

Learners with Health Needs  
who cannot attend School Policy  
2023

Monitoring Responsibility	CEdO
Next Review Date	July 2024
Approval Body	Curriculum and Standards
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Chair of Committee Signature	

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## 1. Introduction

This policy sets out how Voyage Education Partnership will comply with its statutory duty to arrange suitable full-time (or part-time when appropriate for the learner's needs) education for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

This statutory duty applies to all children and young people of compulsory school age, who would normally attend an academy within the Trust.

## 2. Aim of the Policy

2.1 Our intention is that all learners, regardless of circumstances or educational setting, should receive a good education to enable them to shape their own futures. Therefore, alternative arrangements for learners who are medically unfit to attend school and the framework surrounding it should offer good quality education. This support should meet the learner's individual needs, including social and emotional needs and enable them to thrive and prosper in the education system.

2.2 The provision for learners who are medically unfit to attend school will ensure that:

- Learners continue to make good progress in their education and do not fall behind their peers, particularly in the core subject areas.
- Disruption to learning is minimised and there is continuity of education provision within the school curriculum.
- Learners are able to obtain qualification as appropriate to their age and abilities.
- Learners are able to reintegrate successfully back into school and that this takes place as soon as their health permits.
- Learners feel fully part of their school community and are able to stay in touch with their peers.

## 3. Legislation and Guidance

3.1 Key legislation covering the duties and powers relating to this policy:

- Section 19 of the Education Act 1996, as amended by section 3a of the Children, Schools and Families Act 2014.

[https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

- Equality Act 2010  
[https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

3.2 Local authorities must have due regard to statutory guidance when fulfilling their duties under section 19. The relevant guidance is:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/941900/health\\_needs\\_guidance\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf)

This Policy has been developed with due regard to this guidance.

3.3 Consideration to the following policies should also be given when referring to this policy.

- Supporting Learners with Medical Conditions
- Attendance
- Alternative Provision
- Special Education Needs and Disability
- Accessibility Plan
- Health and Safety
- Data Protection Policy
- Child Protection

## 4. Identification of Learners who need provision.

4.1 This Policy applies to all learners who:

- Have an illness or medical condition which will prevent them from attending school for 15 or more school days, either one absence or over the course of a school year and where suitable education is not otherwise being arranged.
- Have a health need and their absence has been validated as necessary by a medical professional.
- Health needs can include physical illness, injuries and clinically defined mental health problems, certified by medical evidence, such as that provided by a medical consultant.
- Learners who are unable to attend an academy due to their health needs may include those with:
  - Terminal illnesses

- Physical health issues
- Physical injuries
- Mental health problems, including anxiety.
- Eating disorders
- Emotional difficulties
- Progressive conditions
- Chronic conditions

## 5. Referral and Intervention

- 5.1 The academies within Voyage, will liaise with the LA when it becomes evident that intervention by the LA will be necessary to ensure continuing education provision for a learner.
- 5.2 This will be when:
- it is clear that a learner will be away from school for 15 days or more, whether consecutive or cumulative.
  - There is appropriate medical support for this decision to be made.
  - Parents/ Guardians agree that this intervention must be implemented to enable their child/ young person to continue with education.
- 5.3 Learners who are on roll who have a long-term medical need which does not require inpatient hospitalisation, are generally referred to The Pilgrim Hospital School as the alternative provider. It is the responsibility of the academy, to collate the necessary evidence to support the referral to the Pupil Reintegration Team/ Pilgrim Hospital School.
- 5.4 The education provided by the alternative provider will be equivalent to a full-time education unless this would be not in the best interests of the learner or where staffing or funding is prohibitive. Learners who require this provision, may receive one-to-one support which may be fewer hours in total, but the input is more concentrated than that which would be delivered in a whole class situation.
- 5.4 The education provided will be tailored to the learner's age, aptitude and ability and will also take into account any other individual needs a learner may have such as special educational needs, disabilities,

mental health needs or medical needs. This will be supported by the information provided by the learner's home school.

- 5.5 Learners registered at a Voyage Academy remain on roll and are dual registered with the alternative provider for the duration of the placement. Although such learners are taught full-time by the alternative provider, they remain the responsibility of the home school and should be recorded as part of any school census.
- 5.6 The learner's progress within the alternative provision will be reviewed regularly with the provider, the parents/ carers, medical professionals and any other agencies working with the learner and their family. It must be recognised that the learner's ability to any educational provision may change dependant upon their health and any programme will need to be flexible to accommodate this.

