

Children/ Young People with Health Needs Who Cannot Attend School 2023



Approved by:	Aidan Meech	Date: November 2023
Last reviewed on:	September 2021	
Next review due by:	November 2023	

RATIONALE:

John Chilton School works with some pupils/ young people whose medical or additional needs result in them needing to remain home or in a medical setting for extended periods of time.

Aims

This policy aims to ensure that:

- Suitable education is arranged for pupils/ young people on roll (up to leaving age) who cannot attend school due to health needs,
- Pupils/ young people, staff and parents understand what the school is responsible for when this education is being provided by the school for home learning or work provided by the local authority

Pupils/ young people might be unable to attend school as a result of medical needs, physical injury, emotional health problems, progressive or terminal conditions or chronic illness.

Legislation and guidance

This policy reflects the requirements of the [Education Act 1996](#), Equality Act 2010, Data protection act 2018 and also the most up to date 'Keeping Children Safe in Education' document

It also based on guidance provided by Ealing local authority: "Ensuring a good education for children who cannot attend school because of health needs" (2013)

This policy also reflects DfE guidance: "Working Together to Improve School Attendance (2022) and "Supporting pupils at school with medical conditions" (2015)

The responsibilities of the school

It is our statutory duty to arrange suitable full-time education (or as much education as the child's health condition allows) for Pupils/ young people of compulsory school age who, because of illness, would otherwise not receive suitable education. This might take various forms and support can be flexible to meet needs of pupil.

Guidance states that schools should 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. We will provide work sooner than 15 days absence as we understand the importance of consistency for pupil/ young

person's achievement and confidence. Schools should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil.

The statutory guidance clearly identifies that:

- Every pupil/ young person should have the best possible start in life through a high quality education, which allows them to achieve their full potential. A pupil/ young person who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, pupils/ young people with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.
- Pupils/ young people unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.
- The use of electronic media – such as Google Classroom , can provide access to a broader curriculum, but this should generally be used to complement face-to-face education or work sent home in other forms (such as home learning packs), rather than as sole provision (though in some cases, the young person's health needs may make it advisable to use only virtual education for a time).

If a child/ young person is absent from school for extended time, class staff will use Google Classroom to teach virtual lessons alongside the remaining class and also send learning packs home for blended learning opportunities maximizing potential for learning and social interaction.

- For safeguarding, the pupil/ young person will need to be seen at the start and end of each virtual lesson so staff can check-in with them. Important elements of PSHE and ICT will be covered as appropriate with pupil while at home to ensure their knowledge and wellbeing still continues (RSHE, safe use of internet, appropriate use of social media will be taught virtually as priority to support safeguarding). Use of social media is important for relevant pupils/ young people to socialize while at home for extended periods of time but the pupil remaining at home might be at greater risk of inappropriate use of social media or peer on peer abuse or access to inappropriate sites linked to radicalization or sexualisation. Specific check-ins and session about this will be arranged by class teacher and SEMH team if these are deemed a specific risk for relevant pupils at home and staff will liaise with families about additional monitoring of internet use and risks.
- Our school approach will be flexible for each pupil/ young person to best meet their needs when remaining at home, complimented by carefully differentiated work, sometimes virtual and supplemented by input and visits from staff and other professionals, liaising closely with family throughout. Clear goals and expected time frames for the planned absence will be set out where possible. Therapy staff will liaise with family to ensure needs are being met while at home.
- Therapy staff will also visit and keep in touch, liaising with family about any therapeutic input needed for duration of time at home.
- School staff will also promote social involvement for the pupils/ young people so they still feel included in school community while working from home, within guidance for social media usage with their peers. This will include any on line platform for socializing monitored by family and facilitated by teacher, where appropriate. Class teacher, in conjunction with family, will also facilitate the sending of photos, newsletters, invitations to school events, video, messages, updates sent from school community to pupil/ young person at home and vice versa. School staff

to ensure the pupil/ young person's emotional and social wellbeing is still met while they remain at home through activities and additional support.

