THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST

Policy for children with health needs who cannot attend school

June 2022

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| Author | Executive Headteacher |
| Review Cycle | annually |
| Date Approved | June 2022 |
| Approved By | Directors |
| Next Review Date | June 2023 |

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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:

* [Education Act 1996](about:blank).
* DfE (2013) [‘Supporting pupils at school with medical conditions’](about:blank)
* [DfE guidance](about:blank) for children with health needs who cannot attend school.
* Guidance provided by our [local authority](about:blank)

# 3. The 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:

* Where a pupil has complex or long-term health issue, the school (headteacher, deputy or assistant headteacher) will discuss the pupil’s needs and how these might be best met. The LA will be involved where appropriate.
* The school will make reasonable adjustments within the pupil’s individual healthcare plan (in accordance with the Supporting Pupils with Medical Conditions Policy)
* Pupils admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition at the hospital concerned. Remote learning (online learning or sent work) will be provided where appropriate.
* During the period of absence, the school will work with any provider to maintain regular communication, appropriate programmes of work and effective outcomes.
* We will consult parents/carers/social workers/LA and children and agree these arrangements
* 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)
* Where possible, we will plan a personalised approach to support the young person’s reintegration to school. This may include staggered arrival and departure times, reduced timetable, external provisions etc.

3.2 If the local authority makes arrangements

If the school can’t make suitable arrangements, Shropshire Local Authority will become responsible for arranging suitable education for these children. Headteachers, Deputy Heads or Assistant Heads will begin liaising with the authority as soon as possible (maximum of 15 days absence due to the medical need)

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 Executive 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
* Child Protection and Safeguarding Policy
* SEND Policy

# Appendix - Equality impact assessment screening form

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| --- | --- |
| Section one: screening for impact | |
| Name of policy | Children with Health Needs who cannot attend school |
| Project lead completing assessment: | K Jones |
| Position: | Executive Headteacher |
|  | |
| What is the main purpose of the strategy/project/policy? | |
| * 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 | |
| Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users. | |
| Assistant Headteachers, Deputy Headteachers, Headteachers, | |
| Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy? | |
| Policy goes to consultation with Head’s Board, Directors, Governing Bodies and Staff. | |

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| --- | --- | --- | --- | --- |
| Use the table to show:   * Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this. * Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics. | | | | |
|  | Positive impact | Negative impact | No impact | Reason and evidence (provide details of specific groups affected even for no impact) |
| Age |  |  | x | Explicit policy advice which clarifies professional, clear decision making that does not impact equality |
| Disability |  |  | x |  |
| Gender |  |  | x |  |
| Gender identity |  |  | x |  |
| Sexual orientation |  |  | x |  |
| Race |  |  | x |  |
| Religion or belief |  |  | x |  |

|  |  |  |
| --- | --- | --- |
| If you have indicated there is a negative impact on any group, is that impact: | | |
| Legal?  (not discriminatory under anti-discriminatory legislation) | Yes | No |
| Intended? | Yes | No |
| Level of impact? | High | Low |

|  |  |
| --- | --- |
| If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below. | |
| Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact? | |
|  | |
| If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how. | |
|  | |
| Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy). | |
|  | |
| Signed:K Jones | Date: September 2021 |