## 6. Roles and Responsibilities

- 6.1 In order for this policy to be successfully implemented, various parties have roles and responsibilities to fulfil.
- 6.2 The role and responsibilities are as follows:

### The Trust board

- Overseeing and monitoring the overall implementation of the policy within all academies to ensure that that statutory requirements are fulfilled.

### The Local Authority

- Provide such education as soon as it is clear that a learner will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the learner.
- Ensure the education learners receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual learners in arranging provision.
- Have a named officer responsible for the education of learners with additional

health needs and ensure parent/carers know who this is.

- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards learners with additional health needs.
- Review the provision offered regularly to ensure that it continues to be appropriate for the learner and that it is providing suitable education.
- Give clear policies on the provision of education for children and young people under and over compulsory academy age.

#### Trust Executive Team

- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of learners are clear and understood by all.
  - Monitoring through delegation to the Trust Inclusion Lead, that the responsibilities as discharged to the Headteacher are fulfilled.

#### Headteachers

- Working with the Executive team to ensure compliance with the relevant statutory duties when supporting learners with health needs.
- Ensuring arrangements for learners, who cannot attend school as a result of their medical needs, are in place and are effectively implemented.
- Ensuring the termly review of the arrangements made for learners who cannot attend school due to their medical needs.
- Ensuring robust systems are in place for dealing with health emergencies and
- critical incidents, for both on and off-site activities. Working collaboratively with parent/carers and other professionals to develop arrangements to meet the best interests of learners.
- Ensuring the arrangements put in place to meet learners' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff to liaise with all stakeholders who are involved with the learner's care
- Ensuring the support put in place focusses on and meets the needs of

individual learners.

- Arranging appropriate training for staff with responsibility for supporting learners with health needs.
- Providing teachers who support learners with health needs with suitable information relating to a learner's health condition and the possible effect the condition and/or medication taken has on the learner.
- Engaging with an annual audit which evaluates the effectiveness of the arrangements in place to meet the health needs of learners.
- Notifying the LA when a learner is likely to be away from the academy for a significant period due to their health needs.

#### The Named Academy Member of Staff (Usually the SENCO)

- Conducting a thorough risk assessment of any alternative provision (in line with the Alternative Provision Policy)
- Implementing the alternative provision policy, where provision of this type is implemented to support a learner with health needs.
- Actively monitoring learner progress and reintegration into academy.
- Supplying learners' education providers with information about the learner's capabilities, progress, and outcomes.
- Liaising with the headteacher, education providers and parent/carers to determine learners' programmes of study whilst they are absent from the academy.
- Keeping learners informed about academy events and encouraging communication with their peers.
- Providing a link between learners and their parent/carers, and the LA.

#### Parents and Carers

- Ensure the regular and punctual attendance of their child at the academy where possible.
- Work in partnership with the academy to ensure the best possible outcomes for their child.

- Notify the academy of the reason for any of their child's absences without delay.
- Provide the academy with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how support for their child should be planned.

## 7. Procedures

- 7.1 In order for any alternative provision to be successful in meeting the needs of the learner, and to ensure effective reintegration occurs, there are steps which must be taken before, during and after arrangements are made.
- 7.2 The following **MUST** be completed:
- All relevant and appropriate paperwork completed, and relevant authorisation gained from a medical professional for the referral to be made.
  - The named person must share all relevant information with the alternative provider including but not limited to: safeguarding information/ concerns, SEN status, academic abilities, targets, subjects studied.
  - Copies of the relevant Risk Assessment for the provider are placed on file for the learner.
  - Copies of the up-to-date Child Protection Policy for the provider are located and the named person for safeguarding is identified.
  - All other information, as per the Alternative Provision Risk Assessment, is gathered.
  - Identify a person to make daily contact with the alternative provider to monitor attendance.
  - Agree a date for review of the placement.
  - Weekly contact to be made between home school and alternative provider to monitor educational progress and maintain communication between the home school and the learner.
  - Reintegration plans must be drawn up prior to the learner returning to the home school. These may include some or all of the following: reduced timetables, additional adult support in place for mobility issues, rest breaks.
  - A new individual healthcare plan may need to be created if there are substantial changes to a learner's medical needs which require support and adjustments to be made for them. Once this has been created, it is essential that all staff are made aware of any relevant information.

- Where additional training is required to meet particular medication/ mobility needs, the appropriate medical professional should be contacted well in advance of the learner's return to the academy. This is to avoid delays which may prevent the learner from returning when they are ready.
- It may be necessary for the academy SENCO to make a request for additional medical funding from the Local Authority, this can be discussed with the Trust Inclusion Lead for clarification- if required.

7.3 There are also additional considerations which should be made before, during and after arrangements are made. They are:

- How communication will be maintained between the home school and the learner to enable them to be involved in the life of the academy.
- How any relevant resources and materials will be shared with the alternative provider.
- How access to external examination will be managed to enable the learner to access these where appropriate.
- How communication and interaction can be maintained with the learner's peer group, so as to reduce the potential impact this may have on the learner's mental health and wellbeing.

## 8. Reintegration

8.1 When a learner is considered well enough to return to the academy, the academy in collaboration with the alternative provision, parents/ carers, learner and medical professionals, must create a reintegration plan for their transition back into the home school environment.

- If appropriate, any relevant members of staff will be involved in the development of the learners' 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 learners.

- The academy will consider whether any reasonable adjustments need to be made to provide suitable access to the academy and the curriculum for the learners.
- For longer absences, the reintegration plan will be developed near to and no less than 2 weeks prior to the learners' likely date of return, to avoid putting unnecessary pressure on an ill learner or their parent/carers in the early stages of their absence whilst still allowing preparations to be made for specialist training where required.
- The academy is aware that some learners will need gradual reintegration over a long period of time and will always consult with the learners, their parent/carers and key staff about concerns, medical issues, timing, and the preferred pace of return.

## 8.2 The reintegration plan must 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 learners.
- Clearly stated responsibilities and the rights of all those involved.
- Details of social contacts, including the involvement of peers and mentors during the transition period.
- A programme of small goals leading up to reintegration.
- Follow up procedures.
- Copy of the Individual Healthcare Plan.

An example reintegration plan is available in Appendix 1.

## 9. Monitoring and Review

9.1 This policy will be reviewed by Trust on an annual basis.

9.2 Any changes to the policy will be clearly communicated to all members of staff involved in supporting learners with additional health needs, and to parent/carers and learners themselves.

9.3 The next scheduled review date for this policy is July 2024

10. Appendix: Learner Re-integration Plan

**Reintegration Plan- Medical Absence**

*This Plan Should be used by academies where a learner has been unable to access education within the academy and has been supported by an alternative provider for a period of 15 or more days.*

**This form must be completed electronically and printed for parents/carers to sign.**

<b>Date of Meeting:</b>		<b>Location:</b>	
<b>Name of learner:</b>		<b>Name of Academy:</b>	
<b>Year Group:</b>		<b>Ethnicity:</b>	
<b>SEND status:</b>		<b>Child Protection</b>	Yes/No
<b>Looked After Child</b>	Yes/No	<b>Early Help/FSP</b>	Yes/No
<b>Child in Need</b>	Yes/No		

**Parents & Professionals involved with the learner**

<b>Name:</b>	<b>Role &amp; Organisation:</b>	<b>Attended? (Y/N)</b>	<b>Have they been informed of the reintegration plan? If not, please state why.</b>
<b>Start date of timetable:</b>		<b>End date of timetable: Pupil should return full-time provision within 6 weeks of start</b>	

Objectives (what do we want to happen at the end of the reintegration period?)	Success Criteria (How will we all know that the plan has been successful?)
Parent(s):  Learner:  Academy:  Other (professional or family member):	Parent(s):  Learner:  Academy:  Other (professional or family member):

WHAT NEEDS TO HAPPEN?		
Actions to be taken:	By When:	Person responsible:
1.		How will we know it is working?
2.		
3.		
4.		
5.		
6.		



<b>Review Meeting Date: (within 2 weeks of the start date)</b>	
<b>Time:</b>	
<b>Venue:</b>	
<p>The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting. By signing this form, the academy is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.</p>	
<p>During the period of the part-time timetable the academy will:</p> <ul style="list-style-type: none"> <li>• Monitor the effectiveness of the part-time timetable</li> <li>• Hold a review on the agreed date</li> <li>• Provide work for the learner to do whilst at home and mark all work completed</li> </ul>	
<b>Parents/ carers</b>	
<b>A reduced timetable can only proceed with parents' signed consent to the plan and cannot be enforced by a school or insisted upon.</b>	
I/ we agree with the content of these minutes and the reintegration plan	
<b>Parent/carer Name:</b>	
<b>Date:</b>	
<b>Signature:</b>	
<b>Parent/carer Name:</b>	
<b>Date:</b>	
<b>Signature:</b>	
<b>Learner – this section is voluntary for the learner to complete.</b>	
<b>Learner Name:</b>	
<b>Date:</b>	
<b>Signature:</b>	

<b>School Representative:</b>		<b>Date:</b>		<b>Signature:</b>	
<b>[INSERT NAMES OF OTHER PROFESSIONALS]:</b>		<b>Date:</b>		<b>Signature:</b>	

School representative-

1. Print off/ email to parents/ carers for their records.
2. Ensure all relevant members of staff are aware of the plan.
3. Inform education welfare officer of the plan.