- The school will plan for consistent provision during and after the period of education outside the school, allowing the pupil/ young person to access the same curriculum and materials that they would have used in school as far as possible
- If a pupil/ young person remains in hospital or medical setting that has its own education/ school staff or department, John Chilton School will make regular communication, clarify learning outcomes and needs and support all areas of pupils' learning delivered by this setting. Support to the pupil/ young person and family will be offered and monitored by Therapy Team.
- Where relevant, some pupils/ young people might need to remain at home but require external tuition. In this case, the school liaises closely with tutor company to ensure handover of relevant educational, social, therapeutic information. Any tuition company used meets the criteria and recommendations of local authority.

How the school will make arrangements

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

The class teacher/tutor will be responsible for this, monitored and overseen by phase leader, with therapist involvement if necessary.

Teacher/Tutor will communicate with family, medical professionals and other staff in school if they receive learning from other staff. The tutor will then collate weekly work and send this home in line with expectations. Staff will liaise with hospital education staff if relevant. Parents will be consulted each week and work will be returned for marking and meaningful feedback, where possible. Work might include packs sent home or learning on digital platforms, taking account that not all families have skills or technology or access to software, etc. The tutor will remain in regular contact with family and other professionals about progress, safeguarding and next steps.

The pupil/ young people will be reintegrated to school when all professionals and family involved agree, the tutor (overseen by phase leader) confirms best steps for gradual or full return and organising and communicating this. This transition back into school will be flexible and based on need.

When reintegration is anticipated, school will work with the local authority and all professionals to:

- Create individually tailored reintegration plans for each pupil/ young person returning to school
- Consider whether any reasonable adjustments need to be made
- Suggest a clear time frame and goals for phased return and consideration of reasonable adjustments that would be needed for pupil/ young person's return
- Provide emotional support to the pupil/ young person and family and handover relevant information to all parties

If the local authority makes arrangements

The school is confident that we can make suitable arrangements for home learning for pupils/ young people who cannot attend school. If this is not possible, the school will defer to the local authority, following their guidance and processes and support them to engage with the pupil through SEN advisors, professionals and social workers, etc.

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/ young person
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the pupil/ young person is as effective as possible and that the child/ young person can be reintegrated back into school successfully

Behaviour

This policy refers to pupils/ young people who are not able to attend school due to health needs. This includes pupil/ young people with mental health needs that result in them needing to be taught at home with similar virtual platforms, monitoring and tuition arranged. Refer to Promoting Positive Behaviour Policy .

Roles and responsibilities

The Governing Board is responsible for:

Ensuring arrangements for pupils/ young people who cannot attend school as a result of their medical needs are in place and effectively implemented. Ensuring robust arrangements are in place for dealing with health emergencies, critical incidents and supporting pupils at home for extended periods of time.

Absence will be monitored and logged following normal procedures in line with DFE Guidelines. Absence for extended periods will be logged as 'authorised' once all professionals involved have been consulted. A pupil/ young person remaining at home due to illness will not be removed from school roll unless LA confirm this, alongside medical, professional, family advice to confirm this to be the case.

A decision for a young person to remain at home and receive work for home learning during absence should be taken by family, school leaders and professionals, consulting and gathering information appropriately and setting clear time frames for expectations, meetings to consult and monitor and include planned return dates for clarity throughout.

Where relevant, the Local Authority might suggest external home tutoring. This will compliment and supplement school staff regular visits home.

School staff will liaise regularly with hospital school staff or any other home tutors, where relevant.

Confidentiality will be respected at all times. Staff visiting home for supported learning will follow expected guidance for professional conduct.

The school will communicate with exam boards regarding entries for coursework or qualifications to seek advice to best support pupil's attainment of qualifications if this is jeopardised by learning at home for extended time.

In some instances, the authority might set up a Personal Education Plan to support the school and work closely together.

Parents are expected to work in partnership with school.

Monitoring arrangements

This policy will be reviewed annually by Aidan Meech. At every review, it will be approved by the Full Governing Board