



Arranging Education for Children who Cannot Attend School Because of Health Needs

The Kemnal Academies Trust

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1. Aims

This policy aims to ensure that:

- a suitable education is arranged for pupils on roll who cannot attend school due to physical or mental health needs.
- pupils, staff, parents and governors understand what the school is responsible for when this education is being provided by the local authority.

This school aims to ensure that all pupils who are unable to attend school due to physical or mental health needs, and who would not receive suitable education without such provision, continue to have access to as much education as their health needs allow, to enable them to reach their full potential.

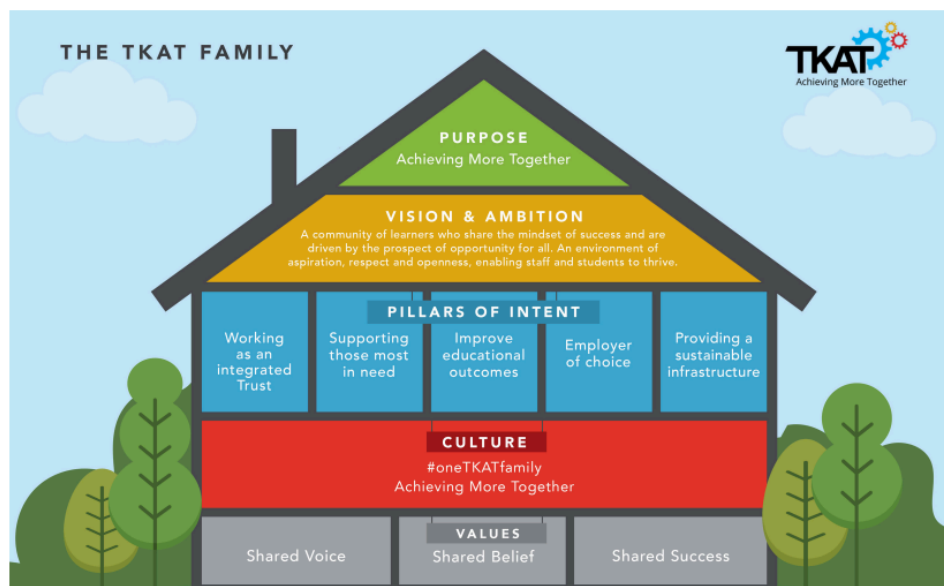
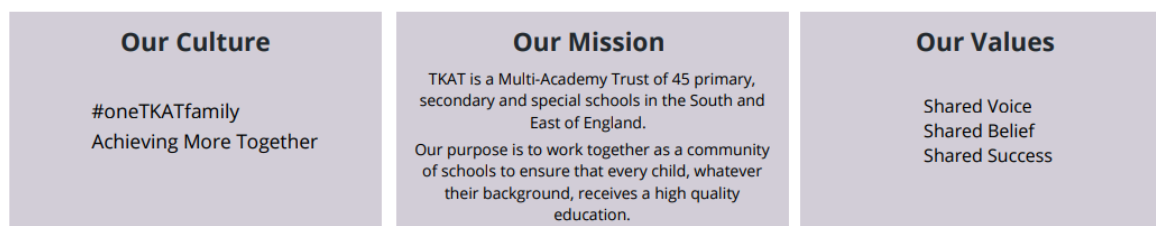
Due to the nature of their physical or mental health needs, some pupils may be admitted to hospital or provided with alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough.

We understand that the school has a continuing role in a pupil's education whilst they are not in school and will work with the Local Authority, healthcare partners and families to ensure that all pupils with medical needs receive the right level of support to enable them to maintain links with their education.

Vision and Values

The Kemnal Academies Trust (TKAT) aims to foster a culture of the highest professional standards in line with the Trust's purpose, vision and values.

TKAT - OUR STRATEGY



2. Legislation and guidance

This policy is based on guidance from the DfE [Arranging education for children who cannot attend school because of health needs - GOV.UK](#) December 2023 but also has due regard to relevant legislation and statutory guidance including, but not limited to, the following:

- Section 19 of the Education Act 1996
- Equality Act 2010
- Data Protection Act 2018
- DfE [Supporting pupils at school with medical conditions](#)

Any reference to health needs in this document, includes both physical and mental health needs.

The DfE guidance [Arranging education for children who cannot attend school because of health needs - GOV.UK](#) relates to local authority statutory duties under section 19 of the Education Act 1996. This states that local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age, who because of exclusion, illness or other reasons, would not receive suitable education without this provision. This means that when a child cannot attend school because of a physical or mental health need, and cannot access suitable full-time education, the local authority is responsible for arranging suitable alternative provision. The good quality education offered should be equivalent to that provided in mainstream schools, as far as the child's health needs allow.

3 Roles and Responsibilities

3.1 The School's Responsibilities

Where a pupil has a complex or long-term physical or mental health issue, the school will discuss the pupil's needs with parents and consider how their needs may be best met in conjunction with the LA, relevant medical professionals and, where appropriate, the child. Children should be involved from the start in ways which reflect their age and maturity.

Medical evidence should be used to better understand the needs of the child and identify the best provision. Where specific medical advice is not readily available, the school (or LA) should consider liaising with other medical practitioners, such as the School Nursing Team, as well as considering other evidence. Parents should always provide updated advice and evidence where possible, in particular when a child has a long-term health problem.

The school will support pupils with health needs to attend full-time education wherever possible, or the school may make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments. These reasonable adjustments may be recorded in a pupil's individual healthcare plan (IHCP), in accordance with the Supporting Pupils with Medical Conditions Policy. The school also refers to this document which sets out the [Summary of responsibilities where a mental health issue is affecting attendance - GOV.UK](#).

The educational arrangements for pupils admitted to hospital will vary depending on whether it is a planned or emergency admission and the length of stay. Pupils normally receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned. During this time, the school will work with the provider of the pupil's education to establish and maintain regular communication regarding the provision and to ensure consistency in curriculum coverage. Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources. Whilst a pupil is away from school, the school will ensure the pupil can successfully remain in touch with their school through school newsletters, emails, Invitations to school events, cards or letters from peers and staff. The Headteacher and SENDCo, or other nominated member of staff, will be responsible for making and monitoring these arrangements.

The school will discuss arrangements for working from home or hospital with parents / carers and a plan will be put together detailing agreed actions from the discussion. The plan will be kept under review and amended as needed. Arrangements could include sending work home, the pupil attending a hospital school whilst they are an in-patient, a member of staff attending the home to support work or, access to online learning such as Google Classroom. Work will be prepared and monitored by class teachers / subject teachers. Any part-time education will be reviewed regularly with the aim of eventually increasing the number of hours up to full-time as soon as the child's health allows.

Alternative provision provided by the local authority is funded from their high needs budget. However, the school may wish to consider transferring a portion of the school's funding associated with that child to the alternative provision for the duration of their support.

As soon as it is clear that the school can no longer support the child's health needs and provide suitable education, the school should speak to the local authority about putting alternative provision in place. As soon as it is clear that a child will be away from school for 15 days or more because of their health needs, the local authority should arrange suitable alternative provision. This should start as soon as possible and at the latest by the sixth day of the child's absence from school.

Once the pupil is able, they will be integrated back into school with alternative arrangements as needed, to make it possible. These will be discussed with parents and the pupil in conjunction with any medical advice from other professionals. To help ensure a pupil with additional health needs is able to attend school following an extended period of absence, adaptations may need to be considered including but not limited to:

- a personalised or part-time timetable, drafted in consultation with parents and the named staff member;
- access to additional support in school;
- online access to the curriculum from home;
- movement of lessons to more accessible rooms;
- places to rest at school;
- special exam arrangements to manage anxiety or fatigue.
- alternative provision for break or lunch times.

Children should be given the opportunity to take appropriate exams and qualifications at the same time as their peers. Awarding bodies can make special arrangements in exams for children with temporary, permanent or long-term disabilities or illness. Provision should support the child's needs to overcome barriers to attainment and achievement including any pastoral needs.

3.2 The Local Authority's Role and Responsibilities as set out by the DfE

Local Authorities (LA) are responsible for arranging suitable full-time education for pupils of compulsory school age who, because of illness, would not receive suitable education without such provision, as set out in DfE [Arranging education for children who cannot attend school because of health needs - GOV.UK](#). This applies as soon as it is clear that the pupil will be away from school for 15 days or more, whether consecutive or cumulative. The law does not define full-time education but pupils 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.

Funding for alternative provision for children with medical needs is funded from local authorities' high needs budgets.

Where full-time education would not be in the best interests of a pupil because of reasons relating to their physical or mental health, Local Authorities should provide part-time education on a basis they consider to be in the pupil's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science.

The Local Authority should:

- liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
- ensure that the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.
- 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 pupil and that it is providing suitable education.
- address the needs of individual pupils, in arranging provision.

The Local Authority should not:

- have processes or policies in place which prevent a pupil from getting the right type of provision and a good education.
- withhold or reduce the provision, or type of provision, for a pupil because of how much it will cost.
- have policies based upon the percentage of time a pupil is able to attend school rather than whether the pupil is receiving a suitable education during that attendance.
- have lists of health conditions which dictate whether or not they will arrange education for pupils or inflexible policies which result in pupils going without suitable full-time education (or as much education as their health condition allows them to participate in).
- demand continuing medical evidence from parents without good reason, even where a child has long-term health problems.

In cases where the Local Authority makes arrangements, the school will:

- work constructively with the local authority, education 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 to ensure 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 school 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).
- create individually tailored reintegration plans for the child returning to school.
- consider whether any reasonable adjustments need to be made for the pupil.

3.3 The Governing Body and Headteacher

The Governing Board and Headteacher are responsible for:

- ensuring arrangements for pupils who cannot attend school as a result of their medical needs are in place and are effectively implemented and regularly reviewed
- ensuring the roles and responsibilities of those involved in the arrangements to support the needs of pupils are clear and understood by all.
- ensuring robust systems are in place for dealing with health emergencies and critical incidents, for both on- and off-site activities.
- ensuring staff with responsibility for supporting pupils with health needs are appropriately trained.
- appointing a named member of staff who is responsible for pupils with healthcare needs and liaises with parents, pupils, the LA, key workers and others involved in the pupil's care. This may be part of the SENDCo role but could be another member of staff who has had appropriate training.
- ensuring staff, who support pupils with health needs, have access to suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.
- ensuring the LA has been notified when a pupil is likely to be away from the school for a significant period of time due to their health needs.

3.4 The SENDCo or other nominated member of staff

The SENDCo or other nominated member of staff is responsible for:

- pupils who are unable to attend school because of medical needs.
- actively monitoring pupil progress and reintegration into school.
- supplying education providers with information about an individual pupil's capabilities, support that may be required, progress and outcomes.
- liaising with the headteacher, education providers and parents to determine pupils' programmes of study whilst they are absent from school.
- liaising with medical professionals as appropriate.
- providing a link between pupils and their parents, and the LA.
- ensuring teachers and support staff are kept informed of the health needs relating to pupils they work with.

3.5 Teachers and Support Staff

Teachers and Support Staff are responsible for:

- understanding confidentiality in respect of pupils' health needs.
- designing lessons and activities in a way that allows pupils with health needs to participate fully, ensuring they are not excluded from activities that they wish to take part in without a clear evidence-based reason. This may require a risk assessment.
- understanding their role in supporting pupils with health needs and ensuring they attend any required training.
- ensuring they are aware of the needs of their pupils, through the appropriate sharing of relevant information.

- ensuring they are aware of the signs, symptoms and triggers in relation to the medical needs of the pupil and know what to do in an emergency.
- reading and understanding any medical care plans and reporting any concerns to the SENDCo or other nominated person.
- keeping parents informed of how their child's health needs are affecting them whilst in the school.

4. Absences

Pupils who are absent because of illness can be supported through liaison with the pupil's parents. This may be through schoolwork being provided for completion at home as soon as the pupil is able to cope with it, including the use of Google Classroom. Alternatively, it may be possible for part-time education at school or a gradual phased return to full-time attendance.

The school will give due consideration to which aspects of the curriculum are prioritised, in consultation with the pupil, their family and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named person with responsibility for pupils with health needs will notify the LA, who will take responsibility for the pupil and their education. Where absences are anticipated or known in advance, the school will liaise with the LA to enable education provision to be provided from the start of the pupil's absence. For hospital admissions, the appointed named member of staff will liaise with the LA regarding the programme that should be followed while the pupil is in hospital. The school will monitor pupil attendance and mark registers to ensure it is clear whether a pupil is, or should be, receiving education other than at school.

5. Monitoring Arrangements

This policy will be reviewed annually by the SENDCo. At every review, it will be agreed by the full governing board. Any changes in the policy will be clearly communicated to all members of staff involved in supporting pupils with additional health needs, and to parents and pupils themselves.

6. Definitions

Children who are unable to attend school as a result of their medical needs may include those with:

- Physical health issues
- Physical injuries
- Mental health problems, including anxiety issues
- Emotional difficulties or Emotionally Based School Avoidance
- Progressive conditions
- Terminal illnesses
- Chronic illnesses

7. Links to Other Policies

This policy links to the following policies:

- Accessibility Plan
- Supporting Pupils with Medical Needs in School

- Attendance Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy