



# **WANSTEAD HIGH SCHOOL**

## **Children with Health Needs Who Cannot Attend School Policy**

Person Responsible	Mrs H Martin
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This policy is communicated by the following means	School Website

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### Legislation & Related Policies

This policy links to the following policies and procedures:

This policy is based on the following legislation:

- [The Education Act 1996](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- Equality Act 2010
- Data Protection Act 2018

It is also based on the following statutory guidance from the Department for Education (DfE):

- [Alternative provision](#)
- [Arranging education for children who cannot attend school because of health needs 2023](#)
- DfE (2015) 'Supporting Pupils at School with Medical Conditions'

It should also be read in conjunction with the following school policies

- SEND information report and policy
- Attendance and Punctuality Policy
- Accessibility Plan
- Equalities Policy

## Glossary

Term	Meaning
IHCP	Individual Health Care Plan
EBSNA	Emotionally based school non-attendance (EBSNA) occurs when stress exceeds support and anxiety builds up to the point that a child or young person (CYP) cannot go to school
CAF	Common Assessment Framework is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote coordinated service provision to meet them
CAMHS now EWMHS	Child and Adolescent Mental Health Service (CAMHS), now called Emotional Welfare Mental Health Service (EWHMS) diagnoses or treats children and young people with emotional, behavioural or mental health difficulties.
Health Care Plan	A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition.
Early Help	A social care service and assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.
EHC Plan (EHCP)	Educational Health Care Plan – A statutory document which outlines outcomes and provision for young people with complex needs.
EP	Educational Psychologist, a specialist service which supports a range of cognitive needs.
Graduated approach	Assess, Plan, Do and Review – a model used to identify and plan the right support for each individual pupil and their families. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing
Key Stages (KS)	Stage at school: Key Stage 1 and 2 - Primary School Key Stage 3 - Years 7-9 Key Stage 4 - Years 10 and 11 Key Stage 5 - Post 16
Local Offer	The Local Offer is a guide which describes the range of services and support a local authority offers and provides for young people with SEND. It can be found on the LA website.
OT	Occupational Therapist, a specialist service which supports a wide range of needs and physical impairments.
Person centred approach	A person-centred approach is about ensuring that a young person with a need or disability is at the centre of setting their own goals and decisions which relate to their life and education.
SALT/SLT	Speech and Language Therapy / Therapist, a specialist service which supports language, communication and interaction.
SEND Code of Practice 0-25 2015	A key document which provides statutory guidance in relation to SEND support and provision. It is part of the Children and Families Act 2014.
SEMH	Social, Emotional and Mental Health

### 1. School Vision and Aims

'We will provide high quality education with character: inspiring our young people, keeping them safe and preparing them fully for life in the modern world as active and considerate citizens'.

All school staff, school leaders, pupils and parents/carers have a key role and shared responsibility in promoting and sustaining the highest standards of education and support for all learners. In partnership with parents and carers we aim to support all pupils in their academic, social and emotional growth and development. At Wanstead High School we are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel safe, valued and supported.

Regular attendance to school is an important factor that contributes to a pupil’s academic and social development. For some pupils, regular attendance is impacted by a chronic health condition, a health crisis or a social, emotional or mental health need.

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/carers understand what the school is responsible for when this education is being provided by the local authority (LA);
- Pupils, staff and parents/carers understand how our School will support pupils with medical conditions; and
- Pupils with medical conditions and health needs are properly supported to allow them to access the same education as other pupils, including school trips and sporting activities.

**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 conditions and needs, including anxiety issues;
- Emotionally based school non-attendance;
- Progressive conditions; and
- Terminal illnesses.

Children who are able to attend mainstream education with medical conditions may include those with:

- Physical or mental health issues;
- Long-term and complex medical conditions may require ongoing support, medicines or care while at school to help them manage their condition and keep them well;
- Conditions which may require monitoring and interventions in emergency circumstances; and
- Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

**2. Roles and Responsibilities**

In the first instance, and where possible Where possible, a pupil’s health needs should be managed by the home school so that they can continue to be educated there with support, and without the need for the intervention of the local authority.