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**REQUEST FOR EDUCATION SUPPORT (MEDICAL GROUNDS)**

On 1st September 2014 a new duty came into force for governing bodies to make arrangements to support pupils at school with medical conditions. Statutory guidance was published in Dec 2015, its aim to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf)

This referral should be completed in line with Lincolnshire Children's Service published policy on supporting pupils with health needs 2021.

**PLEASE INDICATE THE NATURE OF THE REQUEST**

For a pupil presenting with Emotionally Based School Avoidance (EBSA) YES/NO

*All Sections must also be completed*

For a pupil experiencing a period of physical ill health YES/NO

*Sections 1-3 completed only*

## Checklist

In order to inform the specialist consultation panel and enable robust decision making to take place, all required sections must be completed and the following documents must be included:

Document	Tick to indicate included	Document	Tick to indicate included
Attendance Record		EHC plan (where applicable)	
Medical Information		VSEND (where applicable)	
Chronology		Risk Assessment (where applicable)	
Healthcare Plan (medical conditions only)		Copy of reduced timetable (where applicable)	
EBSA Pastoral Support Programme (EBSA only)		Most recent TAC/ESCO/CIN/CP plan (where applicable)	
ATTEND Framework Forms (EBSA only)			

### FOR OFFICE USE ONLY

Screened on	Date	Screened By
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### OUTCOME

Sent to PRT for Consultation	Date sent	By
Returned to school with advice	Date Sent	
Request to allocate PRT Caseworker	Date Sent	

<b>Section 1</b>	
Childs name:	D of B: Year Group:
First Language:	Nationality:
Identifies as Gender:	UPN:
Pupil Address:	
Parent/Carer Name	Relationship PR YES NO
Address	Contact No
Email address	
Parent/Carer Name	Relationship PR YES NO
Address	Contact No
Email address	
<p>I give my consent for my /my child's health needs and the support and interventions in place to be shared with representative of the multi-agency panel. All discussions are held in utmost confidence and how the Local Authority uses your personal information can be found at: <a href="https://www.lincolnshire.gov.uk/privacy">https://www.lincolnshire.gov.uk/privacy</a></p>	

Parent Signature:		Pupil Signature:	
Date		Date	

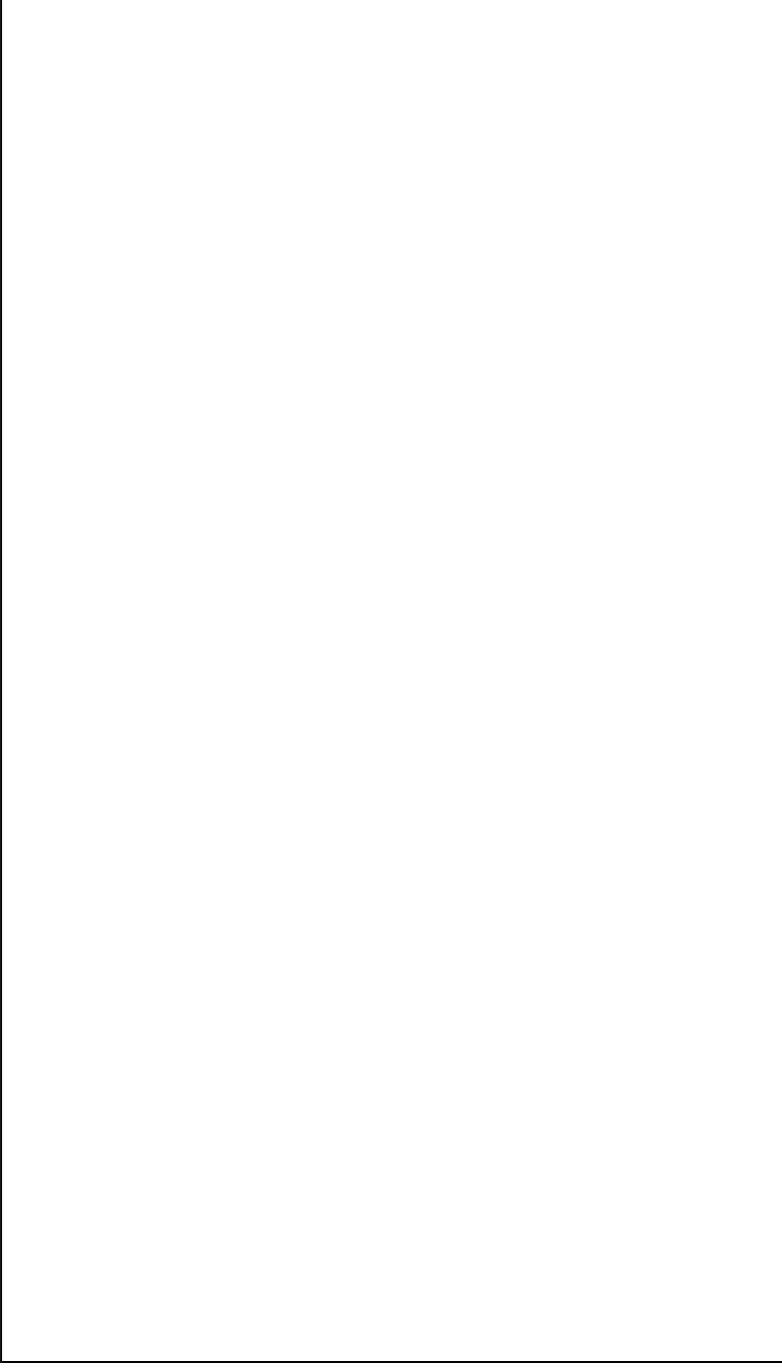
<b>Section 2</b>	
School:	Tel:
School contact:	
Role:	
Email address:	
Is the child currently open to:	ESCO <input type="checkbox"/> TAC <input type="checkbox"/> CIN <input type="checkbox"/> CP Plan? <input type="checkbox"/> None <input type="checkbox"/>
If so, please provide name and contact email of lead professional:	
Is the child currently a Child in Public Care?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If so, please confirm name and Contact email of Social Worker and Virtual School	
Social Worker:	
Virtual School Officer:	
Does the child have Special Educational Needs?	Yes/No
If yes, please give a brief description of their needs and how the graduated approach is being implemented to meet these. Please include a copy of their VSEND assessment with the application.	
Is the child in the process of an EHC needs assessment?	Yes/No
Does the child have an EHC?	Yes/No
If yes, please attach a copy of plan.	



### Section 3

#### **Description of the pupil's current medical needs.**

Please attach any documentation from medical professionals who are currently treating the pupil.

A large, empty rectangular box with a thin black border, intended for the user to attach any documentation from medical professionals currently treating the pupil.





**Parent/Carer Views:**

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**Attendance:**

Please include a printout with the application.

<b>Current Academic year:</b>			
	Actual Attendance (Number of Sessions)	Possible Attendance (Number of Sessions)	%
Term 1			
Term 2			
Term 3			

<b>Last Academic year:</b>			
	Actual Attendance (Number of Sessions)	Possible Attendance (Number of Sessions)	%
Term 1			
Term 2			
Term 3			

Is the pupil accessing a reduced timetable? If yes, date timetable was implemented:	Yes / No
If yes, date the LA informed via the Pupil Leaving School Roll & Child Missing Education Notifications: Please include a copy of the timetable with the application.	

**Professional Involvement**

Please list any professionals that have recently or are currently involved with the pupil, the support that has been put in place as a result of their involvement and advice and detail the impact.

Name & Role	Date of Involvement	Contact details	Brief Description of Involvement and Impact of following the advice and interventions

**Attainment:**

Please provide a brief description of the pupil's educational attainment and attach the most recent assessment of their ability.



**Section 4**

**REQUEST FOR MULTI AGENCY CONSULTATION PANEL – PUPIL ON EBSA LADDER**

For PUPILS PRESENTING WITH EMOTIONALLY BASED SCHOOL AVOIDANCE Schools should follow the Lincolnshire EBSA Ladder. Where this has not promoted an increase in attendance and engagement, school may request a consultation with the multi-agency EBSA panel to explore other interventions and resources beyond those available through the Ladder.

When requesting a consultation, please provide copies of EBSA PSPs detailing cycles of Assess, Plan, Do, Review; reasonable adjustments in place; advice sought from external agencies and the impact of these interventions.

**NOTE** Where this is not evident the school will be advised by Ask SALL and further support offered to the school to support the implementation of the EBSA pathway.

Date of ATTEND ASSESSMENT
Summary of Outcome and Interventions
Date of Initial PSP
Summary of interventions
DATE of REVIEW
Details of SUPPORTING PROFESSIONALS

Summary of Interventions	
DETAILS OF the current programme of study provided to the pupil	
How much access to taught provision is available to the pupil?	
Where is this delivered?	
How much access to on line/virtual learning is available to the pupil?	
Level of engagement with current educational provision (1 most worried about)	
1	2 3 4 5 6 7 8 9 10

