

Children with health needs who cannot attend school Policy

St Mary Magdalene CofE Primary School



Approved by:	Curriculum Committee	Date: 17.10.23
Last reviewed on:	Oct 2023	
Next review due by:	Oct 2024	
Based on a policy from:	The Key/LA	
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St Mary Magdalene CE Primary School

Medical Policy

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

INTRODUCTION

St Mary Magdalene C of E Primary School will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for all employees and to ensure best practice by extending the arrangements as far as is reasonably practicable to children and others who may also be affected by our activities.

Responsibility for first aid provision at St Mary Magdalene School is held by the Headteacher who is the responsible manager. This is delegated to the Teachers, Teaching Assistants and other nominated staff. All first aid provision is arranged and managed in accordance with the Children's Services Safety Guidance Procedure SGP 08-07(First Aid).

All staff have a statutory obligation to follow and co-operate with the requirements of this policy.

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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 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](#).

It is also based on guidance provided by our local authority.

3. Responsibilities of the school

3.1 If the school makes arrangements

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

- Mrs Nicola Kershaw is responsible for making and monitoring these arrangements
- This could be in the form of sending work home or working with hospital schools.
- We will liaise with parents by email or phone to ensure the work is fit for the child's needs.
- We will always work with the family to reintegrate the child back into school if possible – eg. With use of an alternative timetable, adjustments made to learning environment.

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, Southwark LA will become responsible for arranging suitable education for these pupils – See Appendix 1.

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, 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

4. Monitoring arrangements

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

5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions

Appendix 1

Southwark Policy Statement and Procedure on the Education of Children who cannot attend school because of health needs.

Summary

This document outlines Southwark Alternative Provision Team's policy for ensuring a suitable education for children who cannot attend school because of illness.

The policy and procedures are intended to:

1. Support referring schools to understand the guiding principles and protocols in order to assist them in making appropriate and timely referrals to the Alternative Provision.
2. To assist the Local Authority (LA) in working to statutory guidelines; to ensure that any pupil who has medical needs and cannot attend access suitable education is able to access appropriate education according to evidenced need Under Section 19 of the Education Act 1996 Local Authorities have a responsibility for arranging the education for pupils who cannot attend school due to health needs. The duty is outline further in Statutory Guidance:

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

In Southwark out duty is discharged through the commissioning of external education providers. A team of Priority Learner Support Officers monitor the education delivered to ensure it is of a high quality and meets individual needs. The named officer in the local authority for pupils who cannot attend school due to medical needs is: Laverne Noel

Policy Statement

Southwark local authority has a duty to arrange suitable full time² education (or part time where appropriate for the child's needs) for children of compulsory school age who are unable to attend a mainstream or special school because of their health.

In accordance with the Department for Education Statutory Guidance 'Ensuring a good education for children who cannot attend school because of health needs' (May 2013) alternative provision and the framework surrounding it should offer good quality education on par with that of mainstream schooling, along with the support pupils need to overcome barriers to attainment. This support should meet a pupil's individual needs, including social and emotional needs, and enable them to thrive and prosper in the education system.

This applies to all children who would usually attend academies, free schools, Independent schools and special schools or those who are not on the roll of a school. It applies to those who cannot attend school at all or can only attend intermittently.

Alternative provision for children who cannot attend school because of health needs *should*:

1. Be arranged as soon as it is clear the child will be away from school for 15 days or more whether consecutive or cumulative.
2. Ensure education is of a good quality (See Department for Education Statutory Guidance 'Alternative Provision' (Jan 2013) which enables pupils to take appropriate qualifications, prevents them falling behind at school and allows them to reintegrate back to school.
3. Be arranged based on the individual needs of the child.

The Government's policy intention is that all children, regardless of circumstance or setting should receive a good education to enable them to shape their own futures.

On the 1st September 2016 a new duty came into force for governing bodies to make arrangements to support pupils at school with medical conditions. Department for Education Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England 'Supporting pupils at school with medical conditions' (2015) is intended to help governing bodies meet their legal responsibilities.

The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Governing bodies must ensure that arrangements they put in place are sufficient to meet their statutory responsibilities and should ensure that policies, plans, procedures and systems are properly and effectively implemented.

Ensuring children have good education

Alternative Provision should address a pupil's individual needs whether they be health related, or otherwise through an appropriately tailored approach. This should also include social and emotional needs, for example ensuring that pupils feel fully part of their school community where possible, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers.

Medical tuition is intended to be short term, interim provision. It should not be regarded as long term education. We can arrange up to 25 hours dependant on the pupils circumstances. It will mainly take the form of small group provision, 1-1 or online learning.

Some health needs are complex and/or long term and may be considered disabilities under equalities legislation. Where a child has a special educational need identified in an EHC plan, the individual healthcare plan should be linked to or become part of that statement or EHC plan. Where a child has SEN but does not have a EHC plan, their individual healthcare plan will take account of their SEN. Liaison between the Alternative Provision team, Parent, School and SEN department will take place to support the process of seeking statutory assessment, where appropriate.

All pupils will undertake an initial assessment, following this an Individual Learning plan (ILP). The referring school will co-ordinate regular reviews that the Alternative Provision Team, provider, relevant agencies and parents will attend. The Alternative Provision Teams role is to ensure that education is suitable and where appropriate differentiated to meet any changing health needs. Ofsted's common inspection framework (September 2019) assesses how schools meet a range of pupils needs including those with medical conditions.

In the case of looked after children (LAC) the Alternative Provision Team will work with the social worker, foster carer and the LAC Education Advisor to ensure we fulfil our duties under the Education Act 1989 to promote the educational achievement of all looked after children. The LAC education advisor or Social Worker will conduct a PEP in place of the usual Alternative Provision review.

Following the principles of partnership working, the Alternative Provision Team and Home School agreement is in place outlining key roles and responsibilities so that all parties work together in supporting the child.

Identification and intervention

Pupils will be identified as requiring intervention from the Alternative Provision Team if there is supporting evidence from a specialist medical consultant. The pupil must be a Southwark resident of compulsory school age who has missed 15 school days or more (consecutive or cumulative) due to medical needs. Once a referral is submitted and reviewed, appropriate education on medical grounds is arranged.

Schools do not have to wait for formal diagnosis of a medical condition before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgement will be needed about what support to provide based on available evidence. This would normally involve some form of medical evidence and consultation with parents.

If schools suspect that a pupil is having mental health difficulties, then they should not delay putting support in place. This can happen whilst the school is gathering the evidence, and the pupil's response to that support can help further to identify their needs.

Individual healthcare plans (IHCP), and their review, may be initiated, in consultation with the parent, by a member of the school staff or a healthcare professional involved in providing care to the child. The school,

healthcare professional and parent should agree, based on evidence, when an Individual healthcare plan would be in appropriate or disproportionate. The governing body should ensure that plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed.

They should be developed with the child's best interest in mind and ensure that the school assesses and manages risks to the child's education, health and social well-being and minimises disruption.

When deciding whether a pupil has SEN, schools should use the definition of SEN used in the SEND Code of Practice: 0 to 25 years. This states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than a majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions.

Reintegration

When reintegration back to school is anticipated, LAs should work with the school, parents and healthcare professionals to plan for reintegration. Schools should ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively. If absence is likely to be lengthy, the reintegration plan may only take shape nearer to the likely date of return. Departmental advice to schools states that transitional arrangements should be put in place within two weeks.

Schools should ensure that medical evidence is clear and up to date. It should also support the reintegration planning. Southwark Alternative Provision Team will attend reviews arranged by the referring schools to ensure that medical evidence remains relevant and so that the re integration plan is being met.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition can be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with their safeguarding duties, governing bodies should ensure that pupils health is not put at unnecessary risk from, for example, infectious diseases.

They therefore do not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so.

Protocol

Criteria for referral:

The Alternative Provision team takes referrals for alternative provision for young people who are Southwark Residents who are not able to attend mainstream provision due to:

- Exclusion where a child cannot attend the local Pupil Referral Unit (PRU)
- Other reasons such as new arrivals to the country without a school place in year 11 during spring term.

Consultation prior to referral is always advised

For medical referrals please refer to the policy 'The education of children who cannot attend school because of health needs' May 2020

Referral to the local authority for alternative provision

1. Prior to the referral the referrer will:

1.1. Consult with relevant professional networks to gather all relevant information about the child. This may include CME teams, Youth Offending Services, Social Care or Family Early Help to produce a risk assessment

1.2. Discuss with the parent the reason for referral to alternative provision

2. Making a referral the referrer must:

- 2.1. Fully complete the alternative provision referral form and medical evidence form
- 2.2. Submit a copy of the child's attendance certificate and prior academic school records
- 2.3. Submit any behavioural logs, SEN assessments and Team Around the Child minutes.
- 2.4. Fully complete the comprehensive risk assessment, factual and intelligence led evidence will be required in cases where the PRU is not suitable.
3. On receipt of the documents, the Alternative Provision team will:
 - 3.1. Review the referral to check it meets the criteria outlined above
 - 3.2. Identify any additional information that may be required
 - 3.3. Check internal databases for any key safeguarding information

There will be some cases where children arrive new to the country without historic information, in such cases the Alternative Provision team will seek to establish academic assessments as swiftly as possible.

4. If approved the Alternative Provision team will:
 - 4.1. Contact the identified provider.
 - 4.2. Contact the parent and referrer to confirm the named officer leading the case and next steps
 - 4.3. Once confirmed the Alternative Provider will arrange a start date for the pupil.
 - 4.4. Support and co-ordinate education reviews at the pupils referring school at least every 6 weeks

If not approved the referrer will be provided with a reason why and suggest next steps

5. How decisions are made in securing suitable provision

The Alternative Provision Manager and Service Development Lead assess all referrals. We assess according to prior attainment, personal, social and emotional needs, risk management and reintegration plans including length of time required in alternative provision. We always aim to support pupils in accessing group provision initially however if this is not suitable 1-1 or online learning will be considered.

Pupils with an Education, Health and Care Plans (EHCP) or Statements missing education are managed by the Special Educational Needs Department.

The end of a placement and reintegration

The Local Authority should have a plan and processes in place to reintegrate the pupil at the end of the placement when he or she returns to the school. This is done through obtaining a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour.

We always seek the pupil's views on the success of the placement.

In light of this placement information, the Priority Learner Support Officers plan for the pupil's reintegration back into mainstream school via fair access or transition to alternative provision as a step towards that aim from their starting point e.g. from 1-1 tuition to group based alternative provision.

If the placement does not end with reintegration into the school for example, when a pupil reaches the end of Y11 while still in alternative provision – the Priority Learning Support Officers work with the provider, parent and pupil to ensure that the young person can move on into suitable education, or employment alongside part-time study or training. This involves a referral to post 16 services if the young person has not secured a post 16 destination.

Related documents:

Legislation

Equality Act 2010

Education Act 1996 Section 19.

Children and families Act 2014 section (3) and (100)

The Education (Pupil Registration) (England) Regulations 2006, regulation 8,(1),(g).

Department for education statutory guidance and departmental advice

Ensuring a good education for children who cannot attend school because of health needs, May 2013

Alternative Provision statutory guidance for local authorities January 2013

Supporting pupils at school with medical conditions, statutory guidance for governing bodies of maintained schools and proprietors of academies in England. December 2015

Mental health and behaviour in schools, Departmental advice for school staff, March 2016

Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015