<p>Governing Body</p>	<ul style="list-style-type: none"> <li>• Ensuring arrangements for pupils who cannot attend school as a result of their medical needs are in place and are effectively implemented.</li> <li>• Ensuring arrangements and systems are in place so that there is a termly review of the arrangements made for pupils who cannot attend school due to their medical needs.</li> <li>• Ensuring there are clear roles and responsibilities for staff and stakeholders involved in the arrangements to support the needs of pupils are clear and understood by all.</li> <li>• Ensuring robust systems are in place for dealing with health emergencies and critical incidents within the school, for both on- and off-site activities.</li> <li>• Ensuring staff with responsibility within the school for supporting pupils with health needs are appropriately trained.</li> </ul>
<p>Headteacher</p>	<ul style="list-style-type: none"> <li>• Working with the Governing Body to ensure compliance with the relevant statutory duties when supporting pupils with health needs.</li> <li>• Providing reports to the Governing Body on the effectiveness of the arrangements in place to meet the health needs of pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appointing a named member of staff who is responsible for pupils with healthcare needs and liaises with parents/carers, pupils, the Local Authority, key workers and others involved in the pupil's care.</li> <li>• Ensuring the support put in place focusses on and meets the needs of individual pupils.</li> <li>• Arranging appropriate training for staff with responsibility for supporting pupils with health needs.</li> </ul>
Deputy Headteacher	<ul style="list-style-type: none"> <li>• Working collaboratively with parents/carers and other professionals to develop arrangements to meet the needs of pupils.</li> <li>• Ensuring the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.</li> <li>• Ensuring the support put in place focusses on and meets the needs of individual pupils.</li> <li>• Arranging appropriate training for staff with responsibility for supporting pupils with health needs.</li> <li>• Providing teachers who support pupils with health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.</li> <li>• Notifying the Local Authority when a pupil is likely to be away from the Academy for a significant period of time (more than 15 days in one instance or throughout an academic year) due to their health needs.</li> <li>• Ensuring, as appropriate for the needs of the child, that a member of the pastoral team (eg., SENDCO/Head of Year) is responsible for pupils with healthcare needs and liaises with parents/carers, pupils, the LA, key workers and others involved in the pupil's care; I pupils;</li> <li>• Supporting Heads of Year in their role and responsibilities.</li> </ul>
SENDCO	<ul style="list-style-type: none"> <li>• Ensuring that appropriate referrals and assessment takes place for pupils who may have SEND needs and disabilities that are impacting their health and attendance to school</li> <li>• To lead on the support and provision, including reintegration of pupils who are not able to attend school due to a SEND need and/or disability.</li> </ul>
Heads of Year	<ul style="list-style-type: none"> <li>• In collaboration with the DoI and SENDCO, day to day support and oversight of pupils who are unable to attend school or lessons because of medical needs.</li> <li>• Actively monitoring pupil progress and support of reintegration into the school.</li> <li>• Supplying pupil's education providers with information about their capabilities, progress and outcomes.</li> <li>• Liaising with the DoI, SENDCO, education providers and parents/carers to determine pupil's programmes of study whilst they are absent from the school.</li> <li>• Keeping pupils informed about school events and encouraging communication with their peers.</li> <li>• Providing a link between pupils and their parents/carers, and the Local Authority.</li> </ul>
Heads of Departments	<ul style="list-style-type: none"> <li>• Supporting teachers within their departments to ensure they understand their roles and responsibilities and are effectively carrying them out.</li> <li>• Quality assurance and monitoring of Google Classrooms to ensure curriculum overviews, lessons and resources are available for pupils with health needs to access remotely.</li> </ul>
Class teachers and support staff	<ul style="list-style-type: none"> <li>• Understanding confidentiality in respect of pupil's health needs.</li> <li>• Designing lessons and activities in a way that allows those with health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason.</li> <li>• Ensuring that curriculum overviews, lessons and resources are uploaded in a timely way onto Google Classroom in line with school policy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding their role in supporting pupils with health needs and ensuring they attend the required training.</li> <li>• Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.</li> <li>• Ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.</li> <li>• Keeping parents/carers informed of how their child's health needs are affecting them whilst in the school.</li> </ul>
Parents/Carers	<ul style="list-style-type: none"> <li>• Ensure the regular and punctual attendance of their child at the school where possible.</li> <li>• Notify the school of the reason for any of their child's absences without delay</li> <li>• Notify the school as soon as possible when a health need or condition is proving to be a barrier to their child's attendance</li> <li>• Provide robust medical evidence to the school in order to ensure the school is able to comply with its statutory safeguarding and child protection duties. This will need to be updated regularly which will be discussed with parents/carers on a case-by-case basis.</li> <li>• Work in partnership with the school to ensure the best possible outcomes for their child.</li> <li>• Attend meetings to discuss what support for their child should be needed and how it will be implemented.</li> </ul>

### 3. Managing Absences

In line with the school attendance policy, parents/carers are advised to contact the Academy on the first day their child is unable to attend due to illness prior to **8am**, where possible.

Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness and/or a pupil's attendance falls below 90% and no medical evidence has previously been provided.

The school will provide support to pupils who are absent from School because of illness for a period of less than **15 school days** by liaising with the pupil's parents/carers to arrange schoolwork as soon as the pupil is able to cope with it or part-time education at school. 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 Attendance Officer, in liaison with the Deputy Headteacher and Director of Inclusion appropriate, will notify the relevant LA, who may take responsibility for the pupil's education.

The school will continue to support the pupil in liaison with the Local Authority as part of their overall plan. Where absences are anticipated or known in advance, the school will liaise with the Local Authority to enable education provision to be provided from the start of the pupil's absence. Effective collaboration between all relevant services (Local Authorities, CAMHS, NHS and the school) is essential to delivering effective education for pupils with additional health needs. This applies whether the pupil is in hospital or at home.

