



Name: Children with health needs who cannot attend school policy

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Links with other Policies:

Inclusion, Managing Medicines, Supporting pupils with medical conditions.

Approval: Governor policy group: 23/1/24

Woodlands Meed Equalities Statement is available on the website: www.woodlandsmeed.co.uk under policies.

Woodlands Meed's Aims Enjoying Opportunities Together

In practice, this means that Woodlands Meed staff will aim to make learning and achieving enjoyable and rewarding. The curriculum will incorporate a wide programme of experiences, both in and out of the school and college. Pupils will be encouraged to develop social skills including a respect for themselves, each other, their community and the environment. Developing self-confidence and offering relevant opportunities to take part and contribute to social groups and to wider society are key tasks. A rich learning environment with varied opportunities should assist our pupils in developing independence as far as possible, during their school career and later, in adult life.

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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 also based on guidance provided by our local authority.

This policy complies with our funding agreement and articles of association.

3. The responsibilities of the school

School will endeavour to provide educational programmes for pupils who are unable to attend due to health needs.

Home learning opportunities will be provided in specific circumstances where a pupil is known to be likely to be absent from school for a significant period of time.

For ad hoc, short-term absences, home learning may not always be provided, however this can be discussed and agreed between staff and families.

Given our pupils' learning needs, a level of support may be required from families to facilitate home learning, or to access to online learning activities.

School will endeavour to involve pupils in social opportunities with their peers where possible, through the use of interactive technology.

In exceptional circumstances, where funding and staffing allows, direct support from staff may be provided to support pupils who require long term hospital stays or where attendance at school is not felt to be in the pupil's best interests (e.g. for a degenerative condition). This may be contingent upon specific 1:1 support being provided by the LA, and a specific programme being established.

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.

- The Deputy and Assistant Heads for Teaching and Learning will oversee arrangements for home learning for those pupils who are unable to attend school for a significant period of time. The Deputy Heads for SEND will oversee the provision of therapies, well-being, social care and health service involvement.
- Home learning can be shared via See-Saw with pupils and their families, or by email or post (as appropriate). Specific class activities can also be shared via Teams or similar, to allow pupils direct interaction with their peers from home.
- Arrangements will be agreed with families, within the remit of what is possible based on the level of support a pupil requires, the level of support families can provide and the restrictions of current technology.

3.2 If the local authority makes arrangements

If the school cannot make suitable arrangements, WSCC will become responsible for arranging suitable education for these children.

- If home learning requirements exceed the capacity of school to provide a suitable programme or if a pupil's health need is such that they cannot access the home learning provided by school, Woodlands Mead will liaise with the Local Authority to plan a suitable alternative provision. For example, in the instance of EBSA (Emotion Based School Avoidance) where a pupil may not feel able to engage with school-associated activities.

- These arrangements would generally be explored only if a pupil were to be absent from school for a period beyond one term, though discussion with the LA would take place contingent on the specific circumstances for individual pupils.
- The process for referring a child to the local authority will take place based on these specific circumstances, and the reasons, duration and consistency of the absence.

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 Deputy and Assistant Heads for Teaching and Learning and the Deputy Heads for SEND.

Learning and Wellbeing governor committee to receive annual report at the Spring meeting.

5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions