



Range High School

CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL POLICY

Person responsible for Policy: Headteacher / Associate Leader – Personal Development
Date of last review: March 2024
Date of next review: March 2025 (major changes will be brought to the trustees attention as and when they occur)

**RESPONSIBILITY FOR THIS POLICY HAS BEEN DELEGATED TO THE HEADTEACHER
ANNUAL REVIEW**

RANGE HIGH SCHOOL

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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

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

This policy reflects the requirements of the [Education Act 1996](#).

It also based on guidance provided by our local authority - <https://www.sefton.gov.uk/schools-learning/complementary-education/access-to-education-for-children-with-health-needs-who-cannot-attend-school.aspx>.

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

3. The responsibilities of the school

The school will remain responsible for providing the following information:

- Progress and assessment data including baseline assessments, current and target grades
- An appropriate medium-term plan for teaching and learning within core subjects
- The loan of appropriate resource materials including text books
- Details of exam specifications and entries
- Details of access arrangements

The school also remains responsible for:

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- Providing a consistent point of contact for any referred pupils
- Exam entries, access arrangements, exam invigilation and any required payments for public examinations
- Disapplication of National Curriculum in order for the young person to maintain progress in core subjects if appropriate
- Careers interviews and work experience placements
- Monitoring pupil attendance and marking registers so that it is clear that the pupil is receiving education off site
- Arranging review meetings
- Procedures for ensuring that pupils are re-integrated smoothly into school when their health permits

Schools should:

- Have a policy and a named person responsible for dealing with pupils who are unable to attend school because of medical needs
- Nominate a trustee responsible for reviewing the procedures that apply to
 - educating young people with medical needs
 - Attend all reviews of pupils' Support and Reintegration Plans
 - Ensure that work is available to pupils who are absent due to illness/injury
 - Ensure that pupils who are unable to attend school because of illness are kept informed about and are invited whenever possible to school social and cultural events
 - Ensure progress leaders/form tutors/learning mentors to phone, e-mail or send cards every few weeks to prevent a sick child and his/her family from feeling isolated from school
 - Encourage and facilitate liaison with peers
 - Engage in visits to the Pinefield Centre to familiarise with, and understand, the educational provision and support arrangements for pupils attending the Centre at all times. For the duration of agreed support, pupils remain the responsibility of the schools or settings where they are on roll

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.

Pastoral/attendance staff will identify and monitor children with health needs who cannot attend school.

Pastoral/attendance staff will make contact with families and young people to discuss appropriate arrangements to minimise disruption to education as far as possible. This may be comprised of some, or all of the following: work sent home electronically e.g. Hegarty maths, Seneca etc. or delivered via hard copy.

Pastoral/attendance staff will discuss reintegration plans with families and young people prior to returning to school. This may include, reduced/amended timetable, medical pass to leave lessons when appropriate, access to school nurse, exam concessions.

Staff need to be aware and support students with long term absence as parents of children who are unwell are mostly aware of their child's attendance and want to cooperate with school staff and not feel blamed for health factors out of their control. Following new guidance we aim to work collaboratively with parents to improve attendance especially when we consider the long term effects of the recent global pandemic and how it has impacted on young people and their mental health.

Working Together to Improve School Attendance Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022

Applies from: September 2022 p 17 - 18

We will have sensitive conversations and develop good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.

Staff will work with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, we will also work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.

We will continue to establish bespoke strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.

Are over all is to ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.

Collaboratively attendance and pastoral staff will ensure data is regularly monitored for these groups including at Governing Board meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Parents should be sign posted to attendance support provided by new guidance from the DFE 2024

<https://educationhub.blog.gov.uk/2024/02/05/supporting-children-and-young-people-mental-health/>

<https://educationhub.blog.gov.uk/2024/01/03/improving-school-attendance/>

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements for a particular reason, Sefton LA will become responsible for arranging suitable education for these children. (Use the following link to access Sefton LAs policy):

<https://www.sefton.gov.uk/childrens-services/schools-and-learning/complimentary-education/access-to-education-for-children-with-health-needs-who-cannot-attend-school/>

The process for referring a child to the local authority is to complete a **Monitoring and Placement Group referral form requesting brief intervention from the Complementary Education Service**

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:

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- 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 Julie McGugan (Designated Safeguarding Lead – DSL and Lynne Dillon Pupil Support Manager and Attendance Officer. Responsibility for the policy has been delegated to the Headteacher; the governing board will be informed after every review and of any changes that are made.

(This policy will be reviewed annually as it is on the [list of statutory policies](#).)

5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Pupil Attendance and Punctuality Policy
- Safeguarding Policy