When a pupil is in hospital, liaison between hospital teaching staff, the Local Authority's alternative provision/home tuition service and the school can ensure continuity of provision and consistency of curriculum. Information provided by the school about the curriculum and work the pupil may miss, will help the pupil to keep up, rather than having to catch up

For hospital admissions, the appointed member of the pastoral team (HOY or SENDCO) will liaise with the relevant professionals 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 otherwise than at school.

The school will only remove a pupil who is unable to attend school because of additional health needs from the school roll where:

- The pupil has been certified by the school's medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent/carer has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent and appropriate advice from medical professionals.

#### **4. Supporting Pupils**

Where a pupil has a complex or long-term health issue, the school will discuss the pupil's needs and how these may be best met with the Local Authority, relevant medical professionals, parents/carers and, where appropriate, the pupil.

The Local Authority expects all schools to support pupils with health needs to attend full-time education wherever possible, or for the school to make reasonable adjustments to pupil's programmes of study where medical evidence supports the need for those adjustments.

Pupils with complex and long-term health issues will have been provided with an Individual Health Care Plan. The school will make reasonable adjustments under pupils' IHCPs.

Pupils admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned.

During a period of absence, the school will work with the provider of the pupil's education to establish and maintain regular communication and effective outcomes. Whilst a pupil is away from School, the School will work with the appropriate organisation to ensure the pupil can successfully remain in touch with their School. Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources. To help ensure a pupil with additional health needs is able to attend School following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the named staff member. Once drafted an application must be made to the Local Authority which will require the submission of appropriate medical evidence.

<https://eforms.redbridge.gov.uk/part-time-timetable-notification/>

- A referral to Redbridge's single point of access referral for education support – Home Tuition Service

<https://eforms.redbridge.gov.uk/referral-form-for-education-support/>

- Access to additional support in school including use of the school's wellbeing provision to support reintegration;
- Online access to the curriculum from home;
- Movement between and to lessons;
- Places to rest at School; and
- Special exam arrangements to manage anxiety or fatigue.

Whilst a pupil is away from school, the school will work with parents and carers to ensure the pupil can successfully remain in touch using the following methods:

- School newsletters
- Invitations to school events
- Cards or letters from peers and staff

## 5. Reintegration

When a pupil is considered well enough to return to School, the School will develop a tailored reintegration plan in collaboration with the relevant professionals.

The school will work with the relevant professionals when reintegration into School is anticipated, to plan for consistent provision during and after the period of education outside School. As far as possible, the pupil will be able to access the curriculum and materials that they would have used in School. If appropriate, medical professionals will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the pupil.

The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the pupil. For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents/carers in the early stages of their absence.

The school will ensure a welcoming environment and recognises that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents/carers and key staff about concerns, medical issues, timing and the preferred pace of return.

The reintegration plan will include:

- The date for planned reintegration, once known;
- Details of regular meetings to discuss reintegration;
- Details of the named member of staff who has responsibility for the pupil;
- Clearly stated responsibilities of all those involved;
- Details of key contacts;
- A programme of small goals leading up to reintegration; and
- Follow-up procedures.

Following reintegration, the school will support the relevant professionals in seeking feedback from the pupil. It is essential that all information about pupils with health needs is kept up-to-date. All teachers, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures appropriately.

### **If the local authority makes arrangements for a pupil who cannot attend school**

If the school cannot make suitable arrangements, the relevant local authority to the pupil's home address will become responsible for arranging suitable education for these children.

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the pupil;
- Share information with the local authority and relevant health services as required; and
- 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;
- Create individually tailored reintegration plans for each child returning to School; and
- Consider whether any reasonable adjustments need to be made.

## **6. Information Sharing**

It is essential that all information about a pupil's health needs is kept up-to-date.

In order to protect confidentiality, all information-sharing techniques will be agreed with the pupil and their parent/carer in advance of being used. All teachers, teaching assistants, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures, via the agreed school procedures.

## **7. Staff Training**

If staff training about a specific medical need is required, staff will be trained in a timely manner to support a pupil's return to school.

Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return. Healthcare professionals should be involved in identifying and agreeing with the school the type and level of training required.

Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs. Parents/carers of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

## **8. Examinations and Assessments**

If needed, the named member of staff will liaise with the alternative provision provider over planning and examination course requirements where appropriate. Relevant assessment information will be provided to the alternative provision provider if required.

If a pupil's education has been significantly disrupted within an exam year the pupil's Head of Year, SENDCO and Senior Leader responsible for Exams and Assessment will meet with parents/carers to discuss appropriate steps and provision.

Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by the school, or Local Authority if more appropriate, as early as possible.

## **9. Monitoring Arrangements**

This policy will be reviewed annually by the Deputy Headteacher responsible for overseeing medical needs. At every review, it will be approved by the full governing board.

