintegration
- Where a pupil is unable to take their exams within the school setting, it is the school's responsibility to organise those exams, secure an invigilator and locate a safe venue
- Continuing responsibility for safeguarding the child when they are not at school with at least weekly visits.

The **Education Access Team** will be responsible for:

- Assessing all referrals to the service and brokering provision for those pupils who sufficiently trigger an intervention
- Working with the school, provider, family and pupil to ensure the delivery of a suitable curriculum that can meet the individual needs of the pupil
- Monitoring and evaluating the effectiveness of the education provision to ensure it continues to meet the needs of individual pupils
- Facilitating an agreed programme of reintegration and attending any relevant planning meetings

The **provider's** role is to:

- Liaise with the named person in school
- Liaise, where appropriate, with outside agencies
- Provide a flexible programme of support
- Provide regular reports on the pupil's progress and achievements
- Provide an opportunity for the pupil to comment on their report
- Attend review meetings
- Help set up an appropriate reintegration programme as soon as the pupil is ready

Health and other support services role is to:

- Offer medical treatment, advice and support where appropriate
- Attend or provide advice to review meetings
- Provide written reports where necessary

The **parents'/ carers'** role is to:

- Provide current medical guidance when requested
- Provide early communication if a problem arises or help is needed
- Attend necessary meetings
- Seek advice from a qualified medical practitioner or, for children with mental health issues, the Emotional Wellbeing and Mental Health service (EWMHS)
- Reinforce with their child, the value of a return to school
- Ensure that their child is ready for and attends all provision offered
- Allow a member of school staff to make contact to effectively safeguard the child at least weekly.
- Ring the school daily to report absence.

The **pupil's role** is to:

- Be ready to work with the provider
- Be prepared to communicate their views
- Engage with other agencies as appropriate
- Prepare for reintegration as soon as they are able

6. Ending Support

The decision to end the commissioned alternative education programme sits with Education Access. Education Access will liaise with the school, provider, health services, family and pupil to ensure plans are in place to support the pupil with their education.